Democracy, Civic Engagement, and Citizenship in Higher Education-William V. Flores 2019-05-24 Twenty-five leaders from the higher education and service-learning sectors provide insight into what works in building citizenship through civic engagement on their campuses and communities. From small colleges to large universities, these strong voices demonstrate that American democracy is very much active and prepared for the 21st century.

Graduate Citizens-John Ahier 2005-06-27 Following the introduction of student loans and tuition fees, the situation of students and new graduates has changed considerably. Set in this context, Graduate Citizens is a thought-provoking, and insightful look at the current generation of students’ attitudes towards citizenship and matters of social and moral responsibility. Drawing on small-scale case studies of students in two universities, the authors explore students’ changing sense of citizenship against the backdrop of recent changes in higher education. It addresses students’ approaches to being in debt, the role of their families in providing support and their attitudes towards careers. Questioning the claim that the current generation of students is politically apathetic, this book shows that they are in fact socially concerned, though distant from, official, mainstream politics. It investigates students’ responses to such political and economic phenomena as globalization and the ever-increasing promotion of market forces. Graduate Citizens illuminates and explores the links between reforms in higher education, student experience of university and issues of citizenship. It poses questions about the condition and future of citizenship in Britain and discusses the implications for citizenship education.

Global Citizenship and the University-Robert Rhoads 2011-05-04 With the increasing integration of global economies and societies, the nation-state is no longer the sole force shaping and defining citizenship. New ideas of “global citizenship” are emerging, and universities, which are increasingly involved in international engagements, provide a unique opportunity to explore how fundamental understandings of modern citizenship are changing. Drawing on case studies of universities in China, the United States, Hungary, and Argentina, Global Citizenship and the University moves beyond a narrow political definition of citizenship to address the cultural and economic complexities of contemporary social life. Rhoads and Szélényi show how universities should be mindful of the possibilities for faculty and student involvement in the production, management, and application of knowledge, and how this in turn allows for an engagement as citizens that reflects serious considerations of the global context. Ultimately, the authors challenge universities and readers alike to consider the many transnational opportunities that are redefining citizenship today.

Citizenship by Degree-Deondra Rose 2018-02-16 Since the mid-twentieth century, the United States has seen a striking shift in the gender dynamics of higher educational attainment as women have come to earn college degrees at higher rates than men. Women have also made significant strides in terms of socioeconomic status and political engagement. What explains the progress that American women have made since the 1960s? While many point to the feminist movement as the critical turning point, this book makes the case that women’s movement toward first class citizenship has been shaped not only by important societal changes, but also by the actions of lawmakers who used a combination of redistributive and regulatory higher education policies to enhance women’s incipient political claims. Examining the enactment and impact of the National Defense Education Act of 1958, the Higher Education Act of 1965, and Title IX of the 1972 Education Amendments, this book argues that higher education policies represent a crucial—though largely overlooked—factor shaping the progress that women have made. By significantly expanding women’s access to college, they helped to pave the way for women to surpass men as the recipients of bachelor’s degrees, while also empowering them to become more economically independent, socially integrated, politically engaged members of the American citizenry. In addition to helping to bring into greater focus our understanding of how Southern Democrats shaped U.S. social policy development during the mid-twentieth century, this analysis recognizes federal higher education policy as an indispensable component of the American welfare state.

Democratic’s Education-Harry C. Boyte 2015-02-01 Today Americans feel powerless in the face of problems on every front. Such feelings are acute in higher education, where educators are experiencing an avalanche of changes: cost cutting, new technologies, and demands that higher education be narrowly geared to the needs of today’s workplace. College graduates face mounting debt and uncertain job prospects, and worry about a coarsening of the mass culture and the erosion of authentic human relationships. Higher education is increasingly seen, and often portrays itself, as a ticket to individual success—a private good, not a public one. Democracy’s Education grows from the American Commonwealth Partnership, a year-long project to revitalize the democratic narrative of higher education that began with an invitation to Harry Boyte from the White House to put together a coalition aimed at strengthening higher education as a public good. The project was launched at the beginning of 2012 to mark the 150th anniversary of the Morrill Act, which created land grant colleges. Beginning with an essay by Harry C. Boyte, “Reinventing Citizenship as Public Work,” which challenges educators and their partners to claim their power to shape the story of higher education and the civic careers of students, the collection brings together world-famous scholars, senior government officials, and university presidents together with faculty, students, staff, community organizers, and intellectuals from across the United States and South Africa and Japan.

