

Nordidactica – Journal of Humanities and Social Science Education

Introduction to 2013:1 Globalization and School Subjects

Anders Broman, Peter Hobel, Torben Spanget Christensen

Nordidactica 2013:1

ISSN 2000-9879

The online version of this paper can be found at: www.kau.se/nordidactica

Nordidactica
- Journal of Humanities and Social
Science Education

Introduction to 2013:1 Globalization and School Subjects

Anders Broman, University of Karlstad

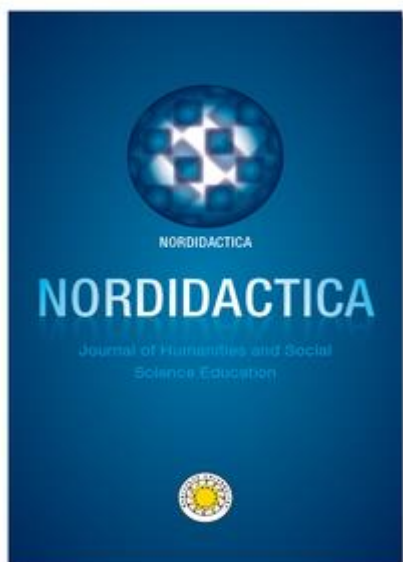
Peter Hobel, University of Southern Denmark

Torben Spanget Christensen, University of Southern Denmark

This issue of Nordidactica is a special issue.

The articles are based on papers presented at the conference "Globalization and School Subjects – Challenges for Civics, History, Geography and Religious Education" at The University of Karlstad in December 2012.

In this issue of Nordidactica writers from primarily the Nordic countries, but also from Australia, Turkey and Lebanon in various ways addresses the problem of Globalization and Citizenship in primary and secondary education. Some of the articles focuses on specific subjects; History, Social Science, Religion and Geography. Most of the articles have a strict didactical perspective; others have a more explorative perspective, political socialization of Swedish youth and the state of citizen education in Lebanon. All the articles are proceedings from a conference on Globalization and School Subjects - Challenges for Civics, History, Geography and Religious Education" organized by Karlstad University, December 2012. In the Table of Contents you will find a short presentation of each article.



We are happy to present no less than 12 articles.

We have divided them into four parts:

- In the first part we publish an article based on one of the keynote speeches
- In the second part we publish two articles analyzing and discussing civics in the aftermath of the terror attack in Oslo on July the 22nd 2011

INTRODUCTION TO 2013:1 GLOBALIZATION AND SCHOOL SUBJECTS.

Anders Broman, Peter Hobel, Torben Spanget Christensen

- In the third part we publish four articles contributing comparative and intercultural perspectives
- In the fourth part we publish five articles debating the issue of civics in a local and a global context

Table of Contents

Part One: Keynote

Joakim Ekman: Schools, Democratic Socialization and Political Participation: Political Activity and Passivity among Swedish Youth1-11

Ekman is exploring political participation among youth. Three dimensions of political citizenship are highlighted in Ekman's article: political efficacy, political literacy, and political participation; and the analysis focuses on the impact of a number of different school-related factors on these three 'citizenship competencies'. Ekman refers to empirical research he conducted on socialization among Swedish youth with his colleague Erik Amnå. They identify four distinct groups when it comes to citizenship orientations: active youths; those on standby (or monitorial participants); the unengaged; and the disillusioned. The 'standby' or 'monitorial' category is the largest group in the Swedish data sample, suggesting that being a standby or a monitorial citizen is a common orientation in contemporary democracies. Ekman presents a political perspective on political participation among youth in late modern global society. He provides very important input to and points out important prerequisites for citizenship education.

Part Two: Norway after July 22nd

Kerstin von Brömssen: "2083 – A Declaration of Independence" – An Analysis of Discourses from the Extreme 12-33

von Brömssen examines the discourses of Norwegian Anders Behring Breivik's Manifesto and discusses the importance of integrating the analysis of such phenomena in different school subjects seen from the background of a European multicultural backlash. von Brömssen's methodological approach is critical discourse analysis and she analyses the Manifesto, Eurabian literature and statements from European politicians. von Brömssen analyses the three dominating discourses of the Manifesto (on multiculturalism, feminism and Islam) and she shows how multiculturalism, feminism and Islam according to Breivik is a threat to the culture and the values of Europe. The study proves that wording and the values of the discourses of the Manifesto recur in the statements of right-wing and populist politicians. von Brömssen examines how these discourses are opposed to an open, democratic and diverse society, but underlines the need for discussing the content and the knowledge construction of the far right in the subjects and the need for counteracting parallel ghettos on the Internet and in the real world.

