

Civic Literacy How Informed Citizens Make Democracy Work Civil Society Historical And Contemporary Perspectives

øThis Handbook uniquely collates the results of several decades of academic research in these two important fields. The expert contributions successively address the different forms of political citizenship and current approaches and recent development

"How civic literacy underpins effective democracies." - cover.

Authored by a team of Canada's leading political scientists, the award-winning Canadian Democratic Audit represents one of the most ambitious examinations of Canadian democracy in recent political scholarship. Auditing Canadian Democracy marks the culmination of this landmark project. Using the uniquely Canadian benchmarks of participation, responsiveness, and inclusiveness, the contributors synthesize and update their findings from the original volumes. A concluding synopsis considers the various reform proposals put forth in the series. A lively and accessible examination of existing practices and reforms, this book's timely analysis should interest all citizens concerned with the health of our democracy.

Many political observers, struck by low turnout rates among young voters, are pessimistic about the future of democracy in Canada and other Western nations. Citizens in general are disengaged from politics, and young people in particular are said to be adrift in a sea of apathy. Building on these observations, Paul Howe examines patterns of participation and engagement from both the past and present, concluding that young Canadians are, in fact, increasingly detached from the political and civic life of the country. Two key trends underlie this development: waning political knowledge and attentiveness and generational changes in the norms and values that sustain social integration. As Citizens Adrift shows, putting young people back on the path towards engaged citizenship requires a holistic approach, one which acknowledges that democratic engagement extends beyond the realm of formal politics.

"This book examines how e-government facilitates online public reporting, two-way communication and debate, online citizen participation in decision-making, and citizen satisfaction with e-governance"--Provided by publisher.

This handbook brings together new work by some of the leading authorities on citizenship education, and is divided into five sections. The first section deals with key ideas about citizenship education including democracy, rights, globalization and equity. Section two contains a wide range of national case studies of citizenship education including African, Asian, Australian, European and North and South American examples. The third section focuses on perspectives about citizenship education with discussions about key areas such as sustainable development, anti-racism, gender. Section four provides insights into different characterisations of citizenship education with illustrations of democratic schools, peace and conflict education, global education, human rights education etc. The final section provides a series of chapters on the pedagogy of citizenship education with discussions about curriculum, teaching, learning and assessment.

Discover collaborative possibilities for your library beyond mere memberships in bibliographic utilities Libraries Beyond Their Institutions: Partnerships That Work illustrates the remarkable range of cooperative activities in which libraries are engaged in order to provide the best possible service. Increasingly, librarians recognize the need to link their institutions to the world around them as part of their obligation to enhance the integration of digital information, not only for students in academic settings, but also throughout all levels of society. An excellent companion and complement to Libraries Within Their Institutions: Creative Collaborations (Haworth) from the same editors, this unique book examines the variety of ways librarians work with community organizations, government agencies, professional organizations, minority communities, and city governments in their efforts to serve not just students in academic settings, but all of society. Libraries Beyond Their Institutions: Partnerships That Work reflects the growing understanding of the key role played by libraries in the development of civil society. This unique book examines the variety of possibilities for collaborations outside institutions, including the ways librarians function in a variety of other campus settings, such as writing centers, teaching excellence centers, and academic departments in support of teaching, learning, and research; partnerships with graduate school, and information resources management to preserve theses and dissertations electronically; promoting civic partnerships; initiating a campus-wide information literacy resource; and partnering with government agencies to form a data literacy program. Libraries Beyond Their Institutions: Partnerships That Work provides practical information on: collaborative training programs to develop baseline competencies in academic libraries to support data services the Chicano/Latino Network and the Community Digital Initiative developing an international presence through digital resource sharing successful models of statewide library consortia technology-based partnerships promoting K-20 information literacy collaborations between the United States Patent and Trademark Office and patent and trademark depository libraries (PTDL) the development of AgEcon Search, an alternative method of delivering research results Libraries Beyond Their Institutions: Partnerships That Work is an invaluable resource for librarians working in academic, school, special, and public settings, and for library science faculty and students.

