

Education in Divided Societies Course Syllabi

Course Overview

This course explores the relationship between various cross-cutting issues and education initiatives in societies emerging from violent identity-based conflicts. Students will explore the role that education systems can play in promoting social integration or perpetuating social division. Through an interdisciplinary approach, students will pay particular attention to selected case studies from societies around the world.

Course Outcomes:

Student Outcomes

- Explore the relationship between historical and contemporary issues and education initiatives in societies emerging from violent identity-based conflicts
- Analyze the role that education systems can play in promoting social integration or perpetuating social division.
- Utilize an interdisciplinary approach to analyze the role that education has played in case studies of divided societies.
- Develop and present persuasive oral and written arguments related to divided societies and education.
- Critique policies, practices, and research related to divided societies and education to identify strengths, weaknesses, and outcome patterns.

Text Under Consideration:

Ramírez-Barat, C., and R. Duthie, eds. 2017. *Transitional Justice and Education: Learning Peace*. New York: Social Science Research Council.

<https://www.ssrc.org/publications/view/A92FAE86-F19A-E611-80C2-005056AB0BD9/>

Other reading materials and resources will be provided in class.

Course Requirements – Additional information for each of these assignments will be distributed at the proper time.

1. **Class Participation-** This course requires attendance and participation at all planned class sessions and activities. A portion of your grade will be determined by your performance in these very important areas. You are expected to be in class, do the reading and participate in all aspects of the course work.
2. **Discussion Leader -** Each student will be responsible for leading a class discussion for a specific class period. During their assigned time, students will lead a short (approximately 45minutes) activity/discussion that frames and drives the class time. You are also encouraged to monitor current issues and trends as reported in various media sources and incorporate those topics as they relate to the class discussion. Students should explore peer-reviewed scholarly sources, newspaper, radio, internet, television to find reliable material for their session. Students should also provide links to resources to any current issue. Students are free to choose any type of class activity or organization. A rubric will be distributed at the appropriate time.

3. Country Report and Analysis – This assignment requires you to make sure your paper introduces and outlines your chosen country. Students must provide enough detail for your colleagues to grasp the foundations issues facing the country. You will also want to provide historical context for the work as well as the various educational structures, patterns, and initiatives at work in the country. Students must detail the successes and failures of the various education initiatives employed in their chosen country. Furthermore, students should plan to provide implications and analysis of these initiatives as they relate to the country’s future. **Students should consider engaging in class projects that examine course themes as they relate to topics in Bosnia and Herzegovina, especially in areas outside of Sarajevo.** This is not an all-inclusive list of what you might consider when conducting your research.
4. Policy Research Paper and Presentations - Many of the problems that plague educators today are the same problems that we struggled with in the past. Likewise, some trends are fleeting while others are far more enduring. Students will want to focus on policy or set of policies related to education in divided societies. You want to provide your colleagues with the background knowledge necessary to appreciate its importance. Additionally, you would want to explore the ways in which various constituents have sought to address your chosen policy as well as the results of those efforts. Including a detailed account of the policies current status would be a good way to end such an endeavor. **Part of this project may include exploring policies currently in use across Bosnia and Herzegovina. Students, interested in exploring this topic should plan to examine areas outside of Sarajevo.** Again, this is not an all-inclusive list of what you might consider when conducting your research.

Course Outline

Education in Divided Societies				
Working week	Date/hour	Thematic unit	Compulsory readings	Additional readings
1	6 June 2022 9-11:30am	What is Comparative Education?	Intro to Comparative Ed Article	
	7 June 2022 9-11:30am	What role does education play in society?	Abello_1997 Brown_2011 Education and Society	
	8 June 2022 9-11:30am	Prejudice in Education	UNESCO Link Pirchio et al_2018 Skinner_Olson_Mel tzoff_2019	
	9 June 2022 9-11:30am	Education and Memory,	Waller Article	
	10 June 2022 10-11:00am	Small group discussion		
2	13 June 2022	Education and Social Stratification	Waller Article	