Sidsel Lied and Sidsel Undseth Bakke: Canon and Archive in Messages from Oslo Cathedral Square in the Aftermath of July 22nd 201134-56

On July the 22nd 2011 Anders Behring Breivik committed his terrorist acts in Oslo and on Utøya. In the following days Norwegians – including many children – put

letters (drawings with written messages) on the Oslo Cathedral Square. The authors have selected and analysed some of these utterances asking this research question: can central values which people were in dialogue with in these utterances be seen as a part of Norwegian cultural memory, and if so, how. Having analysed the utterances starting from the concepts “dialogue”, “critical event” and “cultural memory”, the question is answered in the affirmative. Many children drew the Norwegian flag, and the authors interpret the flag as a symbol of unity, solidarity, calmness, freedom and independence and claim that it is an active symbol (“canon” in the “cultural memory”) in Norwegian history. Other children drew roses, and the authors interpret this as a symbol of weapon. This symbol is taken from the “archive” of the “cultural memory”, that is the passive part of remembrance. Even though the values embedded in the symbols – humanity and love, unity and solidarity – are important values in Norwegian school and society, these values still need to be highlighted, reactivated and reinterpreted, the authors emphasize, in school as well as in other parts of society.

Part Three: Comparative Perspectives

Rima Bahous, Mona Nabhani and Annika Rabo: Parochial education in a global world? Teaching history and civics in Lebanon.....57-79

The article reports from a research project on how global processes are expressed in educational policies and pedagogical texts in Lebanon, Sweden and Turkey (particular in the 8th grade). The article has an exploratory approach and presents material (curricula, textbooks, interviews, etc. – and the history of the schooling system) gathered by the authors in Lebanon focusing on history and civics. The starting point for the authors is three research questions:”1) How is the ‘right’ citizen presented and depicted in the Lebanese material? 2) How is the relationship between national and global perspectives treated in relation to the ‘citizen’ in guidance documents for schools and pedagogical texts? 3) What civic rights and obligations are given attention and what individuals are included or excluded at both national and global level?” They use curriculum theory as an analytical frame. The authors present some preliminary finding: The Lebanese are caught between the global and the parochial, with little place for the national, and education in Lebanon does not contribute to the cohesion of the country. There is no consensus on the importance of teaching a unified history and civics book and subjects in Lebanon.

Harry Haue: Transformation of History Text Books from National Monument to Global Agent.....80-89

Haue is concerned with history didactics and asks if “we (are) selling national history in order to accommodate to the new global standards” and if the “focus on global development (is) a didactical consequence of the-state-of-the-art of new modern historical consciousness.” He takes the history of Schleswig-Holstein and how it is dealt with in German and Danish textbooks as his case and analyses textbooks from the pre-nation, national (nation-building) and post-national era. Haue mentions a Danish textbook from 1979 presenting the development in Schleswig-Holstein after

1945. He underlines that the relations between the two national cultures – presented in the textbook - could be a role model for many conflicting border areas. Haue stresses that this point is omitted in newer and more global oriented textbooks. Finally he underlines the importance of qualifying the students’ historical consciousness in a global world and asks: “If the imagination of the fatherland is vanishing – shouldn’t the teaching of history keep it alive in order to secure a basis for a qualified dialogue with the global challenge?”

Sirkka Ahonen: Post-Conflict History Education in Finland, South Africa and Bosnia-Herzegovina90-103

Ahonen investigates three cases of post-conflict use of history in school representing three strategies. (1) the cause of one group is defended (Bosnia-Herzegovina), (2) imposition of a unifying common story (Finland) and (3) a healing dialogue between the antagonistic memory communities (South Africa). Case studies are partly based on an ethnographic approach – field studies: the researcher being part of history education in the post-conflicts. Ahonen states that if reconciliation is the goal in the aftermath of this kind of conflicts dialogue in the classroom you need to (1) abolish segregated schools, (2) deconstruct mythical fortifications which maintain antagonistic attributions of guilt and victimhood (3) employ a critical and multiperspectival study of history and (4) train students to listen to each other in deliberative classrooms. By pointing to the need of dialogue in the classroom as an important vehicle for reconciliation in post-conflicts communities, Ahonen stresses the need of a multiperspectival history education

Ruth Reynolds and Monika Vinterek: Globalization and Classroom Practice: Insights on Learning about the World in Swedish and Australian Schools104-130

Reynolds and Vinterek stress the importance of the relationship between young children's perception of the world and their ability to develop as citizens in a globalized world. Based on classroom studies in Australia and Sweden they addresses four key consequences of globalization for classrooms worldwide; an increased diversity of experience of the students, an increased competitiveness of educational outcomes between national states and subsequently some standardisation of curriculum across nations to enable this, and an increased emphasis on teaching skills and values associated with intercultural understanding. In their research Reynolds and Vinterek are using children’s drawn maps and attitudes associated with map reading and interpretation internationally indicates that young children do not have a very accurate or well-formed view of the world and that they gain their world. Knowledge through varied experiences often unrelated to classroom practices. They see a great imperative to address this if our young citizens are to be able to become fair minded global citizens.

