
**TEACHING
DEMOCRACY
BY BEING
DEMOCRATIC**

Edited by
**THEODORE L. BECKER
and RICHARD A. COUTO**

Foreword by
JAMES MACGREGOR BURNS

Teaching Democracy By Being Democratic

Valerie Kinloch



Teaching Democracy By Being Democratic:

Teaching Democracy by Being Democratic Ted Becker, Richard A. Couto, 1996-10-30 The best way to teach democracy has been the subject of an ongoing debate for 2 500 years Unlike most books about teaching democracy this one spends more time on how to teach democracy than the what and why of teaching democracy It punctures the irony of teaching democracy by lectures and superior teachers In its place this book provides a variety of illustrations for the teaching of democracy in an experiential and egalitarian fashion The introduction presents a theoretical and analytical framework of democracy and democratic pedagogy The six chapters cover topics such as structuring a democratic classroom democratic practices that empower students problem solving and community service that make the classroom a laboratory for democracy and university based programs of democratic alternatives that serve the community The volume s treatment of community organization students as collaborators personal empowerment the community of need and response and the democratic organization expresses its preference for direct democratic participation

Teaching Democracy Walter C. Parker, 2003 In *Teaching Democracy* Walter Parker makes a unique and thoughtful contribution to the hot debate between proponents of multicultural education and those who favor a cultural literacy approach Parker conclusively demonstrates that educating for democratic citizenship in a multicultural society includes a fundamental respect for diversity This scholarly yet accessible work Bridges the widening gap between multicultural education and civic education Provides powerful teaching strategies that educators can use to draw children creatively and productively into a way of life that protects and nurtures cultural pluralism and racial equity Explains the unity diversity confusion that is found in popular media as well as in multicultural and citizenship education initiatives Defines deliberative discussion and explores its promise as the centerpiece of democratic education in schools both elementary and secondary At a moment in time when our connection to the nation seems superficial and jingoistic Walter Parker offers us a vehicle to reach our ideal of deliberative committed civic participation for every citizen This book explores the hard work of citizen making in a diverse and complex society where individual and group interests often are in conflict Parker makes us realize that in a democracy public is not a dirty word and schooling should not be punishment Gloria Ladson Billings University of Wisconsin Madison This book deals in an engaging and thought provoking way with both social realities and democratic possibilities exactly what I try to do in my classroom Wendy Ewbank teacher Seattle Girls School

The Ghosts in Our Classrooms, or: John Dewey Meets Ceausescu Annette Freyberg-Inan, Radu Cristescu, 2006-01-16 How can democracy be learned And how successful are we at teaching and learning it This book does three things First it explains why civic education is important for the growth and survival of any type of democracy Second it focuses on a particular country which is in many ways representative for the general problems of post communist transition to democracy It carefully examines the practical reality of civic education in Romania both at the level of general schooling and in higher education Emphasis lies on the ways in which the ideals of civic education clash

with post communist realities and on the obstacles that continue to exist in this transition country to the democratic empowerment of citizens through education Scarcity of resources corruption in many forms and attitudes of deference to authority among other problems perpetuate a situation in which education fails to support democratization and instead reflects the failures of regimes of the past Third the book offers concrete recommendations for how civic education in Romania and elsewhere can be improved How can education be organized to successfully support the realization of democratic ideals This book is based on its main author's direct experience working in the field of civic education in Romania between 1999 and 2005 and draws on her wider expertise in the study of Romanian political economy and the country's European integration as well as in the fields of political psychology and democratic theory It is of particular interest for teachers and social scientists willing to reflect on the implications of their teaching or research for democratic empowerment for policymakers and activists who seek to support processes of democratization as well as for students of post communist transition countries in general and of Romania in particular It provides an accessible informative and frequently humorous account of lofty ideals clashing with harsh realities on the battlefield of democratic emancipation *Civic Engagement in Higher Education* Barbara Jacoby and Associates, 2009-01-27 Numerous studies have chronicled students' lack of trust in large social institutions declining interest in politics and decreasing civic skills This book is a comprehensive guide to developing high quality civic engagement experiences for college students The book defines civic engagement and explains why it is central to a college education It describes the state of the art of education for civic engagement and provides guidelines for designing programs that encourage desired learning outcomes In addition the book guides leaders in organizing their institutions to create a campus wide culture of civic engagement *Resources in Education*, 1998

