

## NECE 2018 Marseille

### (Not) being sober, rational and objective: The emotions of democracy and the affective dimension of citizenship education

#### Workshop, 8 September 2018

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In this workshop, we have invested 1.5 hours to examine how citizenship education could support a deeper understanding of the affective dimension of our approach to socio-political issues and its implications to classroom teaching.

The aim of the workshop was to guide educational practitioners in developing a deeper understanding of the affective side of citizenship learning, and in addressing this in open classroom discussion of social/ controversial issues.

The structure of topics covered in the workshop:

1. The significance of emotions in the presentation of self and exploring the relationship between affect and identity.
  - Affect: a generic category of emotions and feelings, including embodied and sensory feelings through which we experience the world, and through which worlds, subjects and objects are enacted and brought forth (Fortier, 2016:1039)
  - Concept(s) of **affective citizenship** and discussion.
2. Identification of at least three aspects that affective citizenship could relate to the **circle of citizenship** and the triad of **status-feeling-practice**. *What events/experience had impact on the „status, feelings“ and „practice“?*
  - Passion, radicalism, frustration and democratic change.
3. The role of empathy in human interactions and in citizens' democratic deliberations.
  - The particular forms of empathy associated with the performance of institutional roles, including the empathy between teachers and students.
4. Implications for citizenship teaching: How is the affective dimension of citizenship to be handled? (Love the nation etc.). Can this contradict teachers' commitment to inclusion and education's role in promoting equality, diversity, etc.?
  - Implications for human relations and the education of the citizen: Do we want a dispassionate citizen? (In addition: If we do, how do we handle the above?)
  - Implications for dialogue, open discussions on controversial issues, democratic practices in the school/ classroom.



**Who attended the workshop?**

- Educational practitioners in formal education;
- NGOs working with schools;
- Students of pedagogy.