Part Four: Civics in a Global World

Essi Aarnio-Linnanvuori: Environmental Issues in Finnish Religious Education and Ethics Textbooks.....131-157

”How are environmental issues included in school subjects that especially discuss values and ethics?” This question is put by Aarnio-Linnanvuori in this article. She examines the question by analysing 24 textbooks used in the subjects Lutheran Religious Education and Secular Ethics in the Finnish School (year 1-9). Aarnio-Linnanvuori’s analysis is qualitative with an abductive approach. She interprets through a systematic classification process for the purpose of understanding the content. Following J.A. Palmer she distinguishes between education about, in and for environment. Aarnio-Linnanvuori finds that the dominating approach in the textbooks is ‘educating about environment’ – in a way that repeats content from natural sciences, but her analysis also shows that ‘educating in and for environment’ easily can be included. According to Aarnio-Linnanvuori education the environmental problems of the world require a change of values and therefore both education about, in and for environment is needed. When it comes to how to teach environmental ethics Aarnio-Linnanvuori recommend encouraging the students to think critically and to consider what is ethical – in order to produce students who live ethical, examined lives with respect for the environment. Such teaching advocates respect and care for the environment but does not necessarily advocate a particular environmental ethic.

Johan Sandahl: Being Engaged and Knowledgeable: Social Science Thinking Concepts and Students’ Civic Engagement in Teaching on Globalisation158-179

Sandahl sets out by stressing that preparing students for democratic citizenship needs to involve civic engagement (critical thinking and involvement). And he explores how teachers in Social Science and their students in Sweden reason about engagement when they address complex societal issues such as globalisation. He also states that engagement is particular difficult when dealing with complex global issues. Sandahl explores the use of first and second order concepts in social science using empirical evidence from teacher interviews. Working with second order concepts is difficult, because it forces you to consider the complexities of an issue which can have a negative effect on engagement. Sandahl states that both teachers and students suggest that being a little naïve in terms of engagement, makes it easier to form opinions because you do not have to consider all the complexities. Being naïve means, therefore, a chance to really engage in political issues and thus to develop democratic citizenship. By considering the (problematic) relation between engagement and the complexity of global issues and focus and teachers struggle to integrate the two Sandahl confronts a very important problem in citizen education in global times.

Trond Solhaug: Trends and Dilemmas in Citizenship Education180-200

The aim of Solhaug’s article is to clarify the notion of citizenship education and to discuss dilemmas in education for citizenship. On the basis of a comprehensive review of recent literature on citizenship and citizenship education Solhaug gives seven

recommendations to citizenship education important to civic education but the importance of which are greatly accentuated with globalization and intercultural issues: Citizen education should not take for granted that democracy is good but stimulate students' efficacy beliefs through participation, consider students to be sufficiently mature as citizens, take a critical approach, be open to minorities and diversity, be made a perspective in most school subjects and address controversial, aspects of democracy

Torben Spanget Christensen: Interdisciplinarity and Self-reflection in Civic Education201-226

Christensen's focus is globalization and civic citizenship and his questions are; what is required to be a global citizen, and how to work with this in civic education?

Christensen combines theories on globalisation and citizenship, concepts of interdisciplinarity and didactic concepts from social studies and history with empirical data from research in an interdisciplinary writing task in the Danish Gymnasium. Hereby he provides a theoretical and empirical based rationale for how citizenship education can take the challenges of globalization, and he suggests a model for third order reflection, reflection-as-a-citizen as a tool in citizen education.

Peter Hobel: When the Entire World is pushed into the Classroom – Reflections on Communication, Interculturalism and Education and on Intercultural Education in the Danish Upper Secondary School227-252

Hobel asks how we can conceptualize intercultural education, how intercultural education is carried out in practice in the Danish upper secondary school, and what the requirements for the further development of intercultural education are. Concepts like communication, communicative action and intercultural communication are discussed and defined. Taking his starting point from, among others, Habermas Hobel concludes that intercultural communication is possible in late modern society. In continuation hereof he discusses how intercultural education can support the development of the students' intercultural competence. Then Hobel analyzes curricula and two cases from the Danish upper secondary school using critical discourse theory as his analytical frame. Hobel finds that an intercultural approach only to some extent is visible in one of the cases, and he underlines that the students' metareflection on the context dependence of the knowledge construction process is a pivotal precondition for successful intercultural education.