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Angaben der Seitenzahlen im Inhaltsverzeichnis differieren mit den tatsächlichen Seiten im Buch (auch später beim Aufsatz von Hilkes). Dieser erste Dokumententeil wird durch einen Aufsatz von *Gerlind Schmidt* eingeleitet, kommentiert und interpretiert. Die Ausführungen der Autorin bieten mit dem historischen und gesellschaftspolitischen Hintergrund auch den unerläßlichen inhaltlichen Rahmen zum Verständnis der Rechtsakte.

Der zweite Teil widmet sich ausschließlich einer bis zur Perestrojka vergessenen und verdrängten nationalen Minderheit, den Rußlanddeutschen. *Peter Hilkes* und *Tamara Constable* untersuchen in zwei umfangreichen Aufsätzen die Situation, die Identitätssuche und die kultur- und bildungspolitischen Anstrengungen der Rußlanddeutschen im konkreten Kontext der russischen Nationalitäten- und Sprachenpolitik in Westsibirien. Beide Autoren stützen ihre kenntnisreichen Analysen u.a. auf Feldstudien, die durch empirische Erhebung (*Hilkes*) im Gebiet Novosibirsk zur konkreten Bildungssituation der Rußlanddeutschen mit dem besonderen Blick auf die Generationenunterschiede, das Stadt-Land-Gefälle u.a. oder durch Feldforschungen (*Constable*) zur widersprüchlichen Identitätsfindung der Rußlanddeutschen zwischen russischer/rußlanddeutscher Kultur und imaginiertem Deutschlandbild gewonnen wurden.

Im dritten Teil stellt *Brigitte Stenzel* eine annotierte Auswahlbibliographie aus dem Themenbereich Bildung und Identität im multinationalen Rußland unter dem spezifischen Aspekt Nationalitäten-, Minderheiten- und Sprachenpolitik zusammen. Hier werden viele nützliche deutsch- und englischsprachige sowie russischsprachige Publikationen verzeichnet.

Der Band ist nicht nur für Lehrer an schulischen und außerschulischen Einrichtungen, die mit der sog. „Aussiedlerfrage“ konfrontiert werden, von besonderem Interesse, sondern richtet sich ebenso an Partner von bilateralen Kooperationsprojekten mit der Russischen Föderation und an politischen und interkulturellen Bildungsangeboten Beteiligte. Für die internationale Diskussion der Experten aus den verschiedenen Fachdisziplinen zur Nationalitätenproblematik bietet der Band eine Reihe beachtenswerter Anregungen.

Sonja Steier-Jordan

Ichilov, Orit (Ed.). (1998). *Citizenship and Citizenship Education in a Changing World*. London: Woburn Press. 282 pg.

The key question that this edited volume discusses is: how do we engage in the process of citizenship, and how do we define “citizenship education” within different geographical, social, political and economic contexts? The editor of the volume, Orit Ichilov, Tel Aviv University, describes and analyzes changes which have taken place in a variety of countries, and examines their implications for both citizenship and citizenship education. The volume is divided into twelve chapters, each discussing a specific country or issue, and illustrating the complexity of the concept of citizenship education in the rapid socio-economic, political and cultural changes in recent years.

The authors of the book represent disciplines of education and sociology, most of them specializing in political socialization and civic education. Among the various con-

texts discussed are: Russia and its struggle for democratization, Israel, the Palestinian uprising, United States, Argentina, New Zealand, Africa, Hong Kong and Britain. Analyzing concepts such as democratic rule, social stratification, multiculturalism, technological development, and others – the authors identify the core issues that would enable the educational arena to appropriately address problems and questions of development and social change.

Ichilov's distinct writing provides the reader with a coherent framework for the book. She writes the introduction chapter, which grants a wide description of the main themes and theoretical frameworks related to the concept of citizenship education.

In the first chapter of the book ("Patterns of Citizenship in a Changing World" pp. 11) Ichilov examines the processes that she believes may transform the configuration and meaning of the ideological, social, political and cultural components of citizenship. Ichilov examines the processes of change in the definition of citizenship from a concept that rests on the assertion that citizenship involves a balance of fusion between rights and obligations, into a concept that stresses the affinity and identity dimensions (such as Heater's definition of citizenship as one of many identities, helping the individual to 'tame the divisive passions for other identities' pp. 11). She analyzes a wide range of theories and shows the various variables that may influence these definitions (political elements, social bonds and heritage of a given society, collective memory, economic forces, and more). By relating these elements to the concept of citizenship Ichilov discusses citizenship as an expression of the political relations between the individual and the state – the ideas of nation state and nationalism (pp. 12). In a very open minded review of current national and international processes, she illustrates how in some parts of the world these concepts are assumed to be eroding, while in others – they are gaining importance. For example, she discusses the breakdown of multinational states into nation states (Czechoslovakia, Yugoslavia pp.15) – where concepts of nationalism and nation-state are the core practice of the civil society; the economic globalization of the European Community that, contrary to its essential purpose, may well "rekindle national sentiments and old resentments instead of extinguishing them" (pp. 13); processes of democratization in the former Soviet Union states – where concepts of nationalism are "the most easily available candidate for the filling of the resulting void" (pp. 16); and the United States, in which there is a process of "hyphenation" and creation of sub-groupings within the American national identity (pp. 14).