Contributors describe many constructive responses to change already taking place in different kinds of institutions, and present cutting-edge ideas like “civic science,” “civic studies,” “citizen professionalism,” and “citizen alumni.” Authors detail practical approaches to making change, from new faculty and student roles to changes in curriculum and student life and strategies for everyday citizen empowerment. Overall, the work develops a democratic story of education urgently needed to address today’s challenges, from climate change to growing inequality.
Education for Democratic Citizenship - Bernard Crick 2017-03-02

This important volume provides a comprehensive study of the concept of democratic citizenship (including its conditions and pre-requisites), which has an established place in higher education courses in politics, social policy, sociology and social philosophy. The contributing political philosophers and educational theorists collectively provide a critical commentary on the assumptions, principles and presuppositions associated with the idea of education for active democratic citizenship. This book presents an invaluable combination of original essays from established authors and previously published seminal articles specially revised for the volume.

Corporate Citizenship and Higher Education - Morgan R. Cleverley 2019-05-31

This book examines corporate citizenship through the inter-organizational relationships between a public American doctoral research university and six of its corporate partners. The authors discuss why US corporations engage as corporate citizens in relationships with higher education institutions and gauges the ethical concerns that may arise from such relationships. As governments continue to cut funding, support from individuals and corporations becomes continually more important. This research contributes to the corporate citizenship literature by providing a broad, holistic discussion to understand the range of motives and ROI expectations of corporate engagement in the American society as evidenced by inter-organizational relationships with higher education. This book is useful to provide both researchers and practitioners in corporations and higher education with insights to better design and manage inter-organizational relationships.

The Citizen in Teaching and Education - Ralph Leightoun 2020-02-01

This book examines the importance, and potential, of citizenship education, using extensive qualitative data from England and Sweden. The authors draw on the work of Nira Yuval-Davis and other prominent scholars in the field to frame citizenship as membership of numerous communities, for example disability, ethnicity, gender, sexuality and social class. This intersectional approach enables a rich understanding of the experiences and capabilities of young people, and bridges the gap between the formal meaning and real experiences of citizenship. The book presents case studies from England and Sweden, two contexts that have similar societies and school systems but very different approaches to citizenship education. Using this rich data, the authors illuminate the perspectives of young learners and their teachers to understand how learners can uphold their rights and responsibilities as citizens. This book will be of interest and value to scholars of social justice and citizenship education.

Civic Education and the Future of American Citizenship - Elizabeth Kaufer Busch 2012-11-02

Lack of civic knowledge, ignorance about the U.S. Constitution, and general ambivalence about education threaten the fiber of American society as evidenced by inter-organizational relationships with higher education. This book is useful to provide both researchers and practitioners in corporations and higher education with insights to better design and manage inter-organizational relationships.

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Citizenship Education around the World - John Petrovic 2014-04-24

Though certainly not a new idea, the question of what it means to be a productive and recognized citizen is in unique and often unavoidable social, political and economic peril. The question of what it means to be a productive and recognized citizen must now be understood simultaneously along both global and local lines. This edited volume offers an international perspective on citizenship education, enacted in specific socio-political contexts. Each chapter includes a pointed conceptualization of citizenship education—a philosophical framework—that is then applied to specific national cases across Europe, Asia, Canada and more. Chapters emphasize how such frameworks are implemented within local contexts, encouraging particular pedagogical/curricular practices even as they constrain others. Chapters conclude with suggestions for productive change and how educators might usefully engage contemporary contexts through citizenship education.

Handbook of Research on Citizenship and Heritage Education - Delgado-Algarra, Emilio José 2020-01-31

Cultural competence in education promotes civic engagement among students. Providing students with educational opportunities to understand various cultural and political perspectives allows for higher cultural competence and a greater understanding of civic engagement for those students. The Handbook of Research on Citizenship and Heritage Education is a critical scholarly book that provides relevant and current research on citizenship and heritage education aimed at promoting active participation and the transformation of society. Readers will come to understand the role of heritage as a symbolic identity source that facilitates the understanding of the present and the past, the processes of change and improvement that the current global situation requires. The Handbook of Research on Education for Participative Citizenship and Global Prosperity is a pivot reference source focusing on the productions and fields of study that are carried out all over the world on education for citizenship, namely the devices that provide young people with the consciousness and highlight the aspects of an active democratic life. While highlighting topics such as citizenship identity, educational policy, and social justice, this publication explores participation instruction, as well as the methods of community involvement. This book is ideally designed for educational administrators, policymakers, researchers, professionals, and educators seeking current research on instructional methods for teaching active community and political involvement.