Experiencing Citizenship Richard M. Battistoni, William E. Hudson, 2023-07-03 This practical guide is intended for faculty and service learning directors combining the how to information and rigorous intellectual framework that teachers seek What distinguishes this volume is that the contributors are writing for their peers They discuss how service learning can be implemented within political science and what this discipline contributes to the pedagogy of service learning The book offers both theoretical background and practical pedagogical chapters which describe the design implementation and outcomes of political science service learning programs as well as annotated bibliographies program descriptions and course syllabi **Transformational Politics** Stephen Woolpert, Christa Daryl Slaton, Edward W. Schwerin, 1998-08-13 Argues that traditional political science is failing to identify and address fundamental political phenomena of our time and proposes an alternative value based political science **Journal of Proceedings and Addresses** National Education Association of the United States, 1919 Vols for 1866-70 include Proceedings of the American Normal School Association 1866-69 include Proceedings of the National Association of School Superintendents 1870 includes Addresses and journal of proceedings of the Central College Association Proceedings, Abstracts of Lectures and a Brief Report of the Discussions of the National

Teachers' Association, the National Association of School Superintendents and the American Normal School Association
National Education Association of the United States,1919 *Education pamphlets* ,1924 **Addresses and Proceedings -**
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Meeting,1919 **Proceedings of the Annual Meeting - National Education Association of the United States**
National Education Association of the United States,1919 Deconstruction and Reconstruction ,2021-11-22 The essays in
this volume are from the Second Conference of the Central European Pragmatist Forum held in Krakow Poland in 2002
Written by prominent specialists in pragmatism and American philosophy from the United States and Europe they survey
contemporary thinking on classical and contemporary pragmatism social and political theory ethics aesthetics experience
knowledge rationality metaphysics and the application of pragmatist thought in contemporary Europe Democracy's
Literature Patrick J. Deneen,Joseph Romance,2005-07-28 American literature is profoundly almost inescapably political
America s most thoughtful authors long ago realized that it was through the novel the novella and the story that philosophic
education of America s citizens would best be undertaken In this fascinating new anthology of original essays ten leading
scholars explore the ways in which American civic education has been informally advanced through literature Delving into
the works of authors ranging from Mark Twain to William Faulkner to Octavia Butler these essays reflect on the close
relationship between democracy and literature They convey an understanding that the greatest American literary works are
also works of profound philosophical insight Through careful analysis Democracy s Literature illustrates that democracy and
literature are natural partners forging a relationship that America s greatest authors have long realized in their subtle efforts
to craft a democratic public philosophy **Crossing Boundaries—Teaching and Learning with Urban Youth** Valerie
Kinloch,2015-04-24 This is a book of stories told by adolescents and adults about teaching and learning Puzzlement wonder
curiosity disruption and distress mark the emotions of all the storytellers here From the Foreword by Shirley Brice Heath
Stanford University Crossing Boundaries is a must read for anyone interested in improving the academic achievements and
enhancing the literacy practices of marginalized students Beverly Moss The Ohio State University This book will shake the
common and reshape the knowledge we have about the passion and potential of students in urban schools JoBeth Allen
University of Georgia In her new book Valerie Kinloch award winning author of Harlem on Our Minds sheds light on the ways
urban youth engage in meaning making experiences as a way to assert critical creative and highly sophisticated perspectives
on teaching learning and survival Kinloch rejects deficit models that have traditionally defined the literacy abilities of
students of color especially African American and Latino a youth In contrast she crosses boundaries to listen to the voices of

students attending high school in New York City's Harlem community In *Crossing Boundaries* Kinloch uses a critical teacher researcher lens to propose new directions for youth literacies and achievements The text features examples of classroom engagements student writings and presentations discussions of texts and current events and conversations on skills process achievement and underachievement Valerie Kinloch is associate professor in literacy studies in the School of Teaching and Learning at The Ohio State University Her other books are *Harlem on Our Minds* *Place Race and the Literacies of Urban Youth* and *Urban Literacies Critical Perspectives on Language Learning and Community* All royalties go to the Cultivating New Voices Among Scholars of Color grant and mentoring program sponsored through the National Council of Teachers of English

