

Civic Engagement in the Classroom:

**Strategies for Incorporating Education
for Civic and Social Responsibility in the
Undergraduate Curriculum**

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About Project Pericles

Project Pericles is a not-for-profit organization that encourages and facilitates commitments by colleges and universities to include and encourage social responsibility and participatory citizenship as essential elements of their educational programs and student learning experiences. Founded in 1999 by philanthropist Eugene M. Lang, Project Pericles works directly with its member institutions that, as Pericleans, individually and collaboratively foster the civic engagement and related learning experiences of students in the classroom, on the campus, and in the community.

Currently, Periclean colleges and universities across the country are implementing curricular and co-curricular activities that promote student understanding of civic problems and responsibilities and their capacity to “make a difference.” Particularly significant in this regard have been two signature Periclean programs -- Civic Engagement Course (CEC) Program™ and Debating for Democracy (D4D)™ -- that constructively involve not only students but faculty, administrators, staff, trustees, alumni, and community members in a growing range of socially-oriented enterprises and collaborations. By hosting annual meetings of presidents, faculty, and students, Project Pericles helps Pericleans share ideas and best practices to advance civic engagement in higher education.

Pericleans and Their Programs

Each Periclean college and university develops a comprehensive civic engagement program. Building on existing activities, the program reflects its institution’s characteristics and traditions – curricula, resources, student body, faculty interests, location, social concerns, alumni, and community relationships. Pericleans seek to harness the strengths and resources of the entire academic community in responding to the needs of society. A campus-appointed Periclean Program Director, who reports to the President, oversees each program. Programs include curricular and co-curricular activities in the classroom, on the campus, and in the community. Together, these programs provide students with a foundation for civic and social involvement.

The Periclean Commitment

Periclean Programs share these fundamental characteristics:

* *Formal Institutional Commitment*

Each Periclean Board of Trustees commits its institution to prepare students for socially responsible and participatory citizenship as an essential part of its educational agenda. To oversee implementation of this commitment, each Board establishes a standing board committee.

* *Constituency Involvement*

Periclean Programs invite the participation and contribution of all constituencies, recognizing that each—students, faculty, staff, administrators, trustees, alumni, and the community—has equity in the fulfillment of the institution’s commitment.

* *Collaboration/Cooperation*

Project Pericles facilitates collaboration and cooperation among Pericleans. It encourages Pericleans to build relationships with other educational service organizations and invites the exchange of information.

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We appreciate the support of the presidents, provosts, faculty members, students, and community partners of our member institutions. Without their participation the CEC Program would not have been possible.

Finally, we thank the Periclean Program Directors, who, on their respective campuses, have helped create, facilitate, and oversee Periclean Programs.

Periclean Colleges and Universities

Allegheny College * Bates College * Berea College* Bethune-Cookman University
Chatham University * Dillard University* Drew University * Elon University
Hampshire College * Hendrix College * Macalester College* New England College
The New School * Occidental College* Pace University
Pitzer College * Rensselaer Polytechnic Institute* Rhodes College
St. Mary's College of Maryland * Spelman College * Swarthmore College
Ursinus College * Wagner College * Widener University

Table of Contents

I. Executive Summary	1
II. Program Overview	2
<i>Background</i>	2
<i>Program Goals and Objectives</i>	4
<i>Data and Methods</i>	4
III. Overview of Program Outcomes and Findings	6
IV. Strategies for the Incorporation of Civic Education in the Classroom	9
<i>Novel Approaches to Research Papers and Projects: Enabling Students to Relate Their Coursework to Real World Problems and Increasing Student Accountability</i>	10
<i>Exercises that Enable Students to Empathize with Individuals Working for Social and Political Change</i>	12
<i>Opportunities for Private and Public Reflection that Connect Coursework with Civic Engagement Experiences</i>	14
<i>Collaborative and Student-Led Projects that Help Students Learn to Work with Diverse Opinions and Groups</i>	16
<i>Exposing Students to Differing Opinions and Approaches to Help Them View Issues from Multiple Perspectives and Relate Coursework to Multiple Contexts</i>	18
V. Managing Expectations: Challenges and Solutions to Some of the Unique Demands of Civic Education	20
<i>The Expectations of Colleagues</i>	21
<i>The Expectations of CEC Faculty</i>	22
<i>The Expectations of and Needs of Community Partners</i>	23
<i>The Expectations of Students: The Additional Requirements of CECs</i>	24
<i>The Expectations of Students: Challenges in Dealing with Community Partners</i>	25
VI. Conclusions: The Benefits of Civic Education	26
VII. Bibliography	33
VII. Appendices	38
<i>Appendix A: Civic Engagement Course Grants Request for Proposals</i>	38
<i>Appendix B: Civic Engagement Courses (CEC) 2007-2009 by Discipline</i>	41
<i>Appendix C: Civic Engagement Course (CEC) Evaluation Requirements</i>	49

I. Executive Summary

Project Pericles is an expanding national consortium of colleges and universities that encourages and facilitates commitments by institutions of higher education to include social responsibility and participatory citizenship as essential elements of their educational programs, in the classroom, on the campus, and in the community. Since its founding in 2001, Project Pericles has witnessed the transformative effect that academic-focused civic engagement initiatives have on its constituent members throughout the institution – Periclean faculty, students, administrators, staff and even alumni. To further encourage and help its members to bring issues of civic and social responsibility into the classroom, from 2004 to 2006, Project Pericles engaged the cooperation and support of faculty to conduct a pilot study on incorporating civic education into undergraduate courses. The theory was that every academic discipline is associated with such issues. The results from this first phase of the Civic Engagement Course (CEC) Program™ indicated that incorporating civic engagement is feasible, can add value to the curriculum, can enhance student involvement with courses, and requires clear standards for course design and evaluation.

In 2007 Project Pericles initiated the second phase of its CEC Program in order to investigate these propositions in greater depth. With generous support from the Christian A. Johnson Endeavor Foundation, the Eugene M. Lang Foundation, and The Teagle Foundation, course proposals were solicited on a competitive basis from Periclean institutions in order to fund their development, testing (teaching), and evaluation. Project Pericles selected 44 liberal arts and sciences courses in a wide range of disciplines, each including issues associated with civic understanding and engagement. The CEC Program provided matching grants to Periclean colleges and universities to create or revise courses in ways that would enhance civic education. The selection of the CECs was a collaborative process that involved evaluation by faculty and staff on member campuses, the national office of Project Pericles, and external academic experts. The selection criteria included connection to civic responsibility, academic rigor, significance, creativity, feasibility, articulation and measurability of concrete goals, likelihood of encouraging the development of student opinion, transferability to future years and other campuses, and the institution's plan for evaluating the courses.

The primary goals of this second phase of the CEC Program were 1) to test the feasibility of incorporating civic education into the curriculum in a variety of disciplines; 2) to determine common learning outcomes among the CECs; and 3) to discuss teaching methods used by participating faculty that can be transferred across disciplines and institutions. Many faculty members report that the strategies they employed in the CECs significantly promoted classroom interest and participation. Moreover, the successful integration of civic themes into a wide variety of courses on diverse campuses demonstrated that *there are multiple possible approaches to civic education*. Despite this diversity of approaches, our analysis finds that most CECs shared three learning outcomes: *the ability to recognize and view issues of social concern from multiple perspectives and to formulate and express an informed opinion on these issues; the ability to relate academic materials to their practical applications regarding issues of social concern; the motivation and capacity to utilize these abilities to take action in the community*. Project Pericles believes that these three learning outcomes benefit students as they consider their personal places in the wider world.

In this paper we aim to help Pericleans and others continue to strengthen their commitment and ability to bring civic engagement into their academic programs. In our analysis of the CECs, we discuss 1) specific pedagogical strategies employed by the faculty to integrate education for civic and social responsibility into their courses and 2) the unique challenges of civic education. In order to explain these strategies and challenges, we have used syllabi and faculty and student evaluations as our primary sources. The two phases of the CEC Program have helped Periclean colleges and universities expand course offerings that encourage civic responsibility and have increased the range of courses in which social issues are considered. Periclean institutions now have a body of more than 100 CECs in a wide range of fields, and many faculty have already developed additional courses.

Although we recognize that faculty at Periclean institutions possess a level of assistance that is often not available at other institutions, we believe that many of the specific strategies discussed in this paper can be employed by faculty at colleges and universities without similar levels of institutional support. The diversity of our membership suggests that the courses Pericleans developed should have wide applicability to colleges and universities motivated to incorporate civic engagement issues in their curricula. The courses in this study – and the fact that they were developed and taught – should be inspiring to those who aim to provide civic education for their students. To educate students for participatory citizenship, colleges and universities must encourage, train, and support faculty as they build issues of civic engagement directly into coursework. Faculty will need to expand their curricula, adopt new academic courses, and revise old ones. Our goal in this paper is to provide practical advice that will help them to do so.

II. Program Overview

Background

While American institutions of higher education have historically viewed preparing students for citizenship as a central purpose, this goal became progressively less important over the course of the twentieth century.¹ Additionally, the work of several social scientists demonstrates that civic engagement in American society declined in the latter half of the twentieth century.² In the same years, many observers noticed growing political cynicism and civic disengagement among college students.³

The founder of Project Pericles, philanthropist and retired businessman Eugene M. Lang, urges colleges and universities to take responsibility for preparing students for lives of civic engagement. He wrote:

America's future as a just, compassionate democracy depends upon the awareness and sensitivity of its youth to the needs of society and the issues of social change, together with understanding and recognition of our political institutions as agencies for civic action. ... [C]olleges and universities ... are uniquely situated to provide this understanding and should do so as a regular part of their educational programs, curricular and cocurricular. They should seek to stimulate an active and abiding sense of social

responsibility, and a conviction that the processes and institutions of our democracy offer each person an opportunity to make a difference.⁴

In a promising trend, a recent higher-education survey found that college freshmen evidenced more civic responsibility than freshmen in previous years.⁵ With a rising interest in civic engagement, opportunities to volunteer are increasing, and many colleges and universities now offer campus lectures, films, and discussion groups on issues of social concern. Nevertheless, these efforts are often unsupported by or coordinated with academic curricula. Students who serve hot meals in soup kitchens are not often taking courses that address root causes of hunger or theories to combat it. As a consequence, the benefits of participating in campus programs and volunteer work are often short-lived.

In spite of the growing consensus that civic education needs to be integrated more fully into higher learning, many educators are less sure about exactly *how* this goal can be accomplished. According to Caryn McTighe Musil, senior vice president of the Association of American Colleges and Universities, despite widespread agreement that a sense of “[p]ersonal and social responsibility” built in part on “[c]ivic knowledge and engagement” should be one of the four fundamental learning outcomes of higher education, the challenge of “how to translate . . . these outcomes into the academic and cocurricular life of students and into the practices and policies of a tradition bound academy” remains.⁶ Project Pericles initiated the Civic Engagement Course (CEC) Program in order to facilitate the development of specific pedagogical techniques that faculty can employ to “translate” these outcomes into the curriculum when integrating civic education into their courses.⁷

Project Pericles is a national consortium, currently composed of 22 colleges and universities, that encourages and facilitates institutional commitments for the inclusion of social responsibility and participatory citizenship as essential elements of educational programs. Pericleans are a diverse group of colleges and universities spread across the United States. Pericleans are rural and urban, large and small. Two are all-women’s institutions, and three are historically black colleges and universities. Pericleans share a dedication to civic engagement. Each Periclean college and university seeks to involve its entire institution in cultivating the students’ social awareness. The boards of trustees of all Pericleans formally resolve to make the preparation of students for socially responsible and participatory citizenship an essential part of their educational agendas. They pledge to adopt a comprehensive program of socially related activities and projects that involves all constituencies – faculty, administration, staff, students, alumni, and trustees – in the classroom, on the campus, and in the community.