Interest in citizenship has never been greater. Politicians of all stripes stress its importance, as do church leaders, captains of industry and every kind of campaigning group. Yet, despite this popularity, the nature and even the very possibility of citizenship has never been more contested. Is citizenship intrinsically linked to political participation or is it essentially a legal status? Does it require membership of a state, or is it only post-national, trans- and possibly supra-national? Is it a universal value that should be the same for all, or does it need to recognise gender and cultural differences? This volume reproduces key articles on these debates - from classic accounts of the historical development of citizenship, to discussions of its contemporary relevance and possible forms in a globalizing world.

In this timely book, leading researchers consider how media inform democracy in six countries – the United States, the United Kingdom, Belgium, the Netherlands, Norway, and Sweden. Taking as their starting point the idea that citizens need to be briefed adequately with a full and intelligent coverage of public affairs so that they can make responsible, informed choices rather than act out of ignorance and misinformation, contributors use a comparative approach to examine the way in which the shifting media landscape is affecting and informing the democratic process across the globe. In particular, they ask: Can a comparative approach provide us with new answers to the question of how media inform democracy? Has increased commercialization made media systems more similar and affected equally the character of news and public knowledge throughout the USA and Europe? Is soft news and misinformation predominantly related to an American exceptionalism, based on the market domination of its media and marginalized public broadcaster? This study combines a content analysis of press and television news with representative surveys in six nations. It makes an indispensable contribution to debates about media and democracy, and about changes in media systems. It is especially useful for media theory, comparative media, and political communication courses.

This book explains how and why information literacy can help to foster critical thinking and discerning attitudes, enabling citizens to play an informed role in society and its democratic processes. In early 21st century societies, individuals and organisations are deluged with information, particularly online information. Much of this is useful, valuable or enriching. But a lot of it is of dubious quality and provenance, if not downright dangerous. Misinformation forms part of the mix. The ability to get the most out of the information flow, finding, interpreting and using it, and particularly developing a critical mindset towards it,

requires skills, know-how, judgement and confidence – such is the premise of information literacy. This is true for many aspects of human endeavour, including education, work, health and self-enrichment. It is notably true also for acquiring an understanding of the wider world, for reaching informed views, for recognising bias and misinformation, and thereby for playing a part as active citizens, in democratic life and society. This ground-breaking and uniquely multi-disciplinary book explores how information literacy can contribute to fostering attitudes, habits and practices that underpin an informed citizenry. The 13 chapters each come from a particular perspective and are authored by international experts representing a range of disciplines: information literacy itself, but also political science, pedagogy, information science, psychology. *Informed Societies: Why Information literacy matters for citizenship, participation and democracy* covers: - why information literacy and informed citizens matter for healthy, democratic societies - information literacy's relationship with political science - information literacy's relationship with human rights - how information literacy can help foster citizenship, participation, empowerment and civic engagement in different contexts: school students, refugees, older people and in wider society - information literacy as a means to counter misinformation and fake news - the challenges of addressing information literacy as part of national public policy. The book will be essential reading for librarians and information professionals working in public libraries, schools, higher education institutions and public bodies; knowledge and information managers in all sectors and student of library and information science students, especially those at postgraduate/Masters level who are planning dissertations. Because of the topicality and political urgency of the issues covered, the book will also be of interest to students of political science, psychology, education and media studies/journalism; policy-makers in the public, commercial and not-for-profit sectors and politicians implications of information use and information/digital literacy.

