Bookreview

Banks, James A. (ed.). (2017). Citizenship Education and Global Migration: Implications for Theory, Research, and Teaching. Washington/ DC: The American Educational Research Association, ISBN-13: 9780935302646, 83,90€

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Since most research on global migration and citizenship emphasizes the importance of current events, global migration has been on the agenda of political and/or citizenship education in schools. Due to its specific didactical challenges, global migration needs a theoretical debate about teaching conditions so that educators, as part of continuous formation, can base their teaching on a solid didactical foundation. This will allow students to acquire the necessary competences to deal with the phenomena of global migration.

Citizenship Education and Global Migration originates from a conference held at the Talaris Conference Center near Seattle, United States and presents a compilation of various papers from a diverse selection of scholars. It also gives a synopsis of cross-cutting issues and research implications. The reader is provided with the current state of educational issues and research in different countries while describing possible practice implementations. It was edited by the founding director of the Center for Multicultural Education at the University of Washington in Seattle, *James A. Banks*.

The book begins with the basic assumption that citizenship education needs to adapt to current challenges. This is a result of the broad practice of flexible citizenship and the challenge of diverse societies political systems are faced with.

As part of the overview of cross-cutting issues and concepts in Part 1, *Stephen Castles* describes the causes of migration, its effects, and how it leads to new educational challenges in chapter 1. He concludes that "[...] multicultural education [...] must be an education for all children whether of majority, minority, or migrant [...]" (p. 18)

Following *Castles'* assessment in chapter 1, *Bashir Bashir* focuses on the deterritorialization of citizenship and education in chapter 2 and argues that the "[...] persistence of cultural diversities [...] increases the capabilities of democratic citizenship and civic education to settle and accommodate conflicts in deeply divided and intertwined societies." (p. 34) which sets a high bar citizenship education. In chapter 3, *Hugh Starkey* describes, "The concept of education for cosmopolitan citizenship [...] enables educators to embrace both unity and diversity." (p. 58) and regards cosmopolitanism as a positive concept to unite multicultural and citizenship education.

In Part 2 the challenges for teaching migration as part of citizenship education in the United States, Canada and South Africa are analyzed. Canada and the US are combined in this chapter under the common label of immigration countries. South Africa is also included to show similarities with the United States in its shared history of institutionalized discrimination. The combination of these three countries in one chapter, however, seems far -stretched.

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For readers of JSSE the area study reports in the following sections may be of special interest:

In a specific European view, England, Germany, Norway and France are analyzed in Part 3. In his introduction, *James Banks* describes, "One of the most difficult challenges with which European nations are dealing is the growth of Muslims in their populations" (p. xxxi) and is therefore the base for theoretical discussions in this section. Following *Bank´s* assessment of Muslim population growth in Europe, *H. Julia Eksner* (Frankfurt University for Applied Science) and *Saba Nur Cheema* (Anne Frank Educational Center) analyze narratives in their paper, "Who Here Is a Real German?" German Muslim Youths, Othering and Education" (Title, p. 161). The paper begins with a teacher asking a class, "Who here is a real German?" (p. 161) and is focused on negative narratives in Germany. It is described "[...] that many educators in Germany have an antireligious stance [...]" and that "[t]heir views about Muslims often mix stereotypes that stigmatize and racialize immigrant "others" [...]" (p. 176). Despite the fact that an informal workshop is presented, the authors do not seek to elaborate on positive cases of integration, case studies, or practical examples that educators could reflect on.

Geraldine Bozec's reflection in Chapter 9 about teaching in France gives, however, an important view of practical experiences in how educators can react to current events. He reflects on recent developments in public education and citizenship as well as how the 2015 terrorist attacks critically shifted the public view of public education. In a case study that was "[...] not chosen as an example that not only illustrates *good* or *innovative* practice [...]" (p. 203) it is shown how current events impacted educators themselves and were able to form a positive approach, "[...] toward more interactions and discussions in citizenship education classes and projects" despite the traumatic terrorist attacks (p. 203)

Part 4 focuses on the analysis of Asian countries such as China, Korea, and Singapore and how the diversity in each society presents a challenge for citizenship education. The analysis of China through the lens of legislation is based on textbook and curriculum studies and points out how the Chinese government focuses on assimilation policies in citizenship education and uses it as a device "[...] more for enhancing national integration than for preserving and sustaining ethnic plurality." (p. 231)

Part 5 focuses on the Middle East and describes the marginalization and exclusion of immigrants in citizenship education in some Arab states, in addition to how the Israeli concept of citizenship education fails to promote multicultural citizenship concepts. They, however, present productive ideas that would "[...] result in a curriculum that enables a true discussion about students' (and teachers') cultural and civic identities, as individual citizens of that state but also as members of diverse cultural groups." (p. 394)

Part 6 takes a look at Mexico and Brazil's effort to include indigenous and African immigrants in education and what should be done in the future to maximize successful outcomes in education. *Bradley A. Levinson* and *María Eugenia Luna Elizarrarás* conclude that "Mexican teachers struggle to [...] engage students with deep and relevant questions about Mexico´s ethnocultural diversity." (p. 424). They differentiate between teachers that transform national policies towards an integrational view of diversity and those who deny indigenous worldviews. Further research should focus on how curriculum and textbooks could reflect diversity in citizenship education in these countries.

In the final chapter, Chapter 7, *Walter C. Parker* concludes by showing the importance of comparing and learning about the different approaches to citizenship education in various countries. Parker describes how important it is to adapt citizenship education to global migration challenges. He points out that it is "[s]omething schools can do, then, to facilitate the structural inclusion of students into their nation state is to teach them robust forms of human rights knowledge." (p 475) *Parker* focuses on human rights, since understanding and practicing these rights could lead to positive living in diverse societies.

Citizenship Education and Global Migration successfully describes specific approaches to the phenomena of global migration and diversities in different countries while peeling down key issues that these countries share in order to create a productive approach to citizenship education. Especially the case studies, state policies as well as curriculum and textbook research presented in this book, show how state and educational policies can impact the current situation of migrants and call for more best practice examples that focus on positive ways to reach the goals of citizenship education integrating the phenomena of global migration.