



MESSAGE FROM THE CHAIRPERSONS

Welcome!

The CANDE newsletter intends to serve multiple purposes: expanding our network, getting to know our colleagues and their research, disseminate information about conferences and new publications, ongoing research in the field - and of course it's about you!

As the Co-Chairs we welcome you all and look forward to hearing from you with feedback about suggestions for this newsletter and how we can better work together across the globe.



Heidi Biseth (Norway) and David Zyngier (Australia)

In our next newsletter we want to feature publications – both journal papers and books or book chapters relevant to our SIG, and in **particular** those written by SIG Members. So please send title, author and 100 words about the contribution to the SIG Co-Chair david.zyngier@monash.edu

2013 JUDITH TORNEY-PURTA OUTSTANDING PAPER AWARD FOR NEW SCHOLARS:

Once again the CANDE SIG is seeking nominations from new and emerging scholars (a new or emerging scholar is within 7 years of Phd completion) who are presenting a paper at the CIES 2013 Annual Conference New Orleans.

Please send a copy of your paper to David Zyngier david.zyngier@monash.edu SIG Co-chair if you would like to be in the running for the prestigious award, certificate and \$200 prize money.

CONFERENCE ANNOUNCEMENTS



CIES 2013 Annual Conference New Orleans, Louisiana
March 10th - 15th

<http://www.cies.us/2013/index.html>

CITIZENSHIP AND DEMOCRATIC EDUCATION SIG BUSINESS MEETING

If you are coming to the conference make sure that you attend the Citizenship and Democratic Education SIG Business Meeting on

Wednesday, March 13 - 12:00pm - 1:30pm, Building/Room: Hilton Riverside Hotel / Elmwood

CITIZENSHIP AND DEMOCRATIC EDUCATION SIG HIGHLIGHTED SESSIONS:

1. DISCOURSES ON CITIZENSHIP EDUCATION

Scheduled Time: Tuesday, March 12, 10:15am - 11:45am, Building/Room: Hilton Riverside Hotel / Magnolia

2. AN INTERNATIONAL EMPIRICAL FOCUS ON CITIZENSHIP EDUCATION

Scheduled Time: Thursday, March 14, 08:00am - 09:30am, Building/Room: Hilton Riverside Hotel / Trafalgar

NEW SCHOLARS PUBLICATION MENTORING WORKSHOP 5: CURRICULUM AND TEXTBOOKS

Scheduled Time: Wednesday, March 13 - 8:00am - 11:45am, Building/Room: Hilton Riverside Hotel / Marlborough A

NEW SCHOLARS ESSENTIALS 4: DELIVERING EFFECTIVE ACADEMIC PRESENTATIONS (OPEN SESSION)

Scheduled Time: Wednesday, March 13 - 1:45pm - 3:15pm, Building/Room: Hilton Riverside Hotel / Belle Chasse

IN THE SPOTLIGHT: MEMBERS OF THE CANDE SIG

At the CANDE SIG business meeting in Puerto Rico, we encouraged you to send us some information about yourself to be distributed in the group. We would very much appreciate that others in our SIG could do so as well as a way of getting to know each other. Please send a photo and brief CV Bio of 100 words and selected publications (with hyperlinks if possible) to david.zyngier@monash.edu

FUTURE CONFERENCES

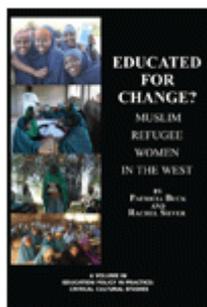


Website: <http://wcces2013.com.ar/>

NEW PUBLICATIONS

Educate for Change? Muslim Refugee Women in the West

By: Patricia Buck (Bates College and Matawi, Inc.) and Rachel Silver (Matawi, Inc.)



A volume in the series: Education Policy in Practice: Critical Cultural Studies

Editor(s): Edmund Hamann (University of Nebraska-Lincoln) and Rodney Hopson (Duquesne University)

<http://infoagepub.com/products/Educated-for-Change> Paperback 978-1-61735-620-9 Web Price: \$39.09

* Hardcover 978-1-61735-621-6 Web Price: \$73.09

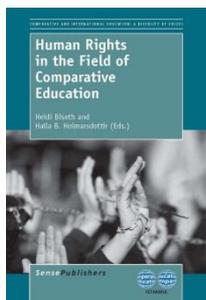
* eBook: 978-1-61735-622-3

Special Sale Price of \$20.00 per book (paperback) within the U.S. (\$29.99 rest of the world) Free Shipping if you call and place your order by September 15th. 1-866-754-9125

Educated for Change?: Muslim Women in the West inserts Muslim women's voice and action into the bifurcated, and otherwise male dominated, relations between the West and the Islamic East. A multilayered, multisite, educational ethnography, Buck and Silver's study takes a novel approach to its feminist charge. Drawing upon thick description of refugee women's school experiences in two seemingly distinct locations, Educated for Change? engages the dual nature of schooling as at once a

disciplinary apparatus of local, national, and international governance, and paradoxically, a space and process through which school community members wield the power to observe, deliberate, and act as agents in the creative and willful endeavor of living. In doing so, the text locates formal schooling as a key location at which one can witness the politics of cultural change that emerge when Western and Islamic communities converge.

Human Rights in the Field of Comparative Education



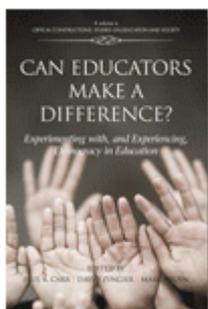
Heidi Biseth, Buskerud University College (Ed.)
Halla B. Holmarsdottir, Oslo and Akershus University College (Ed.)

