Citizenship In Diverse Societies

Becoming a Citizen

In this ground-breaking collection of essays, the editors and authors develop the idea of Linguistic Citizenship. This notion highlights the importance of practices whereby vulnerable speakers themselves exercise control over their languages, and draws attention to the ways in which alternative voices can be inserted into processes and structures that otherwise alienate those they were designed to support. The chapters discuss issues of decolonialism and multilingualism in the global South, and together retheorize how to accommodate diversity in complex multilingual/multicultural societies. Offering a framework anchored in transformative notions of democratic and reflexive citizenship, it prompts readers to critically rethink how existing contemporary frameworks such as Linguistic Human Rights rest on disempowering forms of multilingualism that channel discourses of diversity into specific predetermined cultural and linguistic identities.

The Meaning of Citizenship in Contemporary Chinese Society

Practices of Citizenship in East Africa uses insights from philosophical pragmatism to explore how to strengthen citizenship within developing countries. Using a bottom-up approach, the book investigates the various everyday practices in which citizenship habits are formed and reformulated. In particular, the book reflects on the challenges of implementing the ideals of transformative and critical learning in the attempts to promote active citizenship. Drawing on extensive empirical research from rural Uganda and Tanzania and bringing forward the voices of African researchers and academics, the book highlights the importance of context in defining how habits and practices of citizenship are constructed and understood within communities. The book demonstrates how conceptualizations derived from philosophical pragmatism facilitate identification of the dynamics of incremental change in citizenship. It also provides a definition of learning as reformulation of habits, which helps to understand the difficulties in promoting change. This book will be of interest to scholars within the fields of development, governance, and educational philosophy. Practitioners and policy-makers working on inclusive citizenship and interventions to strengthen civil society will also find the concepts explored in this book useful to their work.

Citizenship In Diverse Societies

This book is a direct and empirical response to the mounting official interest in citizenship education, increasing dynamics between state and society, and growing citizenship awareness and practice in society in contemporary China. Placing the focus on society, the book investigates the meaning of the Chinese term gongmin – equivalent to ‘citizen’– in non-official media discourses and in university students’ and migrant workers’ perceptions, through the constructed analytical lens of Western citizenship conception. By laying out the complex details of how the meaning of the term resembles and deviates in and between collective social discourses and individual citizens’ understandings with reference to state discourses, the book makes clear that there is discrepancy in the meaning of gongmin between state and society and that the meaning varies in contemporary Chinese society. Cutting across multiple topics, this book is a valuable resource for students and researchers interested in Chinese citizenship, East-West citizenship, citizenship education, the media, university students and migrant workers in China.

Naturalization Policies, Education and Citizenship

*A collection of essays examining citizenship as a discursive phenomenon, in the sense that important civic functions take place in deliberation among citizens and that discourse is not prepotent to real action but in many ways constitutive of civic engagement*—Provided by publisher.

The Contradictions of Israeli Citizenship

This volume provides new perspectives into the challenges of citizenship education in the age of globalization and in the context of multicultural and conflict-ridden societies. It calls on us to rethink the accepted liberal and national discourses that have long dominated the conceptualization and practice of citizenship and citizenship education in light of social conflict, globalization, terrorism, and the spread of an extreme form of capitalism. The contributors of the volume identify the main challenges to the role of citizenship education in the context of globalization, conflicts and the changes to the institution of citizenship they entail and critically examine the ways in which schools and education systems currently address – and may be able to improve – the role of citizenship education in conflict-ridden and multicultural contexts.

Transforming Citizenship

The increasingly multicultural fabric of modern societies has given rise to many new issues and conflicts, as ethnic and national minorities demand recognition and support for their cultural identity. This book presents a new conception of the rights and status of minority cultures. It argues that these rights are not just for minority groups, but for all citizens who are members of those cultures. It also argues that citizens have a responsibility to respect and understand the cultures of others. The book is divided into three parts: the first part looks at the historical and political context of minority rights; the second part examines the legal and political implications of these rights; and the third part considers the ethical and philosophical implications of these rights.

