

Stanford Center on Adolescence  
Conference on  
**Youth Civic Development and Education**

9:00 Welcome by **WILLIAM DAMON**  
Director, Stanford Center on Adolescence

9:30 **ERIC LIU AND FREDERICK M. HESS**  
Reinvigorating Youth Citizenship

**Eric Liu** argues that there are two core things civic education needs more of: power and character. Teaching power—what it is, where it comes from, who has it and why—should combine with a character education that promotes the behavior and values needed for living in community.

**Frederick Hess** argues that in our relentless focus on closing academic “gaps” we neglect the civic dimension of schooling. He suggests that really tackling these issues will only be possible with a new lens on education policy debate, specifically looking at questions of teacher effectiveness, charter schooling, and the role of philanthropy.

11:00 **CAROLE HAHN AND DIANA HESS**  
Civic Education and Classroom Practice

**Carole Hahn** describes how the United States differs from other nations in its approach to civic education and the factors in school-based civic education that have a positive impact on students’ civic engagement.

**Diana Hess** explains how political polarization in the United States is influencing civic instruction and learning. Drawing from recent election results and a five-year study with 1,000 young people, Hess analyzes the “non-partisan political education paradox”—the need to provide students with a non-partisan political education while preparing them to participate in a highly partisan political community.

12:00 Lunch

1:00 **JAMES BANKS, RACHEL MORAN AND MARCELO SUÁREZ-OROZCO**  
Civic Identity in a Diverse Society

**James Banks** addresses the challenge that democratic nations face in maintaining the culture and community of diverse identity groups while fostering a unified national identity. He argues for transformative citizenship education as a way for groups to maintain aspects of their community cultures while constructing a nation in which they are structurally included and to which they feel allegiance.

**Rachel Moran** raises the issue of the citizenship paradox—the rising use of citizenship as a term to describe and promote enhanced democratic participation and redistributive policies, even as the fundamental meaning of the term is increasingly contested. Moran discusses this paradox and the questions that it raises for civics education, such as, what are the lessons of citizenship if the concept itself can sow such uncertainty and division?

**Marcelo Suárez-Orozco** addresses the question: How do immigrant students participate in the fabric of our nation? Drawing on in depth interviews with immigrant youth, Suárez-Orozco will discuss the patterns of civic participation that emerge in the face of exclusionary practices and messages in society.

3:00 Reception

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February 7<sup>th</sup>, 2013 ★ 9 am - 3 pm  
Stanford University, CERAS Building, Room 101  
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Stanford Center on Adolescence  
Youth Civic Development and Education Conference  
Speaker Bios

**James A. Banks** holds the Kerry and Linda Killinger Endowed Chair in Diversity Studies and is Founding Director of the Center for Multicultural Education at the University of Washington, Seattle. Professor Banks is a member of the National Academy of Education and is a past President of the American Educational Research Association and of the National Council for the Social Studies. He is the editor of the *Routledge International Companion to Multicultural Education* and the *Encyclopedia of Diversity in Education*. His work in multicultural education and citizenship education in a global context is known and influential throughout the world.

**Carole L. Hahn** is the Charles Howard Candler Professor of Comparative Education and Social Studies at Emory University. She is the author of *Becoming Political: Comparative Perspectives on Citizenship Education*, and an editor of the 2008 edition of the *Sage International Handbook on Education for Citizenship and Democracy*. She is a past president of the National Council for the Social Studies and a recipient of the Jean Dresden Grambs Distinguished Career Research in Social Studies from NCSS.

**Diana Hess** is the Senior Vice-President of the Spencer Foundation and a professor of Curriculum and Instruction at the University of Wisconsin-Madison (currently on leave). She researches how secondary students experience and learn from the discussion of controversial political issues in social studies classes. Her first book, *Controversy in the Classroom: The Democratic Power of Discussion* won the Exemplary Research Award from NCSS in 2009. She is currently writing *The Political Classroom: Ethics and Evidence in Democratic Education* with Paula McAvoy and *Courting Democracy: Teaching about Constitutions, Courts, and Cases*.

**Frederick M. Hess** is the Director of Education Policy Studies at the American Enterprise Institute. An educator, political scientist, and author, Hess has penned several books, including *The Same Thing Over and Over*, *Education Unbound*, *Common Sense School Reform*, *Revolution at the Margins*, *Spinning Wheels: The Politics of Urban School Reform*, and his forthcoming book, *Cage-Busting Leadership*. He is also the author of the popular Education Week blog, "Rick Hess Straight Up." Hess serves as executive editor of *Education Next*, and as lead faculty member for the Rice Education Entrepreneurship Program. A former high school teacher, Hess has taught at the University of Virginia, The University of Pennsylvania, Georgetown University, Rice University, and Harvard University.

**Eric Liu** is an author, educator, and civic entrepreneur. He's the author of *Accidental Asian* and *Guiding Lights* and co-author of *Imagination First*, *The True Patriot*, and *The Gardens of Democracy*. He is the founder of the Guiding Lights Network, an organization dedicated to promoting great citizenship, and the True Patriot Network, dedicated to promoting progressive civic values. Liu served as a White House speechwriter and the deputy domestic-policy adviser to President Clinton.

**Rachel Moran** is Dean and Michael J. Connell Distinguished Professor of Law at the UCLA School of Law. Her numerous activities in the legal community include research and writing on race, education policy, equality, and law. Her publications include: *Educational Policy and the Law*, *Race Law Stories*, "Let Freedom Ring: Making Grutter Matter in School Desegregation Cases," and "Rethinking Race, Equality and Liberty: The Unfulfilled Promise of Parents Involved."

**Marcelo Suárez-Orozco** is Dean and Distinguished Professor of Education at UCLA School of Education and Information Studies. His research focuses on cultural psychology and psychological anthropology with an emphasis on mass migration, globalization, and education. He is the co-author of *Learning a New Land: Immigrant Students in American Society*, *Educating the Whole Child for the Whole World*, *Latinos: Remaking America*, and *Writing Immigration: Scholars and Journalists in Dialogue*.

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