Notice of the Final Oral Examination
for the Degree of Master of Arts

of

JAMIE ELBERT

BA (University of Victoria, 2011)

“Vocabularies of Citizenship: A survey of British Columbian secondary students' experiences and understandings in the field of citizenship education”

Department of Curriculum and Instruction

Monday, December 11, 2017
2:00 p.m.
MacLaurin Building
Room A341

Supervisory Committee:
Dr. Jillianne Code, Department of Curriculum and Instruction, University of Victoria (Supervisor)
Dr. Leslee Francis-Pelton, Department of Curriculum and Instruction, UVic (Member)
Dr. Catherine McGregor, School of Educational Psychology and Leadership Studies, UVic (Outside Member)

External Examiner:
Dr. Matt James, Department of Political Science, UVic

Chair of Oral Examination:
Dr. James Tully, Department of Political Science, UVic

Dr. David Capson, Dean, Faculty of Graduate Studies
Abstract

Beginning in earnest in the 1990s, research and political communities have taken a strong interest in citizenship education both in Canada and worldwide, but this has resulted in primarily theoretical papers rather than empirical analyses of student experiences in secondary schools. The student voice is particularly important to the study of citizenship education given the complexity of constructed civic subjectivities and the rapidly changing definitions of community, from local to national to global. Canada has been spoke of as post-national, or even without identity, and its young people are caught up in the persisting narrative of young apathy when it comes to politics and civic duty.

Drawing on theories of national and global citizenship, this exploratory mixed methods study of 104 British Columbian secondary students investigates student vocabularies of citizenship in order to map current youth understandings of citizenship and experiences in their secondary education. In discussing the results, I challenge the narratives of Canada as a meaningless signifier and youth as apathetic, and investigate scholarly concerns regarding the depoliticization of citizenship, the potential conflict inherent to the globalization of youth identities, and best practices in citizenship education.