

***Citizenship Education and Global Migration: Implications for theory, research, and teaching*, edited by James A. Banks**

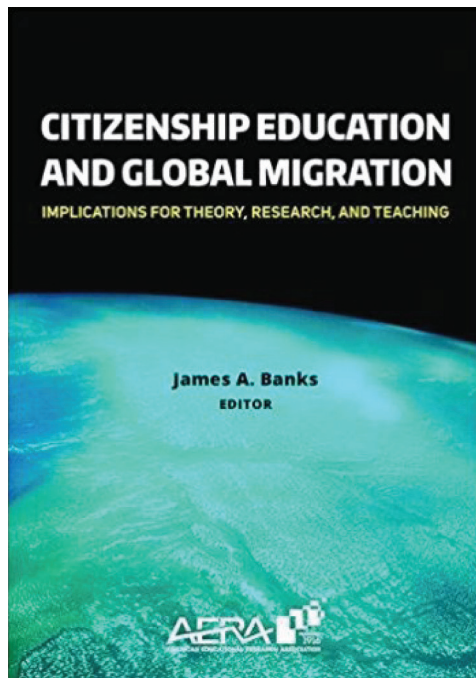
Washington DC: American Educational Research Association, 2017, 528 pp., ISBN: 978-0-9353-0264-6 (pbk)

Edited by the world-renowned scholar of multicultural education James A. Banks, *Citizenship Education and Global Migration* begins with a foreword written by the leading proponent of multicultural citizenship Will Kymlicka. The book consists of 20 chapters from an international group of distinguished academics of democratic citizenship and human rights education.

The book is a compilation of papers presented at a conference organized by the Centre for Multicultural Education at the University of Washington to encourage collaboration between scholars of citizenship and multicultural education on educational problems created by migration within and across nation states. The conference's goal was set to contribute to 'the structural inclusion of diverse ethnic, cultural, linguistic, and religious groups into their societies and nation states' (xi). While both sub-disciplines of education are interested in the educational issue on which the conference was focused and have great potential to help alleviate the issue, they have notable differences in their historical developments, objectives and approaches (Starkey's chapter). For that reason, the conference apparently aimed to provide a platform for the academics of both areas to collaborate on the pressing issues emanating from the multiculturalization of educational spaces.

The book brings together both country-based case studies investigating how citizenship education programmes are responding to increasing diversity in education and those attempting to tailor citizenship education to changing demographic and sociopolitical parameters. The first of the book's seven main sections provides a theoretical frame for the subsequent case studies. The first chapter of this section, Castles's Chapter 1, sets the stage for the rest of the book by expanding on the phenomena of global migration by providing statistical evidence that shows the unprecedented level of domestic and international demographic mobility. Castles highlights that the fledgling positive approach to the recognition of minorities has been replaced by a renewed emphasis on social cohesion and integration in the Western countries since the mid-1990s. This observation calls for the re-conceptualization of citizenship education, which is attempted in the following two chapters by Bashir (Chapter 2) and Starkey (Chapter 3).

Bashir aims to go beyond the narrow and exclusionary make-up of national citizenship by recalling the sociopolitical arrangements of the pre-nation-state era. Bashir advocates a notion of regional citizenship with a cosmopolitan outlook, arguing that it can create more inclusive educational spaces where a diverse body of students can develop a sense of belonging to their multilayered communities below and above national level.



In the subsequent chapter, Starkey emphasizes that citizenship education must be recalibrated as cosmopolitan, and help develop a sense of belonging to the entirety of humanity, without harming students' sense of belonging to their local and national communities. Presenting the key ideas on human rights of the inspiring leaders of rights-struggle movements (for example, Nelson Mandela, Martin Luther King and Malcolm X), Starkey makes a convincing case that local, national, regional and global identities are not mutually exclusive, but complementary when imagined from a cosmopolitan perspective. Starkey underlines that citizenship education, which is by design focused on political literacy, pays inadequate attention to diverse identities, whereas multicultural education, which prioritizes culture and diverse identities, lacks a significant political dimension. Both can be combined under the title of cosmopolitan citizenship education that gives due regard both to political skills and the diverse identities of students. Cosmopolitan citizenship education can strengthen the underdeveloped components of both areas by teaching students to value diversity (religious, cultural or political). In fact, valuing diversity is widely regarded as an indispensable requirement of being a citizen in a democratic society, and, therefore, a key objective of citizenship education.

