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A CONCEPTUAL UNDERSTANDING OF CIVICS EDUCATION IN SPAIN AND THE UNITED STATES: A SYSTEMATIC REVIEW

Comprensión conceptual de la educación cívica en España y Estados Unidos: una revisión sistemática

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INTRODUCTION. How does one learn to live with others? What does it mean to be a citizen in a liberal democracy? How do we ensure the future of fragile democratic institutions? Civics education, the formative activity of training young generations to take part in society by way of encouraging active and informed participation in their democratic society, is an area of study long tied to the quest of answering these questions. **METHOD AND RESULTS.** Through a systematic review, the current article describes the conceptual evolution of civics education in Spain and the United States in the years 2000–2020. Eighty-four articles were included in the revision and were analyzed and coded qualitatively. Momentous events in both countries are juxtaposed with the academic publications in an effort to track shifts, inflection points, and changes of foci within the fields of study. **DISCUSSION.** The current article outlines the historical events in each country, such as the anti-austerity movement in Spain and the events of September 11th, as potential milestones within the conceptual evolution of the literature on civics education. This article represents the first phase of a larger research project contextualizing relevant historical events within the body of research in the fields of education, political science, and sociology as it relates to the study of civics education.

Keywords: *Citizenship education, Civics, Literature reviews, Democratic values, Social values.*

Introduction

In the aftermath of two world wars, the spread of liberal democracies, the establishment of the United Nations, the fall of the Berlin Wall, massive globalization, and worldwide information interconnectedness, the 20th century provided a variety of backdrops upon which social and civic debates have emerged. Driving questions spurred by historical events with which social scientists have wrestled include, but are not limited to: How does one learn to live with others? What does it mean to be a citizen in a liberal democracy? How do we ensure the future of fragile democratic institutions?

The connections between education and democracy are implicit in most historical and philosophical accounts of democracy (Sant, 2019). While building liberal democracies, education has been considered foundational in the formation of an ideal society, one in which self-determination and proportional representation reign, and in which an informed citizenry constructs their own future. These ideals were instrumental in the standardization and creation of national education systems (Biesta, 2007).

John Dewey's 1916 work *Democracy and Education* is considered a pillar within the corpus of literature surrounding the role of education in democratic societies. Dewey, a pragmatic philosopher and progressive in the way of pedagogic principles, defines the social and civil role of education in both its informal and formal representations. The formal institution of educational systems, which bears the responsibility of transmitting the values and identity of any given culture, has the main goal of preparing young citizens for participation in adult society (Dewey, 1916).

This goal has historically driven the explicit teaching of the ethics, values, democratic attitudes, critical thinking, and social skills necessary to live harmoniously with others. In 1945, the United Nations Educational, Scientific, and Cultural Organization, UNESCO, was established after

the second world war, after a recognition of the need for global education in human rights (Labrador-Herraiz, 2003). The frameworks laid out by the United Nations and UNESCO, both at its inception and in recent years with the launching of the Sustainable Development Goals and the Agenda 2030, rely heavily on education as the motor of values transmission. Across borders and throughout decades, the teaching of the ideals of democratic cooperation and participation has manifested itself under various epistemological umbrellas: civics education, democratic citizenship education, democratic education, education in values and ethics, peace education, etc. While each line of study comes with a broad archive of literature, generally speaking, educating for citizenship can be defined as the preparation of young generations to be informed, active, and engaged citizens in their democratic society (Naval, 2003). Through the conceptual and theoretical debates of the 20th and 21st centuries, a field of study has emerged in which the formation of citizens for participation in society has been studied through the lens of school programs, research projects, education legislation, and the teaching and learning materials used in schools.

The dawning of the 21st century has brought with it massive globalization expansion, wars on terrorism, the creation and strengthening of regional geo-political blocs like the European Union, global financial crises, the spread of nationalist and populist movements in western societies, and most recently, a deadly global pandemic. Upon this backdrop, the question must be asked: what does active citizenship look like, and how do we prepare younger generations for their future democratic participation in this ever-changing modern world? The current article forms the first part of a much larger research project in which a profound conceptual understanding of civics education in the studied countries is outlined. The scope of the current project is, therefore, limited in nature as it is the foundational step within a series of research projects. Here, the network of topics and concepts published about civics education will be identified

and subsequently tracked through the first two decades of the 21st century.

The two countries chosen for study are Spain and the United States. These two nations have a long history of educational interconnectedness, as Spain is the third most popular country in the world for U.S. student exchanges and the U.S. - Spain Fulbright Commission, the bilateral organization that facilitates the mobility of graduate students, and postdoctoral investigators, is one of the most robust exchanges in the world (U.S. Department of State, 2021). NATO allies and partners in security and defense, per the Mutual Defense Assistance Agreement and the Agreement on Defense Cooperation, under which Spain has authorized the use of select portions of its territories for United States military use, these two countries have deep military and diplomatic relations (Spain and United States: Renewal of Defense Agreement, 1963). The two democratic nations have also collaborated on scientific and technological projects such as the data collection and tracking for Deep Space Network of the U.S. National Aeronautics and Space Administration and the Spanish National Institute for Aerospace Technology which takes place in the Madrid Deep Space Communications Complex (NASA, n. d.). These time-honored relationships are the groundwork upon which the inclusion of Spain and the United States as countries of study are built.

The main objective of this article is to describe how the concept of civic education has evolved in the United States and Spain during the years of 2000-2020 in the fields of education, political science and sociology through a systematic review of scientific publications in the three fields of study.

Relevant historical moments

As a way of strategically mapping the conceptual evolution of civics education across the three areas of study as well as across time, historical

markers will be used as guideposts. First, as a way of hypothesis, relevant political, social, and educational moments in each country have been identified as potential triggers of a shift, turn, or inflection point in the study of civics education. A chronological timeline of these events can be found in Appendix A.

Hypothesis

In Spain, ongoing tension with the Basque group ETA throughout the late 20th century culminated in a series of violent bombings from the mid 1980's to the early 2000's (Zabalo and Saratxo, 2015). During the first years of the 21st century, Spain was facing continuous domestic terrorism threats from ETA which coincided with efforts to work toward a permanent ceasefire. These years of heightened violence culminated in 2004, when a bombing on a train outside of Madrid killed 191 passengers. Initially, ETA was blamed by both the outgoing government and the mass media, allegedly justified in their accusations by the increase of ETA-sponsored attacks in recent years. Only later would it be uncovered that the bombings were carried out by a small group of Moroccan nationals affiliated with Islamic extremist groups. This bombing in Madrid, as an example of national horror directed at first to domestic groups and subsequently to international terrorist groups, could mark a significant moment in the discourse around civics since it brought debates around national identity and domestic conflict to the forefront of the country's attention. In that same vein, the 2006 Madrid airport bombing, this time claimed responsibility by ETA, was the last major attack by the Basque group before seeking more permanent ceasefires with the Spanish government (Zabalo and Saratxo, 2015), and could also be considered a potential inflection point in the discourse of civic life and education.

Other potential time markers in the Spanish context would be the introduction of the various

national education laws: the LOCE in 2002, the LOE in 2006, the LOMCE in 2013, and the LOMLOE in 2020. These four pieces of legislation were each controversial in their own right and touched on the subject of nationwide civics education in one way or another and are thus potential sources of upticks in academic publications. Additionally, the anti-austerity movement of 2011, often referred to as 15-M, sparked protests, occupations, and demonstrations and marked a clear inflection point in Spanish society, politics, and culture (Vanden *et al.*, 2017). Two political parties were birthed in the two years following this movement and still hold nationwide power today, Podemos, representing the ideological far-left, and Vox, representing the ideological far-right. The 15-M movement is a potential time marker in which movement in civics education scholarship may be seen, due to the eruption of social discourse surrounding capitalism, corruption, basic guaranteed rights, and welfare cuts.

In the United States, several time markers can also be identified as potential triggers for shifts in civics education scholarship. The events of September 11th, 2001 and the faced subsequently named *War on Terrorism* sparked a cultural reckoning as it related to the definitions of national identity, patriotism, and civic engagement (Isakhan and Stockwell, 2012). The following year, 2002, then President George W. Bush launched a new civic education program in hopes of “improving students’ knowledge of American history, increasing their civic engagement, and deepening their love for our great country” (Bush, 2002). Shortly thereafter Lamar Alexander, the former Secretary of Education and current Senator, introduced a bill entitled the American History and Civics Education Act aimed at “teaching the key people, key events, key ideas, and key documents that shape [our] democratic heritage” (National Coalition for History, 2003).

As in the Spanish context, other potential time markers in the United States could be the

introduction of the various national education laws: No Child Left Behind Act in 2002, The Common Core State Standards Initiative in 2009, and the Every Student Succeeds Act in 2015. Additionally, unique to the United States due to the ubiquitous nature of firearms, is the occurrence of mass shootings and their impact on social and civil life. Saddeningly, many of these shootings take place in schools where children and teachers are victims. High-profile mass shootings in the first decades of the 21st century include: Virginia Tech in 2007, Fort Hood in 2009, Sandy Hook Elementary School in 2012, Aurora, Colorado in 2012, Las Vegas in 2017, Texas church in 2017, and Stoneman Douglas High School in 2018. These momentous historical events tend to beg the question of cultural and social inclusion and exclusion and could have implications on the field of study.

In order to test these hypotheses, the present study will evaluate the fields of study three to four years after the event taking place and identify any shifts or changes in the body of research. This time frame was defined by identifying the following phases of reflection and production after a historical event takes place: 1) period of reflection and defining of a research question, 2) executing a research project, and 3) publishing a scientific article. On average, this process may take an estimated three to four years from beginning to end. Therefore, when looking for the impact of a certain historical event on a body of research, shifts could be expected to be seen three to four years after a given event.

Method

Introduction to the methodology

To achieve the above-mentioned objectives, a systematic review of the relevant literature in the fields of education, political science, and sociology has been executed, as the aim of such reviews is to identify, appraise, and synthesize all the available literature on a chosen topic.

Systematic reviews have been utilized in the social sciences as a tool by which large bodies of information can be condensed while simultaneously identifying areas which require further study or in which uncertainty has arisen (Petticrew and Roberts, 2006). In the field of education, systematic reviews have gained popularity and have been utilized to inform policy making, practice, and future research (Polanin *et al.*, 2017).

The current study has established a rigorous protocol by which the review has taken place. Based on the procedural definitions laid out by Lipsey and Wilson (1993), Petticrew and Roberts (2006), Becker and Oxman (2008), and Newman and Gough (2020), the search and selection procedure adhered to in the current study intends to be thorough, transparent, and replicable.

A manual search method was chosen in the compilation of the articles to be studied. Since searches in electronic databases depend on the scientific articles being correctly indexed, errors are likely to occur. The process of hand-checking the contents of key journals in the field of study will allow a greater degree of confidence that all the most relevant articles have been included. Therefore, two sets of inclusion and exclusion criteria have been established in this systematic review. The first, related to the academic journals to be included in the study, and the second, related to the articles in those journals to be included.

Inclusion and exclusion criteria: journals

To begin the process of selecting the academic journals to be included in the review, a search was first performed in the Journal Citation Reports (JCR) database using the latest 2019 rankings. This database was chosen because, compared to other such databases such as SCOPUS or Google Scholar, JCR is used more consistently across all three fields of study as well as in both countries included in the

investigation project. Next, JCR-ranked academic journals in the fields of education, political science, and sociology that are published in Spain or the United States were chosen. The results were as follows:

TABLE 1. Number of journals indexed in JCR 2019, Spain and USA

Category	Number of indexed journals published in Spain	Number of indexed journals published in USA
Education and Educational Research	6	94
Political Science	2	70
Sociology	2	67
TOTAL	10	231

The data exported from the JCR database for each journal included the following information: journal title, category, impact factor, quartile, country of publication, language and publisher. To facilitate the creation and execution of inclusion and exclusion criteria, more information was required for each journal, including: whether the journal uses a blind peer review system, whether it has been published consistently during the years 2000-2020, whether the journal accepts qualitative studies, whether the journal has a general area of focus within its category, and, in the case of educational journals, whether the journal's scope includes all levels of education. This additional information, all directly relevant to the present study, was found by searching the websites and archives of each indexed journal.

The objective of this journal selection process is to establish a representative sample of journals from both countries that is also feasible to analyze in the time frame foreseen for the study. With the data exported from the JCR database, together with additional information found through the websites of the different journals,

the inclusion and exclusion criteria could be established, found below in Table 2.

TABLE 2. Inclusion and exclusion criteria for journals

Inclusion and exclusion criteria for journals	
Criteria	Response
Category	Education, Political Science, Sociology
Impact factor (expressed as a quartile of the ranking)	Spanish journals: All, Q1-Q4 American journals: Only Q1 and Q2
Peer reviewed	Yes
Country of publication	Spain, USA
Published from 2000 to 2020	Yes, No
Accepts qualitative studies	Yes
Journal focus: general	Yes
All stages of education (if applicable)	Yes

After applying this set of criteria, the included journals were as follows (Table 3):

TABLE 3. Results of included journals in Spain and US

Results of included journals in Spain and US		
Category	Number of indexed journals published in Spain	Number of indexed journals published in USA
Education and Educational Research	3	7
Political Science	2	15
Sociology	2	10
TOTAL	7	32

In order to delimit the total number of journals included and ensure a representative sample from both countries, only those American journals with impact factors that placed them in the first or second quartile were included. Given that the United States has a significantly greater number of journals indexed in the JCR than Spain, it was decided to apply more restrictive selection criteria to the American journals. One educational journal, published in the United States, was excluded because it was, in its entirety, not open source.