To help Pericleans foster civic education in the classroom, from 2004 to 2006, Project Pericles conducted the first phase of the CEC Program, a matching grant program that encouraged faculty to design, teach, and evaluate courses that incorporated civic engagement. The results indicated that incorporating civic engagement into academic courses is feasible, can add value to the curriculum, can enhance student involvement with courses, and requires clear standards for course design and evaluation.

In 2007 Project Pericles initiated the second phase of its CEC Program. With generous support from the Christian A. Johnson Endeavor Foundation, the Eugene M. Lang Foundation, and

The Teagle Foundation, Project Pericles competitively solicited course proposals from Periclean institutions in order to fund the development, testing (teaching), and evaluation of liberal arts and science courses that include issues pertaining to civic engagement.

Program Goals and Objectives

Civic engagement has been defined in many ways, but the definition that most closely reflects the philosophy of Project Pericles and its member institutions⁸ is set forth by our Advisory Board member, Thomas Ehrlich, and his colleagues in the introduction to *Civic Responsibility and Higher Education*:

... civic engagement means working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes.⁹

... a morally and civically responsible individual recognizes himself or herself as a member of a larger social fabric and therefore considers social problems to be at least partly his or her own; such an individual is willing to see the moral and civic dimensions of issues, to make and justify informed moral and civic judgments, and to take action when appropriate.¹⁰

Following Ehrlich, we characterize civic engagement courses (CECs) as those in which faculty help students develop the “knowledge, skills, values and motivation” to become more responsible citizens. To aid in the development, testing (teaching), and evaluation of such courses and thus facilitate the incorporation of civic education in the curricula, the primary goals of the CEC program were

- 1) to test the feasibility of incorporating civic education into the curriculum in a variety of disciplines
- 2) to determine common learning outcomes among the CECs
- 3) to discuss teaching methods used by participating faculty that can be transferred across disciplines and institutions

Data and Methods

The CEC Program provided matching grants to faculty members at Periclean colleges and universities to create or revise courses in ways that enhance civic education. The selection of the CECs was a collaborative process that involved input and evaluation from faculty and staff on member campuses, by the national office of Project Pericles, and by external academic experts. When Project Pericles contacted the presidents, provosts, and Periclean Program Directors on each campus in March 2007 to announce the competitive Program, faculty responded enthusiastically. Faculty submitted course proposals to the program directors and provosts on their campuses, who selected a maximum of five courses to forward to the National Office of

Project Pericles. With the aid of the Woodrow Wilson National Fellowship Foundation, Project Pericles selected 44 of these courses to receive grants. (See Appendix B for a full list of course descriptions and www.projectpericles.org/?q=ceccourses for links to syllabi.) The selection criteria included connection to civic responsibility, academic rigor, significance, creativity, feasibility, articulation and measurability of concrete goals, likelihood of encouraging the development of student opinion, transferability to future years and other campuses, and the institution's plan for evaluating the courses.

The 44 CECs included a wide range of courses in the humanities, social sciences, and natural sciences: American studies, anthropology, art, art history, biology, business law, communication studies, criminal justice, ecology, economics, English, general studies, geography, history, interdisciplinary studies, Middle Eastern studies, philosophy, physics, political science, psychology, social work, sociology, theatre arts and dance, and urban studies. There were seminars, lectures, introductory classes, and capstone projects. Thirty included a required service learning component (which we define as service to the community that is directly related to the academic content of a course), three included an optional service learning component, and eleven had no service learning component. Nearly 1,000 students took these courses. All of the courses were taught between Fall 2007 and Fall 2008. More than two-thirds of faculty members are already offering or planning to offer their courses again. Funded faculty provided Project Pericles with syllabi, institutional evaluations, and additional faculty evaluations reflecting on their teaching experiences.¹¹ In addition, several faculty provided Project Pericles with additional student evaluations, including reflective essays, journals, exit interviews, and self-evaluations. Others provided Project Pericles with copies of student tests, papers, and projects.

In this analysis of the CECs, we highlight pedagogical strategies employed by the faculty to integrate education for civic and social responsibility into their courses and find common learning outcomes. In order to explain these strategies, we use the syllabi and faculty and student evaluations as our primary sources of analysis. Direct and indirect measures were used to gather and report data. In-depth evaluations by faculty members in particular are an essential source to appreciate and understand the challenges involved in the design, implementation, and outcome of courses involving civic education. These evaluations begin by describing the objectives outlined in the initial proposals. They also summarize the three most successful and three least successful aspects of the courses, suggest "lessons learned" that might assist other faculty interested in civic education, describe service learning components (if applicable), and discuss plans for teaching the course again (see Appendix C). Using the evaluations extensively, we create narrative descriptions of many of the courses in order to provide the context necessary to understand how the faculty employed a variety of teaching strategies. The courses and faculty that we cite serve as examples of larger trends observed in several CECs. We adopt a qualitative and interpretive approach to the study of civic education, because we believe that it allows for a fuller understanding of the values and perspectives of the faculty and courses.¹²

III. Overview of Program Outcomes and Findings

The 2007-2009 CEC Program supported the findings of the pilot study, confirming that civic education is feasible, can add value to the curriculum, can enhance student engagement with the subject matter of their courses, and requires clear standards for course design and evaluation. In addition, the successful integration of civic themes into a wide variety of courses on diverse campuses demonstrated that *there are multiple possible approaches to civic education*.

Civic education need not be confined to the traditional departments in the social sciences. Courses in the humanities and natural sciences successfully incorporated social and political concerns without sacrificing their academic content. In fact, many faculty noted that students were more engaged with the subject matter of their courses when a civic component was added. Embodying the sentiments expressed by many, one faculty member commented that “[i]ncorporating civic engagement related topics appears to have increased overall classroom engagement in the regular classroom environment,” while another noted that her students “felt that they had a better understanding of the subject matter because of the work they did with community partners.”¹³

Moreover, while most courses incorporated service learning, roughly one-fourth of the courses utilized teaching methods that did not. Service learning is a valuable form of civic education, but it is only one form of civic education. One of our key findings is that pairing course materials with service learning is only one of several ways to teach civic skills. Many of the innovative techniques employed by the faculty incorporated education for civic and social responsibility without community partnerships.

Finally, while many individual faculty offered successful courses on their own, our findings suggest that interdisciplinary and/or team-taught courses were often extremely effective in helping students to view issues from multiple perspectives and consider ways of applying knowledge and conceptual frameworks in multiple contexts. Faculty who engaged in such collaborations felt that doing so deepened both faculty and student interest and engagement in their courses.

Despite this diversity of approaches, our analysis of the syllabi and evaluations finds that almost all of the CECs shared three learning outcomes:

- 1) the ability to recognize and view issues of social concern from multiple perspectives and to formulate and express an informed opinion on these issues

When discussing the major accomplishments of their courses, many faculty mentioned students “rethinking their own stereotypes,” “breaking down assumptions,” and becoming “more aware of some of their own biases and prejudices.”¹⁴ To achieve these goals, several faculty believed that the creation of an “open atmosphere” in the classroom “where all views could be heard and respected” was crucial.¹⁵ Some stressed the value of interdisciplinary coursework, noting that integrating the perspectives of multiple disciplines on an issue “helped ... students develop new tools, from another discipline, to analyze material from their home discipline.”¹⁶ Others emphasized cultural diversity in this context, highlighting “the recognition of different value

systems” and the integration of “issues of racial and ethnic diversity in order to prepare students to be productive citizens” as major achievements.¹⁷ After considering multiple perspectives, faculty often then asked students to “take a stand” or “recommend a policy.”¹⁸ In short, integrating diverse perspectives with regard to discipline, class, gender, race, ethnicity, and/or political persuasion helped students to understand and respect multiple points of view on issues of social concern, a crucial ability for citizens in a democratic society.

- 2) the ability to relate academic materials to their practical applications regarding issues of social concern

Bridging “theory and practice” was another central achievement highlighted by CEC faculty in their course evaluations. Relating academic texts and theories to real world problems is a key outcome for civic education. Whether by helping students to connect “the act of writing with civic engagement” or by “introduc[ing] the sociological theories applicable to the analysis of social issues and problems in the local community,” numerous CEC faculty worked to achieve “the successful integration of theory and practice.”¹⁹ Moreover, many believed that doing so helped students to develop “a conceptual framework” or “intellectual foundation for engagement.”²⁰ As one faculty participant noted, “recognizing that the concepts they were learning about ... have tremendous relevance to contemporary problems in our society” helped students to acquire both knowledge and skills necessary for socially responsible and participatory citizenship.²¹

- 3) the motivation and capacity to utilize these abilities to take action in the community

Many faculty commented that preparing and motivating students to apply what they learned in the classroom to real world problems was the most important outcome of their courses. They celebrated “transforming student idealism into action,” “inspiring students to become active in their communities,” and “inspiring students to think of community partnership, collaboration, and engagement as potential starting places in many diverse aspects of their lives” as major achievements.²² As a result of their experiences in CECs, some students were motivated to take an active role in the lives of their communities.

As a result of their experiences in the CECs, we believe that students can benefit in other courses and in their professional lives after college. These three outcomes are invaluable in the classroom and beyond as students consider their places in the wider world. They are crucial for becoming what Ehrlich terms “a morally and civically responsible individual” who both believes he or she can make a difference and possesses the “knowledge, skills, values and motivation” to do so.²³

In Section IV, we detail five teaching strategies that help students achieve these learning outcomes. Some courses made use of existing pedagogies in imaginative ways, while others experimented with innovative techniques. These strategies were used in a variety of disciplines on Periclean campuses. As such, we believe that many are transferable across disciplines and institutions. In Section V, we turn to the challenges that faculty faced in teaching CECs. While the faculty almost universally found their experiences to be extremely rewarding, they also recognized the challenges posed by incorporating civic education into the undergraduate

curriculum. In the end, student comments on evaluations that described their course experiences as transformative strongly suggest that despite the difficulties involved, incorporating civic education is well worth the effort.

The two phases of the CEC Program have helped Periclean colleges and universities expand course offerings that encourage civic responsibility and increased the range of courses in which social issues are considered. Periclean institutions now have a body of more than 100 civic engagement courses in a wide range of fields. Many faculty members are already developing new courses. The discussions in this paper of pedagogical strategies and of challenges involved in these types of courses are intended to help colleges and universities continue to strengthen their commitment and ability to bring civic engagement into their academic programs.

Although we recognize that faculty at Periclean institutions possess a level of assistance and institutional support that is often not available at other institutions, we believe that many of the specific strategies discussed in this paper can be employed by faculty at colleges and universities without similar levels of support. The diversity of our membership suggests that the courses Pericleans developed should have wide applicability to colleges and universities motivated to incorporate civic engagement issues in their curricula. The courses in this study – and the fact that they were developed and taught – should be inspiring to those who aim to provide civic education for their students.

To educate students for participatory citizenship, colleges and universities must encourage and support faculty to build issues of civic engagement directly into coursework. Faculty will need to expand their curricula, adopt new academic courses, and revise old ones. Our goal in this paper is to provide practical advice that will help them to do so.

IV. Strategies for the Incorporation of Civic Education in the Classroom

Table 1: Strategies for Incorporating Civic Engagement

Develop novel approaches to research papers and projects that enable students to relate their coursework to real world problems and increase student accountability by

- assigning projects and/or designing websites that provide resources for community partners
- requiring students to “take a stand” on policy issues in written and oral assignments
- requiring students to conduct research in the community

Use exercises that enable students to empathize with individuals working for social and political change by

- conducting mock electoral debates and conventions
- asking students to adopt historical personas in role-playing exercises
- teaching past and present social and political issues from the perspectives of multiple groups or individuals working for change

Provide opportunities for private and public reflection that connect coursework with civic engagement experiences by

- using journals and informal reflective essays
- assigning written assignments that combine reflection with a critical analysis and/or application of academic texts
- creating courses devoted to reflection after being away from campus for a semester or year-long civic experience
- making reflection public, especially by using the internet

Design collaborative and student-led projects that help students learn to work with diverse individuals and groups by

- using students as facilitators when interacting with community partners
- designing service learning components in which students teach what they have learned in class to members of the community
- modeling democratic dialogue in class discussions

Expose students to differing opinions and approaches to help them view issues from multiple perspectives and relate coursework to multiple contexts by

- offering team taught and/or interdisciplinary courses
- inviting guest speakers to class (faculty and members of the community)
- organizing interdisciplinary conferences on campus related to the subject matter of the course

In this section, we discuss five strategies for incorporating civic engagement into the classroom. Although these pedagogical tools are not unique to civic engagement courses, the CEC faculty found them especially effective for achieving the three learning outcomes previously discussed (see pages 11-12).

