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Nota di contenuto	Frontmatter -- Contents -- The Citizenship Debates: Conceptual, Policy, Experiential, and Educational Issues / Hébert, Yvonne M. / Wilkinson, Lori -- Who Counts? Late Nineteenth- and Early Twentieth-Century Struggles about Gender, Race, and Class in Canada / Strong-Boag, Veronica -- From Eclectic Theory to Coherence: Citizenship Virtues for Our Time / Magsino, Romulo F. -- Recognition of Cultural and Religious Diversity in the Educational Systems of Liberal Democracies / Bourgeault, Guy / Gagnon, France / McAndrew, Marie / Pagé, Michel -- First Thoughts on First Nations Citizenship: Issues in Education / Battiste, Marie / Semaganis, Helen -- Citizenship and Schooling in Manitoba between the End of the First World War and the End of the Second World War / Bruno-Jofré, Rosa -- Bridging the Boundaries for a More Inclusive Citizenship Education / Russell, Roberta J. -- The Historical Context for Citizenship Education in Urban Canada / Troper, Harold -- Democratic Research to Inform Citizenship / Haig-Brown, Celia -- Paradoxes, Contradictions, and Ironies of Democratic Citizenship Education / DePass, Cecille / Qureshi, Shazia --

Visible Minorities as Citizens and Workers in Canada / Mata, Fernando
-- Literacy Policy and the Value of Literacy for Individuals / Phillips,
Linda M. / Norris, Stephen P. -- Citizenship Education: What Research
for the Future? / Hébert, Yvonne M. / Pagé, Michel -- Appendix.
Analysis of Models of Democratic Citizenship / Hébert, Yvonne M. /
Wilkinson, Lori -- Selected Bibliography: Citizenship and Citizenship
Education -- Contributors

Sommario/riassunto

Recent changes in concepts of citizenship have forced a reconsideration of Canadian political and educational policy. Weaving together the current debates on citizenship with contributions by leading independent thinkers in the field, *Citizenship in Transformation* argues persuasively that since conceptions of democratic citizenship are changing, so too should operational definitions of citizenship education. Focussing on four dynamic themes - conceptual foundations, institutional policies, social and cultural realities, and education - the contributors address two critical questions: What constitutes a 'good' citizen in today's liberal democracy? And, what social and educational policies are needed to sustain the lives of these citizens, while not impinging on liberal democratic principles? Bringing together a variety of perspectives from theoretical and conceptual foundations, this book will have broad implications for social and educational policies and institutions in Canada.