Journal selection

The list of journals included in the systematic review can be found below (Table 4).

TABLE 4. Journals included in the systematic review

Journal title	Category	Country of publication
<i>Educación XXI</i>	Education and Educational Research	Spain
<i>Revista de Educación</i>	Education and Educational Research	Spain
<i>Revista Española de Pedagogía</i>	Education and Educational Research	Spain
<i>Historia y Política</i>	Political Science	Spain
<i>Revista de Estudios Políticos</i>	Political Science	Spain
<i>Revista Española de Investigaciones Sociológicas</i>	Sociology	Spain
<i>Revista Internacional de Sociología</i>	Sociology	Spain
<i>AERA Open</i>	Education and Educational Research	USA
<i>American Educational Research Journal</i>	Education and Educational Research	USA

Journal title	Category	Country of publication
<i>Educational Researcher</i>	Education and Educational Research	USA
<i>Review of Educational Research</i>	Education and Educational Research	USA
<i>Review of Research in Education</i>	Education and Educational Research	USA
<i>Sociology of Education</i>	Education and Educational Research	USA
<i>American Journal of Political Science</i>	Political Science	USA
<i>American Politics Research</i>	Political Science	USA
<i>American Political Science Review</i>	Political Science	USA
<i>Annals of the American Academy of Political and Social Science</i>	Political Science	USA
<i>Comparative Politics</i>	Political Science	USA
<i>Comparative Political Studies</i>	Political Science	USA
<i>International Political Sociology</i>	Political Science	USA
<i>Perspectives on Politics</i>	Political Science	USA
<i>Policy Studies Journal</i>	Political Science	USA
<i>Political Analysis</i>	Political Science	USA
<i>Political Behavior</i>	Political Science	USA
<i>Political Science Quarterly</i>	Political Science	USA
<i>Politics & Society</i>	Political Science	USA
<i>PS-Political Science & Politics</i>	Political Science	USA
<i>World Politics</i>	Political Science	USA
<i>American Journal of Sociology</i>	Sociology	USA
<i>American Sociological Review</i>	Sociology	USA
<i>Annual Review of Sociology</i>	Sociology	USA
<i>European Journal of Social Theory</i>	Sociology	USA
<i>Qualitative Research</i>	Sociology	USA
<i>Social Forces</i>	Sociology	USA
<i>Social Problems</i>	Sociology	USA
<i>Sociological Forum</i>	Sociology	USA
<i>Sociological Theory</i>	Sociology	USA
<i>Youth & Society</i>	Sociology	USA

Inclusion and exclusion criteria: articles

Once the academic journals have been chosen, individual scientific articles must be selected. As the present study aims to understand the conceptual evolution of civic education, the articles included should be of a theoretical, descriptive, or qualitative nature. For the search of articles to be included in the study, a set of inclusion and exclusion criteria was established. The inclusion criteria are as follows:

TABLE 5. Inclusion and exclusion criteria for articles

Inclusion and exclusion criteria for articles	
Criteria	Response
Open Access	Yes
Nature of Study	Theoretical, Descriptive, Qualitative
Topic Relevance	Must be centered on values education, citizenship education, moral education, civics education, or democratic education
Country in which Study Takes Place	Spain, USA
Date of Publication	2000-2020
Language	English, Spanish

As exclusion criteria, empirical or intervention studies were not included, nor studies published in Spain or the USA whose subjects of study were third countries.

Using the manual search method in the archives of the included journals, individual articles were first evaluated according to their title and abstract for relevance. Articles that clearly met the above inclusion and exclusion criteria were added to a database for future data extraction. In the event that, after evaluation of the title and abstract, it was unclear whether an article met the inclusion and exclusion criteria, the article was flagged for a full-text analysis to decide whether or not to be included. All included articles were added to a database that recorded the following information: journal title, volume number, date of publication, title of article, authors, keywords, abstract, citation, and link to electronic document.

Results

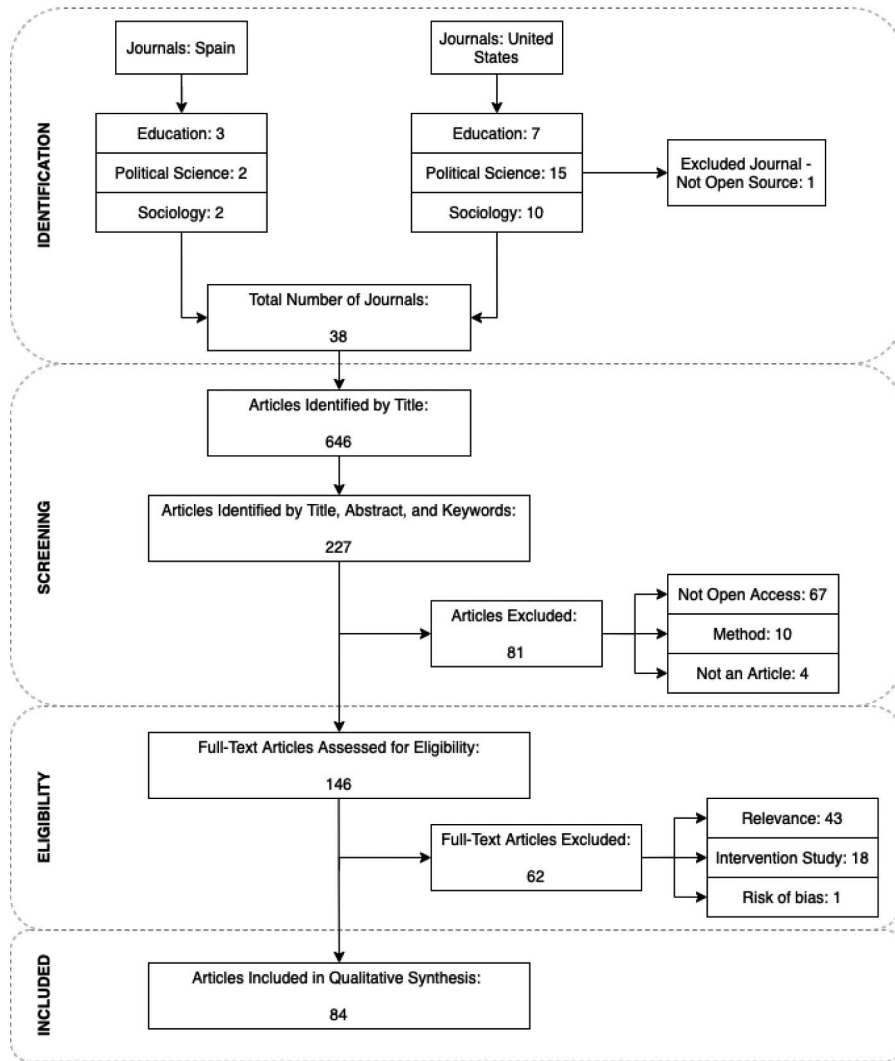
In the identification phase of the search and selection process, 38 academic journals were included in the study; 7 published in Spain and 31 published in the United States. The digital archives of each journal were accessed in order to begin selecting relevant articles to include. The initial phase of this selection process yielded 646 articles screened by their title only. Of these 646 articles, 227 were chosen based on a screening of their title, abstract, and keywords. A total of 81 articles were then eliminated from inclusion for the following reasons: 67 were not openly available, 10 did not fit the inclusion criteria for research method, and 4 were not in the format of a journal article. The remaining 146 articles were then selected to be read in their entirety to determine eligibility. In reading the full text of each article, 62 were excluded for the following reasons: 43 articles did not align with the topic of civics education as defined by the inclusion and exclusion criteria, 18 articles, while qualitative in nature, were based on intervention

studies which aimed to measure the effect of a given intervention on a given variable related to civics education, and 1 article was excluded due to an identified risk of bias. In totality, 84 articles were selected to be included in the present review. The results of the above-mentioned search and selection process are visualized in the following flowchart.

Once the search and selection process was complete, the qualitative analysis of the included articles began. The decision to forgo the use of research software to facilitate the data extraction and analysis phases was based on the desire of the author to manually codify, categorize, and extract the data, in alignment with the decision to manually search the archives of each included journal and not rely on digital, online databases. Each of the 84 included articles were read in their entirety and subsequently coded according to their methodology and main characteristics. The codification process of each article was executed in accordance with Strauss (1987), Charmaz (2006), and Gibbs (2007). A list of the articles, the methodology employed, and their corresponding codes can be found in Appendix B.

Additionally, articles which were excluded from the review after the initial screening phase are presented in Appendix C, along with the corresponding reason for exclusion. The most common reason for exclusion was the article not being open access. This reason was present only in journals published in the United States, as all included Spanish journals were entirely open access. Curiously, many included American journals were partially open access, that is, selected articles in their archives were granted open access and others were not. How this categorization was made by the journal's publisher is unclear, yet the seemingly randomized results of some articles being open access and others not had significant repercussions on the results of this review. If all screened articles would have been available to read, the number of included articles published in the United

FIGURE 1. Results of article search and selection process



States would have nearly tripled, surely enriching the subsequent qualitative synthesis.

In Figure 2, the included articles are visualized according to their year of publication. The years 2003 and 2004 were especially relevant moments of publication in both Spain and the United States, during which each nation's sample of journals published their highest number of articles about civic education within the surveyed time range. In the Spanish context, 19 of

the included articles were published in 2003 alone. Upon further contextualization, the data shows that 13 of these articles were published in a special issue of the journal *Revista de Educación*, published by the Spanish Ministry of Education. This special issue, titled "Citizenship and Education", included 18 articles which were categorized into the following areas: 1) current contexts of citizenship, 2) citizenship education: basic issues, and 3) socio-educational spaces for citizen learning. Juan Manuel

Cobo, who authored the introduction of this special issue noted that “the study of citizenship provides an x-ray of the real social situation of individuals and groups. An x-ray not only of data and numbers, but of human faces, since thinking in terms of citizenship entails contemplating people and their circumstances together” (Cobo-Suero, 2003a, p. 1).

In order to create a conceptual map of the network of topics and concepts published about civics education during the twenty-year period of study, first the articles were divided by country of publication, then according to year. Table 6 summarizes the most frequently published topics during each year between 2000 and 2020.

FIGURE 2. Number of included articles per year

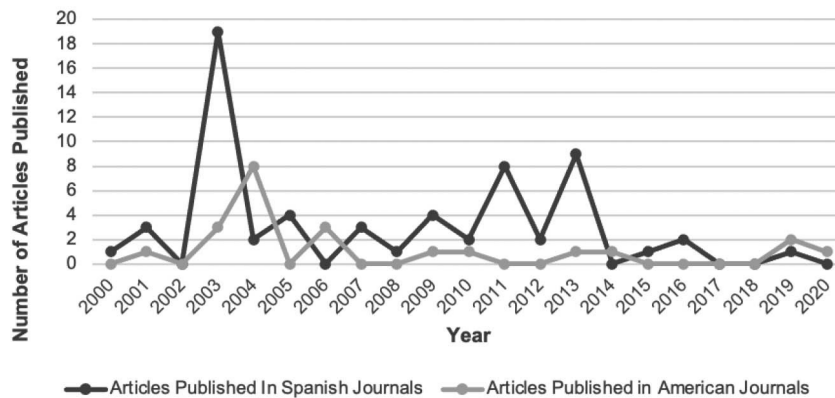


TABLE 6. Most frequently published topics per year

Year	Most frequent topics published in Spain	Most frequent topics published in USA
2000	<ol style="list-style-type: none"> 1. Culture of peace, conditions necessary and role of teachers 2. United Nations and UNESCO Committees 	No included articles were published in this year
2001	<ol style="list-style-type: none"> 1. Practicing democratic life and values in schools 2. School as place of moral learning 3. Paradox in intersection of education and globalization 4. Deterritorialization provoking new cultural territorializations 5. Citizenship and civic identity in a globalized world 6. The role of the school in the formation of civic identity 	<ol style="list-style-type: none"> 1. Democratic competence 2. Ideological nature of definitions of social/civic competencies 3. Theoretical and empirical nature of association between democracy and appropriately trained citizens
2002	No included articles were published in this year	No included articles were published in this year
2003	<ol style="list-style-type: none"> 1. The need of peace education as transversal content in educational systems 2. Definition of peace education 3. Obstacles facing the implementation of peace education 4. Human rights and democratic principles 5. Local, national, regional, and global citizenship 6. School as a place of moral learning 7. Practicing democratic life and values in schools 	<ol style="list-style-type: none"> 1. APSA Task Force on Civic Education 2. State mandates for college-level civic education 3. Civic education via developmental perspectives 4. Reviving and revising interest in political socialization 5. The importance of political knowledge 6. Arguments for and against scope and objectives of civic education