Local Citizenship in the Global Arena

A new Council of Europe reference framework of competences for democratic culture! Contemporary societies within Europe face many challenges, including declining levels of voter turnout in elections, increased distrust of politicians, high levels of hate crime, intolerance and prejudice towards minority ethnic and religious groups, and increasing levels of support for violent extremism. These challenges threaten the legitimacy of democratic institutions and peacebuilding co-existence within Europe. Formal education is a vital tool that can be used to tackle these challenges. Appropriate educational input and practices can facilitate democratic engagement, reduce intolerance and prejudice, and decrease
support for violent extremism. However, to achieve these goals, educationists need a clear understanding of the democratic competences that should be targeted by the curriculum. This book presents a new conceptual model of the competences which citizens require to participate in democratic culture and live peacefully together with others in culturally diverse societies. The model is the product of intensive work over a two-year period, and has been strongly endorsed in an international consultation with leading educational experts. The book describes the competence model in detail, together with the methods used to develop it. The model provides a robust conceptual foundation for the future development of curricula, pedagogies and assessments in democratic citizenship and human rights education. Its application will enable educationists to be harnessed effectively for the preparation of students for life as engaged and tolerant democratic citizens. The book forms the first component of a new Council of Europe reference framework of competences for democratic culture. It is vital reading for all educational policy makers and practitioners who work in the fields of education for democratic citizenship, human rights education and intercultural education.

Citizenship as a Regime

Citizenship, Education and Social Conflict

This volume surveys the new global landscape for democratic civic education. Rooted in qualitative research, the contributors explore the many ways that notions of democracy and citizenship have been implemented in recent education policy, curriculum, and classroom practice around the world. From Indonesia to the Spokane Reservation and El Salvador to Estonia, these chapters reveal a striking diversity of approaches to political socialization in varying cultural and institutional contexts. By bringing to bear the methodological, conceptual and theoretical perspectives of qualitative research, this book adds important new voices to one of education's most critical debates; how to form democratic citizens in a changing world.

Intercultural Citizenship in the Post-Multicultural Era

Citizenship has both a vertical and a horizontal dimension. The vertical links individuals to the state by reinforcing the idea that it is "their" state – that they are full members of an ongoing association that is expected to survive the passing generations. Accordingly their relation to the state is not narrowly instrumental but supported by a reservoir of loyalty and patriotism that gives legitimacy to the state. The horizontal relationship is the positive identification with fellow citizens as valued members of the same civic community. Here citizenship reinforces empathy and sustains solidarity through its official endorsement of who counts as "one of us." Citizenship, therefore, is a linking mechanism that in its most perfect expression binds the citizenry to the state and to each other. In Citizenship, Diversity, and Pluralism leading scholars assess the transformation of these two dimensions of citizenship in increasingly diverse and pluralistic democracies, both in Canada and internationally. Subjects addressed include the changing ethnic demography of states, social citizenship, multiculturalism, feminist perspectives on citizenship, aboriginal nationalism, identity politics, and the internationalisation of human rights. Alan C. Cairns is adjunct professor of political science at the University of Waterloo and author of Charter versus Federalism: The Dilemmas of Constitutional Reform. John C. Courtney is professor of political science at the University of Saskatchewan and author of Do Conventions Matter? Choosing National Party Leaders in Canada. Peter MacKinnon is president of the University of Saskatchewan and has served as president of both the Canadian Association of Law Teachers and the Council of Canadian Law Deans. Hans J. Michelmann is professor of political science and acting associate dean (Academic) of the College of Arts and Science at the University of Saskatchewan. David E. Smith is professor of political studies at the University of Saskatchewan.

DIY Citizenship

Technological advances have made the right to privacy an important issue. Most discussions of privacy focus largely on methods and standards for the protection of specific privacy rights. In contrast, Elizabeth Neill addresses the need to re-evaluate what it means for us to possess a right to privacy, or rights at all

Creating Citizens

This collection responds to the need to re-evaluate the very important concept of citizenship in light of recent feminist debates. In contrast to the dominant universalizing concepts of citizenship, the volume argues that citizenship should be theorised on many different levels and in reference to diverse public and private contexts and experiences. The book seeks to demonstrate that the concept of citizenship needs to be understood from a gendered intersectional perspective and argues that, though it is often constructed in a universal way, it is not possible to interpret and indeed understand citizenship without situating it within a specific political, legal, cultural, social, and historical context.