Another interesting issue that Ichilov discusses is the correlation between technology and democratic citizenship: what would be the implication of the technological development on Western societies in terms of personal identity, citizenry involvement and political power? Some argue that technology would give people more voice in politics – creating a 'semi-direct democracy' process in which people would be able to take part in discussions and decision making through Internet, telephone, cable, etc. Ichilov believes that it would take more than technology to motivate citizens to actively participate in decision-making processes on a regular basis, and thus stresses the importance of civic education. She further discusses aspects of class dynamics, political attitudes within the postmodern political culture and their influence on the concepts of citizenship.

Ichilov proposes a multidimensional model of citizenship which consists of ten different dimensions that capture the relationship between individuals and their com-

munities, as well as the quality of social life (Theoretical Vs. Practical Orientation; Attitudinal Orientation; Motivational Orientation; Action Orientation; Means/Ends Orientation; Value Orientation; Participatory Orientation; Participatory Means; Domains of Citizenship; Arenas of Citizenship). This interpretive framework is an important and practical one, and may provide the study of citizenship and citizenship education an appropriate background and trail. The model is applied later in the volume, in Zsuzsa Matrai's essay on citizenship education in Hungary (pp. 52), giving the reader an appropriate example of its practical use and application into educational contexts.

Shlapentokh (chapter 2, pp. 28) describes the Russian political passivity. Especially interesting is the author's hypothesis concerning the reasons for this passivity, and the surprising comparison between the Russian society today and the American society during the period of the great depression. Shlapentokh explains the passive characteristics of the Russian society by correlating it to the general alienation from the state, and to the contempt towards political and economical elite. Shlapentokh implicitly relates to the difficulties education may have in such circumstances, stating that "It will take decades for Russians, if the economic and social developments are positive, to eliminate (even partially) the gap which exists between them and the Russian state" (pp. 44).

Andre Elias Mazawi (chapter 5, pp. 83) examines the case of the Palestinian uprising, and describes the influence of unstable sociopolitical environments on the socialization process and on the concept of citizenship. Both the descriptions of the process of political ("street") activism among children in the Palestinian uprising against the Israeli regime, as well as the interpretations of the consequences of such activism to the perception of society and citizenship, is intriguing and innovative. Mazawi describes situations of conflict and dissent as major socialization forces within the Palestinian society, stating that for Palestinian children and adolescents the uprising and the confrontation with Israeli occupation apparatus were the major forms of social order. The children's participation in 'street activism' affected their exposure to various socialization forces, and presented them an opportunity to acquire new, unconventional modes of political action and skills (pp. 89).

While some of the chapters in the book provide an analysis of issues related to citizenship and citizenship education within a specific country (United States, Argentina, Hong Kong, New Zealand, Africa, Britain, Israel) – others are dedicated to issues concerning democratic citizenship and citizenship education around the world (mass media, gender). Among these is an essay on gender and world changes in citizenship by Virginia Sapiro (chapter 9, pp. 174).

Sapiro highlights the multiple democratic social and cultural models, and shows the difficulty to predict what would be the outcomes for women and gender relations within democratic societies of various models: "As many historians and theorists have shown, the meaning of democracy, participation, influence, and representation are malleable enough that women's exclusion from politics can come to be identified as the very means towards their inclusion" (pp. 178). Sapiro's examples, from Eastern Europe as well as from the United States, illustrate these 'malleable' meanings clearly – showing that interpretation and implication of political and social change on gender issues vary. Although at times Sapiro's discussions of political psychology themes (mainly cognitive

practices) seem somewhat remote compared to the rest of the book, her essay is an important contribution, giving the volume another distinct theme.

From a comparative point of view, the range of research covered in the volume is impressive, as are the diverse educational contexts discussed. Apart from different social and political backgrounds, the book covers different educational settings: schooling (in the case of Israel, pp. 69), civic activism (the Palestinian case pp. 83), media (in the US pp. 130), newspapers (in the case of Argentina, pp. 149), and more.

The fact that many of the authors actually live in the countries they discuss in this volume gives some of the researches an insider prospective, enlivening both the descriptions and the conclusions.

From the standpoint of civic education research – it gives an up to date picture of current trends, difficulties and interpretations of the field, and tracks the different themes influencing citizenship education today, using contemporary and innovative theoretical backgrounds.

Tali Yariv-Mashal