Year	Most frequent topics published in Spain	Most frequent topics published in USA
2004	<ol style="list-style-type: none"> 1. Integrating social competence within the framework of civic education 2. Individual and community learning as requirements of active citizenship 3. Autonomous individuals capable of social and civic participation 	<ol style="list-style-type: none"> 1. What good citizenship is and what good citizens do 2. Role of civics education in a multicultural society 3. Engaging politics in civic education 4. Civic importance of public education 5. Definition of social/civic values 6. Deliberation
2005	<ol style="list-style-type: none"> 1. Human rights as material in social/civic education 2. Threats to human rights in democratic societies 3. Human rights education proposal 4. Promotion of a democratic and solidarity-based education 5. Civic competencies in textbooks 6. Definition of social/civic values <ul style="list-style-type: none"> - European citizenship 7. Studied authors: <ul style="list-style-type: none"> - Jean-Jacques Rousseau 	No included articles were published in this year
2006	No included articles were published in this year	<ol style="list-style-type: none"> 1. Role of educators in promoting political participation and civic engagement 2. Political efficacy as a curricular goal 3. Relationship between efficacy and civic and political participation
2007	<ol style="list-style-type: none"> 1. School subject of Citizenship Education 2. Causes of social unrest provoked by school subject Citizenship Education 3. Comparing European requirements on respect for convictions with governmental decisions 4. Socratic citizenship 5. Studied authors: <ul style="list-style-type: none"> - Martha Nussbaum - Peter Euben 	No included articles were published in this year
2008	<ol style="list-style-type: none"> 1. Strong civic-democratic education of citizens as antidote to corruption 2. Studied authors: <ul style="list-style-type: none"> - Jean-Jacques Rousseau 	No included articles were published in this year
2009	<ol style="list-style-type: none"> 1. Philosophy of education 2. Socratic citizenship 3. Education for world citizenship 4. Studied authors: <ul style="list-style-type: none"> - Jacques Derrida - Martha Nussbaum - Frederic Nietzsche 	<ol style="list-style-type: none"> 1. Peace education 2. Direct and indirect models of peace education 3. Peace education in conflict zones
2010	<ol style="list-style-type: none"> 1. Definition of specific, teachable social/civic competencies 2. Practicing democratic life and values in schools 3. School as a place of moral learning 	<ol style="list-style-type: none"> 1. Curriculum standards for civics education 2. Social/civic competency in educational legislation documentation

Year	Most frequent topics published in Spain	Most frequent topics published in USA
2011	<ol style="list-style-type: none"> 1. School as place of moral learning 2. School, while necessary, is insufficient for the transmission of civic values 3. Service learning and its components <ul style="list-style-type: none"> - Social needs, learning content and competencies, community service, a partnership between institutions and teamwork 4. Definition of social/civic values <ul style="list-style-type: none"> - Learning to live together democratically - Knowing how to participate, cooperate, be responsible, tolerant, supportive, or manage interpersonal conflicts 	No included articles were published in this year
2012	<ol style="list-style-type: none"> 1. Practicing democratic life and values in schools 2. Schools as a place of moral learning 3. Active citizenship 4. Studied authors: <ul style="list-style-type: none"> - Michael Foucault 	No included articles were published in this year
2013	<ol style="list-style-type: none"> 1. Moral education 2. Definition of social/civic values <ul style="list-style-type: none"> - Morality - Joy - Wisdom - Care of the self - Otherness 3. Philosophy of education 4. Differences between multicultural and intercultural education 5. Studied authors: <ul style="list-style-type: none"> - Emile Durkheim - Lucius Annaeus Seneca - Michel Foucault - Giner de los Ríos - Rafael Altamira - José Ortega y Gasset - Manuel Azaña 	<ol style="list-style-type: none"> 1. Democracy and education 2. Evaluating variety of democratic education programs 3. Community-based programs as means of exercising democratic practices
2014	No included articles were published in this year	<ol style="list-style-type: none"> 1. Civic engagement and identity in immigrant groups 2. Civic teaching, learning, and action across immigrant experiences
2015	<ol style="list-style-type: none"> 1. Definition of specific, teachable social/civic competencies 	No included articles were published in this year
2016	<ol style="list-style-type: none"> 1. Civic rights and civic identity 2. Definition of social/civic values <ul style="list-style-type: none"> - Justice - Caring - Empathy - Identity 3. Studied authors: <ul style="list-style-type: none"> - Immanuel Kant - Lawrence Kohlberg - Seyla Benhabib - Carol Gilligan 	No included articles were published in this year
2017	No included articles were published in this year	No included articles were published in this year
2018	No included articles were published in this year	No included articles were published in this year

Year	Most frequent topics published in Spain	Most frequent topics published in USA
2019	<ol style="list-style-type: none"> 1. School as a place of moral learning 2. Definition of social/civic values <ul style="list-style-type: none"> - Recognition - Respect - Vindication 3. Studied authors: <ul style="list-style-type: none"> - Alex Honneth - Richard Sennett 	The discourse of democratic education in education research Recommendations for educational practice Digital media literacy skills for civics education
2020	No included articles were published in this year	<ol style="list-style-type: none"> 1. Human rights 2. Role of educational institutions in protecting human rights

In 2003, the year in which the highest number of articles were published in Spanish journals, the most frequent topics of study were 1) the need of peace education as transversal content in educational systems, 2) the definition of peace education, 3) obstacles facing the implementation of peace education, 4) human rights and democratic principles, 5) local, national, regional, and global citizenship, 6) school as a place of moral learning, and 7) practicing democratic life and values in schools. The following year, 2004, was the year in which the highest number of articles were published in the sample of US journals. The most frequent topics of study were 1) what good citizenship is and what good citizens do, 2) the role of civics education in a multicultural society, 3) engaging politics in civic education, 4) civic importance of public education, and 5) the definition of social/civic values: deliberation. The corpus of literature published on civics education in Spain during this peak year was heavily focused on peace education, while the peak year of publication in the United States showed a philosophical emphasis on defining civics and its role in society, and more specifically, in education.

Limitations

As previously mentioned, one key limitation of the present systematic review was the issue of screened articles not being openly available to the public in many American journals. As these

identified journals operate under a partially available pretense, certain articles are chosen to be available, and others require payment, permission, or other means of access. Although the scholarly debate around the idea of open access in academic journals is robust and well documented, for the purposes of the current review, this obstacle of access was a severe hinderance in the goal of understanding the evolution of the concept of civics education. While some articles were included from these partially open American journals, they represent merely a third of the screened articles which would have met the inclusion criteria. Clearly, including those excluded articles would have provided a richer vision of how civics education has been studied in American scholarship over the past two decades. For this reason, the researcher proposes an extension project in which a new strategy of selection of American journals is employed.

Discussion

The results of the systematic revision of the chosen academic journal publications in the United States and Spain show the network of topics and foci of the study of civics education. As previously noted, the peak publication years point to relevant data about trending topics or those of highest impact. The factors which influenced this spike in publication numbers during 2003-2004 in both countries warrant further

investigation. During the first three years of the 21st century, Spain was facing continuous domestic terrorism threats from the Basque group ETA, perhaps contributing to the impetus within the academic community to publish on the need for peaceful, democratic, and civil education pedagogies. The qualitative analysis (as detailed in Appendix B) of the articles published in Spain in 2003 show peace education, human rights, the practicing of democratic life and values in schools, and citizenship in a globalized world as repeatedly published topics. As our hypothesis indicates, the time frame between a historical event occurring and the moment in which a shift or change could potentially be seen in the scholarly corpus is an estimated three or four years. In this case, the bombings of 2001 could have played a role in a shift in the literature, arguing for an increased focus on peace education and human rights based on the magnitude of the event and its ripple effect across borders.

Similarly in the United States, 2004 was the year in which the greatest number of articles were published in the sample journals. The events of September 11th, 2001 could have had an impact on the field of study, as the national discourse was centered around ideas of patriotism, security, national identity, and global alliances. Per our hypothesis, this historical moment could be related to the spike in academic scholarship around the ideas of civic education. Since correlation does not signify causation, a clear connection between these events and the increases in publications cannot be defined, but there is a case for correlation between the two.

Spanish journals saw two more upticks in publications surrounding civics education, one in 2011 and another in 2013. As previously mentioned, the anti-austerity movement, 15-M, provided a stunning backdrop on which social and political critiques were launched and scrutinized. The surge in publications in 2013 could be in response to, or at least influenced by the public discourse of the time. The most common topics of publication in 2013 were 1) moral

education, 2) the definition of social/civic values: morality, joy, wisdom, care of the self, and otherness, 3) philosophy of education, and 4) the differences between multicultural and intercultural education. The increased focus on philosophy and the works of writers such as Emile Durkheim, Lucius Annaeus Seneca, Michel Foucault, Giner de los Ríos is particularly interesting, while juxtaposed alongside the social and civic movement of 15-M. For many, the 15-M movement was a social and political awakening. The subsequent increase in philosophical reimaginings of civics education, as seen in the included articles from 2013, could be a repercussion of the national dialogue on the literature within the field of study.

Conclusions

While the present study does not aim to unilaterally define civics education writ large, it does aim to describe relevant historical moments in the history of Spain and the United States between 2000-2020 and track any relevant trends in the body of research in education, political science, and sociology. What is clear based on the results described above, while taking into account the various limitations of the project, is that a deeper and more complete recollection of data and subsequent analysis is needed. The next step in the larger research project, of which the current article forms the first part, is a deeper contextualization of these political, cultural, and social events of the 21st century, and their potential influence on the study of civics education.

As predicted, the momentous events of September 11th, the bombings in Madrid, and the anti-austerity movement were mirrored in either surges of publication numbers or shifts in trending topics. The systematic review of the three areas of study in both countries between 2000-2020 provided a timeline of the most frequently mentioned topics, concepts, authors, and areas of focus upon which further contextualized research can be built.