	9-11:30am			
	14 June 2022 9-11:30am	Identity and Education	Barrett_lecture 2000 national identities Whitaker 2020	
	15 June 2022 9-11:30am	Characteristics of Divided Societies	Guelke 2012	
	16 June 2022 9-11:30am	Challenges of Divided Societies		
	17 June 2022 9-11:30am	Small group discussion		
3	20 June 2022 9-11:30am	Case Study: United States	Country Resource Packet	
	21 June 2022 9-11:30am	Case Study: Education in United States		
	22 June 2022 9-11:30am	Case Study: South Africa	Country Resource Packet	
	23 June 2022 9-11:30am	Case Study: Education in South Africa		
	24 June 2022 9-11:30am	Small group discussion		
4	27 June 2022 9-11:30am	Project workshop		
	28 June 2022 9-11:30am	Project workshop		
	29 June 2022 9-11:30am	Case Study: Northern Ireland	Country Resource Packet	
	30 June 2022 9-11:30am	Case Study: Education in Northern Ireland	Country Resource Packet	
	1 July 2022 9-11:30am	Small group discussion		
5	4 July 2022 9-11:30am	Case Study: Cyprus	Country Resource Packet	
	5 July 2022 9-11:30am	Case Study: Education in Cyprus		
	6 July 2022 9-11:30am	Project workshop		
	7 July 2022 9-11:30am	Project workshop		
	8 July 2022 9-11:30am	Small group discussion		
6	11 July 2022 9-11:30am	Case Study: Lebanon	Country Resource Packet	
	12 July 2022 9-11:30am	Case Study: Education in Lebanon		
	13 July 2022 9-11:30am	Reflections on BiH	Country Resource Packet	

	14 July 2022 9-11:30am	Reflections on BiH		
	15 July 2022 9-11:30am	Small group discussion		
7	18 July 2022 9-11:30am	Case Studies Meta Analysis		
	19 July 2022 9-11:30am	Case Studies Meta Analysis		
	20 July 2022 9-11:30am	What works in Education in Divided Societies?		
	21 July 2022 9-11:30am	What works in Education in Divided Societies II?		
	21 July 2022 9-11:30am	Small group discussion		
8	25 July 2022 9-11:30am	Teaching difficult topics		
	26 July 2022 9-11:30am	Citizenship Education		
	27 July 2022 9-11:30am	Student Presentations		
	28 July 2022 9-11:30am	Student Presentations and Class Wrap up		
	29 July 2022 9-11:30am	Small group discussion		
	Approximate: 88 hours direct instruction		Variable amount of time; approximate: 62 hours	

Civics Education and Citizenship Course Syllabi

Course Overview

This course will examine the role of civics education and citizenship in society. Students will explore the concepts of civics and citizenship. In addition, the course will examine the theories and research-based best practices for civics education. The course will also examine how a curriculum embedded with the foundations of human rights can contribute to justice and stability. Through a comparative lens, students will be able to consider the implications of civics education and citizenship in their own country and in other countries. Just as civics education and citizenship are an interrelated and often interdependent confluence of various social and political mechanism; this course determines to help students understand the implications of those interrelated and interdependent aspects.

NOTE: This syllabus has not been previously used and is being developed specifically for this application.

Course Outcomes:

- Demonstrate knowledge of the key principles and practices associated best practices of civic education.
- Analyze how a curriculum embedded with the foundations of human rights can contribute to justice and stability.
- Develop a comparative perspective to consider the implications of civics education and citizenship in their own country and in other countries.
- Locate, critique and review citizenship educational resources and programs.
- To develop an understanding of the nature and scope of educating for active citizenship.
- To provide examples of some school initiatives in active citizenship.

Text Under Consideration:

Banks, J. A. (Ed.). (2017). *Citizenship education and global migration: Implications for theory, research, and teaching*. Washington, DC: American Educational Research Association.

Other reading materials and resources will be provided in class.

Course Requirements – Additional information for each of these assignments will be distributed at the proper time.