A History of Education for Citizenship - Derek Heater 2003-10-23

In this unique examination of education for citizenship, Derek Heater covers two and a half millennia of history encompassing every continent. Education for citizenship is considered from its classical origins through to ideas of world citizenship and multiculturalism which are relevant today. The book reveals the constants of motives, policies, recommendations and practices in this field and the variables determined by political, social and economic circumstances, which in turn illustrate the reasons behind education for citizenship today. Sections covered include: * Classical origins * The age of rebellions and revolutions * Education for liberal democracy * Totalitarianism and transitions * Multiple citizenship education. A History of Education for Citizenship will be of interest to teachers and students of citizenship, particularly those concerned with citizenship education. It will also be of interest to those working in the field of politics of education and history of education.

Local Citizenship in the Global Arena - Sally Findlow 2016-11-03

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 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-scaping 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.
Engaging Dissonance - Amy Lee 2017-03-10 This volume explores the internationalization of higher education in the context of global citizenry and intercultural competencies. It focuses on presenting dissonance as a means to facilitating students' openness to complexity and development of intercultural skills or their experiences in the classroom.

Internationalization and Global Citizenship - Mirit Yemini 2016-12-31 This book examines the integration of the international, global, and intercultural dimensions in contemporary education systems. Yemini provides a comprehensive understanding of the process of internationalization from different angles including policy-making, curriculum implementation, media discourse, and individual agency. The book illuminates and analyzes a set of key tensions of internationalization across multiple levels of schooling and across the domains of popular discourse, policy, curriculum, pedagogy, and students' identity, by connecting or re-connecting the process of internationalization and its outcomes at individual level of global citizenship. The author uses solid empirical embedding of each of those aspects together with development of novel theoretical insights in each of the investigated domains.

General Education and the Development of Global Citizenship in Hong Kong, Taiwan and Mainland China - Jun Xing 2013 General Education has taken center stage in the greater China area (Hong Kong, Taiwan and mainland China) because of a number of important developments. First, globalization has created both opportunities and challenges for college students. When they graduate and enter the real world, they must have the cultural sensitivities and social skills, in addition to their professional training, to compete in a knowledge-based global economy. Equally significant for institutions of higher education, pressing global problems challenge traditional disciplines and demand new forms of learning that reshape the boundaries of knowledge. In response to these rapidly changing dynamics, general education has taken an increasingly important role in undergraduate education. As the first English publication on the subject, this anthology brings together a distinguished group of General Education scholars and teachers from Hong Kong, Taiwan and mainland China.

Engaging Higher Education Curricula - Elnarie Costandius 2015-06-30 'The authors aim to stimulate discussion about the nature and purposes of critical citizenship education in higher education. Rather than promoting a blueprint for change, the authors thoughtfully consider a generative research agenda for transformative higher education and focus on how this orientation in higher education plays out on the ground. This book, together with its Coda that takes the conversation beyond critical citizenship education to include responsibility citizenship, provides compelling reasons and sound suggestions for a way forward.

Diversity and Citizenship Education - James A. Banks 2006-12-22 The increasing ethnic, racial, cultural, religious, and language diversity in nations throughout the world is forcing educators and policymakers to rethink existing notions of citizenship and national identity. To experience cultural democracy and freedom, a nation must be unified around a set of democratic values such as justice and equality that balance unity and diversity and protect the rights of diverse groups. Diversity and Citizenship Education: Global Perspectives brings together in one comprehensive volume a group of international experts on the topic of diversity and citizenship education. These experts discuss and identify the shared issues and possibilities that exist when educating for national unity and cultural diversity. Diversity and Citizenship Education: Global Perspectives presents compelling case studies and examples of successful programs and practices from all over the world, discusses problems that arise when societies are highly stratified along race, cultural, and class lines, and describes guidelines and benchmarks that practicing educators can use to structure citizenship education programs that balance unity and diversity. The book covers a broad range of issues and includes a wealth of information on such topics as Migration, citizenship, and education. The challenge of racialized citizenship in the United States The contribution of the struggles by Indians and Blacks for citizenship and recognition in Brazil Crises of citizenship education and ethnic issues in Germany, Russia, and the United States The role of universities in communities and nation-states, develop civic participation skills, and reflective cultural, national, and global identities.

