



CRITICAL STUDIES

in

DEMOCRACY

&

POLITICAL LITERACY

PAUL R. CARR, SERIES EDITOR

Why do so few people vote? What is political engagement? How does education intersect with democracy and political literacy? What can be learned from interdisciplinary studies on democracy? How do we cultivate political literacy? What is the relevance of elections in light of war, poverty, discrimination, social inequalities, etc.? What are the alternatives to the traditional electoral, representative, party-politics models that have characterized our societies? Is the mainstream media holding government to account, disseminating propaganda, or fuelling the need to pacify the population? How do international systems, approaches, and realities related to democracy compare, and what can we learn from others? These are some of the questions addressed through this book series.

Seeking to fill an important gap in the literature, the series takes on the theme of democracy in a multi-/inter-disciplinary, comprehensive, and critical way. Some of the leading research in the field indicates that the scope, depth, and quality of educational materials available is limited, and can lead to a relatively apolitical, non-critical understanding and assessment of what democracy is, and what it should be. Some books have democracy in the title but do not make it the focus, and often books that address more directly, for example, multiculturalism, media studies, or school reform may delve into the area of democracy without fully deconstructing what it is, how it functions, how people can shape and intersect with it, and how it is used (or misused) to distort power relations, which is at the base of teaching, learning, and action. The need for critical analyses, perspectives, and resources offering a broader range of understanding of the multiple, nuanced, and complex realities of democracy is, therefore, a fundamental motivation behind this book series.

Critical Studies In Democracy and Political Literacy seeks authors, voices, and perspectives to more concisely and critically explore the meaning and essence of democracy within contemporary realities, either from theoretical, conceptual, and/or empirical perspectives. The overlapping and interdisciplinary nature of the study of democracy bleeds naturally into the areas of media studies, sociology, political science, peace studies, multiculturalism, feminist studies, and cultural studies, all of which have a natural and inextricable relationship to and within education. With democracy as its focus, the series presents a broad range of materials specifically tailored to teacher education and scholars and students within the education field as well as those in related fields.

To submit a manuscript or proposal for editorial consideration, please contact:

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