IJER Vol 14-N3 International Journal of Educational Reform, 2006-01-30 The mission of the International Journal of Educational Reform IJER is to keep readers up to date with worldwide developments in education reform by providing scholarly information and practical analysis from recognized international authorities As the only peer reviewed scholarly publication that combines authors voices without regard for the political affiliations perspectives or research methodologies IJER provides readers with a balanced view of all sides of the political and educational mainstream To this end IJER includes but is not limited to inquiry based and opinion pieces on developments in such areas as policy administration curriculum instruction law and research IJER should thus be of interest to professional educators with decision making roles and policymakers at all levels turn since it provides a broad based conversation between and among policymakers practitioners and academicians about reform goals objectives and methods for success throughout the world Readers can call on IJER to learn from an international group of reform implementers by discovering what they can do that has actually worked IJER can also help readers to understand the pitfalls of current reforms in order to avoid making similar mistakes Finally it is the mission of IJER to help readers to learn about key issues in school reform from movers and shakers who help to study and shape the power base directing educational reform in the U S and the world

Classroom Management Robert T. Tauber, 2007-08-30 Educators need a balance between discipline theory and its practice in the classroom This is especially important in today's educational climate with its increased demands for teacher accountability Tauber has designed this book for both those who are new to teaching and those who are already seasoned teachers but who have had little if any coursework in discipline This book presents several sound frameworks that readers can use to evaluate six tried and true discipline models Teachers need to select learn and implement a discipline model that best reflects how they feel students should be treated Tauber explores a number of topics some controversial all quite relevant concerning how teachers can prevent as well as handle problem behaviors A chapter describing A through Z discipline suggestions can be immediately put into use

Direct Democracy Or Representative Government? Dispelling The Populist Myth John Haskell, 2018-03-05 In *Direct Democracy or Representative Government* John Haskell develops a devastating critique of direct democracy by exposing the central flaw in populist thinking Contrary to the beliefs of populist advocates of direct democracy the popular

will cannot be interpreted from the results of the plebiscite John Haskell presents a defense of representative institutions that brings to bear in an understandable way the findings of public choice scholars Haskell covers the clash of ideas between populists and constitutionalists throughout American history He follows the development of direct democracy during the twentieth century especially the dramatically increased use of initiatives and referenda in the last decade As Americans become increasingly frustrated with the workings of the institutions of government at the state and national levels and as populist ideas gain greater currency new forms of direct and participatory democracy making use of the latest computer technology appeal to more people Haskell speculates as to the likely future direction of direct democracy in the U S He describes in clear language the fundamental problem with the premise of populist thinking and explains why direct democracy presents a threat to minority rights and only promises irresponsible and unaccountable governance What Kind of Citizen? Joel Westheimer, 2024 What kind of citizen is no ordinary education book By drawing on accessible and engaging discussions around the goals of schooling it is imminently readable by a broad public Neither fluff nor polemic the theory and practice described in the book are based in solid empirical research and come out of the most influential frameworks for citizenship and democratic education of the last several decades the Three Kinds of Citizens framework that emerged from collaboration between the author and Dr Joseph Kahne as well as consultations with thousands of school teachers and civic leaders This framework has been used in 67 countries to help teachers and school reformers think about how to structure educational programs and how schools can strengthen democratic societies This book pulls together a decade of research on schools into one place giving the reader a comprehensive look at why schools should be at the forefront of public engagement and how we can make that happen

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