Between Citizens and the State - Christopher P. Loss 2014-04-07 This book tracks the dramatic outcomes of the federal government's growing involvement in higher education between World War I and the 1970s, and the conservative backlash against that involvement from the 1980s onward. Using cutting-edge analysis, Christopher Loss recovers higher education's central importance to the larger social and political history of the United States in the twentieth century, and chronicles its transformation into a key mediating institution between citizens and the state. Framed around the three major federal higher education policies of the twentieth century--the 1944 GI Bill, the 1958 National Defense Education Act, and the 1965 Higher Education Act--the book charts the federal government's various efforts to deploy education to ready citizens for the national, bureaucratized, and increasingly global world in which they lived. Loss details the myriad ways in which academic leaders and students shaped, and were shaped by, the state's shifting political agenda as it moved from a preoccupation with economic security during the Great Depression, to national security during World War II and the Cold War, to securing the rights of African Americans, women, and other previously marginalized groups during the 1960s and '70s. Along the way, Loss reappraises the origins of higher education's current-day diversity regime, the growth of identity group politics, and the privatization of citizenship at the close of the twentieth century. At a time when people's faith in government and higher education is being sorely tested, this book sheds new light on the close relations between American higher education and politics.

Higher Education and Civic Engagement - Lorraine McIlrath 2007 Bringing together an international team of contributors, this volume provides an original and powerful contribution to debates about the civic purpose of higher education. It suggests that universities can best realize their civic mission by making it central to their policy and practice.

Citizenship, Democracy and Higher Education in Europe, Canada and the USA - J. Laker 2014-06-23 Citizenship, democracy and human rights have always been central to higher education and increasing globalization has amplified their urgency and complexity. This volume explores conceptual, theoretical and policy implications for post-secondary education engaging with these topics, comparing the USA, Canada, Eastern Europe and Western Europe.

Patriotism and Citizenship Education - Bruce Haynes 2010-01-15 Seven authors describe the controversial nature of patriotism and citizenship education in their country, basing their account and recommendations upon their philosophical understanding of education and schooling. Offering differing national perspectives on patriotism across the United States, South Africa, New Zealand, Australia, Japan and England Discusses various accounts of how patriotism and citizenship education should be handled as part of the school curriculum Provides crucial insights into how schools handle social and political demands on controversial topics

Civic Responsibility and Higher Education - Thomas Ehrlich 2000 More than a century ago, John Dewey challenged the education community to look to civic involvement for the betterment of both community and campus. Today, the challenge remains. In his landmark book, editor Thomas Ehrlich has collected essays from national leaders who have focused on civic responsibility and higher education. Imparting both philosophy and working example, Ehrlich provides the inspiration for innovative new programs in this essential area of learning.

Global Citizenship Education - Abdeljalil Alkari
Gendered Academic Citizenship-Sevil Sämmer

Research in Global Citizenship Education-Jason Harshman 2015-06-01 Globalization is changing what citizens need to know and be able to do by interrupting the assumption that the actions of citizens only take place within national borders. If our neighborhoods and nations are affecting and being affected by the world, then our political consciousness must be worldminded. The outcomes of globalization have led educators to rethink what students need to learn and be able to do as citizens in a globally connected world. This volume focuses on research that examines how K12 teachers and students are currently addressing the challenge of becoming citizens in a globally interconnected world. Although there is an extensive body of literature on citizenship education within national contexts and a growing literature on global education, this volume offers research on the work educators are doing across multiple countries to bring the two fields together to develop global citizenship.