The following five sections are composed of case studies exploring the historical background and current context of citizenship education in Canada and South Africa; England, Norway, Germany and France; China, South Korea and Singapore; the Middle East (Lebanon, Kuwait, Turkey and Israel); and Mexico and Brazil. These case studies include rigorous research, but I was particularly disappointed with Aydin and Koc-Damgaci's Chapter 16 on citizenship education in Turkey. Since my doctoral research investigated citizenship education in Turkey, I read this chapter with a very critical eye and found that it contains factual errors and a very thin reference list. For example, Aydin and Koc-Damgaci indicate that a 'Citizenship and Democracy Education' course taught in Turkish middle schools until 2004 was reintroduced in 2010 (359). There is a factual error in this information since the 'Citizenship and Democracy Education' course was not taught in Turkey before 2010 – it was first introduced in 2010 and repealed in 2012 (Ministry of National Education (MoNE), 2010, 2012). The title of the previous citizenship course was 'Citizenship and Human Rights Education', not 'Citizenship and Democracy Education' (MoNE, 1997). Containing this sort of cursory information, the chapter also does not provide an adequate exploration of the recent curricular changes, even though it was published in 2017. For instance, the repeal of citizenship courses and the introduction of an unprecedented number of religious education courses in 2012 are not mentioned in the chapter at all (MoNE, 2012).

In the last section of the book, the distinguished citizenship education scholar Walter Parker draws conclusions from the case studies presented throughout the book. Parker's Chapter 20 contends that citizenship education underpinned by human rights can effectively deal with the educational problems created by global migration. He makes a distinction between two versions of citizenship education: one based on international human rights instruments and another one based on the American civil rights movements. The former can be named as cosmopolitan and the latter as multicultural citizenship education. Parker argues that cosmopolitan citizenship education is the better version of citizenship education, since its appeal is more universal and inclusive in comparison to multicultural education. To strengthen this argument, Parker agrees with Michael Young (2013) that curriculum studies ought to revalue powerful knowledge instead of narrowly focusing on ways in which the knowledge of the powerful dominates the curriculum. Furthering Young's proposition, Parker contends that human rights constitute the powerful knowledge and should underpin the new citizenship education programmes, which he thinks would be an effective response to the current educational landscape created by global migration. However, it must be underlined that the contextualization of human rights in citizenship education programmes is a very hard task to accomplish, since authentic teaching of human

rights often goes against the dominant sociopolitical forces of societies that directly or indirectly commit human rights violations.

By way of concluding, I would like to mention two omissions. The first is that the book does not include a chapter on citizenship education in the USA, even though it has chapters on most of the major nation states. Secondly, in a book that sets out to contribute to 'the structural inclusion of diverse ethnic, cultural, linguistic, and religious groups into their societies and nation states' (xi), I looked for a chapter on the reasons why national citizenship education is so prevalent. This might have led to a discussion of the extent to which alternatives to national citizenship education are realistic rather than idealistic. It could have provided a basis to theorize a new version of citizenship education responsive to the current demographic and sociopolitical conditions.

Nevertheless, the book provides a platform for the leading figures of both citizenship and multicultural education, who provide an excellent overview of the state of the art. This makes it an essential source for those who have an interest in, or would like to conduct, research about the political and ideological aspects of education.

Dr Abdulkerim Sen
Department of Social Studies Education
College of Education, Amasya University, Turkey
a.sen.14@ucl.ac.uk

References

- Ministry of National Education (1997) 'İlköğretim okulu haftalık ders çizelgesi'. *Millî Eğitim Bakanlığı Tebliğler Dergisi*, 60 (2481), 643–5.
- Ministry of National Education (2010) 'İlköğretim okulu haftalık ders çizelgesi'. *Millî Eğitim Bakanlığı Tebliğler Dergisi*, 73 (2635), 1539–45.
- Ministry of National Education (2012) 'İlköğretim kurumları (İlkokul ve Ortaokul) haftalık ders çizelgesi'. *Millî Eğitim Bakanlığı Tebliğler Dergisi*, 75 (2658), 314–16.
- Young, M. (2013) 'Overcoming the crisis in curriculum theory: A knowledge-based approach'. *Journal of Curriculum Studies*, 45 (2), 101–18.