Diversity and Citizenship Education

'Culture' and 'citizenship' are two of the most hotly contested concepts in the social sciences. What are the relationships between them? This book explores the issues of inclusion and exclusion, the market and policy, rights and responsibilities, and the definitions of citizens and non-citizens. Substantive topics investigated in the various chapters include: cultural democracy; intersubjectivity and the unconscious; globalization and the nation state; European citizenship; and the discourses on cultural policy.

Multicultural Citizenship

Merry argues that most voluntary separation experiments in education are not driven by a sense of racial, cultural or religious superiority. Rather, they are driven among other things by a desire for quality education, not to mention community membership and self respect.

Citizenship and Its Discontents

In today's world, people speak more than 6000 languages and identify with thousands of cultural groups and a large variety of different religions. Despite such a number of differences, the universal values of human diversity are housed politically, inside roughly 200 nation-states. Globally speaking, a diverse citizenry is an unavoidable fact for most countries across the planet. Additionally, developments such as transnational migrations, rising socio-economic inequalities, the “War(s) on Terror”, and political movements based on absolutist ideologies continue to raise broader questions of justice, governance, equality, quality of life and social cohesion. As such, recent decades have witnessed a revival of debates concerning what it means to be a “citizen”. In response to such trends, nations such as Australia, Canada, and Britain have committed themselves to teaching citizenship through their national curriculums. Moreover, all European Union member states have integrated some form of citizenship education into their primary and secondary curriculums. Acknowledging such developments, this book uses discussions with citizenship educators as a backdrop for a critical analysis of various conceptions of citizenship, such as liberal, social-democratic, civic-republican, cosmopolitan and multicultural citizenship. It also analyses how these educators approach the contemporary reality of nation states, which are richly composed of a diverse citizenry. Given Britain's transformation into a multi-ethnic and multi-faith society, this book develops, as a case study, an understanding of how religious and cultural difference can be approached. What makes this work unique is that it gleans ideas and research from a wide field of international scholarship, such as political science, philosophy, education, and cultural studies. A further unique aspect of the book is that it uses the q-methodology, a research method used to study people's viewpoints, to reveal some shared perspectives on citizenship. In doing so, the path traced here leads to the discovery of spaces
where citizenship educators – despite their ethnic/religious diversity – display “common ground” on values, beliefs and aims related to citizenship. This book will prove to be a useful resource for academics, educators and political leaders, as well as interfaith and civil society professionals at large. It is worth mentioning that even though this book has benefited from the generously contributed ideas of citizenship educators in England, its scholarly research, lessons, arguments, analysis and suggestions, which focus on multi-faith and multi-ethnic societies, will also be useful elsewhere.

Equality, Citizenship, and Segregation

This book brings together scholars from various disciplines to explore current issues and trends in the rethinking of migration and citizenship from the perspective of three major immigrant democracies – Australia, Canada, and the United States. These countries share a history of pronounced immigration and emigration, extensive experience with diasporic and mobile communities, and with integrating culturally diverse populations. They also share an approach to automatic citizenship based on the principle of jus soli (as opposed to the traditionally common jus sanguinis of continental Europe), and a comparatively open attitude towards naturalization. Some of these characteristics are now under pressure due to the “restrictive turn” in citizenship and migration worldwide. This volume explores the significance of political structures, political agents and political culture in shaping processes of inclusion and exclusion in these diverse societies. This book was originally published as a special issue of Citizenship Studies.

Practices of Citizenship in East Africa

When States Take Rights Back draws on contributions by international experts in history, law, political science, and sociology, offering a rare interdisciplinary and comparative examination of citizenship revocation in five countries, revealing hidden government rationales and unintended consequences. Once considered outdated, citizenship revocation – also called deprivation or denationalization – has come back to the political center in many Western liberal states. Contributors scrutinize the positions of stakeholders (e.g. civil servants, representatives of civil society, judges, supra-national institutions) and their diverse rationales for citizenship revocation (e.g. allegations of terrorism, treason, espionage, criminal behaviour, and fraud in the naturalisation process). The volume also uncovers the variety of tools that national governments have at their disposition to change existing citizenship revocation laws and policies, and the constraints that they are faced with to actually implement citizenship revocation in daily operations. Finally, complement citizenship the extraordinary severity of sanctions implied by citizenship revocation and offer a nuanced picture of the material and symbolic forms of exclusion not only for those whose citizenship is withdrawn but also for minority groups (wrongly) associated with the aforementioned allegations. Indeed, revocation policies target not merely individuals but specific collective categories, which tend to be ethno-racially constructed and attributed specific location within the international status hierarchy of nation-states. International and interdisciplinary in scope, When States Take Rights Back will be of great interest to scholars of politics, international law, sociology and political and legal history, and Human Rights. The chapters were originally published in Citizenship Studies.