Engage students in meaningful civic learning and encourage them to become active and informed citizens. With this essential book, co-published by Routledge and MiddleWeb, you will gain a variety of practical strategies for teaching civics and current events to your middle school students. Author and expert teacher Sarah Cooper takes you into her school and shares her classroom-tested methods and tools. Topics include: Fitting current events into an already-packed history curriculum Staying nonpartisan and fostering balanced discussions Helping students find their stake in the news Teaching civic literacy through primary sources, then and now Encouraging students to invest in analytical writing Fostering student ownership of our classrooms through discussion and debate Cultivating citizenship through empathy and community engagement Throughout the book, you'll find student examples, handouts, and rubrics, so that you can easily implement the ideas in your own classroom. By getting your students to think critically about current events, you will help them become passionate writers, thinkers, and involved citizens.

This book constitutes the refereed post-conference proceedings of the 6th European Conference on Information Literacy, ECIL 2018, held in Oulu, Finland, in September 2018. The 58 revised papers included in this volume were carefully reviewed and selected from 241 submissions. The papers cover a wide range of topics in the field of information literacy and focus on information literacy in everyday life. They are organized in the following topical sections: information literacy in different contexts of everyday life; information literacy, active citizenship and community engagement; information literacy, health and well-being; workplace information literacy and employability; information literacy research and information literacy in theoretical context; information seeking and information behavior; information literacy for different groups in different cultures and countries; information literacy for different groups in different cultures and countries; information literacy instruction; information literacy and aspects of education; data literacy and research data management; copyright literacy; information literacy and lifelong learning.

Theories of Communication is the realization of a project begun in the 1970s with Marshall McLuhan and now brought to completion by his son, This collection of short essays assembles theories of communication from a diverse range of famous people—from Thomas Aquinas and Francis Bacon to Wyndham Lewis and Ezra Pound—and ends with an essay on Marshall McLuhan's own theory of communication. While the majority of the essays have been previously published, all are seminal pieces in the field. Their presence together in one volume is a significant contribution To The overall task of understanding culture and communication in our time, and will appeal to both scholars and students interested in the work of Marshall McLuhan.

Why does it appear that many young people are disengaging from democracy and political participation? For many governments, politicians, academics, social commentators and researchers this is a serious and challenging problem. Consequently widespread interest exists on how to engage young people in politics and democracy.

European citizenship is still a contested concept, bringing together two notions and therefore two different debates: one around Europe and European identity, And The other related to citizenship and non-citizenship. Europe, In an ongoing process of construction, should be shaped and defined by its citizens. Young people in particular have a special interest in and concern about what kind of Europe they want to live in. it is therefore important to reflect on how European citizenship and debates around European identity could help and empower young people to actively contribute to building Europe. The essays collected here address this issue. They present the debates and findings of the research seminar entitled "Young People and Active European Citizenship" organised by the Youth Partnership between the Council of Europe And The European Commission. European citizenship remains one of the main priorities of this partnership.

Civics and citizenship focus on providing students with the disposition and tools to effectively engage with their government. Critical literacy is necessary for responsible citizenship in a world where the quantity of information overwhelms quality information and misinformation is prevalent. *Critical Literacy Initiatives for Civic Engagement* is an essential reference source that discusses the intersection of critical literacy and citizenship and provides practical ways for educators to encourage responsible citizenship in their classrooms. Featuring research on topics such as language learning, school governance, and digital platforms, this book is ideally designed for professionals, teachers, administrators, academicians, and researchers.

An investigation of political disengagement among young people in North America and Europe

In the framework of the EU-funded project TEESAEC, an instructional research project was conducted in six European countries (Austria, Estonia, Germany, The Netherlands, Switzerland, United Kingdom). In the quasi-experimental study, an innovative series of lessons on the European Union was introduced into politics lessons in the form of a WebQuest. The intervention study aimed to determine whether the problem-based learning environment WebQuest leads to greater cognitive outcomes as compared with traditional lessons in politics. Knowledge increase was assessed in 14 to 16 year-old students by means of a knowledge test applied before and after the intervention. The test items employed in TEESAEC cover basic (literacy) competences which are of use in situations in which concrete political knowledge is to be applied. The reports from the six countries involved present the gains associated with lessons in politics, revealing not only strengths but also weaknesses of politics lessons. The current volume presents the main results of the study.