*Novel Approaches to Research Papers and Projects:
Enabling Students to Relate Their Coursework to Real World Problems
and Increasing Student Accountability*

Several courses transformed traditional research assignments by incorporating projects that grew out of semester-long collaborations with community partners.²⁴ These projects helped students connect classroom content with problems facing their local communities. They inspired a deeper commitment and sense of accountability that, in turn, yielded higher quality work.

Transforming research projects in ways that enable students to connect “theory and practice” can deepen student engagement with materials in the humanities. In one example, in a course entitled “Museums and Their Communities” at Ursinus College, art historian Susan Shifrin’s syllabus explained to students that they would apply what they learned in the course by “envisioning, planning, revising, implementing, and evaluating a museum- and community-based partnership project.” For this project, several students developed a public forum about the preservation, presentation, and sustainability of a historic site known as “The Speaker’s House,” the home of Frederick Muhlenberg, the first Speaker of the U.S. House, as well as a member of the Continental Congress and the first signer of the Bill of Rights.²⁵ Capturing a feeling expressed by many CEC faculty, Shifrin wrote that this kind of project not only achieved “the successful integration of theory and practice” but also fostered a deeper “sense of commitment and engagement on the part of the students” to the course.

This strategy – assigning research projects that directly filled a need in the community – worked in the natural sciences as well. Adrian Hightower, a physicist at Occidental College, designed a course that incorporated an assignment for students to work with and contribute to local community organizations in the form of a written report. In his class, “Energy Conversions and Resources,” students conducted energy audits with partners in the Los Angeles area, including the Audubon Center, for which students assessed the potential of purchasing an electric vehicle and connecting the Center to an electrical grid. Hightower’s evaluation stressed “reciprocal benefits” of this community partnership, noting that “the information produced by the physics students has enabled Audubon staff to hold a more informed conversation and more clearly articulate the Center’s operational, financial and programmatic goals to their consultants contracted for [a] mechanical systems evaluation.”

Faculty in the social sciences also found that projects that served a real purpose in the community deepened student enthusiasm and dedication to their courses. At Macalester College, geographers in three courses collaborated to have students write reports on local water conservation and present them at an undergraduate research conference. As David Lanegran, one of the three geographers, explained in his syllabus, “For this class we assume the structure of a consulting firm that has a contract to produce a report for a policy implementing organization.”

At the end of the course, students generated an annotated atlas that documented population distribution, economic development, and environmental concerns and public policies pertaining to the Crow River Watershed. The atlas was created as a resource for residents dealing with issues resulting from the transformation of the rural landscape from an area of production to one of leisure and consumption.²⁶ As in Shifrin's art history course, Macalester geographer Daniel Trudeau found that "the external accountability component of the public scholarship project inspired students to aim very high and do excellent scholarship." Their experiences support a recent study's findings that such assignments "yielded a stronger base of political knowledge and understanding, and an array of political skills, particularly in research, writing, and critical thinking; communication; strategic thinking; collaborative work; and leadership."²⁷

Other courses opted for oral and visual presentations as capstones to community partnerships. At the Department of Sociology and Anthropology at Elon University, in "Social Issues and Problems in the Local Community," Angela Lewellyn-Jones and Pamela Kiser asked students to identify a "social problem" in the community, select and work with community partners to address that problem, connect scholarship from the course to the problem, and finally design an ideal "social entrepreneurship project" to present to the class at the end of the semester.²⁸ For this project, one group of students identified the need for a local Headstart center to better serve a growing Hispanic population, and the team used a social entrepreneurship grant provided by Elon to purchase bilingual books for the center.

Comments from students in Myrna Breitbart's "The Crafted City: Art, Urban Regeneration, and the New Cultural Economy," an urban studies course at Hampshire College underscore the ways in which these types of projects enable students to apply course content and skills to community needs. In this course on the politics of the aesthetics in the design of urban spaces, students produced a variety of resources for the community: a guide for students interested in working or volunteering in nearby Holyoke, MA; a public presentation of the South Holyoke Community Arts Initiative Evaluation; and a public workshop on "Creating Sustainable Neighborhoods in Holyoke." Commenting on the power of such projects in the course evaluation, one student wrote, "It was refreshing to do research for a direct, applied purpose," noting the "higher stakes and added accountability." Another contrasted "this kind of writing" with "academic writing," concluding, "I felt it was a good learning experience to use my analytic and writing skills for a community-based purpose." The student also added that "the connections to the course material were clear to me and I was able to explain some of the connections in my reflection paper." In Breitbart's class and others like it, research projects involving community partners enabled students to connect course materials to real problems facing local communities in concrete ways and to use what they learned in the classroom to begin to address those problems.

While these examples reveal that working with community partners is an effective strategy for transforming research projects, our analysis of the CECs suggests that there are others. Several courses without community partnerships adapted research papers in ways that enabled students to relate course materials to pressing real world problems and view these problems from diverse perspectives.

Requiring students to take a position on a pressing social issue is one approach. At Wagner College, "The Ethical, Legal, and Social Implications of the Genome" modified the traditional

research paper by requiring students “to identify issues, take a stand, recommend a policy, and anticipate the desired outcome of their policy.” The class was co-taught by sociologist John P. Esser and biologist Ammini Moorthy, who noted that the assignment “forces students to think about social problems stemming from developments in genetic science.”

Another approach is to send students to conduct research outside of the library by requiring them to talk with groups directly affected by the subject matter of a course. At Pitzer College, in “Topics in Native American Art History: Native California,” students conducted research at one of several local museum collections. As art historian Bill Anthes wrote in his course syllabus, “students will learn the value of... incorporating Native voices into the study of Native American art and cultural history” in order “to develop an appreciation of the history and continuous importance of indigenous issues and perspectives in the contemporary civic sphere.”

Innovative research projects, such as ones that ask students to “take a stand” or use alternative research methods, stimulate students to “think about social problems.” These projects expose students to new perspectives and connect their coursework to the world outside academia. While undertaking these projects, students develop the “knowledge, skills, values and motivation” that they need to become engaged citizens.

*Exercises that Enable Students to Empathize
with Individuals Working for Social and Political Change*

Several faculty employed variations of role-playing to expose students to the challenges involved in working for social and political change. Students assumed the roles of people affected by political or social problems in order to understand the world from the perspective of the personas they adopted.²⁹ From the standpoint of civic education, role-playing exercises enable students to view social problems from a variety of perspectives and connect their course materials to the dynamics of political processes in the real world. For example, a political science course might ask students to adopt first Republican and then Democratic positions in a debate in order better to understand opinions with which they do not necessarily agree.

Two CECs used the 2008 presidential election to allow students to organize and participate in mock debates. At Macalester College, students in political scientist Julie Dolan’s “Presidential Campaigns and Elections” hosted a mock political convention during which the students “educated, informed, and engaged the larger community in the presidential election season.” Each student adopted the role of either a candidate or a campaign manager. Students wrote campaign literature and speeches and invited their peers and local high school students to attend the convention, where all present participated by voting on a party platform. In this exercise, students directly applied the political science literature on campaigns and elections to the creation of a public event. In course evaluations, numerous students commented that they appreciated the opportunity to experience a “real world” or “practical” application of academic “theories” and “concepts.” Dolan observed that students learned “a great deal about campaigning, political communication, caucusing, party conventions, targeting and mobilizing voters, and event organizing.” In addition to reading about these topics in course books, students combined their academic learning with an experiential role-playing exercise that deepened their

knowledge of the materials, helped them develop skills for political action and education, and engaged the wider community.

At New England College, political scientist Wayne Lesperance's "Campaigns and Elections" was such a powerful experience for students that they were inspired to form an organization called CiviCorps. As part of the course, students hosted a mock convention open to the entire campus. Because of New Hampshire's prominence in the primary cycle, students were able to invite presidential candidates and other leading civic figures and media experts to campus. After the course, several students formed CiviCorps, an organization that Lesperance described as composed "of citizen scholars dedicated to promoting applied citizenship on campus [and] in the community." In addition to conducting voter registration drives and community service projects, the students who lead CiviCorps have also organized town hall meetings and congressional debates, directly applying the skills they learned in class. Lesperance wrote, "It is my belief that their introduction to service and the importance of applied citizenship through the Campaigns and Elections course provided these students with a platform from which to move forward as engaged citizen scholars." In this example and many others, students gained the knowledge and skills to relate their coursework to real-world problems and also the motivation and capacity to take action.

Another strategy involved the use of role-playing in the classroom in order to help students understand the challenges of forming consensus and dealing with dissent in the civic realm. Historians use role-playing exercises in order to teach the importance of individual agency and contingency in understanding the events of the past.³⁰ At Allegheny College, historian Barry Shapiro used this form of experiential learning in "Citizenship, Democracy, and the French Revolution." His goal, according to the syllabus, was to encourage students "to reflect on the meaning of citizenship and civic engagement" as they acted "out the responses of revolutionary participants to various revolutionary situations." These participants included not only well-known revolutionary leaders but also ordinary men and women of the day. Shapiro's students responded favorably to this unconventional approach, so much so that he concluded that this course was "one of the most successful I have ever taught." Students commented not only that they mastered the content much more effectively through role-playing than they would have in a traditional lecture course but also that they learned such civic lessons as "the difficulty in reaching consensus when dealing with extremes" and the "frustration" experienced by political actors "on a personal level." For Shapiro, one of the greatest achievements of the course was that by associating so closely with historical figures "on a personal level" students came to appreciate the challenges of reaching consensus in deliberative processes.

At Berea College, historian Rebecca Bates also sought to enable students to identify with individuals and groups working for social change. She taught "Seminar in Modern European History: Social Responses to Poverty" from the perspectives of groups of social reformers and philanthropists working to eradicate poverty. In class and in written assignments, students focused on a specific approach or reform of their choice. Bates commented that as a result students both came to consider the influence of economic policy on people's daily lives and to empathize with historical actors through a greater understanding of "the limitations" they "encountered in the past." In short, both Shapiro's and Bates's courses helped students to

understand the multiplicity of perspectives and actors involved in political change and to empathize with the challenges involved in working to bring about such change.

Finally, at Bethune-Cookman University, Linda Scola used a variety of experiential techniques in her introductory sociology course to enable students to understand the life experiences of members of different classes and their relation to political, social, and economic structures. In one exercise, students began by planning a budget for an individual working for minimum wage. Scola then asked them to “examine the structural and institutional factors that establish and maintain the wage, including the various social agencies that exist to ‘serve’ the poor, the employment of middle-income range workers who dispense and monitor the social services, and the effects of economic factors such as the current recession.” Students benefited from this type of exercise, developing a deeper engagement with the subject matter of the course and empathy for diverse individuals. According to Scola, “Incorporating civic engagement related topics appears to have increased overall classroom engagement in the regular classroom environment.”