Reimagining Civic Education

Youth in Superdiverse Societies brings together theoretical, methodological and international approaches to the study of globalization, diversity, and acculturation in adolescence. It examines vital issues including migration, integration, cultural identities, ethnic minorities, and the interplay of ethnic and cultural diversity with experiences of growing up as an adolescent. This important volume focuses on understanding the experiences and consequences of multicultural societies and offers valuable new insights in the field of intergroup relations and the interplay of growingly heterogeneous societies. The book comprises four sections. The first includes fresh theoretical perspectives for studying youth development in multicultural societies, exploring topics such as superdiversity, globalization, bicultural identity development, poly-culturalism, the interplay of acculturation and development, as well as developmental-ecological approaches. The second section highlights innovative methods in studying multicultural societies. It contains innovative dynamic concepts (e.g., experience-based sampling), methods for studying the nested structure of acculturative contexts, and suggestions for cross-comparative research to differentiate universal and context-specific processes. The third section examines social relations and social networks in diverse societies and features developmentally crucial contexts (e.g., family, peers, schools) and contributions on interethnic interactions in real-life contexts. The final section presents applications in natural settings and includes contributions on participatory action research and teachers dealings’ with ethnic diversity. Each chapter provides a thorough overview of current research trends and findings, followed by detailed recommendations for future research, suggesting how the approaches can be cited, applied and improved. Youth in Superdiverse Societies is valuable reading for students studying adolescent acculturation and development in psychology, sociology, education, anthropology, linguistics and political science. It will also be of interest to scholars and researchers in social and developmental psychology, and related disciplines, as well as professionals in the field of migration.

Global Citizenship Education and the Crises of Multiculturalism

This book examines constructions of ‘national’ citizenship in the context of perceived internal division, including devolution, multiculturalism, ethno-religious conflict, post-conflict and refugees, drawing on a wide range of countries such as Belgium, Denmark, France, Germany, the UK, Ukraine, Canada and Palestinians in Lebanon.

Rhetorical Citizenship and Public Deliberation

In Transforming Citizenship Raymond Rocco studies the “exclusionary inclusion” of Latinos based on racialization and how the processes behind this have shaped their marginalized citizenship status, offering a framework for explaining this dynamic. Contesting this status has been at the core of Latino politics for more than 150 years. Pursuing the goal of full, equal, and just inclusion in societal membership has long been a major part of the struggle to realize democratic normative principles. This illuminating research demonstrates the inherent limitations of the citizenship regime in the United States for incorporating Latinos as full societal members and offers an alternative conception, “associative citizenship,” that provides a way to account for and challenge the historic pattern of exclusionary belonging that has defined the positions of the Latinos in U.S. society. Through a critical engagement with key theorists such as Rawls, Habermas, Kymlicka, Walzer, Taylor, and Young, Rocco advances an original analysis of the politics of Latino societal membership and citizenship, arguing that the specific processes of racialization that have played a determinative role in creating and maintaining the pattern of social and political exclusions of Latinos have not been addressed by the dominant theories of diversity and citizenship developed in the prevalent literature in political theory.

Citizenship, the Self and the Other

Any liberal democratic state must honour religious and cultural pluralism in its educational policies. To fail to honour them would betray ideals of freedom and toleration fundamental to liberal democracy. Yet if such ideals are to flourish from one generation to the next, allegiance to the diverse cultural democracies of liberal education will constrict pluralism. The problem of political education is therefore to ensure the continuity across generations of the constitutive ideals of liberal democracy, while remaining hospitable to a diversity of conduct and belief that sometimes threatens those very ideals. Creating Citizens addresses this crucial problem. In lucid and elegant prose, Professor Callan, one of the world’s foremost philosophers of education, identifies both the principal ends of civic education, and the rights that limit their political pursuit. This timely new study sheds light on some of the most divisive educational controversies, such as state sponsorship and regulation of denominational schooling, as well as the role of non-denominational schools in the moral and political development of children. Oxford Political Theory presents the best new work in contemporary political theory, it is intended to be broad in

Page 3/6
The Oxford Handbook of Citizenship

Includes statistics.