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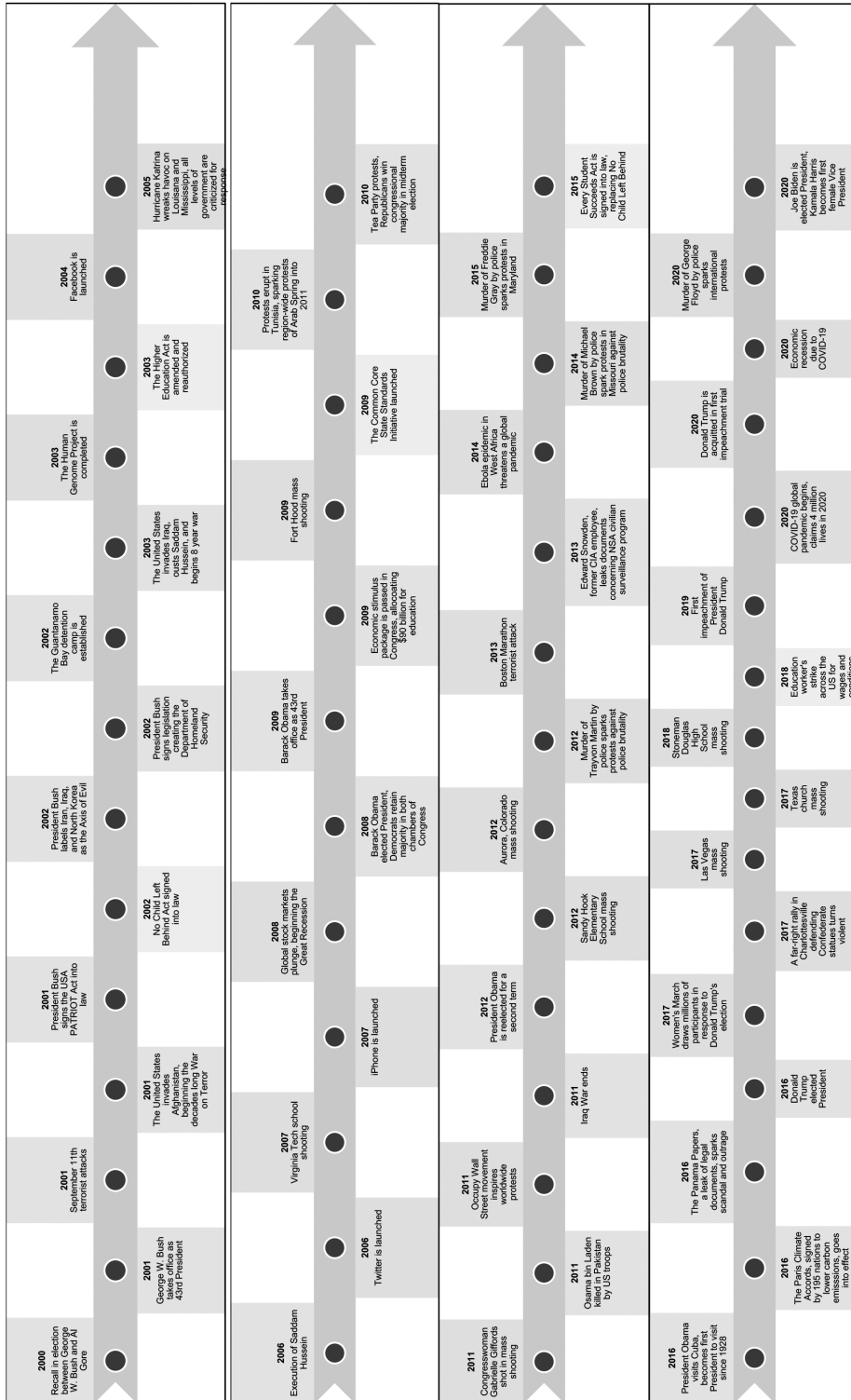
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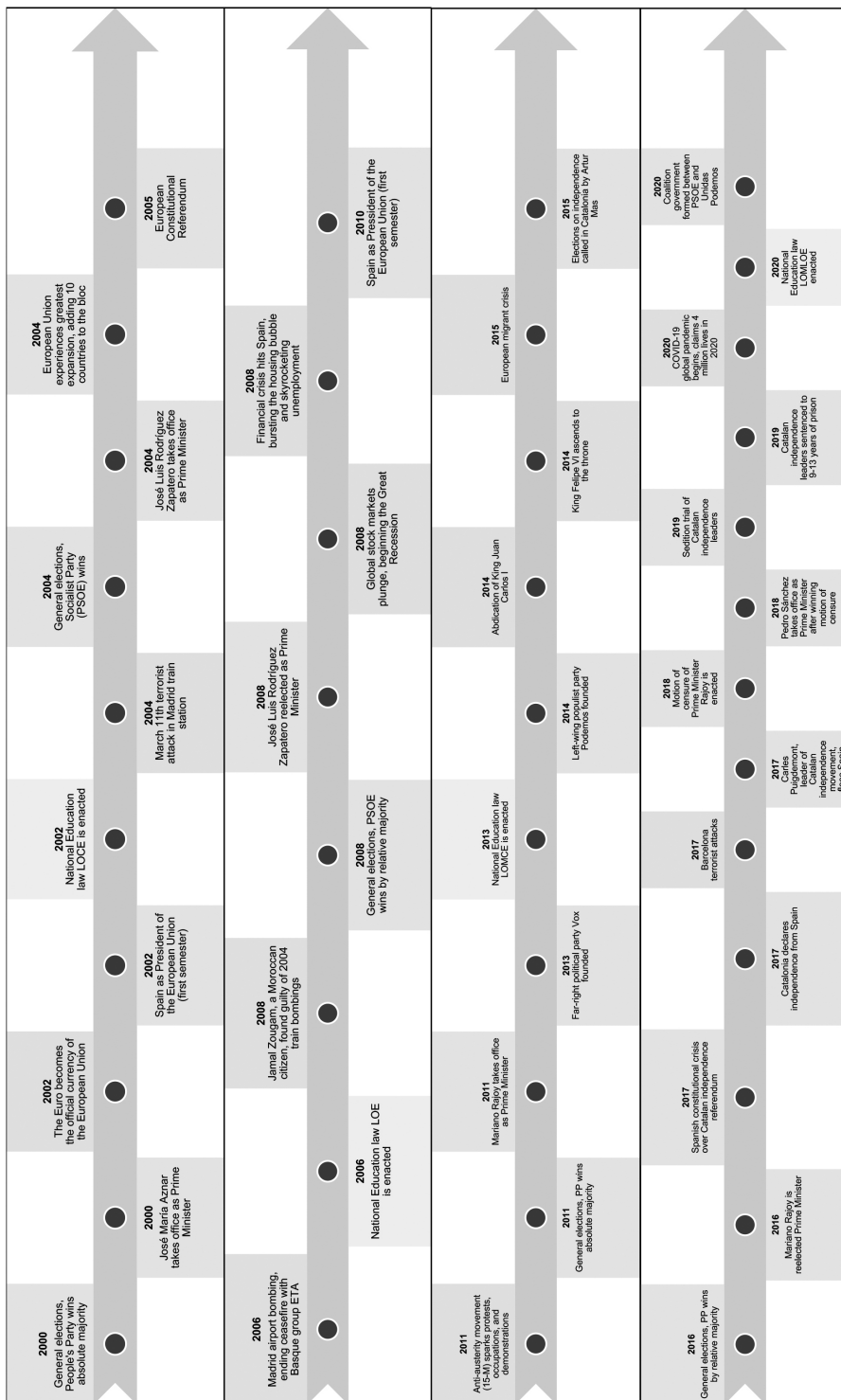
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Appendix A: relevant historical moments in the United States



Appendix A: relevant historical moments in Spain



Appendix B: data extraction from articles included in revision

Code	Journal Title	Year Published	Article Title	Author(S)	Methodology	Categories
#1 (1)	<i>Educación XXI</i>	2019	"Vindicación de la escuela como espacio para el desarrollo de experiencias democráticas: aproximación conceptual a las prácticas morales de reconocimiento y respeto"	Bianca Thoilliez	Conceptual study	School as place of moral learning, Definition of social/civic values, Practicing democratic life and values in school, Axel Honneth, Richard Sennett, Recognition, Respect, Vindication
#3 (2)	<i>Educación XXI</i>	2016	"Articulación de la justicia y el cuidado en la educación moral: del universalismo sustitutivo a una ética situada de los derechos humanos"	Vicent Gozálvez, Gonzalo Jover	Conceptual study, Historical research	Moral education, Definition of social/civic values, Immanuel Kant, Lawrence Kohlberg, Seyla Benhabib, Carol Gilligan, Human rights, Civil rights, Justice, Caring, Empathy, Identity
#5 (3)	<i>Educación XXI</i>	2015	"La formación de ciudadanos: conceptualización y desarrollo de la competencia social y cívica"	Maria Puig Gutiérrez, Juan Antonio Morales Lozano	Delphi study, Case study	Definition of social/civic values, Dialogue with experts, Outlining of specific, teachable social/civic competencies
#6 (4)	<i>Educación XXI</i>	2013	"La pedagogía vital de Séneca: enseñanza para vivir moralmente y comportarse cívicamente"	Marco Antonio Coronel Ramos	Textual analysis, Historical research	Moral education, Lucius Annaeus Seneca, Definition of social/civic values, Morality, Joy, Wisdom
#7(5)	<i>Educación XXI</i>	2013	"Moralidad del vínculo social y educación moral en Durkheim"	Alfredo Rodríguez Sedano, Ana Costa Paris	Historical research, Conceptual study	History of education, Philosophy of education, Emile Durkheim, Values education, Moral education, Social inclusion is of moral nature rather than political or utilitarian, Moral reconstruction of society through educational praxis, Intersection of sociology and education
#9 (6)	<i>Educación XXI</i>	2013	"Diversidad cultural y ciudadanía. Hacia una educación superior inclusiva"	Gloria Pérez Serrano, M.ª Luisa Sarrate Capdevila	Mixed methods research: descriptive, correlational and prescriptive	Cultural diversity, Higher education, Social inclusion of immigrant university students, Adoption of democratic values and attitudes, Profile of immigrant university students
#10 (7)	<i>Educación XXI</i>	2011	"Los límites de la educación en valores cívicos: cuestiones y propuestas pedagógicas"	Angel García del Dujo, Ramón Minguéz Vallejos	Conceptual study	School as place of moral learning, Education system has progressively absorbed more responsibility as it relates to values transmission, School, while necessary, is insufficient for the transmission of civic values, Proposals for improvement of civics education in practice, Critical perspective
#12 (8)	<i>Educación XXI</i>	2003	"Educación para la paz"	Federico Mayor Zaragoza	Historical research, Conceptual study	The need of peace education as transversal content in educational systems, Brief history of peace education, Modern day obstacles and necessities for peace education, Social need for dialogue and participation, solidarity, tolerance, respect, Peace education pedagogy
#13 (9)	<i>Educación XXI</i>	2003	"La paz comienza por uno mismo"	J. Henri Bouché Peris	Conceptual study	Definition of social/civic values, Definition of peace education, Evaluation of peace as a concept, and its influence in peace education, The need for peace education as transversal content in educational systems

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#15 (10)	<i>Educación XXI</i>	2003	"La educación para la paz en el contexto de la complementación de paradigmas y la postmodernidad"	Alfonso Fernández Herrería	Historical research, Conceptual study	Definition of social/civic values, Definition of peace education, Critical perspective, The need for peace education as transversal content in educational systems as well as beyond the confines of formal education
#16 (11)	<i>Educación XXI</i>	2003	"El desarrollo de la educación por la paz: un camino de obstáculos y oportunidades"	María Eugenia Ramos Pérez	Conceptual study	Definition of social/civic values, Definition of peace education, Obstacles facing the implementation of peace education, Peace education should form part of a larger infrastructure of peace construction in societies
#17 (12)	<i>Educación XXI</i>	2003	"Educación y globalización: educar para la conciencia de los límites"	Miguel Melendro Estelanía	Conceptual study	The role of education in the formation of attitudes, values and knowledge of its citizens in an increasingly globalized world, Recognition of limits of human growth, Efforts to educate for awareness of the limits of life on the planet, Reflections on the new social spaces - real and virtual - of education, Diverse educational scenarios of developed and developing countries, Renewed approaches to education for citizenship, Current debate on the place of education as a public service or as a consumer good
#18 (13)	<i>Revista de Educación</i>	2016	"Patrimonio, educación, identidad y ciudadanía. Profesorado y libros de texto en la enseñanza obligatoria"	José María Cuenca López, Jesús Estrepa Giménez, Myriam José Martín Cáceres	Interpretative study, Mixed method: surveys, focus groups, documental analysis	Heritage education as an interdisciplinary model for the transmission of civic values, Civic identity, Socio-critical conception of education, Primary school, Secondary school, Documental analysis of textbooks
#21 (14)	<i>Revista de Educación</i>	2013	"El cuidado ético de sí y las figuras del maestro en la relación pedagógica: reflexiones a partir del último Foucault"	Pedro Pagni	Conceptual study	Care of the self as fundamental first step of adoption of social or civic values, School as a place of moral learning, Moral education, Definition of social/civic values, Philosophy of education, Michel Foucault
#23 (15)	<i>Revista de Educación</i>	2013	"¿Para cuándo las universidades en la agenda de una democracia fuerte? Educación, aprendizaje y compromiso cívico en Norteamérica"	Miguel Ángel Santos Rego	Descriptive study	Civic engagement in American universities, Higher education, Case study, Social capital, Service learning, United States of America, Practicing democratic life and values in schools
#24 (16)	<i>Revista de Educación</i>	2012	"La libertad posible: ideas para una educación para la ciudadanía activa a partir de la obra de Michel Foucault"	Juan Carlos González-Faraco, Anita Gramigna	Conceptual study	Michael Foucault, Philosophy of education, Active citizenship, Definition of social/civic values, Practicing democratic life and values in schools, Moral education, Education as pathway to freedom, self-determination, self-awareness, Education as power structure and means of domination
#25 (17)	<i>Revista de Educación</i>	2012	"Beyond Student Voice: Patterns of Partnership and the Demands of Deep Democracy"	Michael Fielding	Conceptual study	Practicing democratic life and values in schools, School as a place of moral learning, Democratic fellowship, Student voice, Disillusionment with representative democracy, Schools must take participatory activities which model democratic participation more seriously

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#26 (18)	Revista de Educación	2011	"Convivir en la escuela. Una propuesta para su aprendizaje por competencias"	Laura García Raga, Ramón López Martín	Literature review, conceptual study	Practicing democratic life and values in schools, School as a place of moral learning, Definition of social/civic values, Learning to live together democratically, Outlining of specific, teachable social/civic competencies, Competencies: knowing how to participate, cooperate, be responsible, tolerant, supportive, have social skills or manage interpersonal conflicts
#27 (19)	Revista de Educación	2011	"Participación, democracia y formación para la ciudadanía. Los consejos de infancia"	Jaume Trilla Bernet, Ana María Novella Cámara	Conceptual study	Moral education, Practicing democratic life and values in schools, School as place of moral learning, Reasons for promoting children's social participation, Children's participation is a legally established right, and is an excellent mean for training citizens in democratic values, Municipal children's councils as organs of social participation and means for the formation of citizenship
#28 (20)	Revista de Educación	2011	"Aprendizaje-servicio y Educación para la Ciudadanía"	Josep M.ª Puig Rovira, Mónica Gijón Casares, Xus Martín García, Laura Rubio Serrano	Conceptual study, methodological proposal	Service learning, Practicing democratic life and values in schools School as place of moral learning, Methodology proposal for civics education, Values education, Active citizenship, Service learning components: social needs, learning content and competencies, community service, partnership between institutions and teamwork
#30 (21)	Revista de Educación	2011	"Escuela, profesorado y valores"	Miquel Martínez Martín, Francisco Esteban Bara, María Rosa Buxarrais Estrada	Historical research, conceptual study	Values education, Philosophy of education, Posing theoretical questions about the current state and future of values education, contextualized in modern society, Pondering the role of teachers in the transmission of values
#31 (22)	Revista de Educación	2011	"La educación en valores democráticos en los manuales de la asignatura Educación para la Ciudadanía"	Isabel Carrillo Flores	Document analysis	Education legislation, History of education, Democratic values represented in textbooks, Analysis of ethical dimension of society, Presence of civic values and content in legislation and textbooks
#32 (23)	Revista de Educación	2011	"El profesorado ante el reto del aprendizaje ético y el desarrollo de las competencias sociales y ciudadanas. El modelo adoptado en el programa Barcelona, Aula de Ciudadanía"	Amelia Tey Teijón, Joana Cifre-Mas	Case study	Teaching civics competencies beyond a school subject, Civics education as an ethical endeavor, Active citizenship, Teacher training in civics education based on competencies, Case study of a cross-level professional development program whose fundamental axis is education for an active, committed and responsible citizenship, Educate for critical thinking, for shared responsibility, for collective awareness and for the common good, from an involved and participatory citizenship, Teacher training focused on generating conditions that favor the acquisition of citizenship competencies through curriculum, practical and playful extracurricular activities, the organization and climate of the learning center, peer relations, and the relationship with the community
#33 (24)	Revista de Educación	2010	"Una pretensión problemática: educar para los valores y preparar para la vida"	Miguel Ángel Santos Guerra	Conceptual study	Practicing democratic life and values in schools, School as place of moral learning, Contradictory nature of schools teaching social/civic values: life is unfair, undemocratic, cruel, etc., Outlining of specific, teachable social/civic competencies, Concrete proposals for improving civics education