1. Class participation - This course require attendance, participation and presentation. A portion of your grade will be determined by your performance in these very important areas. You are expected to be in class, do the reading and participate in discussion.
2. Weekly reading response - You must be prepared to discuss all assigned readings. In order to demonstrate you have read the material, you must submit a written response to the readings. The responses must be between 250 and 500 words. Students must submit the responses at the beginning of class. Additional information about this assignment will be presented in class at a later time.

3. Constituent Interview - This semester, we will be studying civics education. You can only learn so much from a class readings and discussion. You need more information to corroborate the information in our coursework. In order to gather this information, you will interview a secondary school student regarding their experiences and perceptions of civics education. You will be conducting a semi-structured interview. This means you will ask certain questions then allow the responses to trigger further questions (as needed). **Students are encouraged to interview students both within and outside major urban areas. Students may also consider conducting more than one interview (i.e. interview a student from Sarajevo and one from another canton) and compare and contrast the responses.** More information about this assignment will be presented in class at a later date.
4. Country Civics Education Policy, Curriculum, and Material Research Paper – Students will conduct extensive research on a country of their choice. The research must include evidence examining the country’s current policies and initiatives related to Civics Education. Students must also research and evaluate the country’s overall curriculum and relevant materials. Finally, the students must provide evidence and analysis of the country’s efforts and practices for training and building Civics Educator capacity. **Students may choose to explore the current policies and practices from different, both urban and rural, parts of Bosnia and Herzegovina.**

Course Outline

Civics Education and Citizenship				
Working week	Date/hour	Thematic unit	Compulsory readings	Additional readings
1	6 June 2022 12-14:30	Course Introduction		
	7 June 2022 12-14:30	Framing comparative education	Intro to Comparative Ed Article Hahn, 2015	
	8 June 2022 12-14:30	Exploring the purpose of education	Abello_1997 Brown_2011 Education and Society	
	9 June 2022 12-14:30	Definitions: Education, Civics, Citizenship	Maitles, 2020	
	10 June 2022 12-13:00	Small group discussion		
2	13 June 2022 12-14:30	Skills of Citizenship		
	14 June 2022 12-14:30	Civic Knowledge and Citizenship	Torney-Purta, 2001 Garia-Caberero, 2016	

	15 June 2022 12-14:30	Civic Values of Citizenships	Shultz, 2016	
	16 June 2022 12-14:30	Pedagogical Trends in Civics Education	Hahn, 2016	
	17 June 2022 12-13:00	Small group discussion		
3	20 June 2022 12-14:30	Teachers and Teaching	Reichert & Torney-Purta, 2018	
	21 June 2022 12-14:30	Civics Education and Textbooks		
	22 June 2022 12-14:30	Post-conflict and Civics education	Quaynor, 2012 Russell, 2015 Paulson, 2009	
	23 June 2022 12-14:30	Citizenship Education in Divided Societies	Niens, O'Connor & Smith, 2013	
	24 June 2022 12-13:00	Small group discussion		
4	27 June 2022 12-14:30	Civics Education and Peacebuilding	Reilly & Niens, 2014	
	28 June 2022 12-14:30	Peace Education	Harris, 2008 Cabezudo & Haavelsrud, 2013	
	29 June 2022 12-14:30	Human Rights Education	Robinson, Phillips, & Quennerstedt, 2018	
	30 June 2022 12-14:30	Migration and Civics Education	Banks, 2021	
	1 July 2022 12-13:00	Migration and Civics Education II	Banks, 2021	
5	4 July 2022 12-14:30	Small group discussion		
	5 July 2022 12-14:30	National Identity Development and Civics Education	Hardwick, 2010 Rapoport&Yemini, 2019 Audrey, 2011	
	6 July 2022 12-14:30	Global Citizenship Education	Goren & Yemini, 2017	
	7 July 2022 12-14:30	Overview of Civics Education across the globe	ICCE Report, 2016 Hahn&Torney-Purta, 1999	
	8 July 2022 12-13:00	Small group discussion		