The Limits of Gendered Citizenship

"Becoming a Citizen is a terrific book. Important, innovative, well argued, theoretically significant, and empirically grounded. It will be the definitive work in the field for years to come."—Frank D. Bean, Co-Director, Center for Research on Immigration, Population and Public Policy

"This book is in three ways innovative. First, it avoids the domestic navel-gazing of U.S. immigration studies, through an obvious yet ingenious comparison with Canada. Second, it shows that official multiculturalism and common citizenship may very well go together, revealing Canada, and not the United States, as a leader in this field. And third, the book provides a successful immigration picture of what the debates matter in making immigrants citizens. An outstanding contribution to the migration and citizenship literature!"—Christian Joppke, American University of Paris

Citizenship Beyond Nationality

In Citizenship Beyond Nationality, Lucy Pedroza considers immigrants who have settled in democracies and who live indistinguishably from citizens—working, paying taxes, making social contributions, and attending schools—yet lack the status, gained either through birthright or naturalization, that would give them full electoral rights. Referring to this population as denizens, Pedroza asks what happens to the idea of democracy when a substantial part of the resident population is unable to vote? Her aim is to understand how societies justify giving or denying electoral rights to denizens. Pedroza undertakes a comparative examination of the processes by which denizen enfranchisement reforms occur in democracies around the world in order to understand why and in what ways they differ. The first part of the book surveys a wide variety of reforms, demonstrating that they occur across polities that have diverse naturalization rules and proportions of denizens. The second part explores denizen enfranchisement processes as a matter of politics, focusing on the ways in which proposals for reform were introduced, decided, and realized in two important cases: Germany and Portugal. Further considering Germany and Portugal to long familiar cases, she reveals how denizen enfranchisement processes come to have a limited scope, or to even fail, and yet reignite. In the final part, Pedroza connects her theoretical and empirical arguments to larger debates on citizenship and migration. Citizenship Beyond Nationality argues that the success and type of denizen enfranchisement reforms rely on how the matter is debated by key political actors and demonstrates that, when framed ambitiously and in inclusive terms, these deliberations have the potential to redefine democratic citizenship not only as a status but as a matter of politics and policy.

The Multilingual Citizen

How social media and DIY communities have enabled new forms of political participation that emphasize doing and making rather than passive consumption. Today, DIY—do-it-yourself—describes more than self-taught carpentry. Social media enables DIY citizens to organize and protest in new ways (in as Egypt's "Twitter revolution" of 2011) and to repurpose corporate content (or create new user-generated content) in order to offer political counternarratives. This book examines the usefulness and limits of DIY citizenship, exploring the diverse forms of political participation and "critical making" that have emerged in recent years. The authors and artists in this collection describe DIY citizens whose activities range from activist filmmaking and video production to knitting and the creation of community gardens. Contributors examine DIY activism, describing new modes of civic engagement that include Harry Potter fan activism and the activities of the Yes Men. They consider DIY making in learning, culture, hacking, and the arts, including do-it-yourself media production and collaborative documentary making. They discuss DIY and design and how citizens can unlock the black box of technological infrastructures to engage and innovate open and participatory critical making. And they explore DIY and media, describing activists' efforts to remake and reimagine media and the public sphere. As these chapters make clear, DIY is characterized by its emphasis on "doing" and making rather than passive consumption. DIY citizens assume active roles as interventionists, makers, hackers, modders, and tinkers, in pursuit of new forms of engaged and participatory democracy. Contributors include: Mike Ananny, Chris Atton, Alexandra Bai, Megan Boer, Catherine Burwell, Red Chadsey, Andrew Clement, Negin Dahya, Suzanne de Castell, Carl DiSalvo, Kevin Driscoll, Christina Dunbar-Hester, Joseph Ferenbok, Stephen Gilbert, Henry Jenkins, Jennifer Jenson, Yasmin B. Kafai, Ann Light, Steve Mann, Joel McKim, Brenda McPhail, Owen McSweeney, Joshua McVeigh-Schultz, Graham Meikle, Emily Rose Michaud, Milly McHugh, Michael Murphy, James Nolan, Kate Orton-Johnson, Kyle A. Peppier, David J. Phillips, Karen Pollock, Matt Ratto, Ian Reilly, Rosa Reitsamer, Mandy Rose, Daniela K. Rosner, Yukari Seko, Karen Louise Smith, Luisa Swartz, Alex Tichine, Jennette Weber, Elke Zobi.

