Group 5 Annotated Bibliography

Aleinikoff, T. (2001). American Citizenship: An Introduction. *Citizenship* *Studies*, 5(1), 5-9. doi:10.1080/13621020020025150

In this reading, T. Alexander Aleinkoff introduces a collection of essays that focus on describing American citizenship, what it means to different people, and how it has changed throughout time. He points out that while nearly all modern discussion on citizenship focuses on immigration and naturalization, the overwhelming majority of citizens are natural born. Interestingly, he claims that before the Civil War, Americans identified as citizens of their home states rather than the nation as a whole. In addition, the article states that while Americans primarily associate their roles of citizens with voting and other legal rights, the concepts have not historically overlapped. For example, the government considered women to be citizens for over a hundred years before they held the legal right to vote. In modern times, convicted felons may retain their citizenship but lose certain constitutional rights. Aleinkoff concludes by suggesting a more inclusive or global approach to citizenship, which gives voting and other legal rights to non-citizens who legally reside in the United States.

Battistoni, R. M., Longo, N. V., & Jayanandhan, S. (2009). Acting Locally in a Flat World: Global Citizenship and the Democratic Practice of Service-Learning. *Journal of Higher Education Outreach and Engagement*, 13(2), 89-108.

Richard Battistoni, Nicholas Longo, and Stephanie Jayanandhan describe how educators can use service-learning to prepare students for participation in a globalized world. They argue that teachers can rely on local action in order to introduce students to global citizenship. They give multiple examples of service-learning approaches in higher education. These case studies demonstrate how community involvement allows students to make international connections and enrich their global knowledge. Finally, the authors argue that global citizenship education should rely on experiences rather than specific content.

Considine, D., Horton, J., & Moorman, G. (2009). Teaching and reading the millennial generation through media literacy. *Journal of Adolescent & Adult Literacy*, 52(6),

471-481.

Today, students live in an environment in which reading and writing are necessary skills for survival. Digital media as well as traditional texts are pervasive in the 21st century world. David Considine, Julie Horton, and Gary Moorman argue that teachers must connect the literacy skills that students develop in their social environments with literacy instruction in the classroom.

Crowe, A. R. (2006). Technology, citizenship, and the social studies classroom: Education for democracy in a technological age. *International Journal of Social Education*, 21(1),

111-121.

Alicia Crowe discusses how technology has become a vital means of civic participation in the 21st century. She mentions three ways that technological innovation has changed the nature of citizenship in democracies. First, technology gives citizens unprecedented access to information. Citizens must have the ability to inform themselves about the issues through new media and technology. In addition, informed citizens have greater access to the political process. Through technology, the public can contribute to the political discourse in new ways. Finally, Crowe argues that social studies teachers must prepare their students for 21st century citizenship, specifically how to access and evaluate digital media sources.

Davies, I., Evans, M., & Reid, A. (2005). Globalising citizenship education? A critique of 'global education' and 'citizenship education'. *British Journal of Educational Studies*, 53(1), 66-89.

In this article, Ian Davies and Alan Reid argue for the intersection of citizenship and global education. They use the history of citizenship and global education in England to contextualize the new movement toward global citizenship education. Traditionally, educators have connected citizenship with nationality. Davies and Reid argue that this definition of citizenship must change in the 21st century context. Davies and Reid claim that educators cannot simply supplement current citizenship education models with international perspectives. Instead, teachers must completely restructure the curriculum to reflect the new world order. The writers conclude that a revolutionary approach to citizenship education will require international collaboration.

Ennis, E. J. (1943). The meaning of American citizenship*. Journal of Educational Sociology*, 17(1), 3-7.

This article, which was published at the peak of World War II, describes what citizenship meant to some Americans nearly seventy years ago. The text surveys what citizenship meant to diverse peoples and societies throughout history. The author claims that American citizenship was born with the Declaration of Independence in 1776. The article proposes that American citizenship is unique because of its dual nature, namely that an American maintains citizenship in both a state and a country. The author also points out that state citizenship was paramount over national citizenship until the Civil War and the passage of the fourteenth amendment. Not surprisingly, the article gives little attention to the rights withheld from some minority groups in the past, but instead highlights the tremendous opportunity that American citizenship allows. Interestingly, in 1943, people considered the impact of globalization, and the author even argues that global citizenship will develop in the future under American principles.

Holden, C. (2004). "Heaven Help the Teachers!" Parents' Perspectives on the Introduction of Education for Citizenship. *Educational* *Review*, 56(3), 247-258.

In this article, Holden considers the role parents play in their child’s citizenship education. Based on current research, Holden observes that many parents are unaware of how educators teach their children about citizenship. He claims that this is problematic, because the influence of the home is crucial for the social and moral development of a child, as well as their attitude toward political literacy. The first step for educators will be to increase the level of parental involvement. Through this approach, teachers could rely on students’ home lives to reinforce citizenship education in the school environment.

Milson, A. J., & Chu, B. (2002). Character Education for Cyberspace: Developing Good

Netizens. *Social Studies*, 93(3), 117-119.

In this innovative article, authors Milson and Chu explore the implications of cyberspace for character education. The authors suggest that the online community requires social studies teachers to rethink their approach to citizenship education. They explore the level of anonymity individuals experience in cyberspace, which in turn fosters a lack of inhibition and disengagement. They argue that students must not only learn how to be good citizens in the classroom, but good “netizens” in cyberspace as well. They conclude their article with suggestions about methods educators can use to translate this theory into action.