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#34 (25)	<i>Revista de Educación</i>	2010	"Aspectos de formación ética en la educación para la ciudadanía según el personalismo de Xavier Zubiri"	Miguel A. Rumayor Fernández	Historical research, Conceptual study	History of education, Philosophy of education, Ontological personalism applied to citizenship education, Value of self-possession in the formation of the person, Personal freedom, through openness, as means to contribute life in community
#35 (26)	<i>Revista de Educación</i>	2009	"Martha Nussbaum, Peter Euben y la educación socrática para la ciudadanía"	José Javier Benítez Prudencio	Historical research, Conceptual study	The formation of a critical and responsible citizenship. The nature of civic education in democracy, Philosophy of education, History of education, To achieve citizens capable of making decisions and deliberating together about the common good, democracy requires education for citizenship, Affinities between Socratic thought and an education for citizenship, Socratic citizenship emphasizes the ethical consequences of actions and the cultivation of critical thinking. The need for genuine civic cooperation must be embodied in a strengthened idea of citizenship, so-called cosmopolitan citizenship
#38 (27)	<i>Revista de Educación</i>	2005	"Derechos humanos y educación social"	Gloria Pérez Serrano	Historical research, Conceptual study	Human rights as material in social/civic education, Dangers which threaten Human Rights in democratic societies, Proposal of general guidelines for a better education of human rights, Promotion of a democratic and solidarity-based education
#39 (28)	<i>Revista de Educación</i>	2005	"Actividades de participación y desarrollo de competencias de ciudadanía en los libros de texto de Educación Primaria de la Comunidad Autónoma Vasca (Conocimiento del Medio)"	M. ^a Ángeles De La Caba Collado, Rafael López Atxurra	Document analysis	Civic competencies in textbooks, Evaluation of textbook activities, Cognitive or scientific competencies are more common than active participation competencies in studied textbooks, Weight and prevalence of civic competencies varies across textbooks, per publisher
#40 (29)	<i>Revista de Educación</i>	2003	"Sociedad-red, ciudadanía cognitiva y educación"	Gonzalo Vázquez Gómez	Conceptual study	Extent to which society facilitates the relations of identity and belonging required for the construction of citizenship, The need to articulate local citizenship with universal network citizenship in such a way that the convergence of both is possible, Digital divide and its threat to personal and community development
#42 (30)	<i>Revista de Educación</i>	2003	"Las condiciones de la formación cívica en la segunda modernidad: formar sujetos para la participación y la solidaridad"	Fernando Vidal Fernández	Conceptual study, methodological proposal	Civics education in the postmodern era, Narrative and participatory models of civics education, Pedagogical paradigm of citizenship education which is reflective, solidarity-based and rooted in history, School as a place of moral learning, Practicing democratic life and values in schools
#43 (31)	<i>Revista de Educación</i>	2003	"La contribución de la educación ética y política en la formación del ciudadano"	Fernando Gil Cantero, Gonzalo Jover Olmeda	Iconographic and narrative study, Conceptual study	Cultivate through education the sentimentally prudent citizen, How schoolchildren live and experience the basic values that sustain civic coexistence in the framework of a democratic society, Six suggestions for improving the way civic education programs are conceived and designed, School as a place of moral learning, Practicing democratic life and values in schools

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#44 (32)	Revista de Educación	2003	"Los derechos humanos y la educación del ciudadano"	Félix García Moriyón	Conceptual study	Human rights education as an urgent requirement that teachers and educational systems must face. Increasingly globalized world requires commonality in human rights understanding and practice. Personal development of children and adolescents rooted in human rights. School as a place of moral learning. Practicing democratic life and values in schools
#45 (33)	Revista de Educación	2003	"La cultura de la paz, marco para la ciudadanía"	Garmen Labrador Herraiz	Document analysis, Conceptual study	Culture of peace, United Nations and UNESCO Commissions, Adoption of measures to achieve respect for human rights and democratic principles, Rejection of violence, Spirit of tolerance, understanding and solidarity among individuals, groups and nation, Framework laid out by the United Nations and UNESCO relies heavily on education as the motor of values transmission
#46 (34)	Revista de Educación	2003	"Orígenes recientes y temas clave de la educación para la ciudadanía democrática actual"	Concepción Naval	Historical research, Conceptual study	Education for democratic citizenship, Fall of the Berlin Wall, Communitarian critique of liberalism, Anthropological implications of liberalism in education, Proposed explanation of resurgence of civics education, The need for a theoretical framework; service programs; the different domains of civic e-education and their interconnectedness; the desirability of active and comprehensive learning; the importance of school life; learning for participation and teacher training
#47 (35)	Revista de Educación	2003	"La educación para la participación en la sociedad civil"	Juan Escámez Sánchez	Conceptual study	Definition of social/civic values, Definition of civic society, Explanation of various interpretations of social participation in civil society, Participation in civil society as important for the democratic health of societies and for the dignity and autonomy of citizen, Seven pedagogical proposals for the promotion of participation in civil society
#48 (36)	Revista de Educación	2003	"Educar para la convivencia intercultural en sociedades multiculturales"	Jose Antonio Jordán Sierra	Conceptual study	Harmonious living with others, Teaching children and adolescents how to live together, Values beyond tolerance and coexistence are necessary in multicultural and intercultural societies
#49 (37)	Revista de Educación	2003	"Educación de la ciudadanía europea"	Mercedes Rodríguez Lajo, Maria Sabariego Puig	Historical research, Conceptual study	Changes and challenges posed today to the education of European citizenship, Description of socio-political changes since the constitution of the European Union, European citizenship and its current meaning and relevance, the problems it poses, and the need to build a new citizenship, Role of education across the EU, particularly the role of citizenship education
#50 (38)	Revista de Educación	2003	"Educación para la ciudadanía en el ámbito escolar"	Berta Marco Stiefel	Conceptual study	School as place of moral learning, Practicing democratic life and values in schools, Definition of social/civic values, Citizenship education within the globalized information society, Evolution of conceptual understanding of citizenship education in a globalized society, formerly directly linked to nation-states

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#51 (39)	<i>Revista de Educación</i>	2003	"Formación universitaria y educación para la ciudadanía"	Juan Manuel Cobo Suero	Conceptual study	Higher education, University level education and its contribution to citizenship education values and attitudes, European Union nation-states, Training of competent professionals endowed with an ethical sense of the profession, Teaching-learning of the social sense of the profession, Technological culture, work culture, broad-based culture and advanced moral and social training, Proposal for an approach to the teaching-learning of these educational vectors
#59 (40)	<i>Revista de Educación</i>	2001	"Globalización e identidades: (des)territorialización de la cultura"	Antonio Bolívar	Conceptual study	School as place of moral learning, Practicing democratic life and values in schools, Paradox in intersection of education and globalization, while culture is globalized, claims of primary cultural identities are re-emerging with greater force. Deterritorialization provoking new cultural territorializations, Citizenship and civic identity can no longer be nation based, Resituating the role of the school in the formation of civic identity
#60 (41)	<i>Revista de Educación</i>	2001	"Educación ética y nueva sociedad mundial"	Juan Manuel Cobo Suero	Conceptual study	Ethical education as cornerstone of future globalized educational models
#63 (42)	<i>Revista Española de Pedagogía</i>	2013	"La pedagogía de la alteridad como paradigma de la educación intercultural"	Pedro Ortega Ruiz	Historical research, Conceptual study	Differences between multicultural and intercultural education, Critique of culturalist approach in intercultural education, Proposal of pedagogy of otherness
#64 (43)	<i>Revista Española de Pedagogía</i>	2013	"Educación, cultura política, causa pública. Una lectura histórica"	Alejandro Mayordomo Pérez, Juan Manuel Fernández-Soria	Historical research, Conceptual study	Historical perspective, History of education, The role of education in strengthening citizenship, cohesion and vitality of the nation (Spain), Authenticity in political democratization, Giner de los Rios, Rafael Altamira, José Ortega y Gasset, Manuel Azaña
#65 (44)	<i>Revista Española de Pedagogía</i>	2013	"La sociedad civil como base de la educación y la educación como base de la sociedad civil"	Rafael Alvira	Conceptual study	Civil society, Civil society is an indispensable condition for a high-level educational task to be carried out and, in turn, without a well-configured education, civil society would be impossible, Necessary to rethink the concepts of public and private, and the relationship between them
#66 (45)	<i>Revista Española de Pedagogía</i>	2013	"Human Development in a Globalized World. Education towards Peace, Cultural Diversity and Sustainable Development"	Christoph Wulf	Conceptual study	Human development in a globalized world requires education for peace, cultural diversity, and sustainable development, Reduction of overt and structural violence and the improvement of social justice, Development of competence to cope with cultural diversity, Analysis and reduction of violence against nature and future generations through the consumption of non-renewable resources, Learning to know, learning to do, learning to live with others, learning to be, School rituals as an important role in cross-cultural learning
#69 (46)	<i>Revista Española de Pedagogía</i>	2011	"Hacia un nuevo concepto de cultura moral en los centros educativos"	Laura Rubio Serrano	Conceptual study	Moral education, Moral culture in education centers, Organizational culture and the set of beliefs, values and norms shared by its members, Description of concepts of climate and culture in organizations and their application to educational organizations, Proposes the concept of moral culture as a system of moral practices

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#70 (47)	Revista Española de Pedagogía	2009	"De la constitución moral de la sociedad a la educación moral"	Alfredo Rodríguez Sedano, Juan Carlos Aguilera	Conceptual study	Integrative, therapeutic and moralizing value of social/civic norms, Reconciling science and morality; morality and society, Morality, sociology as a reformist science with attention to pathologies, and moral education with a secular and citizenship orientation
#71 (48)	Revista Española de Pedagogía	2009	"Jacques Derrida: perspectiva y actualidad de la antimetafísica nietzscheana en la educación para la ciudadanía"	Miguel Rumayor	Conceptual study	Philosophy of education, Anti-metaphysical foundations of citizenship educations, via Frederic Nietzsche, Jacques Derrida, Philosophical analysis of the elements of the Derridean concept of deconstruction, Radical subjectivism, Educational subject is the origin and end of his own emancipation, Impossibility of articulating an adequate pedagogy for authority in education for citizenship in our modern democracies
#72 (49)	Revista Española de Pedagogía	2009	"La educación para la ciudadanía en clave cosmopolita. La propuesta de Martha Nussbaum"	Isabel Vilafranca Manguan, M.ª Rosa Buxarrais Estrada	Conceptual study	Philosophy of education, Proposal of education for cosmopolitanism or world citizenship, Martha Nussbaum, Difficulties from the cultural miscegenation of the West as a product of increasing globalization, Good civic education is that which educates for world citizenship, Cosmopolitan education to facilitate coexistence in increasingly pluralistic society
#74 (50)	Revista Española de Pedagogía	2007	"Convicciones pedagógicas y desarrollo de la personalidad de mujeres y varones"	Jose Antonio Ibáñez-Martín	Historical research, Conceptual study	School subject of Citizenship Education, Causes of social unrest provoked by school subject Citizenship Education, Comparing European requirements on respect for convictions with governmental decisions
#75 (51)	Revista Española de Pedagogía	2005	"Una propuesta de formación ciudadana para el EEES"	Miquel Martínez, Francisco Esteban	Conceptual study	Higher education, Incorporation of competencies inherent to the exercise of citizenship of university students, Definition of which competencies should form part of university education, Definition of social/civic values, European citizenship
#76 (52)	Revista Española de Pedagogía	2004	"El centro educativo, escuela de ciudadanía"	Marta Ruiz Corbella.	Conceptual study	Individual and community learning as requirements of active citizenship, Autonomous individuals capable of social and civic participation
#78 (53)	Revista Española de Pedagogía	2004	"Aproximación y revisión del concepto 'Competencia Social'"	Noelia López de Dicastillo Rupérez, Concha Iriarte Redín, M.ª Carmen González Torres	Conceptual study	Definition of social/civic competency, Importance of integrating social competence within the framework of civic education
#79 (54)	Revista Española de Pedagogía	2003	"El compromiso social y cívico de la universidad española. Una revisión histórica"	Alejandro Mayordomo Pérez	Historical research, Conceptual study	Higher education, University level education and its contribution to citizenship education values and attitudes, Literature review
#80 (55)	Revista Española de Pedagogía	2003	"De la urbanidad a la educación cívico-social. El tratamiento curricular del código social en la escuela franquista"	Carmen Benso Calvo	Historical research, Conceptual study	Civics education in the Franco dictatorship era, Documental analysis, Feminization of the teaching of civility in girls' curriculum, Progressive dissolution of civics
#81 (56)	Revista Española de Pedagogía	2001	"El valor educativo de las identidades colectivas: cultura y nación en la formación del individuo"	David Reyero García	Conceptual study	Value of collective identities from pedagogical reflection, Educational criteria of human belonging as way of moral community, not a totalitarian and sectarian element