The Politics of Citizenship in Immigrant Democracies

State building is an ongoing process that first defines legitimate citizenship and then generates citizens. Political analysts and social scientists now use the concept of citizenship as a lens for considering both the evolution of states and the development of their societies. In Citizenship as a Regime leading political scientists from Canada, Europe, and Latin America use insights from comparative politics, institutionalism, and political economy to understand and analyze the dynamics of contemporary policies and politics. This book celebrates Jane Jenson's work and many of her contributions to political science and the study of Canadian politics. Featuring Jenson's concept of "citizenship regime", the collected chapters consider its theoretical and methodological underpinning and presents new applications to various empirical contexts. Contributors include: Marcos Ancelovici (UQAM), James Hickerton (St Francis Xavier University), Maxime Boucher (Université de Montréal), Neil Bradford (Huron University College), Alexandra Dobrowolsky (Saint Mary's University), Pascale Dufour (Université de Montréal), Jane Jenson (Université de Montréal), Rachel Laforest (Queen's University), Rianne Mahon (Wilfrid Laurier University), Bérengère Marques-Pereira (Université Libre de Bruxelles), Patrice Martin-Papillon (Université de Montréal), Denis Saint-Martin (Université de Montréal), and Miriam Smith (York University).

Challenging Multiculturalism: European Models of Diversity

The notion of global citizenship education (GCE) has emerged in the international education discourse in the context of the United Nations Education First Initiative that cites developing global citizenship as one of its goals. In this book, the authors argue that GCE offers a new educational perspective for making sense of an existing diversity definition, and offers new directions for theorizing global education in today's societies, taking into account equality, human rights and social justice. The authors explore how teaching and research may be implemented relating to the notion of global citizenship and discuss the intersections between the framework of GCE and multiculturalism. They address the three main topics which affect education in multicultural societies and in a globalized world, and which represent unsolved dilemmas: the issue of diversity in relation to creating citizens, the issue of equality and social justice in democratic societies, and the tension between the global and the local in a globalized world. Through a comparative study of the two prevailing approaches – intercultural education within the European Union and multicultural education in the United States - the authors seek what can be learned from each model. Global Citizenship Education...
and the Crises of Multiculturalism offers not only a unifying theoretical framework but also a set of policy recommendations aiming to link the two approaches.

**Commitment, Character, and Citizenship**

**When States Take Rights Back**

This book provides an integrated analysis of the complex nature of citizenship in Israel. Contributions from leading social and political theorists explore different aspects of citizenship through the demands and struggles of minority groups to provide a comprehensive picture of the dynamics of Israeli citizenship and the dilemmas that emerge at the collective and individual levels. Considering the many complex layers of membership in the state of Israel including gender, ethnicity and religion, the book identifies and explores processes of inclusion and exclusion that are general issues in any modern polity with a highly diverse civil society. While the focus is unambiguously on modern Israel, the interpretations of citizenship are relevant to many other modern societies that face similar contradictory tendencies in membership. As such, the book will be of great interest to students and scholars of political science, political sociology and law.

**Citizenship, Diversity and Pluralism**

"As liberal democracies include increasingly diverse and multifaceted populations, the longstanding debate about the role of the state in religious education and the place of religion in public life seems imperative now more than ever. The maintenance of religious schools and the planning of religious education curricula raise a profound challenge. Too much state supervision can be conceived as interference in religious freedom and as a confinement of the right to cultural liberty. Too little supervision can be seen as neglecting the development of the liberal values required to live and work in a democratic society and as abandoning those who within their communities wish to attain a more rigorous education for citizenship and democracy. This book draws together leading educationalists, philosophers, theologians, and social scientists to explore issues, problems, and tensions concerning religious education in a variety of international settings. The contributors explore the possibilities and limitations of religious education in preparing citizens in multicultural and multi-religious democratic societies"— Provided by publisher.