*Opportunities for Private and Public Reflection
that Connect Coursework with Civic Engagement Experiences*

Many faculty asked students to write personal reflections on their service learning and other civic experiences. These reflections, submitted only to professors and not to community partners, provided students with an opportunity to consider the relationship of their course work to their experiences in the community. Recent scholarship on service learning indicates that reflection plays a crucial role in amplifying the learning experience.³¹ Pedagogical techniques that involve “structured reflection” are an important component of civic education, often making use of discussions, journals, and informal essays to help students identify and question their own assumptions, process experiences in the community, and connect course materials with work in other disciplines and their real-world application. Under this model, reflection is a teachable skill that enables students to achieve these ends.³² Most of the CECs that involved service learning and other forms of community partnerships included some type of reflective exercise. While many incorporated personal journals in their courses, here we highlight two broad categories of innovative approaches to reflection.

First, a number of courses augmented reflective exercises by adding longer, more formal written assignments that enabled students to connect the content of their courses directly to their service learning experiences. At Macalester College, philosopher Amy Ihlan’s course on “Civic Engagement, Ethics and Community” combined philosophical texts on the meaning of citizenship and public life with a community-service requirement. Students wrote graded essays “reflecting on their experiences in light of the ideas and readings” assigned for the class. According to Ihlan, allowing students to combine personal reflection with critical analysis of philosophical texts on the meaning of civic engagement helped students bridge theory and practice. This approach was effective in empowering students and inspiring them to take action. In course evaluations, one student commented, “I have definitely become inspired to become more involved,” while another claimed, “I never used to believe that one person can make a difference but ... I now think differently.”

One faculty member created an entire course devoted to this type of reflection. At Hampshire College, cultural psychologist Kimberly Chang taught “Returning to Hampshire” for students who had participated in study abroad programs and domestic and international community internships. The course enabled students to connect civic engagement experiences with the psychological literature on what Chang described as the relationship between “power and resistance,” “subjectivity and agency,” the “global and local,” and “academics and activism.” Chang combined discussions and readings on these topics with reflection and research papers. Her goal was to provide students with a “conceptual vocabulary” with which “to frame and analyze their experiences in terms of larger social/cultural/political contexts and issues.”

Students responded positively to the course. One commented that the class was “invaluable” because it helped him grow “as a person and not just a student.” For Chang, such comments highlighted “the need for courses that provide students with a space where they can bring what are often profoundly transformative yet largely unexamined community-based learning experiences.” In both Ihlán’s and Chang’s courses, faculty assigned graded essays that incorporated reflection with an analysis and/or application of course materials. These assignments helped students connect philosophy and psychology respectively to their practical applications outside the classroom in order to deepen their understanding of their civic experiences and encourage and enable students to continue to be active citizens in the future.

Second, several CECs transformed reflection from a private to a public activity.³³ As one recent study claims, “Engaging in reflection that clarifies personal values is not necessarily a task accomplished individually; small group activities and collaborative work can create meaningful dialogues that promote clarification of values.”³⁴ Along these lines, three CECs found that using on-line forums for public reflection deepened student interactions with each other. Jürgen von Mahs’s urban studies course on “Engaging Urban Homelessness” at The New School created several online forums for students to interact, asking “students [to] post their course diaries as blogs online.” Nancy Zrinyi Long’s English course on “Literature and Writing,” combining literature and community service at Bethune-Cookman University, assigned reflective essays and current-events journals. Long found that posting student journals on a course discussion board deepened both student interest in the course and interaction with each other. She also discovered that “blog”-style journals that allowed for greater “color” and “creativity” were particularly effective. Caroline Heldman’s political science course on “Disaster Politics: New Orleans in the Wake of Hurricane Katrina” at Occidental College used a blog to share response papers and a Facebook group to enable students in the course to connect with each other. She found that students continued to use the Facebook group after the end of the course. These opportunities for public reflection allowed students to share their own views on how the materials they read in class related to the experiences in the community and also to be exposed to the views of peers who may have understood these relationships differently.³⁵

In “Art of the Essay: Making the Personal Public,” a writing course at New England College, Douglas Haynes used public reflection without the aid of the internet to help students master writing skills for public engagement. Haynes asked students to use immersion journalism (a method of journalism covering events from an intensely personal perspective) to write personal, narrative-based reflection pieces about their civic experiences.³⁶ While some approaches that combine service learning and composition focus on self-awareness and personal empowerment

as learning outcomes,³⁷ Haynes's goal was to help students realize "that personal writing does not just have to be about self-expression but can also be publicly-engaged," an important lesson "for college students who are often trained not to use the first person and not to offer their own points of view." In this type of reflective exercise, students processed their community experiences for their own benefit and also learned how to relate these experiences to a wider community. For some students, the course was transformative. In evaluations, one described it as "one of the most rewarding experiences I have had at this college," even concluding that "[i]t has changed my life." Another student emphasized the specific skills s/he had gained, claiming "I have learned by example what qualities and steps are necessary to become a persuasive activist . . . I will be better prepared for future civic engagement opportunities."

Other CEC faculty noted that providing students with opportunities to present and discuss reflective pieces in class was also crucial. Macalester College's Ihlan added this type of exercise to the private, formal, philosophical essays she assigned, noting that it was important to incorporate "time and space in class for student-led presentation and discussion of their own experiences and analysis of them," especially towards the end of the semester. Political scientist Patricia Moynagh and historian Lori Weintrob of Wagner College shared this sentiment when discussing their team-taught courses, commenting that "student presentations were often the best measure for evaluating the success of the course from a civic engagement perspective." These presentations at the end of the semester helped students "to organize their own efforts in the community as they relate [them] to the intellectual work" of the class. Like personal journals, formal written assignments and public reflection online or in class are valuable pedagogical tools that enable students to relate civic activities outside of the classroom to academic materials and thereby deepen both their community and academic experiences.

Collaborative and Student-Led Projects that Help Students Learn to Work with Diverse Opinions and Groups

The ability to work with others is indispensable for engaged citizens in a democratic society. Through collaborative assignments, students develop skills for collective action and for working with people from diverse backgrounds.³⁸ Class discussions that elicit multiple opinions and perspectives also foster an aptitude for deliberation that is crucial for political participation.³⁹ Especially in the liberal arts setting of Periclean colleges and universities, collaborative pedagogies are a practical tool for fostering an awareness of and respect for multiple perspectives on issues of social concern. The ability to consider and respect divergent opinions helps students develop the skills and values necessary to act as engaged citizens in a democratic society.

A majority of the CECs integrated collaborative exercises that required students to work together. These group projects helped students learn to collaborate to achieve common goals. At Berea College, in Billy Wooten's communication course on "Political Communication," students organized issue-awareness campaigns and community forums; in Rebecca Bates's modern European history seminar, students made group presentations and designed a course website. Several other faculty worked to deepen students' collaborative experiences in two additional ways: the use of peer mentors, teachers, and facilitators both in the classroom and in the community and the explicit creation of models of democratic dialogue in the classroom.

Numerous courses used peers as an approach to modeling democratic participation in the classroom. A recent study of peer facilitators in service learning courses argues that the use of upper-level undergraduates represents a “more democratic pedagogical model” in which students become active participants in the process of learning and teaching. Not only do the undergraduate students in the course benefit from this model, but the peer facilitators do so as well by serving others and developing skills for conflict resolution, communication, respectful listening, and working with groups.⁴⁰

The use of peer teachers and mentors in the classroom can deepen overall student engagement and help students make connections between coursework and community engagement. At Widener University, Sandra Miller found that using students as teachers in the classroom in her business law course, entitled “Business Law and Environmental Action,” helped them to connect theory to practice and to hone a variety of skills necessary for collaboration. According to Miller, “Putting students into the role of teacher proved to be an excellent way of actively engaging the students.” Miller also noted that using students as teachers deepened their interest in service learning topics. Ecologist Brian Schultz at Hampshire College made similar observations about his use of peer mentors in “Agriculture, Ecology, and Society.” Schultz asked students in two courses, one introductory and one advanced, to work together on projects with community partners that promoted sustainable agriculture. He found that peer mentoring deepened student interest in course materials and community projects and enabled them to make stronger connections between the two.

Faculty who used peer facilitators and teachers when working with community partners made similar observations. At Berea College, psychologist David Porter used two sophomores as contacts with community partners in his first-year seminar “Questioning Authority.” Porter felt that his “realization of the value of peer leaders ... on student learning and performance” was one of the most important outcomes of the course. The peer leaders in the course played a crucial role in forging connections and commitments between the first-year students and community partners. Similarly, in “Nonviolent Social Change” at Pitzer College, sociologist Kathleen Yep found that “having the students not only learn about nonviolent social change but ... teach the material to another community” at a nearby juvenile detention center was crucial in achieving the goals of the course.

Students teaching what they have learned to others proved to be beneficial in the humanities as well. In an English course at Pace University, Patricia Hamill used folk tales to help students understand current moral dilemmas and analyze definitions of ethical behavior. She added a service component to “The Individual and Society: Folklore and Fairy Tales” in order to give her students the opportunity to transform the insights they gained from her course into action. The Pace students read and discussed folk tales with elementary and high school youths. As a result of her experiences in this course, Hamill reaffirmed her belief “the Humanities in general and literature specifically have their place in community service and that academic service learning also enhances the learning experience of the undergrads who must live the work and not just learn it.”

Another technique explicitly presents the classroom as a model for democratic dialogue, encouraging students to listen to other opinions respectfully and consider diverse opinions on contentious topics. At Hendrix College, Jay McDaniel introduced foreign exchange students to “American Ways of Life” in an American studies course that served as an example of democracy in action. He asked his students to attend a variety of forums and talks on campus that they later discussed in class. According to McDaniel, the most notable accomplishment of the course was the creation of a “micro-democracy through cross-cultural dialogue.” “The key,” McDaniel wrote, “is to develop a climate of democracy in the classroom through small numbers. This is what we did. Another key is to realize that the climate of democracy requires that people listen as well as talk. I think as a class we all learned to listen.” In this example, modeling democracy in the classroom provided a space for students to react to what others had said and consider multiple perspectives in a respectful environment.

*Exposing Students to Differing Opinions and Approaches to Help Them
View Issues from Multiple Perspectives and Relate Coursework to Multiple Contexts*

The faculty who offered interdisciplinary CECs or team-taught CECs within a single department developed innovative teaching methods in line with one of the most significant trends in higher education today. Contemporary discussions of reform often call for the need to create more opportunities for learning across the disciplines. The increasing use of learning communities, defined by a recent study as “conscious curricular structures that link two or more disciplines around the exploration of a common theme,” reflects a desire to utilize collaborative approaches to learning to help students view issues from multiple perspectives and value the contributions of diverse participants.⁴¹ Scholars increasingly suggest that learning communities and other integrative approaches to liberal arts education are especially valuable in the field of civic education.⁴² A study published in 2009 finds that that “integrative and interdisciplinary education that embeds civic engagement is one of the most promising means” of “preparing students to be civically engaged citizens, scholars, and leaders....” It concludes that “innovative leaders of higher education” who experiment with such approaches “will continue to transform how faculty teach, how students learn, and how institutions of higher education serve as responsible members of local and global communities.”⁴³ The faculty of the CECs that offered interdisciplinary courses or team-taught courses within a single department acted as such “innovative leaders.”

Some CECs combined faculty collaborations with service learning. At the Center for Social Work Education at Widener University, students in Marina Barnett’s “Generalist Social Work Practice with Communities and Organizations” worked with students in an environmental studies course to use graphic information system (GIS) technology to make an “asset map” (an inventory of community strengths and resources) of Chester, Pennsylvania. The social work students collected information from the community and then worked with environmental studies students to create a handbook and on-line interactive map for use by local community leaders and residents. Similarly, at Macalester College students in three separate courses in the geography department came together to write reports on local water conservation, create an annotated atlas using GIS technology, and deliver presentations at an undergraduate research conference. The community was able to use this information to highlight disparities and increase support for

neighborhood revitalization. In both examples, the joint efforts of faculty members in separate courses enabled students to work together to produce successful final projects for community partners.