6	11 July 2022 12-14:30	Case Studies: Civics Ed in Canada	Hebert&Sears, Country packet	
	12 July 2022 12-14:30	Case Studies: Civics Ed in Lebanon	Country Packet	
	13 July 2022 12-14:30	Case Studies: Civics Ed in Sweden	Country Packet	
	14 July 2022 12-14:30	Case Studies: Civics Ed in US	Country Packet	
	15 July 2022 12-13:00	Small group discussion		
7	18 July 2022 12-14:30	Case Studies: Civics Ed in Liberia/Ghana	Country Packet	
	19 July 2022 12-14:30	Case Studies: Civics Ed in South Korea	Country Packet	
	20 July 2022 12-14:30	Reflections on Civics Ed in BiH	Country Packet	
	21 July 2022 12-14:30	Reflections on Civics Ed in BiH		
	21 July 2022 12-13:00	Small group discussion		
8	25 July 2022 12-14:30	Project Workshop		
	26 July 2022 12-14:30	Project Workshop		
	27 July 2022 12-14:30	Student Presentations		
	28 July 2022 12-14:30	Student Presentations		
	29 July 2022 12-13:00	Small group discussion		
	Approximate: 88 hours direct instruction		Variable amount of time; approximate: 62 hours	

LIFELONG LEARNING PROGRAM

SUMMER SCHOOL:

(CIVICS) EDUCATION AND CITIZENSHIP IN DIVIDED SOCIETIES

ORGANIZATION OF THE PROGRAM

Faculty of Political Sciences, University of Sarajevo and American Embassy, Fullbright Program

PROGRAMS' LEADER

Prof. dr. John Sturtz, Associate Professor of Education and Holocaust and Genocide Studies, School of Arts, Education, and Humanities Keene State College, Keene,

jsturtz@keene.edu

PROGRAM DESCRIPTION

The program uses the format of the summer school offering two courses which shall explore the issues of (civics) education and citizenship in divided societies.

The course *on Civics Education and Citizenship* will examine the role of civics education and citizenship in society. Students will explore the concepts of civics and citizenship. In addition, the course will examine the theories and research-based best practices for civics education. The course will also examine how a curriculum embedded with the foundations of human rights can contribute to justice and stability. Through a comparative lens, students will be able to consider the implications of civics education and citizenship in their own country and in other countries. Just as civics education and citizenship are an interrelated and often interdependent confluence of various social and political mechanism; this course determines to help students understand the implications of those interrelated and interdependent aspects.

The course *on Education in Divided Societies* will explore the relationship between various cross-cutting issues and education initiatives in societies emerging from violent identity-based conflicts. Students will explore the role that education systems can play in promoting social integration or perpetuating social division. Through an interdisciplinary approach, students will pay particular attention to selected case studies from societies around the world.

Additional information on the course outcomes, course requirements, suggested literature and weekly course outline is attached to the program.

TARGETED PARTICIPANTS

The summer school is suitable for bachelor and master students in social sciences and humanities, in particular in education, political science and sociology, as well as for professionals, public servants and managers actively engaged in the areas of education, social integration and development.

IMPLEMENTATION AND DURATION OF THE PROGRAM

The program will be implemented as a summer school (Civics) Education and Citizenship in Divided Societies, with two courses, each lasting 150 hours after which participants would receive a certificate of successful completion of the program/certificate of attendance and acquired 6 ECTS.

The summer school will take place *06 June 2022 – 29 July 2022* (eight teaching weeks).

PEDAGOGICAL APPROACH

Student-centered research will be a fundamental component to both courses. Embedded in this student-centered, problem-based environment will be the space and encouragement for my students to engage in self-directed class projects and pursuits that take us beyond Sarajevo and connect with other cantons. The students will have the opportunity to explore and understand the problem-solving and reform efforts related to the teaching of tolerance in multicultural settings around Bosnia and Herzegovina. Teachers' connections in the country will be used to engage in work and scholarly interests beyond the city. Course outcomes and knowledge, skills and competencies to be acquired are in detailed described in the course syllabi.

ADDITIONAL INFORMATION

Program of the summer school, including overview and outlines of the courses as well as project statement and CV of the instructor are provided.