**Community as the Material Basis of Citizenship**

Tackles the challenge of dismantling the multicultural model without destroying diversity in European society* Have Europeans become hostile to multiculturalism? * When people vote for anti-immigration parties, do they also support their anti-multiculturalism policies? * And are right-wing extremists becoming the storm troopers of the struggle against diversity?In recent years, European political leaders from Angela Merkel to David Cameron have discarded the term 'multiculturalism' and now express scepticism, criticism and even hostility towards multicultural ways of organising their societies. Yet they are unprepared to reverse the diversity existing in their states. These contradictory choices have different political consequences in the countries examined in this book. The future of European liberalism is being played out as multicultural notions of belonging, inclusion, tolerance and the national home are brought into question.

**Culture and Citizenship**

Community as the Material Basis of Citizenship addresses community as the site of participation, production, and rights of citizens and brings to bear a profound critique of a collective process that has historically excluded working class communities and communities of color from any real governance. The argument is that the status of citizenship has been influenced by a society that emphasizes the role of property in defining legitimacy and power and therefore idealizes and institutionalizes citizenship from an individualistic perspective. This system puts the onus on the individual citizen to participate in their governance, while the political reality is that organizations and corporations and their interests have great power to influence and govern. The chapters present an exciting departure from the long-standing traditions of the social basis of citizenship. In Community as the Material Basis of Citizenship, Rodolfo Rosales and his contributors argue that citizenship is a communally embedded and/or socially constituted phenomenon. Hence, the unfinished story of American Democracy is not in the equalization of communities but rather in their ability to participate in their own governance – in their empowerment.

**Competences for democratic culture**

In an increasingly globalized world of collapsing economic borders and extending formal political and legal equality rights, active citizenship has the potential to expand as well as deepen. At the same time, with the rise of neo-liberalism, welfare state retrenchment, decline of state employment, re-privatization and the rising gap between rich and poor, the economic, social and political citizenship rights of certain categories of people are increasingly curtailed. This book draws on empirical research from a range of countries, contexts and approaches in addressing women and citizenship in a global/local world and covers a selection of diverse issues, both present and past, to include immigration, ethnicity, class, nationality, political and economic participation, institutions and the private and public spheres. This rich collection informs our understanding of the pitfalls and possibilities for women in the persistence and changes within the contours of citizenship.

**Contours of Citizenship**

This book brings together a diverse range of critical interventions in sexuality and gender studies, and seeks to encourage new ways of thinking about the connections and tensions between sexual politics, citizenship and belonging. The book is organized around three interlinked thematic areas, focusing on sexual citizenship, nationalism and international borders (Part 1); sexuality and "race" (Part 2); and sexuality and religion (Part 3). In revisiting notions of sexual citizenship and belonging, contributors engage with topical debates about "sexual nationalism," or the construction of western/European nations as exceptional in terms of attitudes to sexual and gender equality vis-à-vis an uncivilized, racialized "Other." The collection explores macro-level perspectives by attending to the geopolitical and socio-legal structures within which competing claims to citizenship and belonging are played out; at the same time, micro-level perspectives are utilized to explore the interplay between sexuality and "race," nation, ethnicity and religious identities. Geographically, the collection has a prevalently European focus, yet contributions explore a range of trans-national spatial dimensions that exceed the boundaries of "Europe" and of European nation-states.

**Sexuality, Citizenship and Belonging**

This book considers how the civic ideals embodied in India’s constitution are undermined by exclusions based on social and economic inequalities, sometimes even by its own strategies of inclusion. Once seen by Westerners as a political anomaly, India today is the case study that no global discussion of democracy and citizenship can ignore.