Several other interdisciplinary courses that did not involve service learning also helped students develop these skills:

At Allegheny College, faculty members in four disciplines (communication arts, environmental science, geology, and political science) taught separate courses on global health policy that collaborated throughout the semester with joint field trips, guest speakers, and colloquia. Students in all four classes worked together on research papers, with a student from each class using his or her “discipline-specific course learning” to serve as an “expert” at joint meetings. Students responded positively to the team project. Eighty-three percent agreed that “the team project helped them to better understand the connection between their academic studies and problems facing our wider communities,” and seventy-five percent noted that the team project helped them to develop skills to work in a professional setting. Moreover, according to environmental scientist Caryl Waggett, the collaborative teaching “provided unique inquiry and shared enthusiasm among the faculty which was brought to the students in the classroom.” At the end of the semester she concluded, “Without the interdisciplinary perspectives that helped to link the sciences, public policy, and public awareness, this type of connection between course learning and community would not have been as successful.”

At Hampshire College, sociologist and scholar of Middle Eastern Studies Berna Turam taught a course on “Civil Society and the State” that invited guest speakers to the course to discuss “real world” examples. These guests were often student activists who shared their own experiences of interacting with the government. As part of the course, Turam hosted a two-day interdisciplinary conference “Religious Modernity and Secularist Resistance in Modern Turkey” that students helped organize and attended. According to Turam, the papers presented “featured the issues discussed in the ... course and created an opportunity for students to expand their classroom dialogues and be further supported through exposure to respected academics” from Amherst College, Columbia University, Massachusetts Institute of Technology, and University of Chicago in the United States, McGill University in Canada, and Galatasaray in Turkey. Turam expects these papers to be published in an interdisciplinary and interregional journal in the fall of 2009.

Two student comments illustrate some of the achievements of Turam’s course:

I came to this class with general knowledge beyond Social Science, but after taking this class I have a much deeper, more specific, and more contextualized understanding of the subject itself and how it relates to a much wider context. To say the least, I learned a lot and the class far exceeded my expectations.

I got everything I expected to get out of this course. I now have greater understanding of ‘civil society’ and a different view of the world.

At Wagner College, two CECs were part of the college's programs involving learning communities. Wagner defines learning communities as "clusters of courses that are linked together by a single theme" that share "overlapping assignments, common readings and joint problems" and often field placements as a means of experiential learning.⁴⁴ Political scientist Patricia Moynagh and historian Lori Weintrob joined their respective courses, "Crossing Boundaries, Raising Voices: The History and Politics of Feminist Activism" and "Leadership in the Face of Conflict: Twentieth Century Crises." Students combined their studies of history, politics, and political theory with either community service, community activism, or oral history in a neighboring Liberian community in Staten Island.

In a learning community that did not involve service learning, sociologist John Esser and biologist Ammini Moorthy co-taught "The Ethical, Legal, and Social Implications of the Genome." They commented that helping students develop the "[a]bility to integrate sociology and genetics into a multi-disciplinary approach to the crucial emerging genetic ethical, legal, and social issues of our day" was one of the most successful outcomes of the course. They also concluded that interdisciplinary collaboration was crucial to the integration of civic engagement into their subject matter: "If you truly want to teach civic engagement on Ethical, Legal, and Social Issues (ELSI) surrounding genetic research, you really need professors from different disciplines working together. In this respect, Wagner's learning communities, and specifically the team-taught learning community concept, is well suited to teaching this topic. If this course were taught independently by two separate professors, neither the students nor the professors would have the benefit of seeing the same issue from different disciplinary perspectives."

V. Managing Expectations: Challenges and Solutions to Some of the Unique Demands of Civic Education

While the vast majority of the CEC faculty found their experiences rewarding, many also noted the unique challenges posed by incorporating civic education into academic courses. The evaluations of the faculty suggest that recognizing and managing expectations – of colleagues, of faculty themselves, of students, and of community partners – can help ease some of these challenges. Some faculty and administrators claim that civic education, particularly when it includes service learning or other forms of community partnerships, can detract from the academic content of a course. While many of the CECs demonstrated that faculty believe that civic components often improve student learning by relating theory and practice, several CEC faculty noted that by attempting to "accomplish too many goals" they were not able "to include everything" or "cover the full range of topics and readings originally planned." Moreover, in some cases students felt overwhelmed by the added time commitments of CECs, and community partners were frustrated that their expectations and needs were not being fully met. Yet the CEC Program clearly demonstrates that careful planning can minimize such problems. In their evaluations, the CEC faculty provided numerous specific suggestions for other faculty members interested in incorporating civic engagement in their courses that address these types of challenges.

The Expectations of Colleagues

Some faculty and administrators question incorporating civic education into the curriculum for fear that it will compromise the objectivity that is crucial to academic scholarship.⁴⁵ Others, as noted, claim service learning or other forms of community partnerships may lessen the academic rigor of courses. Despite these concerns, there are ways to create climates more welcoming to civic education on campus. Structural and ideological institutional support are helpful for incorporating civic education into the curriculum.⁴⁶ Project Pericles and the CEC Program in particular provide both kinds of support to its members. Pericleans share institutional support from their Boards of Trustees and Presidents to their faculty, staff, administrators, and alumni.

By working in conjunction with the provosts and program directors⁴⁷ on campus to create a competition for CEC grants that were matched by the colleges and universities themselves, the CEC Program provided financial, administrative, and ideological support to faculty interested in incorporating civic education in their courses.⁴⁸ (See Appendix A for the Request for Proposals.) The publicity on campus surrounding the CEC Program has sparked discussions about the need for, approaches to, and benefits of civic education. On one campus, according to Susan Phillips, former Program Director at Pitzer College, “[the CECs] take the College in important, new directions regarding political voice, underrepresented minorities, and pressing social issues.”⁴⁹

Crafting courses that make use of existing institutional norms and structures can help alleviate the concerns of faculty and administrators. One approach is to align civic education with other traditions on campus, thereby widening the scope of potential supporters. CEC faculty member Berna Turam advises other faculty interested in developing CECs that “it is important to create a course that fits well with the culture of your institution.” She feels her course on “Civil Society and the State” was successful, in part, because “it drew on the rich activist tradition at Hampshire College and within the surrounding local area” and because she was able to collaborate with colleagues in the Five College Consortium (Amherst College, Hampshire College, Mount Holyoke College, Smith College, and University of Massachusetts, Amherst). By making use of these resources, Turam was able to develop a course that fit well with the institutional culture of Hampshire. A recent comparative study of civic engagement at colleges and universities supports Turam’s recommendation, suggesting that proponents need to identify and make use of the conditions on campus and in the local community that can facilitate the establishment of “civic-engagement initiatives.” These conditions include, among others, commitments to public benefit articulated in the founding and mission statements of the university and the presence of “an active faculty” willing to work to deepen such commitments to public engagement.⁵⁰

Another approach to alleviate concerns on the departmental level is to craft courses that clearly align with faculty research. Junior faculty interested in incorporating civic engagement in their courses face concerns with regard to gaining tenure and promotions. Senior faculty sometimes do not view projects involving the community as true scholarship, regarding it instead as a distraction from the real work of academia. Geographer Daniel Trudeau at Macalester College advises “other junior faculty members to integrate civic engagement into the courses only under conditions where it clearly advances their teaching and/or research programs.” Noting the “enormous” amount of time required to develop civic courses that usually is “uncompensated

and largely unrecognized,” he suggests that “junior faculty should work quite intentionally to align civic engagement work with the types of professional development that are considered significant by the institution.”

Notably, Macalester College is now reviewing its guidelines for tenure and promotion in an effort to recognize and support civically-engaged scholarship.⁵¹ A 2008 report by Imagining America’s Tenure Team Initiative on Public Scholarship expands on the need to revise tenure and promotion practices, making several specific university-wide proposals to ensure that civic education and other forms of publicly-engaged scholarship gain the recognition they deserve. It defines several “dimensions [that] should be recognized in academic public engagement as distinct kinds of scholarly excellence,” several of which parallel the efforts of the CECs. These dimensions include: “The interdisciplinarity of public scholarship,” “Intercultural engagement,” “The integration of scholarship, teaching, and public engagement,” and “The impact of public scholarship across multiple publics, communities, and audiences.” To foster junior faculty and graduate students engaged in these types of scholarship, the report suggests that hiring and tenure committees expand their definitions of scholarship, develop new ways to document public scholarship, and expand the group of “peers” participating in peer review.⁵² Acting on these proposals for structural change has the potential to begin to transform the institutional climate at colleges and universities and make them more receptive to courses that educate for civic and social responsibility.

The Expectations of CEC Faculty

Several faculty members commented on the increased time commitment necessary for creating and teaching CECs. Particularly when community partners were involved, faculty spent a significant amount of time on bureaucratic and organizational matters. Jürgen von Mahs of The New School explained when evaluating his experience teaching an urban studies course on the homeless that “setting up such a course was much more difficult and time-consuming than I had originally imagined” and was “a serious administrative challenge.” Many other faculty members made similar observations.

CEC faculty provided numerous suggestions that may lessen the time commitment when dealing with community partners. Several mention the possibility of securing additional assistance to coordinate collaborations. While some suggest hiring a part-time assistant if funding is available, others turn their need into a learning experience for students, allowing upper-class or graduate students with previous volunteer experience in the community to serve as coordinators and/or program supervisors. Acting in these capacities helps students develop real-world leadership and organizational skills. Such work can also receive credit in advanced courses or internships. Alternatively, other faculty note that forming consistent, long-term relationships with the same community partners lessens the time required for organizational matters. Rather than allowing students to select placements themselves (which can be extremely time consuming for all involved), they suggest pairing students with community partners with whom faculty have existing relationships.

Team-teaching courses or collaborating with another course can also be time consuming. Coordinating efforts with other faculty members requires extra work. To lessen these demands, faculty propose carefully selecting faculty partners, scheduling classes to meet concurrently to make joint meetings possible, and clearly dividing up the work of the course(s) among the faculty.

In short, while CECs often place extra demands on the faculty, careful planning and use of available resources can alleviate these demands. Ultimately, the CEC faculty found that the benefits students, professors, institutions, and communities reap from CECs are worth the extra effort required to establish a successful course.

The Expectations and Needs of Community Partners

Many faculty discussed the incompatibility of the semester length with the needs of community partners and/or their own learning goals for their students. For community partners, working with students requires a significant investment in terms of training, supervision, scheduling, and project management.⁵³ Moreover, as psychologist Elizabeth Weiss Ozorak at Allegheny College noted, there is only so much that “a busy student can assimilate even from intensive short involvement in the community.” It can take much more than a semester for a “nuanced view” of community problems to develop.

Despite these challenges, there are steps that faculty can take to address this incompatibility. Faculty can work to lengthen the service experience beyond a single semester. One service learning study proposes two broad approaches to “lengthen and deepen students’ commitment”: “reducing time barriers to students’ involvement” and “aligning students’ passion for justice and a sense of community with the courses they take and the work they do in the community.” It offers a number of specific possibilities, from creating paid work-study programs to allowing students to continue their community partnerships as part of a service learning component of future courses.⁵⁴ Similarly, Patricia Moynagh and Lori Weintrob at Wagner College suggest pairing service learning with year-long courses.⁵⁵

Alternatively, other instructors in service learning courses propose what is called “project-based service learning.” In this model, community partners and faculty plan specific projects for students that can be completed in a single semester. Students sometimes possess skills that can be of use to community partners,⁵⁶ and completing a project often enables both parties to feel a sense of accomplishment and closure at the end of the semester. Many of the CECs employed the project-based model, from Shifrin’s “Museums and Their Communities” at Ursinus College to Hightower’s physics course on “Energy Conversions and Resources” at Occidental College. As Daniel Trudeau, one of the three collaborating geographers who joined courses at Macalester College, observed, “It is important to integrate students so that they can begin and end the project” to give them a sense of “ownership in its development” and culmination.