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#82 (57)	<i>Revista Española de Pedagogía</i>	2000	"Los profesores como constructores de la paz"	José Antonio Ibáñez-Martín	Textual analysis, Historical research	United Nations and UNESCO Committees, Culture of peace, Teachers as foundational elements of culture of peace in schools, Conditions necessary to build an authentic culture of peace
#86 (58)	<i>Revista de Estudios Políticos</i>	2008	"La fuente de la corrupción política: la teoría de Rousseau sobre las tres voluntades del ciudadano"	José Rubio Carracedo	Historical research, Conceptual study	Rousseau, Effective antidote against political corruption is strong civic-democratic education of citizens, General will of the citizen (public interest), the particular will (his particular interest) and the corporate will (his body interest)
#87 (59)	<i>Revista de Estudios Políticos</i>	2007	"Sócrates, ¿un modelo para la democracia?: relevancia teórica de la ciudadanía socrática"	José-Javier Benítez Prudencio	Conceptual study	Martha Nussbaum, Peter Euben, Need for liberal education as controversial topic, For Martha Nussbaum and Peter Euben, the model of liberal education should be based on Socratic citizenship, Ethical consequences of actions, beliefs of citizens within same civic community, formation of critical thinking
#88 (60)	<i>Revista de Estudios Políticos</i>	2005	"La ley-Rousseau de Entropía de las Instituciones Democráticas y la Necesidad de la Educación Cívico-Política para Neutralizarla"	José Rubio Carracedo	Conceptual study	Without civic education, democracy is unviable, Democratic culture as neutralizing tool for the institutional entropic tendencies, per Rousseau
#91 (61)	<i>Revista Española de Investigaciones Sociológicas</i>	2007	"Espacios y ciudadanos: los lugares de la narración clásica de la ciudadanía"	Maria Luz Moran	Conceptual study	The city, the school, and the family hope as places for learning and practicing citizenship
#94 (62)	<i>Revista Internacional de Sociología</i>	2003	"Liberalismo y profesión docente"	Carlos Mougan Rivero	Conceptual study	Teaching as the dissemination of knowledge, Postmodern crisis of liberal education, Disenchantment of the ethics of the teaching profession, Suppression or minimization of the commitment of teaching to the promotion of civic values, Importance of teaching profession for the maintenance and deepening of democracy
#96 (63)	<i>American Educational Research Journal</i>	2020	"Students' Understanding of Institutional Practices: The Missing Dimension in Human Rights Education"	Keith C. Barton	Group interviews	Human rights as material in social/civic education, Human rights education, Role of institutions and individuals in protecting human rights, Need for curricula with the complex and specialized knowledge to equip students to engage in a range of meaningful civic action
#103 (64)	<i>American Educational Research Journal</i>	2014	"Toward Participatory Communal Citizenship: Rendering Visible the Civic Teaching, Learning, and Actions of African Immigrant Youth and Young Adults"	Michelle G. Knight, Vaughn W. M. Watson	Semi-structured interviews	Civic engagement and identity in immigrant groups, Civic teaching, learning and action across immigrant experiences, Participatory communal citizenship, Teacher training in civics education for diverse society
#122 (65)	<i>Review of Educational Research</i>	2019	"Democratic Education: A Theoretical Review (2006-2017)"	Edda Sant	Literature review, conceptual study	Discourse review of concept of democratic education in education research, Elitist and neoliberal discourses against democratic education, Liberal, deliberative, multiculturalist, participatory, critical, and agonistic discourses in favor of democratic education, Recommendations for educational practice via pedagogues across democratic education scholarship
#126 (66)	<i>Review of Educational Research</i>	2009	"Peace Education in Societies Involved in Intractable Conflicts: Direct and Indirect Models"	Daniel Bar-Tal, Yigal Rosen	Literature review, conceptual study	Peace education, Peace education in conflict zones, Direct and indirect models of peace education

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#127 (67)	<i>Review of Educational Research</i>	2006	"More Than Words? Delving Into the Substantive Meanings(s) of "Social Justice" in Education"	Connie E. North	Literature review, conceptual study	Definition of social/civic values, Definition of social/civic competency, Social justice as civic value, Education for social justice
#128 (68)	<i>Review of Educational Research</i>	2006	"Contemporary Discourses of Citizenship"	Kathleen Knight Abovitz, Jason Harmish	Literature review, discourse analysis	Discourse analysis of citizenship in United States, The "civic republican" and "liberal" frameworks of citizenship most influential, Identification of discourses which are active in contesting citizenship practices in lived political arenas, Questions the view of political life in Western democracies that is promoted by the dominant discourses of citizenship in K-12 schooling
#178 (69)	<i>Political Behavior</i>	2001	"Democratic Political Competence: Clearing the Underbrush and a Controversial Proposal"	Robert Weissberg	Conceptual study	Definition of social/civic competency, Theoretical and empirical nature of association between democracy and appropriately trained citizens, Definition of term democratic competence, Ideological nature of definitions of social/civic competencies
#179 (70)	<i>PS: Political Science & Politics</i>	2019	"Social Media Learning as a Pedagogical Tool: Twitter and Engagement in Civic Dialogue and Public Policy"	Jennie Sweet-Cushman	Mixed methods research, descriptive, correlational and prescriptive	Higher education, Learning civic values and attitudes in university classrooms, Social media as tool for social/civic learning, Digital media literacy skills
#184 (71)	<i>PS: Political Science & Politics</i>	2010	"Standardizing Citizenship: The Potential Influence of State Curriculum Standards on the Civic Development of Adolescents"	Wayne Journell	Content analysis, case study	Definition of social/civic competency, Documental analysis, Social/civic competency in educational legislation documentation, Civic republicanism, character education, deliberative, social justice, participatory, transnational, and cosmopolitan
#186 (72)	<i>PS: Political Science & Politics</i>	2006	"The Limits of Political Efficacy: Educating Citizens for a Democratic Society"	Joseph Kahne and Joel Westheimer	Conceptual study	Role of educators in promoting political participation and civic engagement, Relationship between efficacy and civic and political participation, Opportunities for efficacy are often desirable, Youth civic engagement and participation, Limits of political efficacy as a curricular goal Rethinking political efficacy as a curricular goal
#188 (73)	<i>PS: Political Science & Politics</i>	2004	"The Brown Decision's Other Legacy: Civic Education and the Rodriguez Case"	Paul Stacic	Conceptual study	Education for democratic citizenship, Desegregation of US schools, Civic importance of public education, School as a place of moral learning
#189 (74)	<i>PS: Political Science & Politics</i>	2004	"Introduction—The Politics of Civic Education"	Joel Westheimer	Conceptual study	Civic education as means to teach the critical and deliberative skills necessary to participate effectively in public debates, Hesitancy to civic education that encourages dissent and critique of current policies, Engaging politics in civic education, Arguments for and against scope and objectives of civic education

Code	Journal Title	Year Published	Article Title	Author(S)	Methodology	Categories
#190 (75)	<i>PS: Political Science & Politics</i>	2004	"Educating the 'Good' Citizen: Political Choices and Pedagogical Goals"	Joel Westheimer and Joseph Kahne	Conceptual study	Spectrum of ideas about what good citizenship is and what good citizens do that are embodied by democratic education programs nationwide. Kinds of citizens needed to support an effective democratic society. Personally responsible citizen; the participatory citizen; and the justice-oriented citizen. Citizenship without politics: service and character, but not democracy
#191 (76)	<i>PS: Political Science & Politics</i>	2004	"Negotiating the Politics of Citizenship Education"	E. Wayne Ross	Conceptual study	Definition of social/civic competency. Definition of social/civic values. Preparation of young people to possess the knowledge, skills, and values necessary for active participation in society. Deliberation as the heart of education for democratic citizenship and democracy itself
#192 (77)	<i>PS: Political Science & Politics</i>	2004	"Diversity, Immigration, and the Politics of Civic Education"	Jane Junn	Conceptual study	Role of civics education in a multicultural society. Assuming equality of agency and participatory efficacy. Accommodating diversity in civic education. The democratic imperative of equality
#193 (78)	<i>PS: Political Science & Politics</i>	2004	"Controversies about Controversial Issues in Democratic Education"	Diana E. Hess	Conceptual study	Teaching students to discuss controversial political issues in schools. The inevitability of controversies about controversial issues. Disagreement over the purposes of democratic education. Charges of indoctrination in civics education. Teachers' responses to the controversies over controversial issues
#194 (79)	<i>PS: Political Science & Politics</i>	2004	"Civic Education and Political Participation"	William A. Galston	Conceptual study	The current condition of civic engagement. The current failure of civic education. Testing the importance of civic knowledge. School-based civic education. The importance and the challenge of civic education
#195 (80)	<i>PS: Political Science & Politics</i>	2004	"The Science of Politics—as Civic Education—Then and Now"	James Farr	Historical research, Conceptual study	History of discourse around civics education. Tracing arguments for and against. Descriptive study. Political nature of decisions about civics education. APSA Task Force on Civic Education
#197 (81)	<i>PS: Political Science & Politics</i>	2003	"Civic Education by Mandate: A State-by-State Analysis"	Karen M. Kedrowski	Document analysis	State mandates for college-level civic education. Descriptive study. State legislatures or bureaucracies recognize the value of civic education in producing an informed citizenry. APSA Task Force on Civic Education
#198 (82)	<i>PS: Political Science & Politics</i>	2003	"Nurturing Civic Lives: Developmental Perspectives on Civic Education—Introduction"	Melvin J. Dubnick	Historical research, Conceptual study	APSA Task Force on Civic Education. Civic education via developmental perspectives
#199 (83)	<i>PS: Political Science & Politics</i>	2003	"Civic Education, Civic Engagement, and Youth Civic Development"	Robert L. Dudley and Alan R. Gitelson	Historical research, Conceptual study	APSA Task Force on Civic Education. Reviving and revising interest in political socialization. The importance of political knowledge. Arguments for and against scope and objectives of civic education
#209 (84)	<i>Youth & Society</i>	2013	"Education For Democracy by Young People in Community-Based Organizations"	Barry Checkoway	Case studies	Democracy and education. Evaluating variety of democratic education programs. Community-based programs as means of exercising democratic practices

Appendix C: data extraction from articles excluded in revision

Code	Journal title	Year published	Article title	Author(s)	Reason for exclusion
#2	<i>Educación XXI</i>	2017	"Educación ciudadana y dimensiones de la memoria en la enseñanza de las ciencias sociales: investigación sobre las concepciones del profesorado de educación secundaria de Huelva y provincia"	Emilio José Delgado-Algarra, Jesús Estepa-Giménez	Method: empirical
#4	<i>Educación XXI</i>	2015	"Pedagogía de la muerte mediante aprendizaje servicio"	Pablo Rodríguez Herrero, Agustín de la Herrán Gascón, Mar Corina Selva	Not aligned with topic of civics education
#8	<i>Educación XXI</i>	2013	"Participación y abstención de los jóvenes en las elecciones al Parlamento Europeo de 2009: una respuesta desde la educación cívico-política"	Carolina Ugarte, Charo Reparaz, Concepción Naval	Not aligned with topic of civics education
#11	<i>Educación XXI</i>	2010	"La perspectiva de la ética del cuidado: una forma diferente de hacer educación"	Victoria Vázquez Verdlera	Not aligned with topic of civics education
#14	<i>Educación XXI</i>	2003	"Fundamentos teóricos del día escolar de la no violencia y la paz' (DENIP)"	Llorenç Vidal	Not aligned with topic of civics education, Theoretical framework of one specific day, not topic in general
#19	<i>Revista de Educación</i>	2014	"Ética de la vida familiar y transmisión de valores morales"	Ramón Minguez Vallejos	Does not align with topic of civics education
#20	<i>Revista de Educación</i>	2013	"Lautidad, convivencia ciudadana y educación"	Enrique Gervilla Castillo	Does not align with topic of civics education
#22	<i>Revista de Educación</i>	2013	"Convivencia y participación de jóvenes en Sant Boi de Llobregat (Barcelona)"	Berta Palou Julián, Mercedes Rodríguez Lajo, Ruth Vila Baños	Method: quantitative
#29	<i>Revista de Educación</i>	2011	"La universidad como espacio cívico: valoración estudiantil de las modalidades de participación política universitaria"	Gonzalo Jover Olmeda, Esther Lopez Martín, Patricia Quiroga Uceda	Method: quantitative
#36	<i>Revista de Educación</i>	2007	"Fundar la ciudadanía, formar el hombre, construir la democracia. Europa como solución para las escuelas de España"	Juan Manuel Fernández Soria	Does not align with topic of civics education
#37	<i>Revista de Educación</i>	2006	"El laberinto de la educación pública: globalización, participación, diferencia y exclusión social"	Eduardo S. Vila Merino	Does not align with topic of civics education
#41	<i>Revista de Educación</i>	2003	"Sociedad multicultural y ciudadanía: hacia una sociedad y ciudadanía interculturales"	Margarita Bartolomé Pina, Flor Cabrera Rodríguez	Does not align with topic of civics education
#52	<i>Revista de Educación</i>	2003	"La ciudad como espacio socioeducativo del ciudadano: problemas y posibilidades"	Luis Fernando Valero Iglesias	Does not align with topic of civics education
#53	<i>Revista de Educación</i>	2003	"Educación ciudadana y medios de comunicación"	Vicente Romano	Does not align with topic of civics education
#54	<i>Revista de Educación</i>	2003	"Seis preguntas sobre ciudadanía y educación para la ciudadanía en España"	Coordinación del número	Format: not article, but rather a discussion piece (forum)
#55	<i>Revista de Educación</i>	2003	"Respuestas del Grupo de Recerca en Educació Moral (GREM) de la Universitat de Barcelona"	Miquel Martínez	Format: not article, but rather a discussion piece (forum)
#56	<i>Revista de Educación</i>	2003	"Respuestas del Grupo de Investigación en Educación para la Ciudadanía (GIEC) de la Universidad de Navarra"	Concepción Naval	Format: not article, but rather a discussion piece (forum)