Canadian Parties in Transition examines the transformation of party politics in Canada and the possible shape the party system might take in the near future. With chapters written by an outstanding team of political scientists, the book presents a multi-faceted image of party dynamics, electoral behaviour, political marketing, and representative

democracy. The fourth edition has been thoroughly updated and includes fifteen new chapters and several new contributors. The new material covers topics such as the return to power of the Liberal Party, voting politics in Quebec, women in Canadian political parties, political campaigning, digital party politics, and municipal party politics.

Citizenship and Political Education Today brings together a collection of essays from around the world; including discussion of politics and education in Australia, The United States of America, New Zealand, Norway, England, France, Germany and the wider European Union. The contributors discuss vital and interesting issues involved in the engagement of citizens in politics and political institutions and the role of education in encouraging education for citizenship. The book is an important contribution to ongoing debates on citizenship.

Citizens are central to any meaningful definition of democracy. What does it say about the health of Canadian democracy when fewer citizens than ever are exercising their right to vote and party membership rolls are shrinking? Are increasingly well-educated citizens turning away from traditional electoral politics in favour of other forms of democratic engagement or are they simply withdrawing from political participation altogether? The first comprehensive assessment of citizen engagement in Canada, this volume raises challenging questions about the interests and capabilities of Canadians as democratic citizens, as well as the performance of our democratic institutions. It is essential reading for politicians and policy-makers, students and scholars of Canadian politics, and all those who care about the quality of Canadian democracy.

This collection of articles and artwork examines inclusive community development education, which engages members of diverse, often marginalised groups in research and education for social change. Community development education is the democratic and scholarly practice of involving everyday people, from all backgrounds, in the research-based process of designing, starting, and evaluating programs that meet people's needs. The book's varied contributions serve as personalised invitations to: work with others as equals, join democratic social projects, talk to people "you wouldn't have talked to before", value self-education, recognise contributions made by unpaid workers, invent ways to be non-violent, challenge passivity, and use democracy as a way to improve communities and the world. Addressing culture to science, chapters contain work carried out by younger and older scholarly activists in: Women's Studies, anti-racist and anti-colonial studies, history, the social sciences, global studies, community studies, media studies, horticulture, philosophy, education, co-operatives and community service, social-movement organising, project development, political art, and popular music. Each chapter contains diverse themes, comes from multidisciplinary research, and speaks to the subject of education for social change in individual ways. Contributions focus on popular education, self-education, self-defined group education, group-defined university projects, and scholarly activism in local to global movements.

American democracy is at a critical crossroads. Rancor, division, and suspicion are the unfortunate byproducts of the contentious 2016 presidential election. The election also bred a measure of civic uncertainty where citizens of all ages struggle to find and define their roles within a functioning democracy. *No Reluctant Citizens: Teaching Civics in K-12 Classrooms* is designed to help social studies teachers reinforce the centrality of civic education through a series of hands-on, participatory, and empowering activities. From civic literacy to human rights, from service learning to controversial issues, *No Reluctant Citizens: Teaching Civics in K-12 Classrooms* explores an array of topics that ultimately provides K-12 students the conceptual and practical tools to become civically engaged.

Imagine an America where governmental institutions, schools, new technologies, and interest groups work together to promote more informed citizens. *Civic Education in the Twenty-First Century* brings together the research of scholars from various disciplines to show that by expanding what is done in isolation, we can realize such a healthy civic ecology.

This concise, accessible text presents an overview of the relevance of culture for politics. Culture figures prominently in the theories of the great classics such as Marx, Durkheim and Weber. Recently, the cultural approach to politics has developed quickly, and the concept of political culture has played a role in these developments, particularly given the emergence of large-scale survey research into political value orientations. Seeking to outline this rapid development, the book is divided into three sections: Section I of the book discusses the relevance of cultural perspectives to political analysis including discussion of the most significant concepts and methods. Section II looks at the core elements of political culture – tradition, ethnicity and religion. Section III examines emerging research avenues and opportunities including social capital, value orientations in the postmodern world, newer formulations of political culture such as gender and sexuality and the influence of the environment. Drawing on a wealth of examples and a comprehensive analysis of comparative data, this textbook is essential reading for all students of political culture, research methods, political sociology and comparative politics.