Globetrotting or Global Citizenship?—Rebecca Tiessen 2014 Globetrotting or Global Citizenship? explores the broad range of international experiential learning options available to Canadian students, as well as the opportunities and the ethical dilemmas that come with them. Combining practical advice with critical examinations of international experiential learning, this essay collection is designed to help the reader to move beyond photo-ops and travel opportunities and towards striving for a deeper global citizenship. Globetrotting or Global Citizenship? is a valuable guide for students considering going abroad for experiential learning and a useful resource for those returning from such programs, as well as instructors and administrators facilitating pre-departure and return orientation sessions. Anyone taking part in international volunteering will find the reflections and analysis provided here an excellent starting point for understanding the potential impact of their time abroad.

Democracy’s Education—Harry C. Boyte 2021-04-30 Today Americans feel powerless in the face of problems on every front. Such feelings are acute in higher education, where educators are experiencing an avalanche of changes: cost cutting, new technologies, and demands that higher education be narrowly geared to the needs of today’s job market. College graduates face mounting debt and worry about what the mass culture of technology and the erosion of authentic human relationships. Higher education is increasingly seen, and often portrays itself, as a ticket to individual success—a private good, not a public one. Democracy’s Education grows from the American Commonwealth Partnership, a year-long project to revitalize the democratic narrative of higher education that began with an invitation to Harry Boyte from the White House to put together a coalition aimed at strengthening higher education as a public good. The project was launched at the beginning of 2012 to mark the 150th anniversary of the Morrill Act, which created land grant colleges. Beginning with an essay by Harry C. Boyte, ”Reinventing Citizenship as Public Work,” which challenges educators and their partners to claim their power to shape the story of higher education and the civic careers of students, the collection brings together world-famous scholars, senior government officials, and university presidents together with faculty, students, staff, community organizers, and intellectuals from across the United States and South Africa and Japan. Contributors describe many constructive responses to change already taking place in different kinds of institutions, and present cutting-edge ideas like “civic science,” “civic studies,” “citizen professionalism,” and “citizen alumni.” Authors detail practical approaches to making change, from new faculty and student roles to changes in curriculum and student life and strategies for everyday citizen empowerment. Overall, the work develops a democratic story of education urgently needed to address today’s challenges, from climate change to growing inequality.

Corporations and Citizenship—Greg Urban 2014-05-08 President Theodore Roosevelt once proclaimed, "Great corporations exist only because they are created and safeguarded by our institutions, and it is therefore our right and duty to see that they work in harmony with those institutions." But while corporations are ostensibly regulated by citizens through their governments, the firms in turn regulate many aspects of social and political life for individuals beyond their own employees and the communities that support them. Corporations are endowed with many of the same rights as citizens, such as freedom of speech, but are not themselves typically constituted around ideals of national belonging and democracy. In the wake of the global financial collapse of 2008, the question of what relationship corporations should have to governing institutions has only increased in urgency. As a democratically sanctioned social institution, should a corporation operate primarily toward profit accumulation or should its proper goal be to provision society with needed goods and services? Corporations and Citizenship addresses the role of modern for-profit corporations as a distinctive kind of social formation within democratic national states. Scholars of legal studies, business ethics, politics, history, and anthropology bring their perspectives to bear on particular case studies, such as Enron and Wall Street, as well as broader issues of belonging, social responsibility, for-profit higher education, and regulation. Together, these essays establish a complex and detailed understanding of the ways corporations contribute positively to human well-being as well as the dangers that they pose. Contributors: Joel Bakan, Jean Comaroff, John Comaroff, Cynthia Estlund, Louis Galambos, Rosalie Genova, Peter Gourevitch, Karen Ho, Nien-hê Hsiieh, Walter Licht, Jonathan R. Macey, Hirokazu Miyazaki, Lynn Sharp Paine, Katharina Pistor, Amy J. Seipinwall, Jeffery Smith, Jeffrey L. Sturchio, Greg Urban.