Code	Journal title	Year published	Article title	Author(s)	Reason for exclusion
#57	<i>Revista de Educación</i>	2002	"Educando para el futuro: rompiendo la influencia del neoliberalismo"	Henri Giroux	Risk of bias
#58	<i>Revista de Educación</i>	2001	"La participación democrática del alumnado en los centros de educación secundaria"	Juan Bautista Martínez Rodríguez, José Luis Aróstegui Plaza	Method: quantitative
#61	<i>Revista Española de Pedagogía</i>	2019	"Twitter y opinión pública. Una perspectiva crítica para un horizonte educativo"	Vicent Gozálviz, Luis Miguel Romero-Rodríguez, Camilo Larrea-Oña	Does not align with topic of civics education
#62	<i>Revista Española de Pedagogía</i>	2018	"Los 'padres' pedagógicos de Europa. Discursos educativos fundacionales para la integración europea, cien años después de la Gran Guerra"	Isabel Vilafranca Manguan, Raquel Cercós Raichs, Jordi García Farrero	Does not align with topic of civics education
#67	<i>Revista Española de Pedagogía</i>	2013	"Pedagogía personalista y educación para la paz"	Sira Serenella Macchietti	Study outside of Spain/US
#68	<i>Revista Española de Pedagogía</i>	2012	"La competencia social y cívica: una aproximación a la realidad escolar"	María Puig Gutiérrez, Juan Antonio Morales Lozano	Duplicate article
#73	<i>Revista Española de Pedagogía</i>	2008	"La construcción de identidades en la sociedad actual: un desafío para la educación y para la democracia"	Francisco Rodríguez Lestegás	Does not align with topic of civics education (rather: civic identity at national and european level)
#77	<i>Revista Española de Pedagogía</i>	2004	"La educación moral como pedagogía de la alteridad"	Pedro Ortega Ruiz	Duplicate article
#83	<i>Revista de Estudios Políticos</i>	2015	"Liberalismo político, educación y particularismo religioso. Wisconsin v. Yoder y el valor de la educación"	Daniel Loewe	Not aligned with the topic of civics education
#84	<i>Revista de Estudios Políticos</i>	2012	"La retórica de la democracia y el liberalismo político en los escritos de John Dewey"	José María Rosales	Not aligned with the topic of civics education
#85	<i>Revista de Estudios Políticos</i>	2010	"Hacia un Estado post-patriarcal. Feminismo y ciudadanía"	Blanca Rodríguez Ruiz	Not aligned with the topic of civics education
#89	<i>Revista Española de Investigaciones Sociológicas</i>	2016	"Citizens, Politicians and Experts in Political Decision-Making: The Importance of Perceptions of the Qualities of Political Actors"	Adrián del Río, Clemente J. Navarr, Joan Font	Not aligned with topic of civics education
#90	<i>Revista Española de Investigaciones Sociológicas</i>	2012	"Representaciones de la ciudadanía en los servicios públicos: reconocimiento, mérito y autonomía"	Alberto Martín Pérez, Eva Martín Coppola, Alessandro Gentile, Marta Gutiérrez Sastre	Not aligned with topic of civics education
#92	<i>Revista Internacional de Sociología</i>	2014	"¿Otra clase de politización? Representaciones de la vida colectiva y procesos de implicación cívica de los jóvenes en situación de desventaja"	Jorge Benedicto, María Luz Morán	Not aligned with topic of civics education
#93	<i>Revista Internacional de Sociología</i>	2012	"Ética civil y ética religiosa en España"	Antonio Alaminos Chica, Clemente Penalva Verdú	Method: quantitative, does not align with topic of civic education
#95	<i>American Educational Research Journal</i>	2020	"In Real Life, You Have to Speak Up: Civic Implications of No-Excuses Classroom Management Practices"	Eliot J. Graham	Not open access
#97	<i>American Educational Research Journal</i>	2020	"Dear Future President of the United States: Analyzing Youth Civic Writing Within the 2016 Letters to the Next President Project"	Antero Garcia, Amber Maria Levinson, Emma Carene Gargroetzi	Not open access

Code	Journal title	Year published	Article title	Author(s)	Reason for exclusion
#98	<i>American Educational Research Journal</i>	2020	"Fostering Democratic and Social-Emotional Learning in Action Civics Programming: Factors That Shape Students' Learning From Project Soapbox"	Molly W. Andolina, Hilary G. Conklin	Not open access
#99	<i>American Educational Research Journal</i>	2019	"I Don't Want to Come Off as Pushing an Agenda: How Contexts Shaped Teachers' Pedagogy in the Days After the 2016 U.S. Presidential Election"	Alyssa Hadley Dunn, Beth Sondel, Hannah Carson Baggett	Not open access
#100	<i>American Educational Research Journal</i>	2017	"Immigrant Youth Organizing as Civic Preparation"	Rand Quinn, Chi Nguyen	Not open access
#101	<i>American Educational Research Journal</i>	2016	"Figured Worlds of Citizenship: Examining Differences Made in 'Making a Difference' in an Elementary School Classroom"	Eve Mayes, Dana L. Mitra, Stephanie C. Serriere	Not open access
#102	<i>American Educational Research Journal</i>	2014	"Dewey's 'Science as Method': a Century Later: Reviving Science Education for Civic Ends"	John L. Rudolph	Does not align with topic of civics education
#104	<i>American Educational Research Journal</i>	2012	"Diverse Schools in a Democratic Society: New Ways of Understanding How School Demographics Affect Civic and Political Learning"	Rebecca Jacobsen, Erica Frankenberg, Sarah Winchell Lenhoff	Not open access
#105	<i>American Educational Research Journal</i>	2012	"Cultivating Flourishing Lives: A Robust Social Justice Vision of Education"	Carl A. Grant	Not open access
#106	<i>American Educational Research Journal</i>	2008	"So Much More Than 'Sex Ed': Teen Sexuality as Vehicle for Improving Academic Success and Democratic Education for Diverse Youth"	Catherine Ashcraft	Not open access
#107	<i>American Educational Research Journal</i>	2008	"Developing Citizens: The Impact of Civic Learning Opportunities on Students' Commitment to Civic Participation"	Joseph E. Kahne, Susan E. Sporte	Not open access
#108	<i>American Educational Research Journal</i>	2007	"High School Community Service as a Predictor of Adult Voting and Volunteering"	Daniel Hart, Thomas M. Donnelly, James Youniss, Robert Atkins	Method: quantitative/empirical
#109	<i>American Educational Research Journal</i>	2004	"What Kind of Citizen? The Politics of Educating for Democracy"	Joel Westheimer, Joseph Kahne	Not open access
#110	<i>American Educational Research Journal</i>	2002	"Minds Stayed on Freedom: Politics and Pedagogy in the African-American Freedom Struggle"	Daniel Perlstein	Not open access
#111	<i>American Educational Research Journal</i>	2002	"When Tribal Sovereignty Challenges Democracy: American Indian Education and the Democratic Ideal"	K. Tsianina Lomawaima, Teresa L. McCarty	Not open access
#112	<i>American Educational Research Journal</i>	2002	"Democracy's High School? Social Change and American Secondary Education in the Post-Conant Era"	John L. Rury	Not open access

Code	Journal title	Year published	Article title	Author(s)	Reason for exclusion
#113	<i>American Educational Research Journal</i>	2002	"Globalization, Education, and Citizenship: Solidarity Versus Markets?"	Carlos Alberto Torres	Not open access
#114	<i>American Educational Research Journal</i>	2002	"Humanizing Democracy: Matthew Arnolds Nineteenth-Century Call for a Common, Higher, Educative Pursuit of Happiness and Its Relevance to Twenty-First-Century Democratic Life"	Bruce Novak	Not open access
#115	<i>American Educational Research Journal</i>	2000	"Democratizing Conversations: Racialized Talk in a Post-Desegregated Middle School"	Katherine Schultz, Patricia Buck, Tricia Niesz	Not open access
#116	<i>Educational Researcher</i>	2018	"American Educators' Confrontation With Fascism"	Thomas Fallace	Not open access
#117	<i>Educational Researcher</i>	2017	"Failed Citizenship and Transformative Civic Education"	James A. Banks	Not open access
#118	<i>Educational Researcher</i>	2016	"Fostering Political Interest Among Youth During the 2012 Presidential Election: Instructional Opportunities and Challenges in a Swing State"	Brett L. M. Levy, Benjamin G. Solomon, Lauren Collet-Gillard	Not open access
#119	<i>Educational Researcher</i>	2009	"Student Speech Rights and the Special Characteristics of the School Environment"	Bryan R. Warnick	Not open access
#120	<i>Educational Researcher</i>	2008	"Diversity, Group Identity, and Citizenship Education in a Global Age"	James A. Banks	Not open access
#121	<i>Educational Researcher</i>	2006	"Public Discourses in Schools: Purposes, Problems, Possibilities"	Walter C. Parker	Not open access
#123	<i>Review of Educational Research</i>	2019	"Does Education Lead to Pacification? A Systematic Review of Statistical Studies on Education and Political Violence"	Gudrun Østby, Henrik Urdal, Kendra Dupuy	Not aligned with topic of civics education (rather: effect of level of education on X)
#124	<i>Review of Educational Research</i>	2018	"A Review of Research Connecting Digital Storytelling, Photovoice, and Civic Engagement"	Stuart Greene, Kevin J. Burke, Maria K. McKenna	Not aligned with topic of civics education
#125	<i>Review of Educational Research</i>	2011	"Promoting Participation in a Diverse Democracy: A Meta-Analysis of College Diversity Experiences and Civic Engagement"	Nicholas A. Bowman	Not aligned with topic of civics education (rather: effect of level of diversity exposure on civic engagement)
#129	<i>Review of Educational Research</i>	2000	"Teaching Freedom? Postmodern Perspectives"	Aaron Schutz	Does not align with topic of civics education
#130	<i>Review of Research in Education</i>	2017	"Civic Participation Reimagined: Youth Interrogation and Innovation in the Multimodal Public Sphere"	Nicole Mirra, Antero Garcia	Not open access
#131	<i>Review of Research in Education</i>	2012	"Education, Democracy, and the Public Good"	Kathryn M. Borman, Arnold B. Danzig, David R. Garcia	Not open access
#132	<i>Review of Research in Education</i>	2012	"Latino Education, Civic Engagement, and the Public Good"	Lisa Garcia Bedolla	Not open access
#133	<i>Review of Research in Education</i>	2012	"Building Power, Learning Democracy: Youth Organizing as a Site of Civic Development"	John Rogers, Kavitha Mediratta, Seema Shah	Not open access

