

RESEARCH SEMINAR SERIES: CITIZENSHIP, HUMAN RIGHTS AND DIVERSITY IN EDUCATION

The Department of Teacher Education at Buskerud University College is launching a new research seminar series.

CITIZENSHIP, HUMAN RIGHTS AND DIVERSITY IN EDUCATION is the theme of the series of seminars planned for the spring/autumn 2012. The seminars will take place at Papirbredden in Drammen, and will be open to staff and students at Buskerud University College and other interested members of the local and educational community.

The first of the seminars will take place Wednesday 8 February 13.30-15.30. If you wish to attend. Please send an email to: XXX (Additional seminars are planned for: 14 March 14, 11 April, and 9 May 2011)

Research Seminar Wednesday 8 February 13.30-15.30 The challenges of cosmopolitanism and nationalism in educating citizens in multicultural contexts

Programme:

COSMOPOLITANISM, CITIZENSHIP EDUCATION AND HUMAN RIGHTS: THE CASE OF THE OSLO HOLOCAUST CENTRE (*Momodou Olly MBOGE*)

EDUCATING ‘THE NEW NORWEGIAN WE’: NATIONAL AND COSMOPOLITAN EDUCATION POLICY DISCOURSES IN 21ST CENTURY NORWAY (*Lena LYBAEK and Audrey OSLER*)

COSMOPOLITANISM, CITIZENSHIP EDUCATION AND HUMAN RIGHTS: THE CASE OF THE OSLO HOLOCAUST CENTRE (*Momodou Olly MBOGE*)

Abstract

Museums are sites where citizens’ identities are shaped, challenged or reaffirmed. Citizens encounter culture, history, and myth in the museum narrative which may enable a sense of belonging and inclusion or which may serve to exclude. This paper examines the case of the Oslo Holocaust Centre (OHC). Drawing on the presenter’s preliminary analysis of data collected from visitors in July/ August 2011, the paper considers the degree to which OHC can be understood as a project which supports and promotes ‘education for a cosmopolitan citizenship’ (Osler and Starkey, 2003; 2005). It reflects on ways in which museum visitors experience an inclusive and diverse portrayal of Norwegian citizenship, in line with the national story of commitment to human rights, a story which is necessarily cosmopolitan in focus. The museum tells of Norway’s occupation in World War Two and of the arrest and deportation of Norwegian Jewish citizens to death camps with the complicity of fellow-citizens as either actors or bystanders. These events not only contributed to the pan-European Holocaust but also challenge the dominant Norwegian narrative of the period. OHC’s ‘deviant’ narrative raises questions not only about national identity, inclusion and belonging within the parochial nationalist framework of the 1940s but also the role of collective national memory today. The paper argues that the OHC narrative, anchored on human rights

and democratic values, has the potential to contribute to a deeper understanding of cosmopolitan citizenship and human rights in contemporary multicultural Norway.



Biography: Momodou Olly Mboge is a candidate on the Master of Science programme in Human Rights and Multiculturalism at Buskerud University College, Drammen, Norway.

EDUCATING ‘THE NEW NORWEGIAN WE’: NATIONAL AND COSMOPOLITAN EDUCATION POLICY DISCOURSES IN 21ST CENTURY NORWAY (Lena LYBAEK and Audrey OSLER)

Abstract:

Across Europe there are growing concerns about Islamophobia and far-right and anti-democratic movements. Although such threats were not perceived to be as great in Norway as in other jurisdictions, public debate has refocused following the 22 July attacks in which 77 died. The self-confessed killer sought to justify his actions by reference to abhorrence of multiculturalism. In the wake of the attacks, Prime Minister Jens Stoltenberg spoke widely of “the new Norwegian we”, cautioning against a ‘them’ and ‘us’ discourse and underlining that Muslims/ minorities are an equal part of society, to be regarded as Norwegian. Globally, the predominant model of education for democratic citizenship (EDC) is national, but is increasingly questioned in the context of migration. In this paper we examine educational policy and political rhetoric to consider the degree to which EDC in Norway is national and/or cosmopolitan, reflecting on the notion of ‘newness’ regarding immigration, diversity and identity. We examine education policy in the context of national and international debates, considering ways in which it supports an inclusive notion of nationhood, and ways in which it promotes an exclusive model of national identity. Drawing on the framing questions of the International Association for the Evaluation of Educational Achievement (IEA) study, we examine how programmes promote human rights as shared values, make positive references to cultural diversity, and conceptualise minorities, and consider the effectiveness of current cross-curricular approaches to contribute towards justice and equality and challenge racism and xenophobia.



Professor Audrey Osler is Visiting Professor Buskerud University College and at University of Leeds, UK, where she was founding director of the Centre for Citizenship and Human Rights Education (CCHRE) from 2004. She has also held visiting posts at the University of Washington in Seattle (2007) and at Utah State University (2010). She has recently completed work on multiculturalism, patriotism and the teaching of history and is interested in ways in which museums shape public attitudes. Audrey is currently working on education in post-conflict Cyprus and Iraqi Kurdistan. She is an honorary research fellow at Hong Kong Institute of Education and at the University of Warwick. She acts as consultant and for a number of international bodies, including UNESCO, the Council of Europe, the European Commission, the Fundamental Rights Agency and the British Council.



Lena Lybæk (PhD) is Associate professor of Religions and Ethics at the department of teacher education, Buskerud University College, where she teaches. She is also the deputy dean. The past year she has been the leader of a joint development project in Iraqi Kurdistan concerned with student centered learning, democratic citizenship and school development, with University of Duhok and Buskerud university college. Her research interests include religion and ethics in education, intercultural education, citizenship and human rights and cultural theory.