CHANGE: TRANSFORMATIONS IN EDUCATION
VOLUME 3 NUMBER 1 MAY 2000

EDITORS
Marjorie O'Loughlin
Judyth Sachs
Richard Walker
University of Sydney

ASSOCIATE EDITORS
Craig Campbell
Jim McKenzie
Helen Watt
University of Sydney

CONSULTING EDITORS
Professor Michael Apple
Professor Stephen Ball
Assoc. Professor Guoliang Chen
Professor Pamela Christie
Professor Robert Connell
Professor Chris Day
Professor Ivan Goodson
Professor S. Gopinathan
Professor Andy Hargreaves
Professor Sverker Lindblat
Professor Sven Eric Nordenbo
Assoc. Professor Shirley Pendlebury
Assoc. Professor Peter Renshaw
Assoc. Professor Viviane Robinson
University of Wisconsin-Madison, USA
King's College, London, UK
Shanghai Institute of Human Resource Education, China
University of the Witwatersrand, South Africa
University of Sydney, Australia
University of Nottingham, UK
University of East Anglia, UK
Nanyang Technology University, Singapore
OISE, University of Toronto, Canada
University of Uppsala, Sweden
University of Copenhagen, Denmark
University of the Witwatersrand, South Africa
University of Queensland, Australia
Auckland University, New Zealand

BOOK REVIEW EDITOR
Nigel Bagnall
University of Sydney

SUBEDITING/LAYOUT
Michael Wall

Change: Transformations in Education seeks to promote discussion of a wide range of issues, themes and problems arising from the varieties of change which now impact upon education at every level, in differing contexts and with enormously varied results. The orientation of the journal is cross-disciplinary and critical. The journal's intended readership is that of educational policy-makers, analysts and activists working in contexts of social and organisational change and development. It also aims to interest professionals involved in the planning and implementation of educational programs across all education sectors nationally and internationally. The journal is published twice a year, in May and November. These two issues constitute one volume.

ALL CONTRIBUTIONS ARE SUBMITTED TO AT LEAST TWO REFEREES BEFORE BEING ACCEPTED FOR PUBLICATION

Editorial correspondence, including manuscripts for submission and books for review, should be addressed to Change: Transformations in Education, Professional Development Unit, Faculty of Education, University of Sydney, NSW 2006, Australia. Details concerning the preparation and submission of articles can be found on the inside back cover of each issue.

Business correspondence, including orders and remittances relating to subscriptions, back numbers, offprints and advertisements should be addressed to Change: Transformations in Education, Professional Development Unit, Faculty of Education, University of Sydney, NSW 2006, Australia.

© The University of Sydney, ISSN 1441-9319

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without the written permission of the copyright holder, The University of Sydney.
CHANGE

TRANSFORMATIONS IN EDUCATION

Special Issue: Citizenship and Education

Editorial .................................................................................................................. iii

Indigenous citizenship: the politics of communal capacities
Tim Rowse .............................................................................................................. 1

Autonomy and civic virtue: a republican educational fantasy
David Hogan ........................................................................................................... 17

Under the power lines: reflections on schooling, civics education and citizenship
Judith Gill and Susan Howard ................................................................................ 35

Rational deliberation, embodied communication and the ideal of democratic participation
Marjorie O'Loughlin .............................................................................................. 52

Reviewing the sixties: homosexual law reform and the limits of liberalism
Robert Reynolds .................................................................................................... 68

Citizenship, identity and myth: education implications of South Africa's Truth and Reconciliation Commission
Penny Enslin .......................................................................................................... 80

Educating for active citizenship: a perennial debate
Dale J. Kreibig ....................................................................................................... 91
The idea of putting together this special issue on the theme of citizenship and education arose out of a seminar series conducted in the School of Social Policy and Curriculum Studies in the Faculty of Education at the University of Sydney in 1999. Although not all articles in this issue were actually presented in the seminar series, they nonetheless take up in a variety of ways the themes and issues arising from the discussions that took place on themes and issues touching upon citizenship. The collection of articles ranges widely over a number of different issues that constitute the context of current and past discussions of citizenship in a variety of ways, with differing disciplinary frameworks, theoretical orientations and emphases. What the seven articles in this issue have in common is that they take a theoretically informed, critical and engaged look at some of the major questions arising from recent debates about the meaning of citizenship, identity, culture and social differences that bear upon education.

The collection begins with a thought-provoking discussion by Tim Rowse of a conception of citizenship which draws not on the idea of rights but on that of 'capacities', specifically that of indigenous capacities. He sees Australia's policies of assimilation and 'self-determination' as ideal and practical configurations of indigenous capacities. Through a framework of neo-liberalism, Rowse sketches out a feature of indigenous citizenship as 'state-assured private powers of action' and shows how the notion of capacity remains contentious in ongoing debates about citizenship and indigenous people.

David Hogan takes up the complex and difficult question of how to reconcile a commitment to liberal democracy and a civic republican commitment to civic virtue. In a carefully crafted argument which traces the history of the liberal ideal of autonomy, he develops a case for valuing a 'post-liberal-democratic theory of citizenship' which will encompass not only principles of justice but will also provide the institutional conditions for the establishment of a democratic political community. In a powerfully written and well-theorised section of the article, he argues cogently for a 'republican' theory of education.

On a different note, Julie Gill and Susan Howard focus critically on recent approaches to citizenship education in Australia. They examine the citizenship education program, Discovering Citizenship, which they see as a narrow 'facts-based' program, and ask: 'What do young Australians know about civics and citizenship?' They report on a fascinating study in which a group of students engaged in the processes of deliberation as central to the practice of democracy, rather than simply learning about the structures and institutions of democratic life in Australia at the present time.

Continuing the critique of citizenship curricula, Marjorie O'Loughlin takes up the theme of deliberative democracy and argues for the need to supplement our understand-
ing of what the 'deliberative democrat' might be in culturally diverse societies. She explores briefly the notion of communicative democracy and then moves on to pose the question: 'What is the object of meaning for the citizen in a globalising world?' She concludes that citizenship education must address the issue of meaning-creation.

Robert Reynolds surveys debates around male homosexuality and law reform in Australia during the 1960s. Acknowledging the role of medical and religious discourses on homosexuality at the time, he traces the widening of discussion to encompass questions of law reform. The central argument of his article is that while these discourses displayed many emancipatory features they still were not able to understand homosexuality as a political subjectivity. Reynolds is primarily concerned with the ways in which a liberal democracy such as Australia can incorporate distinct sexual minorities in a productive and equitable way.

Penny Enslin provides a perspective on citizenship issues from a rather different place – that of post-apartheid South Africa. She comments upon the present South African citizenship education scene, with particular interest in the question of how that country's Truth and Reconciliation Commission and its finding might be taken up and used productively in citizenship education. Arguing against the popular view that 'national myths' furnish a basis for the development of such education, she attempts to provide what in her view is a more secure basis for the practice of democracy in a very complex society.

The collection concludes with a stimulating contribution from Dale Kreibig, who writes as one closely associated with recent efforts to develop citizenship education in Australia. She is aware of the claims that all citizens must be involved in some way in the process of democratic participation, and raises an issue sometimes overlooked in the debates about greater participation in the democratic process, namely that of the member of society who chooses not to be an active participant in the forging of democracy, but who is no less a citizen of the nation for that.

MARJORIE O'LOUGHLIN AND ROBERT REYNOLDS, EDITORS