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#134	<i>Review of Research in Education</i>	2012	"The Struggle Between Individualism and Communitarianism: The Pressure of Population, Prejudice, and the Pursue"	Gene V Glass, A. G. Rud	Not open access
#135	<i>Review of Research in Education</i>	2012	"Erosion and Experience: Education for Democracy in a Consumer Society"	Jennifer A. Sandlin, Jake Burdick, Trevor Norris	Not open access
#136	<i>Review of Research in Education</i>	2012	"Beyond Idealized Citizenship Education: Embodied Cognition, Metaphors, and Democracy"	Gustavo E. Fischman, Eric Haas	Not open access
#137	<i>Review of Research in Education</i>	2012	"Democracy and Education in Postsecular Society"	Shlomo Fischer, Yotam Hotam, Philip Wexler	Not open access
#138	<i>Review of Research in Education</i>	2007	"Chapter 7. A Selected History of Social Justice in Education"	Joy Ann Williamson, Lori Rhodes, Michael Dunson	Not open access
#139	<i>Sociology of Education</i>	2010	"Human Rights in Social Science Textbooks: Cross-national Analyses, 1970-2008"	John W. Meyer, Patricia Bromley, Francisco O. Ramirez	Not open access
#140	<i>Sociology of Education</i>	2009	"UNESCO and the Associated Schools Project: Symbolic Affirmation of World Community, International Understanding, and Human Rights"	David F. Suárez, Francisco O. Ramirez, Jeong-Woo Koo	Not open access
#141	<i>American Journal of Political Science</i>	2019	"Do Social Rights Affect Social Outcomes?"	Christian Bjørnskov, Jacob Mchangama	Not aligned with topic of civics education
#142	<i>American Journal of Political Science</i>	2019	"The Distinctive Value of Elections and the Case for Compulsory Voting"	Emilee Booth Chapman	Not aligned with topic of civics education
#143	<i>American Journal of Political Science</i>	2018	"Encouraging Political Voices of Underrepresented Citizens through Coproduction: Evidence from a Randomized Field Trial"	Morten Hjortskov, Simon Calmar Andersen, Morten Jakobsen	Not aligned with topic of civics education
#144	<i>American Journal of Political Science</i>	2010	"Civic Engagements: Resolute Partisanship or Reflective Deliberation"	Michael MacKuen, Jennifer Wolak, Luke Keele, George E. Marcus	Not aligned with topic of civics education
#145	<i>American Journal of Political Science</i>	2009	"Civic Engagement and Education: An Empirical Test of the Sorting Model"	David E. Campbell	Method: quantitative/empirical
#146	<i>American Journal of Political Science</i>	2006	"Citizens, Knowledge, and the Information Environment"	Jennifer Jerit, Jason Barabas, Toby Bolsen	Not aligned with topic of civics education
#147	<i>American Journal of Political Science</i>	2004	"Campaign Advertising and Democratic Citizenship"	Paul Freedman, Michael Franz, Kenneth Goldstein	Not aligned with topic of civics education
#148	<i>American Politics Research</i>	2020	"Knowledge Persists, Opinions Drift: Learning and Opinion Change in a Three-Wave Panel Experiment"	Conor M. Dowling, Michael Henderson, Michael G. Miller	Not open access
#149	<i>American Politics Research</i>	2020	"United in States of Dissatisfaction: Confirmation Bias Across the Partisan Divide"	Amy E. Lerman, Daniel Acland	Not open access
#150	<i>American Politics Research</i>	2019	"Disagreement Without Deterrence: The Importance of the Setting for the Study of Political Disagreement and Participation of Youth"	Jessica T. Fezeell, Jessica L. Jones	Not open access
#151	<i>American Politics Research</i>	2019	"The Effect of Education on Political Knowledge: Evidence from Monozygotic Twins"	Aaron C. Weinschenk, Christopher T. Dawes	Not open access
#152	<i>American Politics Research</i>	2012	"The Effectiveness of Civic Education: Are 'Good' Teachers Actually Good for 'All' Students?"	Jason Gainous, Allison M. Martens	Not open access

Code	Journal title	Year published	Article title	Author(s)	Reason for exclusion
#153	<i>American Politics Research</i>	2009	"Civic Talk and Civic Participation: The Moderating Effect of Individual Predispositions"	Casey A. Klofstad	Not open access
#154	<i>American Politics Research</i>	2007	"Sticking Together: Classroom Diversity and Civic Education"	David E. Campbell	Not open access
#155	<i>American Politics Research</i>	2006	"On the Margins of Democratic Life: The Impact of Race and Ethnicity on the Political Engagement of Young People"	Kim L. Fridkin, Patrick J. Kenney, Jack Crittenden	Not open access
#156	<i>American Politics Research</i>	2002	"The Impact of High School Community Service Programs on Students' Feelings of Civic Obligation"	Eric Riedel	Not open access
#157	<i>American Politics Research</i>	2000	"Interpretation of Interaction Effects in Logit and Probit Analyses: Reconsidering the Relationship Between Registration Laws, Education, and Voter Turnout"	Chi Huang, Todd G. Shields	Not open access
#158	<i>American Political Science Review</i>	2018	"What Makes a Good Neighbor? Race, Place, and Norms of Political Participation"	Allison P. Anoll	Not open access
#159	<i>American Political Science Review</i>	2016	"Domination and Care in Rousseau's Emile"	Shawn Fraistat	Not open access
#160	<i>American Political Science Review</i>	2016	"Testing Civics: State-Level Civic Education Requirements and Political Knowledge"	David E. Campbell and Richard G. Niemi	Not open access
#161	<i>American Political Science Review</i>	2007	"The Gender of Citizenship"	Stephen T. Leonard and Joan C. Tronto	Not open access
#162	<i>American Political Science Review</i>	2000	"A Nation of Organizers: The Institutional Origins of Civic Voluntarism in the United States"	Theda Skocpol, Marshall Ganz and Ziad Munson	Not open access
#163	<i>The ANNALS of the American Academy of Political and Social Science</i>	2011	"To Be (Come) or Not to Be (Come): Understanding Children's Citizenship"	Allison James	Not open access
#164	<i>The ANNALS of the American Academy of Political and Social Science</i>	2011	"Children: From Rights to Citizenship"	Felton Earls	Not open access
#165	<i>The ANNALS of the American Academy of Political and Social Science</i>	2012	"What Does It Mean to Be a Good Citizen? Citizenship Vocabulary as Resources for Action"	Kjerstin Thorson	Not open access
#166	<i>The ANNALS of the American Academy of Political and Social Science</i>	2014	"How the Criminal Justice System Educates Citizens"	Benjamin Justice, Tracey L. Meares	Not open access
#167	<i>The ANNALS of the American Academy of Political and Social Science</i>	2000	"Creating Peaceable Schools"	Susan L. Caulfield	Does not align with topic of civics education

Code	Journal title	Year published	Article title	Author(s)	Reason for exclusion
#168	<i>The ANNALS of the American Academy of Political and Social Science</i>	2000	"Educating for Peace"	Hal Pepinsky	Does not align with topic of civics education
#169	<i>International Political Sociology</i>	2018	"Crafting the 'Well-Rounded Citizen': Empowerment and the Government of Counterradicalization"	Niklas Alstermark, Hampus Nilsson	Not open access
#170	<i>International Political Sociology</i>	2018	"What Can Counterterrorism Learn from Cognitive Justice in Global Citizenship Education?"	April Biccum	Not open access
#171	<i>Perspectives on Politics</i>	2018	"Schooling as a Formative Political Experience: Authority Relations and the Education of Citizens"	Sarah K. Bruch and Joe Soss	Not open access
#172	<i>Perspectives on Politics</i>	2017	"The Fact of Experience: Rethinking Political Knowledge and Civic Competence"	Katherine J. Cramer and Benjamin Toff	Not open access
#173	<i>Perspectives on Politics</i>	2016	"The Turn Away from Government and the Need to Revive the Civic Purpose of Higher Education"	Katherine J. Cramer	Not open access
#174	<i>Perspectives on Politics</i>	2013	"Should Political Scientists Care about Civic Education?"	Richard M. Battistoni	Not open access
#175	<i>Perspectives on Politics</i>	2009	"Political Theory, Political Science and the End of Civic Engagement"	Ben Berger	Does not align with topic of civic education (rather: evolution of civic engagement writ large)
#176	<i>Political Behavior</i>	2016	"The Compensation Effect of Civic Education on Political Engagement: How Civics Classes Make Up for Missing Parental Socialization"	Anja Neundorff, Richard G. Niemi & Kaat Smets	Method: quantitative/empirical
#177	<i>Political Behavior</i>	2008	"Voice in the Classroom: How an Open Classroom Climate Fosters Political Engagement Among Adolescents"	David E. Campbell	Method: quantitative/empirical
#180	<i>PS: Political Science & Politics</i>	2017	"Teaching Across Cultures: Student-Led Modules in a Human Rights Course"	Becca McBride	Does not align with topic of civics education broadly
#181	<i>PS: Political Science & Politics</i>	2012	"Methodological Lessons Learned from Conducting Civic Education Research in High Schools"	Elizabeth C. Mautt and Timothy Verecchioni	Does not align with topic of civics education broadly
#182	<i>PS: Political Science & Politics</i>	2010	"Practical Theory: Teaching Political and Economic Citizenship"	J. Wesley Martin	Not open access
#183	<i>PS: Political Science & Politics</i>	2010	"Blending Elements of Economics and Political Science: Intergenerational Dialogue, Civic Engagement, and Related Student Scholarly Activity"	Rob Catlett	Not open access
#185	<i>PS: Political Science & Politics</i>	2008	"Transborder Service Learning: New Frontiers in Civic Engagement"	Luis Cabrera and Jeffrey Anastasi	METHOD: Intervention
#187	<i>PS: Political Science & Politics</i>	2005	"Introduction—Changing Citizenship Theory and Practice: Comparative Perspectives in a Democratic Framework"	Martin O. Heisler	Does not align with topic of civics education (rather citizenship as nationality)
#196	<i>PS: Political Science & Politics</i>	2003	"Civic Education and Political Science: A Survey of Practices"	Susan Hunter and Richard A. Brisbin	Method: quantitative/empirical

Code	Journal title	Year published	Article title	Author(s)	Reason for exclusion
#200	PS: Political Science & Politics	2003	"A Cross-National Analysis of Political and Civic Involvement Among Adolescents"	Judith Torney-Purta and Jo-Ann Amadeo	Does not align with topic of civics education (rather civic participation behaviors)
#201	PS: Political Science & Politics	2003	"Habits from Home, Lessons from School: Influences on Youth Civic Engagement"	Molly W. Andolina, Krista Jenkins, Cliff Zukin and Scott Keeter	Does not align with topic of civics education (rather civic participation behaviors)
#202	PS: Political Science & Politics	2002	"Will 9/11 and the War on Terror Revitalize American Civic Democracy?"	Theda Skocpol	Not open access
#203	PS: Political Science & Politics	2002	"Civic Skill Building: The Missing Component in Service Programs?"	Mary Kirlin	Not open access
#204	PS: Political Science & Politics	2000	"More Meaningful Analysis of Civic Education Is Needed"	David Lempert	Format: not article, but rather a discussion piece (forum)
#205	PS: Political Science & Politics	2000	"The Impact of Service Learning on Democratic and Civic Values"	Susan Hunter and Richard A. Brisbin Jr.	Not open access
#206	PS: Political Science & Politics	2000	"What Should Be Learned through Service Learning?"	Michael X. Delli Carpini and Scott Keeter	Not open access
#207	PS: Political Science & Politics	2000	"Service Learning and Political Socialization"	Diana Owen	Not open access
#208	PS: Political Science & Politics	2000	"Social Capital and Service Learning"	David E. Campbell	Not open access

Resumen

Comprensión conceptual de la educación cívica en España y Estados Unidos: una revisión sistemática

INTRODUCCIÓN. ¿Cómo se aprende a vivir con los demás? ¿Qué significa ser ciudadano en una democracia liberal? ¿Cómo se garantiza el futuro de las frágiles instituciones democráticas? La educación cívica, la actividad formativa que consiste en capacitar a las jóvenes generaciones para que formen parte de la sociedad mediante el fomento de la participación activa e informada, es un ámbito de estudio ligado desde hace tiempo a la búsqueda de respuestas a estas preguntas. **MÉTODO Y RESULTADOS.** Mediante una revisión sistemática, el presente artículo describe la evolución conceptual de la educación cívica en España y Estados Unidos en los años 2000-2020. En la revisión se incluyeron 84 artículos que fueron analizados y codificados cualitativamente. Se analizan los acontecimientos más importantes de ambos países junto con las publicaciones académicas en un esfuerzo por rastrear los cambios, los puntos de inflexión y los cambios de enfoque dentro de los campos de estudio. **DISCUSIÓN.** El presente artículo identifica acontecimientos históricos relevantes de cada país, como el movimiento contra la austeridad en España y los acontecimientos del 11 de septiembre, como posibles hitos dentro de la evolución conceptual de la literatura sobre educación cívica. Este artículo representa la primera fase de un proyecto de investigación más amplio que contextualiza los acontecimientos históricos relevantes dentro del cuerpo de investigación en los campos de la educación, la ciencia política y la sociología en relación con el estudio de la educación cívica.

Palabras clave: *Educación para la ciudadanía, Cívica, Revisión de la literatura, Valores democráticos, Valores sociales.*

Résumé

Une compréhension conceptuelle de l'éducation civique en Espagne et aux États-Unis : analyse méthodique

INTRODUCTION. Comment un individu cohabite-t-il avec les autres ? Que signifie être citoyen dans une démocratie libérale ? Comment pouvons-nous assurer le futur d'institutions démocratiques fragiles ? L'éducation civique, les activités formatrices pour entraîner les jeunes générations à faire partie de la société en encourageant la participation active et informée dans leur société démocratique, est un domaine d'étude lié depuis très longtemps à la recherche de ces réponses. **MÉTHODE ET RÉSULTATS.** Au travers d'une analyse méthodique, cet article décrit l'évolution conceptuelle de l'éducation civique en Espagne et aux États-Unis entre 2000 et 2020. Quarante-quatre articles ont été inclus dans la révision, et ont été analysés et codés de manière qualitative. Des événements importants de chaque pays ont été juxtaposés avec des publications académiques afin de suivre les évolutions, les points d'inflexion et les changements d'orientation dans les domaines d'études. **DISCUSSION.** Cet article dépeint les événements historiques dans chaque pays, tels que le Mouvement des Indignés en Espagne ou les événements du 11 septembre, comme étant des faits marquants dans l'évolution conceptuelle de la littérature en éducation civique. Cet article représente la première phase d'un grand projet de recherche qui contextualise

des évènements historiques importants dans le corps de recherche des domaines de l'éducation, des sciences politiques et de l'éducation civique.

Mots-clés : *Éducation citoyenne, Éducation civique, Revues littéraires, Valeurs démocratiques, Valeurs sociales.*

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