The Expectations of Students: The Additional Requirements of CECs

Given the extra demands that civic engagement courses place on faculty, it is not surprising that students sometimes found these courses to be particularly challenging. Some were upset and even depressed by the realities of poverty, prejudice, and other social problems that they encountered outside the classroom. Additionally, CECs often require more of students than other courses, incorporating work outside the classroom and interaction with members of the community. Students sometimes felt overwhelmed and unprepared to manage these extra demands, particularly if the professor did not make these demands clear at the start of the semester in the syllabus and in class. As one CEC professor commented in her evaluation, “The greatest weakness of the course was not truly communicating to students that this was a civic engagement course.” Another made a similar observation, writing, “I think that the somewhat negative reaction of some students to the tasks may have reflected a lack of clarity on my part and some initial confusion about the purpose and expectation of the service learning project.” Without adequate explanations of additional requirements up-front, students were less willing to engage in courses.

The solution, then, is to convey to students as clearly as possible 1) that the course has a civic component and 2) precisely what that component entails (particularly in the case of community service requirements, community partnerships, and non-traditional research assignments). Many of the CECs did so explicitly in their syllabi, some mentioning that the course was part of the Project Pericles CEC program. (See www.projectpericles.org/?q=ceccourses for links to all the syllabi.) Susan Shifrin’s course on “Museums and Their Communities” at Ursinus College is an excellent example, beginning with the following course description:

In this new Project Pericles course, we will investigate the theoretical underpinnings for the notion of the museum as a site of civic engagement through varied readings, classroom discussion, and group work. We will then put these theories into action in community-based projects centered in Norristown and Trappe, building on the resources of those communities as well as on the resources of the Berman Museum of Art and your resources as the student stakeholders in this course.

Through the process of planning and implementing these community partnerships, you will gain insights into how you and the museum can work from community needs and priorities while benefiting from community insights, skills, and input. Students in the course will learn to design, implement, and evaluate arts-centered collaborative projects rooted in the community and based on the common ground of their own strengths and those of their community partners.

This is a course that depends upon individual and communal engagement; it will take place on campus at the Berman Museum and on site in Norristown and Trappe, as well as including a few site visits to regional museums.

In this description, Shifrin begins by explaining how the content of the course relates to civic engagement. She then lets students know that there is a research project that involves collaborations with community partners. She explicitly tells them that her goal is to help

students relate the content of the course outside the classroom to an issue of importance to the community and then details the skills that she expects students to develop as a result of their collaborative endeavors with community partners. In their evaluations, students emphasized that they appreciated the opportunity to undertake such projects. As one student noted, "...in regards to our projects we were able to get a first hand experience of putting our words into actions by adapting the Project Pericles principles and acting them out in practice... [O]ur visits and field trips enhanced the connection and showed us perfect examples of putting principle into action."

The Expectations of Students: Challenges in Dealing with Community Partners

When incorporating service learning or other community partnerships, students in CECs often encountered difficulties along the way: there was a disjuncture between the expectations of the students and the expectations of the partner; students organized a community meeting, and no one showed up; a professor invited a guest lecturer from the community to the class who unexpectedly made some prejudiced remarks. When professors took their students into the community, the unpredictability and added challenges of the "real world" entered the classroom. Yet while on the surface these moments were problematic, they also had the potential to serve as learning opportunities to help students develop the skills and motivation necessary to become thoughtful and engaged citizens.

When students encounter individuals who express racist, sexist, or other kinds of discriminatory sentiments, faculty can use these experiences to help students understand the reality of the perspectives they may face when they leave the classroom. Political scientist Caroline Heldman at Occidental College took her students to New Orleans to work on a rebuilding project and volunteer at a women's shelter as part of her course "Disaster Politics: New Orleans in the Wake of Hurricane Katrina." During the trip, she invited a local resident to speak to her students who, according to Heldman, "expressed some underhanded racist sentiments." Rather than ignoring or dismissing the incident, Heldman "spent several days analyzing [the resident's] comments" with students "in order to turn this into a learning experience."

Some faculty used the challenges they encountered to emphasize the need for flexibility when dealing with community partners. In anthropologist Kim Jones's "Applied Anthropology: Meeting Human Needs" course, students at Elon University participated in community center programs at a nearby low-income housing project. In her evaluation, Jones commented on the many hurdles that her students encountered as they organized events but also emphasized that such difficulties were "an important part of the learning process." One of the key lessons that she took away from the course was the value of teaching students about the need to adapt:

In the real world, things don't always happen as you might expect and it is important to process these difficulties collectively as an important part of experiential learning. It is important for students not to get frustrated and disappointed when structural barriers prevent them from being able to do everything they wish they could do for the community. ... [W]ith proper guidance these moments of frustration can be invaluable opportunities for the students to come to empathize with the frustration and disappointment of people who are disenfranchised and recognize that making change is

not a simple task that nobody has tried to do, but a process that requires a great deal of flexibility, patience, and perseverance.

Evaluations suggest that students benefited from this lesson greatly. As one student commented, “In the community, I think we just need to keep knocking down doors... Persistence is the key.”

Working with community partners can pose challenges for students, as Amara Geffen observed when teaching “Envisioning Environmental Futures,” an interdisciplinary course at Allegheny College. In developing grant proposals to restore a park in Meadville, Pennsylvania, Geffen’s students often felt discouraged by how “messy” and “frustrating” their efforts were. Yet Geffen believes that these challenges were “valuable, even if not always enjoyable,” for students. Students learned to collaborate and find their own interdisciplinary solutions to a real problem in the community. Moreover, according to Geffen, it is “experiences such as these that empower our students and prepare them to engage in their own local communities. Life is not always neat and tidy and easy. Doing *anything* that involves planning or mitigation or collaboration takes time.”

The unique challenges posed by student collaborations on such projects can also be used as learning experiences. At Chatham University, Mary Whitney’s general studies course, “Citizenship & Civic Engagement: Issues and Activism,” required students to select an environmental issue of their choosing and create “action projects” in groups by researching background information and current policies, designing possible solutions, and attempting to implement them. (One group encouraged “green building” in the area; another promoted an expansion in the use of mass transit.) These group projects placed added demands on students in terms of managing time commitments and working with others. Yet Whitney views these demands as crucial components of a civic learning experience, noting that “the challenges of doing group work in this way are an excellent preparation for the problems and successes of an engaged citizen, and a reminder that all environmental change is ‘group work.’”

VI. Conclusions: The Benefits of Civic Education

The academic-focused civic engagement initiatives of faculty, administrators, community partners, and students at Periclean institutions suggest that the CEC Program favorably contributed to the transformation of campus cultures. The CECs helped establish climates in which civic education can flourish. The 44 funded courses had a wide impact on their campuses and beyond. Periclean initiatives in the community received coverage in local papers, and several faculty members and students presented their coursework at academic conferences throughout the country.⁵⁷ Moreover, team-taught courses, conferences, guest lecturers, and collaborations with community partners all extended the reach of the CECs, helping foster institutional climates on Periclean campuses favorable to civic education. As Allegheny’s Linda C. DeMeritt, Dean of the College, noted, “the Project Pericles CEC grant has broader implications than for just one course.” It “contribute[s] to a culture at Allegheny of committed, knowledgeable, and engaged citizens.”

The CECs had a direct impact in the community: the civic initiatives undertaken by students and faculty as parts of their courses provided real services and helped address social and political problems. From the annotated atlas created by Macalester College's geography students to the assets map created by Widener University's social work students, the community projects produced by CECs provided valuable information on social problems in local areas to community partners. Students at Ursinus College worked to preserve and promote local historic sites, and students at Macalester College and New England College educated their peers and other community members about the recent presidential election. The reach of the CECs was even international in scope: students in geographer Heidi Frontani's course at Elon University on "Development Issues in Ghana" organized several fundraising events on campus that raised money to establish a health center in Kpoeta, Ghana, participate in a heifer initiative, and purchase books for two Ghanaian schools.

Despite the challenges involved in civic education, faculty found their experiences to be immensely rewarding. According to historian Barry Shapiro of Allegheny College, "... as a 63 year-old history professor whose sense of 'connectedness' to students has seemed to waver at times in recent years, I can state, without any hesitation, that this was the most successful course I have taught in a number of years and one of the most successful that I have ever taught." On a similar note, Jürgen von Mahs of The New School concluded that "all problems notwithstanding, such an endeavor is worth the effort and pays tremendous dividends.... I had fun reading my students' field reports and their course diary entries.... In the end, I am happy I taught the course, am looking forward to teaching it again...." The enthusiasm of students clearly filled these faculty members and others with renewed energy as teachers.

Faculty members also commented extensively on the significant accomplishments of their courses in terms of achieving the learning outcomes: *the ability to recognize and view issues of social concern from multiple perspectives and to formulate and express an informed opinion on these issues; the ability to relate academic materials to their practical applications regarding issues of social concern; the motivation and capacity to utilize these abilities to take action in the community.* Von Mahs observed that students in his course on homelessness "gained tremendous insights into the problem of homelessness," "developed a great appreciation for the efforts of homeless service providers and the multiple challenges they face," "began to rethink their own stereotypes about homeless people," and "indicated that they plan on [or] would like to continue volunteering." Likewise, Myrna Breitbart at Hampshire College described her students' "excitement of being able to observe firsthand what they were reading about and apply[ing] their knowledge to further a valuable social change agenda" as among the most successful elements of her urban studies course.

Finally, comments by students themselves in course evaluations highlight the extent to which CECs can inspire young people to seek to become thoughtful, engaged, and socially-responsible citizens that take action to benefit their communities. In one example, two students from psychologist Elizabeth Weiss Ozorak's "Community Psychology" course at Allegheny College underscore the transformative potential of civic education for undergraduates:

This course has in ways acted as the compass on my road into the future... [It] has helped me to look through a holistic lens, to see the bigger picture, to see the larger

connections, and in the end it has helped me to grow closer to understanding the complexity of my life's work.

This course has been a great springboard for thinking about what I want to do later in life. It has really inspired me to create a better world.

The successes of the Project Pericles CEC Program demonstrate that civic education has the potential to help students acquire the necessary “knowledge, skills, values and motivation” to take action in their communities as thoughtful, engaged, and socially-responsible citizens.

¹ W. Talcott cited in Mark Hugo Lopez and Abby Kiesa, “What We Know about Civic Engagement among College Students,” in Barbara Jacoby and Associates, *Civic Engagement in Higher Education: Concepts and Practices* (San Francisco: Jossey-Bass, 2009), 31; Caryn McTighe Musil, “Educating Students for Personal and Social Responsibility: The Civic Learning Spiral,” in Barbara Jacoby and Associates, *Civic Engagement in Higher Education: Concepts and Practices* (San Francisco: Jossey-Bass, 2009), 50.

² Robert Putnam, *Bowling Alone: The Collapse and Revival of American Community* (New York: Simon and Schuster, 2000); Theda Skocpol, *Diminished Democracy: From Membership to Management in American Public Life* (Norman: University of Oklahoma Press, 2003); Theda Skocpol and Morris Fiorina, eds., *Civic Engagement in American Democracy* (Washington, DC: Brookings Institution Press and Russell Sage Foundation, 1999).

³ Anne Colby, Thomas Ehrlich, Elizabeth Beaumont, and Jason Stephens, *Educating Citizens: Preparing America’s Undergraduates for Lives of Moral and Civic Responsibility* (San Francisco: Jossey-Bass, 2003); Eugene M. Lang, “Project Pericles: A Daring Work-in-Progress,” *National Civic Review* 94, no. 2 (2005): 10-18; H. Boyte and E. Hollander, *Wingspread Declaration on Renewing the Civic Mission of the American Research University* (Ann Arbor: University of Michigan Center for Community Service Learning, 1999) quoted in Stephen Lawry, Daniel Laurison, and Jonathan VanAtwerpen, *Liberal Education and Civic Engagement: A Project of the Ford Foundation’s Knowledge, Creativity and Freedom Program* (New York: The Ford Foundation, 2006); Stephen Earl Bennett and Eric W. Rademacher, “The ‘Age of Indifference’ Revisited: Patterns of Political Interest, Media Exposure, and Knowledge among Generation X,” *After the Boom: The Politics of Generation X*, eds. Stephen C. Craig and Stephen Earl Bennett (Lanham, MD: Rowman & Little Publishers, Inc., 1997), 21-43.