Although many scholars are convinced of the apparent civic disengagement of youth, others suggest that civic participation of young people is stable and increasingly expressed through non-institutionalized forms of practicing politics. This book makes a key contribution to this discussion by asking whether the "decline or shift" paradigm is sufficient in understanding political participation of the youth. It argues that we need to move beyond this framework and develop a renewed reflection on the meaning of "civic and political engagement". It asks crucial questions such as: How can the young be educated into assuming civic and political responsibility? Why and how do young people engage in social and political action? How do the principal mediating institutions (education, media and the family) contribute to new or different forms of youth civic engagement? This text contains contributions from acknowledged specialists such as Constance Flanagan, Mark Elchardus, Marc Hooghe and Bert Klandermands and will be of key interest to students and scholars of youth and young citizens, civic & political involvement, European politics, youth studies, sociology, political participation and electoral behaviour.

"By nearly every measure, Americans are less engaged in their communities and political activity than generations past." So write the editors of this volume, who survey the

current practices and history of citizenship education in the United States. They argue that the current period of “creative destruction”—when schools are closing and opening in response to reform mandates—is an ideal time to take an in-depth look at how successful strategies and programs promote civic education and good citizenship. Making Civics Count offers research-based insights into what diverse students and teachers know and do as civic actors, and proposes a blueprint for civic education for a new generation that is both practical and visionary.

The decreasing rate of involvement in organized groups and with voting by young people is a disturbing trend that perhaps can be turned around. *Becoming Citizens: Deepening the Craft of Youth Civic Engagement* brings together civic education, experiential education, and political theory to provide a revealing multiple-perspective examination of the new alternative way of practice in the youth work field called civic youth work. This helpful resource bridges the theory of civic engagement with education, ground both in extensive data, and then discuss various youth civic engagement initiatives that battle apathy and effectively invite expanded involvement by young people. This title examines three different youth civic engagement initiatives, Public Achievement (PA), Youth in Government (YIG), and Youth Science Center (YSC). The book then discusses the initiatives from various perspectives, including the academic perspectives of educational theory, political theory, theories of youth, and vocation. This unique source offers multiple points-of-view and is designed to enrich both the theoretical and practical for practitioners and scholars—and provides a revealing and useful look at the available sources. This book is a valuable resource for secondary social studies teachers; school district curriculum coordinators; youth workers; university faculty in political theory, democratic theory, youth studies, child and youth care, recreational studies, public health, education, and social work; youth and community organizers; and program directors and managers in community-based youth services. This book was published as a special issue of *Child and Youth Services*.

A telling look at the lives and strategies of women environmental activists in the long 1960s, solidly grounded in a national context

The diversity education literature, both nationally and internationally, is broad and diffuse. Consequently, there needs to be a systematic and logical way to organize and present the state of research for students and professionals. American citizens need to understand the dynamics of their increasingly diverse communities and institutions and the global world in which we live, work, and lead. With continually evolving information on diversity policies, practices, and programs, it is important to have one place where students, scholars, teachers, and policymakers can examine and explore research, policy, and practice issues and find answers to important questions about how diversity in U.S. education—enriched with theories, research and practices in other nations—are explained and communicated, and how they affect institutional change at both the K-12 and postsecondary levels. With about 700 signed entries with cross-references and recommended readings, the *Encyclopedia of Diversity in Education* (4 volumes, in both print and electronic formats) will present research and statistics, case studies, and best practices, policies, and programs at pre- and postsecondary levels. Diversity is a worldwide phenomenon, and while most of the entries in the *Encyclopedia* will focus on the United States, diversity issues and developments in nations around the world, including the United States, are intricately connected. Consequently, to illuminate the many aspects of diversity, this volume will contain entries from different nations in the world in order to illuminate the myriad aspects of diversity. From A-to-Z, this *Encyclopedia* will cover the full spectrum of diversity issues, including race, class, gender, religion, language, exceptionality, and the global dimensions of diversity as they relate to education. This four-volume reference work will be the definitive reference for diversity issues in education in the United States and the world.