(1997) Oxfam's curriculum for global citizenship. Retrieved from Oxfam Education website: http://www.oxfam.org.uk/education/gc/curriculum/

Oxfam is a non-governmental organization (NGO) that addresses poverty and social injustice throughout the world. As part of their outreach, Oxfam constructed a global citizenship curriculum and begun a campaign to bring global citizenship to classrooms around the world. Oxfam proposes seven criteria that define a global citizen, which include themes of global awareness and civic participation. This website provides instructional materials for educators trying to facilitate global citizenship education in their classrooms.

Rheingold, H. (2008). Using Social Media to Teach Social Media. *New England Journal of Higher Education, 23(1), 25-26.*

This article presents a discussion on a new approach to education. The Social Media Virtual Classroom project funded by the HASTAC/MacArthur Foundation Digital Media & Learning Competition is creating an online classroom focused on teaching participatory media theory and practice. As a teaching medium, the project uses instructional videos offering advice on how and why to use social media. Overall, the article stresses the importance of media literacies in the 21st century classroom.

Schuitema, J., Ten Dam, G., & Veugelers, W. (2008). Teaching Strategies for Moral Education: A Review*. Journal of Curriculum Studies*, 40(1), 69-89.

In this article, Schuitema and Veugelers attempt to summarize how educators are embracing some new teaching strategies in order to provide moral instruction for their students. The authors challenge the popular view of many institutions, who consider their culture to be the primary method of instruction, and, instead, propose a curriculum-based approach to moral education. Through their review of existing curriculum, they articulate general objectives of curriculum-oriented education, such as trustworthiness and respect, as well as general learning outcomes, such as critical-thinking skills and reflection. Finally, the article encourages the use of problem based learning in a diverse group setting.

Smith, R.M. (2005). The Challenges Facing American Citizenship Today. *PS: Political Science & Politics*, 38 (4), 679-681. doi:10.1017/S104909650505033X

Rogers Smith points out that American citizenship has historically suffered from a considerable number of problems and controversies. In the nineteenth century, people questioned whether the republican form of government could survive at all. In the twentieth century, Americans pushed for a new equality in citizenship. Now, as the world becomes more globalized, Smith suggests that Americans must grapple with three major concerns regarding the issue of citizenship. First, American society must work to guarantee equal citizenship as a means of creating gender and racial equality. In addition, Americans must consider how increased global communication and transportation shape and change 21st century citizenship. Finally, and perhaps most importantly, people should decide the role of democratic citizenship in an increasingly global environment, which includes members of non-democratic systems. The article effectively demonstrates how citizenship has experienced controversy, changed, and developed throughout history.

Spires, H., Lee, J., Turner K., & Johnson J. (2008). Having Our Say: Middle Grade Student Perspectives on School, Technologies, and Academic Engagement. *Journal of Research on Technology in Education*, 40(4), 497-515.

Growing consensus among policy makers and educators alike suggests that our education system must be transformed to address the needs of a global society as well as the needs of the 21st century student. Often overlooked as a resource, students can contribute a valuable perspective to educational policy. The purpose of this study, therefore, was to learn from middle grades students, through surveys and focus groups, about what motivates them to achieve in school. The findings centered on students’ thoughts about school, uses of technologies inside and outside of the classroom, and academic engagement. The authors situated these conclusions within the context of global changes and the new demands placed on education

Sunal, C., Christensen, L., Shwery, C. S., Lovorn, M., & Sunal, D. W. (2010). Teachers from Five Nations Share Perspectives on Culture and Citizenship. *Action in Teacher Education*, 32(2), 42-55.

In this article, five scholars detail the connections between culture and citizenship in the social studies classroom. In order to investigate how the nature of citizenship is evolving in the 21st century, they conducted a study of one hundred and twenty-five teachers from five different countries. These teachers shared their ideas about citizenship and culture in a global age. Based on their data, the authors conclude that the purpose of social studies education should be to shape active global citizens. They argue that teachers must transform their teaching practices to adapt to the needs of a 21st century classroom.

Titus, C. (1990). The history of a quest: Defining the social studies. *Louisiana Social Studies*

*Journal*, 17(1), 3-6.

In this article, Titus explores the many attempts to define the purpose of social studies since the early twentieth century, carefully noting their differences and similarities as well as their strengths and weaknesses.  Comparing the quest for a definition to that of Indiana Jones and his quest for the Holy Grail, the author effectively illustrates how elusive a definition for the field can be.  Nonetheless, Titus encourages the social studies community to continue this quest and suggests some ways that the educational grail could be attained.

Zhao, Y. (2009). *Catching up or leading the way: American education in the age of globalization.* Alexandria, VA: ASCD.

In his text, Yong Zhao defends the strengths of American education and discusses the future of educational policy. Zhao explores how globalization has presented challenges for the field of education. He articulates how American teachers must embrace 21st century skills, such as global competence and awareness, in their classrooms. Finally, he provides an effective definition for global citizenship. Zhao describes global citizens as people who are aware of global issues, have concern for people in different countries, understand the global economy, conceptualize the interconnectedness of the 21st century world, tolerate and appreciate cultural diversity, support social justice, and aim to protect the environment.