⁴ Lang, “Project Pericles,” 11.

⁵ J. Pryor, S. Hurtado, V.B. Saenz, J. Lindholm, W.S. Korn, and K. Mahoney, “The American Freshman—National Norms for 2005,” (Higher Education Research Institute, January 2006), 186.

⁶ Caryn McTighe Musil, “Educating Students for Personal and Social Responsibility,” 51. The other three outcomes include: “Knowledge of human cultures and the physical and natural world,” “Intellectual and practical skills,” and “Integrative and applied learning.”

⁷ Anne Colby, Elizabeth Beaumont, Thomas Ehrlich, and Josh Corngold, *Educating for Democracy: Preparing Undergraduates for Responsible Political Engagement* (San Francisco: Jossey-Bass, 2007), xv. Colby et al. make an invaluable contribution with their attempt to share “specific strategies” for educators to use in the classroom and on campus, but much work remains.

⁸ Just as definitions of civic engagement vary, so do the curricula, programs, and outlook of the 22 member Periclean institutions. Since its inception, Project Pericles has encouraged its members to adopt programs that are influenced by their institutional characteristics, traditions, student body, and resources. To prescribe a single definition of civic engagement would be unnecessarily restrictive on member institutions’ abilities to design courses that reflect their unique needs. Nonetheless, we note that most, if not all definitions, are similar in a critical way: they address individuals’ active and responsible participation in a larger society. It is this type of connection of students to society that Project Pericles hopes will be strengthened by the educational programs of its member institutions.

⁹ Thomas Ehrlich, “Preface,” *Civic Responsibility and Higher Education*, ed. Thomas Ehrlich (Phoenix: The American Council on Education and The Oryx Press, 2000), vi.

¹⁰ Anne Colby, Thomas Ehrlich with Elizabeth Beaumont, Jennifer Rosner, and Jason Stephens, “Introduction,” *Civic Responsibility and Higher Education*, ed. Thomas Ehrlich (Phoenix: The American Council on Education and The Oryx Press, 2000), xxvi.

¹¹ Available on-line at <http://www.projectpericles.org/?q=cecpage>. Accessed May 24, 2009. See also Appendix A.

¹² For a more in-depth discussion of some of the benefits of a qualitative and interpretative approach to study courses in service learning, see Rob Shumer, “Science or Storytelling: How Should We Conduct and Report Service-Learning Research?” *Michigan Journal of Service Learning* Special Issue (2000): 76-83. Shumer discusses this approach alongside two competing approaches: positivism and critical science.

¹³ Linda Scola, Bethune-Cookman University; Gabrielle Foreman, Occidental College.

¹⁴ Wayne Lesperance, New England College; Kim Jones, Elon University; Gabrielle Foreman, Occidental College.

¹⁵ Jay McDaniel, Hendrix College.

¹⁶ Mary M. Richardson, Hendrix College.

¹⁷ Emilie Zaslow, Pace University; Nancy B. Blank, Widener University.

¹⁸ John P. Esser and Ammini Moorthy, Wagner College.

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- ¹⁹ Douglas Haynes, New England College; Angela Lewellyn-Jones, Elon University; Susan Shifrin, Ursinus College.
- ²⁰ Linda Scola, Bethune-Cookman University; Ammini Moorthy and John P. Esser, Wagner College.
- ²¹ Sandra Miller, Widener University.
- ²² Patricia Moynagh, Wagner College; Amy Ihlan, Macalester College; Susan Shifrin, Ursinus College.
- ²³ Ehrlich, "Preface," vi; Colby and Ehrlich et al., "Introduction," xxvi.
- ²⁴ Colby et al., *Educating for Democracy* defines this type of assignment as "Research for a Political Organization or Community Group," a subset of the broader category of "Political Research and Action Projects." See p. 179.
- ²⁵ The Speaker's House Staff, Board of Trustees, and Advisory Board, "About the Speaker's House and Our Mission," The Speaker's House, <http://www.speakershouse.org/about.html>. Accessed June 22, 2009.
- ²⁶ Students and Faculty of "Urban Geography Field Seminar," "GIS: Concepts and Applications," and "Cities of the 21st Century" in the Geography Department of Macalester College, *The Crow River Watershed: An Annotated Atlas* (Spring 2008). Available on-line at <http://www.macalester.edu/geography/civic/>.
- ²⁷ Colby et al, *Educating for Democracy*, 180.
- ²⁸ Elon defines "social entrepreneurship" as "seek[ing] to create and sustain positive change in communities. They work closely with community leaders and organizations to create new initiatives to serve the public good. Through engaging in a process of research, partnership-building, planning, and innovation, social entrepreneurs take risks and act boldly to find innovative, sustainable solutions to community problems." Source: Elon Social Entrepreneurship Scholars, "What is Social Entrepreneurship," Elon University, <http://org.elon.edu/ses/what.html>. Accessed June 1, 2009. For a fuller discussion of the concept, see J. Gregory Dees, "The Meaning of Social Entrepreneurship," Duke University's Fuqua School of Business, Center for the Advancement of Social Entrepreneurship, http://www.caseatduke.org/documents/dees_sedef.pdf. Accessed June 1, 2009.
- ²⁹ For more on role-playing exercises, see Rebecca Teed, "Role Playing Exercises," Carleton College Science Education Resource Center, <http://serc.carleton.edu/introgeo/roleplaying/>. Accessed June 19, 2009.
- ³⁰ Reacting to the Past Program, "Introduction: The Basic Concept," Barnard College, <http://www.barnard.edu/reacting/curriculum/index.html>. Accessed May 21, 2009.
- ³¹ Manuel G. Correia and Robert E. Bleicher, "Making Connections to Teach Reflection," *Michigan Journal of Service Learning* 14, no. 2 (Spring 2008): 41.
- ³² Correia and Bleicher, "Making Connections to Teach Reflection," 43; Colby et al, *Educating for Democracy*, 251-75. See also Janet Eyler and Dwight D. Giles, *Where's the Learning in Service Learning?* (San Francisco: Jossey-Bass Publishers, 1999), 83-98. For a discussion of the limitations of unstructured reflection, see Julie A. Hatcher, Robert Bringle, and Richard Muthiah, "Designing Effective Reflection: What Matters to Service-Learning," *Michigan Journal of Service Learning* 11, no. 1 (Fall 2004): 43. See also Colby et al., *Educating for Democracy*, 132, 135-36.
- ³³ While the students in Correia and Bleicher's study (see footnote 31) used Blackboard for their journals, these journals were not accessible to other students, only to faculty. See Correia and Bleicher, "Making Connections to Teach Reflection," 44.
- ³⁴ Julie A. Hatcher, Robert Bringle, and Richard Muthiah, "Designing Effective Reflection," 38, 42.
- ³⁵ Additionally, while most academics agree that the internet and other technological advances provide specific tools that faculty can utilize in service-learning courses, some scholars now argue that a combination of "service-learning" and "technology-assisted learning," in fact, constitutes a "distinctive pedagogy" of its own. See Edward Zlotkowski, "Foreword," in *Service-eLearning: Educating for Citizenship*, eds. Amber Dailey-Hebert, Emily Donnelly-Sallee, and Laurie N. DiPadova-Stocks (Charlotte: Information Age Publishing, Inc.: 2008), xi-xii.
- ³⁶ For more on service learning in composition courses generally, see Thomas Deans, "Writing Partnerships: Service-Learning in Composition," *Michigan Journal of Service Learning* 8, no. 1 (Fall 2001): 62-67; Floyd Ogburn and Barbara Wallace, "Freshman Composition, the Internet, and Service-Learning," *Michigan Journal of Community Service Learning* Vol. 5 (Fall 1998): 68-74.
- ³⁷ Christine Popok, "Reflections on Service Learning as a Pedagogical Strategy in Composition," in *Race, Poverty, and Social Justice: Multidisciplinary Perspectives through Service Learning*, ed. José Z. Calderón (Sterling: Stylus Publishing, LLC, 2007), 36-55.
- ³⁸ Colby et al, *Educating for Democracy*, 182-84.
- ³⁹ *Ibid.*, 156.
- ⁴⁰ Mark A. Chesler, Jennifer Kellman-Fritz, and Amy Knife-Gould, "Training Peer Facilitators for Community Service Learning Leadership," *Michigan Journal of Service Learning* 9, no. 2 (2003): 59-76.

- ⁴¹ Roberta S. Matthews and Daniel J. Lynch, "Learning Communities: Collaborative Approaches to Engaging Differences," in Richard Guarasci, Grant H. Cornwell, and Associates, *Democratic Education in an Age of Difference: Redefining Higher Education in Citizenship* (San Francisco: Jossey-Bass Publishers, 1997), 107-09.
- ⁴² Barbara Leigh Smith et al., "Emerging Trends in Learning Community Development," *Washington Center for Improving the Quality of Undergraduate Education News* (Winter 2006) cited in Nance Lucas, "The Influence of Integrated and Interdisciplinary Learning on Civic Engagement," in Barbara Jacoby and Associates, *Civic Engagement in Higher Education: Concepts and Practices* (San Francisco: Jossey-Bass, 2009), 105. See also Barbara Leigh Smith, Jean MacGregor, Roberta Matthews, and Faith Gabelnick, *Learning Communities: Reforming Undergraduate Education* (San Francisco: Jossey-Bass, 2004).
- ⁴³ Barbara Leigh Smith et al, "Emerging Trends," cited in Lucas, *The Influence of Integrated and Interdisciplinary Learning on Civic Engagement*, 115.
- ⁴⁴ "Experiential Learning: The First Year Program," Wagner College, http://www.wagner.edu/experiential_learning/FYP. Accessed June 7, 2009.
- ⁴⁵ Matthew Hartley, Ira Harkavy, and Lee Benson, "Putting Down Roots in the Groves of Academe: The Challenges of Institutionalizing Service Learning," in *Service Learning and Higher Education: Critical Issues and Directions*, ed. Dan W. Butin (New York: Pallgrave MacMillan, 2005), 210.
- ⁴⁶ Hartley et al., "Putting Down Roots," 206, 212. Hartley et al. make this argument for service learning in particular, but we believe it applies to civic education more broadly defined as well.
- ⁴⁷ Periclean Program Directors are responsible for overseeing their respective campus Periclean Programs and are points of contact for Program information and support and for facilitating interactions and collaborations of Periclean institutions. The Program Directors are often but not necessarily faculty members. They attend annual Project Pericles conferences to exchange Program ideas and experiences.
- ⁴⁸ Here the CEC Project supports Hartley et al.'s suggestion that organizing public meetings and workshops and inviting guest lecturers to campus can all provide information about how other institutions have integrated service learning and thus "lend[s] legitimacy" to this approach and begins crucial intellectual discussions about the meaning of service and social responsibility. See Hartley et al., "Putting Down Roots," 215.
- ⁴⁹ Letter from Susan A. Phillips, Project Pericles Program Director, to Jan Liss, Executive Director, Project Pericles, April 10, 2007.
- ⁵⁰ Susan Ostrander, "Democracy, Civic Participation, and the University: A Comparative Study of Civic Engagement on Five Campuses," *Nonprofit and Voluntary Sector Quarterly* 33, no. 1 (2004): 75, 82.
- ⁵¹ "Classroom," Project Pericles, <http://projectpericles.org/?q=node/15>. Accessed May 24, 2009.
- ⁵² Julie Ellison and Timothy K. Eatman, "Scholarship in Public: Knowledge Creation and Tenure Policy in the Engaged University" (Imagining America: Artists and Scholars in Public Life Tenure Team Initiative on Public Scholarship, 2008), iv, 1-3. Available on-line at http://www.imaginingamerica.org/TTI/TTI_FINAL.pdf.
- ⁵³ Elizabeth Tryon, Randy Stoecker, Amy Martin, Kristy Seblonka, Amy Hilgendorft, and Margaret Nellis, "The Challenge of Short-Term Learning," *Michigan Journal of Community Service Learning* 14, no. 2 (Spring 2008): 18.
- ⁵⁴ John Wallace, "The Problem of Time: Enabling Students to Make Long-Term Commitments to Community-Based Learning," *Michigan Journal of Community Service Learning* 7 (2000): 138-39.
- ⁵⁵ See also Tryon et al., "The Challenge of Short-Term Learning," 23.
- ⁵⁶ Tryon et al., "The Challenge of Short-Term Learning," 22.
- ⁵⁷ A sample of media coverage of CEC courses, and faculty and student presentations at academic conferences include the following.
Allegheny College: Mary Spicer, "Students work to restore beauty to Shadybrook Park," *The Meadville Tribune*, March 9, 2008; Tim Hahn, "Grant to fund park project," *Erie Times-News*, March 30, 2008; Diane Patton, "Are you up to the task? Make A Difference Day," *The Meadville Tribune*, September 15, 2008; Keith Gushard, "College, community identify goals," *The Meadville Tribune*, September 27, 2007; Caryl Waggett and Ron Cole, (presentation at the American Association of Colleges and Universities Summer Institute, Crystal City, VA, July 14 – 15, 2008); "Allegheny College selected to participate in National Public Health Institute," *The Meadville Tribune*, June 4, 2008; Caryl Waggett, "Engaging Science in Our Global Future: Project Pericles' Civic Engagement Course (CEC) Grant Program" (panelist presentation at the American Association of Colleges and Universities 2009 Annual Meeting, Seattle, WA, January 24, 2009).
Berea College: "Immigration: Fact versus Myth," *The Voter: Newsletter of the League of Women Voters of Berea & Madison County*, October 2, 2007; "President's Corner," *The Voter: Newsletter of the League of Women Voters of*