The *Good Citizen* uses a new 2014 national opinion survey to describe how Americans’ views of what it means to be a good citizen is changing. Russell J. Dalton shows that contrary to conventional wisdom, younger generations are more politically engaged, more politically tolerant, and more supportive of social justice; the young are creating new norms of citizenship that are leading to a renaissance of democratic participation. The new edition of this groundbreaking work will reshape the way we think about the American public, American youth, and the prospects for contemporary democracy. It describes Americans’ changing citizenship norms, the emergence of the Millennial Generation, how the Internet is changing participation patterns, and a new statistical primer to help students understand the survey findings.

For students, citizenship education means more than merely learning about citizenship and democracy. Citizenship education means learning through practicing citizenship inside and outside the school. One model for that is service learning, which combines service and learning by linking community service and reflection about it in class.

Drawing from government data, legislative history, Supreme Court decisions, survey results, and the 2006 reauthorization debate, *When the Letter Betrays the Spirit* examines how executive and judicial discretion facilitates violations of the Voting Rights act. Connecting Johnson to Obama, the book challenges the executive-centered model of leadership and proffers a Congress-centered approach to protecting voting rights. This approach would both satisfy the goals of the black civil rights movement and give fuller support to the Fifteenth Amendment.

The *SAGE Encyclopedia of Political Behavior* explores the intersection of psychology, political science, sociology, and human behavior. This encyclopedia integrates theories, research, and case studies from a variety of disciplines that inform this established area of study. Aimed at college and university students, this one-of-a-kind book covers voting patterns, interactions between groups, what makes different types of government systems appealing to different societies, and the impact of early childhood development on political beliefs, among others. Topics explored by political psychologists are of great interest in fields beyond either psychology or political science, with implications, for instance, within business and management.

This brief edition of a groundbreaking textbook addresses the need for college students to develop critical reading, writing, and thinking skills for self-defense in the contentious arena of American civic rhetoric. Designed for first-year or more advanced composition and critical thinking courses, it is one-third shorter than the original edition, more affordable for students, and easier for teachers to cover in a semester or quarter. It incorporates up-to-date new readings and analysis of controversies like the growing inequality of wealth in America and the debates in the 2008 presidential campaign, expressed in

opposing viewpoints from the political left and right. Exercises help students understand the ideological positions and rhetorical patterns that underlie such opposing views. Widely debated issues of whether objectivity is possible and whether there is a liberal or conservative bias in news and entertainment media, as well as in education itself, are foregrounded as topics for rhetorical analysis.

This book constitutes the refereed post-conference proceedings of the 5th European Conference on Information Literacy, ECIL 2017, held in Saint Malo, France, in September 2017. The 84 revised papers included in this volume were carefully reviewed and selected from 358 submissions. The papers cover a wide range of topics in the field of information literacy and focus on information literacy in the workplace. They are organized in the following topical sections: workplace information literacy, employability and career readiness; data literacy and research data management; media literacy; copyright literacy; transliteracy, reading literacy, digital literacy, financial literacy, search engine literacy, civic literacy; science literacy; health information literacy; information behavior; information literacy in higher education; information literacy in K-12; information literacy instruction; information literacy and libraries; and theoretical framework.

"Examines, through an analysis of seven high school newspapers, the evolution of civic and political participation among young people in the United States since 1965"--Provided by publisher.

A wholesome manual for raising hell!

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