Articulating Citizenship—Robert Culp 2020-03-23 "At the genesis of the Republic of China in 1912, many political leaders, educators, and social reformers argued that republican education should transform China’s people into dynamic modern citizens—social and political agents whose public actions would rescue the national community. Over subsequent decades, however, they came to argue fiercely over the contents of citizenship and how it should be taught. Moreover, many of their carefully crafted policies and programs came to be transformed by textbook authors, teachers, administrators, and students. Furthermore, the idea of citizenship, once introduced, raised many troubling questions. Who belonged to the national community in China, and how was the nation constituted? What were the best modes of political action? How should modern people take responsibility for “public matters”? What morality was proper for the modern public? This book reconstructs civic education and citizenship training in secondary schools in the lower Yangzi region during the Republican era. It also analyzes how students used the tools of civic education introduced in the schools to make themselves into young citizens and explores the complex social and political effects of educated youths’ civic action."
Learning the Language of Global Citizenship  
Adrian J. Warr 2007-01-09 While addressing the implications of rising multilingualism in America, Learning the Language of Global Citizenship explores the link between the achievement gap and academic language proficiency, as well as civic literacy and the individuals’ motivation for civic engagement. In this book, the authors show how service-learning enhances language learning, international understanding, and global civic participation skills. This is a topical book designed for practical use by service-learning and language educators in applied linguistics and related disciplines such as English, foreign languages, hearing and speech sciences, and TESOL. It introduces readers to current and unique approaches toward research on first- and second-language acquisition, language policy and planning, language testing and methodology, assessment, and bilingualism. The book also raises fundamental questions for undergraduate and graduate courses with social justice themes by considering educational, linguistic, and human rights issues.

Learning the Language of Global Citizenship is divided into four parts: Theoretical framework for developing service-learning projects in applied linguistics Domestic service-learning efforts International service-learning efforts Service-learning research reports representing Spanish, TESOL, teacher education, and composition studies The authors make a convincing case for promoting and preparing learners for educated and engaged citizenship in both local and global arenas. Each of the projects and methods they describe emphasizes the importance of second language proficiency for establishing and sustaining academic community partnerships in today’s multilingual and multicultural societies.

Pulled Over  
Charles R. Epp 2014-04-04 In sheer numbers, no form of government control comes close to the police stop. Each year, twelve percent of drivers in the United States are stopped by the police, and the figure is almost double among racial minorities. Police stops are among the most recognizable and frequently criticized incidences of racial profiling, but, while numerous studies have shown that minorities are pulled over at higher rates, none have examined how police stops have come to be both encouraged and institutionalized. Pulled Over deftly traces the strange history of the investigatory police stop, from its discredited beginning as “aggressive patrolling” to its current status as accepted institutional practice. Drawing on the richest study of police stops to date, the authors show that who is stopped and how they are treated convey powerful messages about citizenship and racial disparity in the United States. For African Americans, for instance, the experience of investigatory stops erodes the perceived legitimacy of police stops and of the police generally, leading to decreased trust in the police and less willingness to solicit police assistance or to self-censor in terms of clothing or where they drive.

This holds true even when police are courteous and respectful throughout the encounters and follow seemingly colorblind institutional protocols. With a growing push in recent years to use local police in immigration efforts, Hispanics stand poised to share African Americans’ long experience of investigative stops. In a country that celebrates democracy and racial equality, investigatory stops have a profound and deleterious effect on African American and other minority communities that merits serious reconsideration. Pulled Over offers practical recommendations on how reforms can protect the rights of citizens and still effectively combat crime.

Teaching and Learning Practices That Promote Sustainable Development and Active Citizenship  
Saúde, Sandra 2020-10-30 The profound changes that we are experiencing at the political, environmental, economic, social, and cultural levels of our “postmodern” society pose immense challenges to education. In order to empower students to analyze, reflect, and take action for a sustainable world, the learning and educational process must be experienced in the context of citizenship; that is, it must be designed, planned, and implemented having global sustainability as a framework, thus developing societal awareness, values, and principles. Teaching and Learning Practices That Promote Sustainable Development and Active Citizenship is an essential research book that provides comprehensive research on education as a fundamental factor in empowering citizens to understand and act on the multiple risks and challenges to the sustainability of our society and world. Highlighting a range of critical learning strategies such as global and critical education, development education, and transformational education, among others, this book is ideal for academicians, education professionals, researchers, policymakers, and students.

Developing Citizenship in the Curriculum  
Janet Edwards 2018-10-03 Originally published in 1993. Integrating cross-curricular themes into the curriculum has emerged as a major challenge for all schools. This book gives advice on how to deal with Citizenship in schools in terms of whole-school development planning, monitoring and evaluation. Placing it in the context of other cross-curricular themes and of core and foundation subjects in the National Curriculum, this book is for headteachers, other teachers involved in curriculum coordination, school inspectors, initial teacher trainers and INSET providers.