

Heterotopias of Citizenship – Educational Discourse and Pedagogies of Militarization in the Spaces of Youth Organizations. A Critical-Analytical and Comparative Approach

In present-day social sciences, the term **citizenship** is understood very broadly. It is related less to formal and legal ramifications, and more to norms, practices, meanings and identities. There are numerous studies on citizenship and civic education in the world; however, there is a clear deficit in exploring young people's perspectives associated with understanding it. This area is particularly interesting and, in addition, requires constant monitoring in view of the changing social and political situation in Europe and beyond.

The **main objective of the planned study** is to reconstruct heterotopias of citizenship of selected youth organizations and to present them using a critical-analytical and comparative approach.

Heterotopia is a term described by Michel Foucault; it denotes a space marked by tangled networks of relationships. This concept reflects the complexity and lack of universal experience of space in the modern world. For this reason, it is deemed useful for dealing with the subject of the planned study. Citizenship studied through the prism of the concept of heterotopias reveals its complicated character: simultaneous projection of the past, present, and future, along with the presence of various kinds and functions of space. Such an approach to the subject of the study will allow new interpretations of phenomena related to civic education and to understanding of citizenship. Thus far, the category of heterotopias has not been used in studies focusing on this area.

As heterotopias of citizenship manifest themselves in the linguistic and symbolic layer, we will reconstruct them on the basis of an **analysis of educational discourses and pedagogies of selected youth organizations, both Polish and Ukrainian.**

The analyzed material will include texts created by the youth organizations and their representatives in the form of documents, programs, reports, press releases, and other statements published in the press and in social media. At the stage of data collection, **archive analysis and monitoring of the media** will be conducted, and at the level of data analysis – **critical and post-Foucauldian discourse analysis and content analysis.** The subject of the study will be public benefit youth organizations associated in the Polish Council of Youth Organizations and organizations that became the subject of press reports in connection with the celebrations of the 100th anniversary of regaining independence (in Poland) and 100th anniversary of gaining statehood (in Ukraine) in 2018. The common denominator of the planned comparative studies is the assumption that the initial situation of the educational transformation processes is similar, but that the pace and paths of systemic transformation in both countries are different.

In reconstructing the meanings of citizenship, we will focus on **two aspects: the structure and content of the educational discourses studied, and the pedagogy of youth organizations** in different political and cultural conditions. In scientific research, the term “**educational discourse**” means both “discourse in education” (e.g. the discourse present where there is educational practice, including extracurricular education, in this case in youth organizations) and “discourse as education.” (here: civic education) and “discourse on education” (e.g. in the media). The wide range of phenomena covered by these categories is derived from the richness of both the theory of discourse and the concept of education. **Pedagogy**, on the other hand, is a relatively stable and coherent educational practice, and researching it includes diagnosing the situation and the educational goals, and describing the ways in which they are realized in specific conditions. We consider **pedagogies of militarization** to be particularly noteworthy and relevant from the comparative perspective (Polish-Ukrainian). Studies on formal civic education in Ukraine indicate a strong presence of militaristic and nationalistic content.

Previous research on citizenship has focused very strongly on the one hand on the normatively understood civic activity, and on the other hand on formal (school) civic education. The proposed research perspective goes far beyond this. The planned study will make a significant contribution to the theory of discourse and to our knowledge of the meaning of citizenship present in extracurricular education in various social and political contexts, including the “hot” period of celebrating the 100th anniversary of Poland's independence and the 100th anniversary of Ukrainian statehood.