**Rites of Privacy and the Privacy Trade**

Contrary to predictions that it would become increasingly redundant in a globalization world, citizenship is back with a vengeance. The Oxford Handbook of Citizenship brings together leading experts in law, philosophy, political science, economics, sociology, and geography to provide
a multidisciplinary, comparative discussion of different dimensions of citizenship: as legal status and political membership; as rights and obligations; as identity and belonging; as civic virtues and practices of engagement; and as a discourse of political and social equality or responsibility for a common good. The contributors engage with some of the oldest normative and substantive quandaries in the literature, dilemmas that have renewed salience in today's political climate. As well as setting an agenda for future theoretical and empirical explorations, this Handbook explores the state of citizenship today in an accessible and engaging manner that will appeal to a wide academic and non-academic audience. Chapters highlight variations in citizenship regimes practiced in different countries, from immigrant states to 'non-western' contexts, from settler societies to newly independent states, attentive to both migrants and those who never cross an international border. Topics include the 'selling' of citizenship, multilevel citizenship, in-between statuses, citizenship laws, post-colonial citizenship, the impact of technological change on citizenship, and other cutting-edge issues. This Handbook is the major reference work for those engaged with citizenship from a legal, political, and cultural perspective. Written by the most knowledgeable senior and emerging scholars in their fields, this comprehensive volume offers state-of-the-art analyses of the main challenges and prospects of citizenship in today's world of increased migration and globalization. Special emphasis is put on the question of whether inclusive and egalitarian citizenship can provide political legitimacy in a turbulent world of exploding social inequality and resurgent populism.

Citizenship in Diverse Societies

This book explores the intercultural policy paradigm emerging within diversity and migration studies. Drawing on empirical studies of cultural diversity and placing a focus on the current crises of identity in Europe, Zapata-Barrero argues for an intercultural model of citizenship that prioritises contact between diverse people. In looking forward to a post-multicultural era, his analysis suggests how we can better manage the challenges presented by our increasingly complex, multifaceted societies. This thoughtful text will appeal to students and scholars across politics, sociology, anthropology and social psychology, as well as policy makers and social entrepreneurs around the world grappling with issues around migration, diversity and citizenship. Ricardo Zapata-Barrero is a Full Professor of Political and Social Sciences at the Universitat Pompeu Fabra (Barcelona, Catalonia, Spain). He is also Director of the Interdisciplinary Research Group on Immigration at UPF, and Master in Migration Studies. He is member of the Board of Directors for IMISCOE and Chair of the External Affairs Committee. For information about publications, go to his webpage: www.upf.edu/web/ricard-zapata

Teacher Education for Citizenship in Diverse Societies

The book examines the contradiction in a modern pluralistic society between the concepts of citizenship and the desire to show respect for ethnocultural diversity.

Youth in Superdiverse Societies

Local Citizenship in the Global Arena proposes a reconsideration of both citizenship and citizenship education, moving away equally from prevailing 'global citizenship' and ‘fundamental British values’ approaches towards a curriculum for education that is essentially about creating cosmopolitan, included and inclusive, politically-engaged citizens of communities of local, national and global. Viewing education as both problem and solution, Findlow argues that today’s climate of rapid and unpredictable geopolitical and cultural re-scoping requires an approach to citizenship education that both reflects and shapes society, paying attention to relationships between the local and global aspects of political voice, equality and community. Drawing on a range of international examples, she explores the importance and possibilities of a form of education that instead of promoting divisive competition, educates about citizenship in its various forms, and encourages the sorts of open and radical thinking that can help young people cross ideological and physical borders and use their voice in line with their own, and others’, real, long-term interests. Successive chapters develop this argument by critically examining the key elements of citizenship discourses through the interrelated lenses of geopolitical change, nationalism, the competition fetish, critical pedagogy, multiculturalism, protest politics, feminism and ecology, and highlighting ways in which the situationally diverse lived realities of ‘citizenship’ have been mediated by different forms of education. The book draws attention to how we think of education’s place in a world of combined globalisation, localism, anti-state revolt and xenophobia. It will be of key interest to academics, researchers and postgraduate students in the fields of education, political science, philosophy, sociology, social policy, cultural studies and anthropology.

Global Citizenship Education

In this new edited volume by Will Kymlicka, leading scholars of multicultural issues examine questions related to multiculturalism and citizenship. Most modern democracies contain significant minority groups whose language, religion or ethnicity differs from those of the majority. Is it possible in such societies to accommodate these forms of diversity without weakening the bonds of common citizenship? In this volume, distinguished scholars explore this question by looking at concrete issues where the demands of citizenship and diversity often clash. Special emphasis is put on the question of whether inclusive and egalitarian citizenship can provide political legitimacy in a turbulent world of exploding social inequality and resurgent populism.

Copyright code: 1dcd5cf3cad0b9984df3643217ba46d4c