<https://www.sensepublishers.com/catalogs/bookseries/the-world-council-of-comparative-education-societies-/human-rights-in-the-field-of-comparative-education>

There is no single answer to the question: what are human rights? The answer depends on whom you ask. Several of the papers presented at Fourteenth World Congress of Comparative Education held at Bogaziçi University in Istanbul, Turkey, in June 2010 discussed issues related to human rights from a comparative education viewpoint. The nine papers presented in this book spans from policy analysis to practices in classrooms. They include analyses of human rights from a regional or country perspective, including Greece, Jordan, the Latin American region, Morocco, Northern Ireland, Portugal, the UK, the US, and Turkey.

In facilitating a clarification of the ways in which we understand and talk about human rights in the field of comparative education, the editors have analysed and visualized the chapter contributions using Marie-Bénédicte Dembour's categorization of human rights discourses. This is a fruitful exercise as it unravels the fact that we do not always mean the same thing when talking about human rights and also sheds light on the issues within human rights to which we are silent, issues that we should conceivably be discussing.

Can Educators Make a Difference? Experimenting with, and Experiencing, Democracy in Education



Paul R. Carr, Lakehead University
David Zyngier, Monash University
Marc Pruyun, Monash University

<http://infoagepub.com/products/Can-Educators-Make-a-Difference>

Paperback 978-1-61735-813-5 **Web Price: \$39.09** (Reg. \$45.99)
Hardcover 978-1-61735-814-2 **Web Price: \$73.09** (Reg. \$85.99)

As the title of this book suggests, how we understand, perceive and experience democracy may have a significant effect on how we actually engage in, and with, democracy. Within the educational context, this is a key concern, and forms the basis of the research presented in this volume within a critical, comparative analysis. The Global Doing Democracy Research Project (GDDRP), which currently has some 70 scholars in over 20 countries examining how educators do democracy, provides the framework in which diverse scholars explore a host of concerns related to democracy and democratic education, including the impact of neoliberalism, political literacy, critical engagement, teaching and

learning for and about democracy, social justice, and the meaning of power/power relations within the educational context.

If you are involved in a book project or would like assistance with a book project why not send us some information and we can publicise it amongst all our members!

NEW RESEARCH PROJECTS & AWARDS

Can Educators Make a Difference: Experiencing Democracy in Education

Dr David Zyngier (Monash University)

A vibrant and participatory democracy is vital to Australia's national security. International research finds that teachers understand democracy as an obligation to vote and obey laws. This has implications for how education supports, cultivates, engages in and with democracy in classrooms. This research analyses perspectives, experiences and perceptions of democracy among educators, including teacher-educators, teachers, both practising and pre-service. Findings will enable a comparative and comprehensive understanding of how democracy is practised by teachers. This will have great benefit to the development of appropriate teacher educator training , and civics and citizenship programs to promote and strengthen our democratic society.

International research has found that teachers and students understand democracy as only the obligation to vote and obey the law. Knowing how democracy is understood within Australian education will have great benefit to the development of appropriate school civics and citizenship programs to promote and strengthen our democratic society.

Grant from the Australian Research Council \$365 000 (2013-2015)

Democracy, political literacy and the quest for transformative education

Paul Carr (Lakehead University); Gina Thésée (Université du Québec à Montréal); Joel Westheimer (University of Ottawa); Brad Porfilio (Lewis University); David Zyngier Monash University

The study seeks to contextualize, identify, problematize and analyze how educators experience, understand and perceive democracy, and how this connection to democracy actually shapes the democratic experience for themselves and students in and through the education experience. The methodological approach for this project favours critical, qualitative, interpretivist inquiry. The research involves interviews and focus-groups with samples of teacher-education students, teachers, principals, professors of education, and community members (n=750 participants) at five sites (Orillia, Ottawa and Montreal in Canada, Chicago (US) and Melbourne (Australia)). In addition to local and synthesis analyses and reports, the project will develop detailed reports on five key themes, including policy, institutional culture, pedagogy, curriculum, and epistemology in relation to democratic education. During the five-year project, consultation with specialists is also planned, and these events will provide further support, documentation and evidence to be disseminated throughout the educational sector. Another innovation of this project is

the proposed development of instruments, tools, policy, practices and proposals that focus directly on local and international contexts.

The aim of the project is to further democratize education and, concomitantly, society, to develop not only competencies, skills and knowledge but also curriculum, pedagogy, policy and practices that may positively affect the institutional culture of education.

Grant from the Social Sciences and Humanities Research Council of Canada Grant 2013-2016 (\$265 000)

Have you received project funding or an award? Why not send us some information and we can publicise it amongst all our members.

IN THE NEWS

The Global Doing Democracy Project - An international project examining perspectives & perceptions of democracy in education to develop a robust & critical democratic education. This project has over 75 members (and growing) and has now opened its collaborative website to the public. You can visit the website and ask for membership: <http://doingdemocracy.ning.com/>

If you are working on a project or would like assistance on a project why not send us some information and we can publicise it amongst all our members!

Check our new *Facebook* site <http://www.facebook.com/groups/284370475000501/>

Check our new *Academia* site:

<http://independent.academia.edu/CitizenshipandDemocraticEducationCANDESpecialInterestGroupCIES>

Get involved in both to join; to share, to collaborate; to celebrate your success; and to discuss and promote your work and to network with other like minded CANDE researchers!

In our next newsletter we want to feature publications – both journal papers and books or book chapters relevant to our SIG, and in **particular** those written by SIG Members. So please send title, author and 100 words about the contribution to the SIG Co-Chair david.zyngier@monash.edu

WILL YOU CONTRIBUTE TO THE NEWSLETTER?