Berea & Madison County, December 2007; Betty Hibler, "Project Pericles Civic Engagement Courses Announced," *The Berea Center for Excellence in Learning Through Service Connector Newsletter*, Fall 2007.

Elon University: Eric Townsend, "Social entrepreneurship program recruiting for second class," *Elon E-net! News Service*, November 14, 2008.

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Macalester College: David Lanegran, Holly Barcus, and Daniel Trudeau, "Geography and Models of Civic Engagement at Macalester College" (presentation at the Association of American Geographers 2008 Annual Meeting, Boston, MA, April 16, 2008); Patricia Bass et al., (student presentations at the 2008 Midwest Undergraduate Geography Symposium, St. Peter, MN, April 26, 2008).

Occidental College: Adrian Hightower, "Engaging Science in Our Global Future: Project Pericles' Civic Engagement Course (CEC) Grant Program" (panelist presentation at the American Association of Colleges and Universities 2009 Annual Meeting, Seattle, WA, January 24, 2009).

Ursinus College: Susan Shifrin, "Letter to the Editor: A Short-Sighted Move on Brandeis' Part," *The Chronicle of Higher Education*, February 27, 2009.

Wagner College: Ammini Moorthy, "Engaging Science in Our Global Future: Project Pericles' Civic Engagement Course (CEC) Grant Program" (panelist presentation at the American Association of Colleges and Universities 2009 Annual Meeting, Seattle, WA, January 24, 2009).

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CIVIC ENGAGEMENT COURSE GRANTS Request for Proposals

For Fall 2007, Spring 2008 and Fall 2008
Announcement
March 2007

Overview: Project Pericles is requesting proposals from Periclean colleges and universities for the development and teaching of civic engagement courses (CEC). Project Pericles has received funding that will enable us to provide matching grants of \$2,000 each for a total of approximately 40 courses. The final products of this endeavor will include: a White Paper for incorporating civic engagement into higher education curricula and a compendium of course syllabi, with selected course materials. In addition, the National Office of Project Pericles will write and solicit articles and op-ed pieces about these courses and their development.

Background: In 2004 Project Pericles funded the development of civic engagement courses by colleges and universities that were then Periclean members. The disciplines in which the courses were developed included American studies, art, Asian studies, biology, Black studies, chemistry, communications, computer science, English, environmental studies, gender studies, general studies, history, human services, international and cultural studies, law, literature, management, media studies, music, nursing, physics, political science, psychology, religion, sociology, and world literature. A brief summary concerning these courses is in Attachment 1. A list of courses, which were taught between 2004 and 2006, is in Attachment 2; the list identifies the faculty member, department, and institution for each course.

Faculty Announcement: Periclean institutions that wish to participate in this program should post or circulate announcements to their faculty as soon as possible. Periclean institutions may add any additional requirements essential to their own institution and set up their own procedures (internal deadlines, internal approvals, etc.) for receiving and evaluating proposals and determining which proposals you wish to forward to Project Pericles. Please send a copy of your announcement to Project Pericles for our records.

Civic Engagement Course Criteria: All proposals should articulate how the resulting course will qualify as a civic engagement course. Proposals can be for the development of new or revised courses and may include collaborative or interdisciplinary efforts by faculty at one or more Periclean institutions. In addition, faculty at Periclean member institutions can choose to revise courses developed at their own institution or can choose to adapt courses developed earlier by other Periclean institutions. Courses do not need to include a hands-on community aspect. Courses should normally be for a semester or a full year. Evaluation of proposals will include such factors as significance, creativity, feasibility, articulation and measurability of concrete goals, likelihood of encouraging the development of student opinion, and transferability to future years and other schools. Academic rigor will also be an important criterion; it is not the intention of this project to fund courses that provide academic credit for volunteer work without academic grounding. In addition, the evaluators will consider the institution's plan for overseeing and administering the civic engagement course grants.

One goal of the civic engagement course grants is to develop a wide range of civic engagement courses in a range of academic disciplines. We note that the definition of civic engagement that most closely reflects Project Pericles' philosophy is set forth by our Advisory Board member Thomas Ehrlich in the introduction to *Civic Responsibility and Higher Education*.

Civic engagement means working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes.¹

...a morally and civically responsible individual recognizes himself or herself as a member of a larger social fabric and therefore considers social problems to be at least partly his or her own; such an individual is willing to see the moral and civic dimensions of issues, to make and justify informed moral and civic judgments, and to take action when appropriate.²

Grant Award: Project Pericles will provide a grant of \$2,000 per course that is selected for funding. Member institutions will have latitude as to how this funding is used. It is expected that each Periclean institution contribute a \$2,000 match per funded course. To the extent that this requirement provides a financial hardship for a member institution, the member institution's provost should discuss this with Project Pericles Executive Director, Jan Liss. In June 2007 the selected course proposals will be announced and the first half of the honoraria will be awarded. Project Pericles will award the second half of the honorarium after the completion of the course and the evaluation materials.

Only those courses meeting the requirements will be considered for funding, however, since funding is limited, not all courses that meet the requirements will be funded.

In addition to the grant award for each course, each institution with one or more funded courses will receive an administrative honorarium of up to \$1,000. to be used as the institution wishes.

Additional Requirements: The courses must be taught no later than the fall semester of 2008. All course syllabi, related materials, and evaluations (see below) must be submitted to Project Pericles within 60 days of the end of the course, and in no case later than February 1, 2009.

Assessment: By submitting a proposal, the institution and participating faculty members agree to evaluate the courses that are developed with the civic engagement course grant in two ways. First, each civic engagement course proposal should detail the course objectives and explain how an evaluation will measure the success of the course in meeting those objectives. This evaluation should also indicate any plans for a) revising the course and b) teaching it again. Second, institutional course evaluations should be utilized and should be submitted within 60 days of the end of the course, and in no case later than February 1, 2009. In addition, with the assistance of academic experts, Project Pericles is in the process of developing a standard evaluation procedure that it will conduct for all civic engagement courses funded in this endeavor.

Final Products: With the use of expert consultants, Project Pericles will prepare the principle products of this endeavor: a White Paper for incorporating civic engagement into higher education curricula and a Compendium of courses and selected course materials. While a maximum of 5 proposals will be funded from any institution, Pericleans may submit the names of additional courses for inclusion in the Compendium. The National Office of Project Pericles will write and solicit articles and op-ed pieces about these courses and their development. Periclean academicians are encouraged to write about their

¹ Ehrlich, T., ed. (2000). Oryx Press, Michigan State University, Lansing, MI. Preface, p. vi.

² Id, Introduction, p. xxvi.

experiences developing and teaching civic engagement courses for publication and on the Project Pericles website.

Ownership of Intellectual Property: This project is not intended to interfere with the intellectual property policies of Periclean institutions. However, because one of its goals is to facilitate the incorporation of civic engagement into higher education, each participating institution and faculty member must grant permission to Project Pericles to publish in print and on the Project Pericles website all syllabi and related course materials, as well as the intended White Paper, journal articles, and op-ed pieces. Project Pericles will attribute each course to its faculty authors and college or university.

Proposal Submission and Due Dates: Each course proposal for a college must be from a different academic department. A course proposal consists of the Civic Engagement Course Proposal Form (attached) plus a brief description of no more than one page per course.

Each college may submit a package of up to 5 civic engagement course proposals for funding. The course proposals must be accompanied by the Civic Engagement Course proposal package cover sheet. Proposal packages must be received by Project Pericles by Thursday, April 19, 2007. They should be emailed to jan.liss@projectpericles.org. In addition, a hard copy should be submitted to:

Jan Liss
Executive Director
Project Pericles
551 Fifth Avenue, Suite 1025
New York, NY 10176

If you have any questions, please call or email Jan Liss at 212.986.4496
jan.liss@projectpericles.org

Attachments not included in White Paper-8.09



Civic Engagement Courses (CEC) 2007-2009 by Discipline

American Studies

American Ways of Life

Hendrix College - Jay McDaniel, Professor of Religion

This course introduces traditions of civic engagement to international students, with special focus on students from the People's Republic of China, for whom the course was required.

Anthropology

Applied Anthropology: Meeting Human Needs

Elon University – Kimberly Jones, Assistant Professor of Anthropology

This course applies anthropological theories and methods to local, national, and global human needs, such as adequate nutrition and health care, freedom and power, adequate educational supplies and well-trained teachers, and access to work that allows workers to provide adequately for themselves and their families.

Art and Art History

Topics in Native American Art History: Native California

Pitzer College – Bill Anthes, Assistant Professor of Art History

Through the study of material in museums, Indian casinos, cultural centers, and other institutions, students will examine Native American art and cultural history, focusing on patterns of contact, conflict, accommodation, government relations, education, economic revitalization, and cultural and political activism.

Museums and Their Communities

Ursinus College – Susan Shifrin, Assistant Professor of Art

This course examines the concept of the museum as a site of civic engagement, i.e., the museum as a partnership between the institution and its communities, between museum professionals and museum audiences.

Biology

The Ethical, Legal, and Social Implications of the Genome

Wagner College – Ammini Moorthy, Professor of Biology;

John P. Esser, Associate Professor of Sociology

This course examines scientific concepts and basic research that underlie the decoding of the Human Genome and explores the resulting biomedical revolution that has created a need for answers to questions such as what we can and should do with genomic research and calls into question the way people think about family structure, life expectancy, quality of life, expectations of health and medical care, privacy, the way food is grown, and attitudes toward religion.

Business Law

Business Law and Environmental Action

Widener University – Sandra K. Miller, Professor of Accounting and Taxation

In the course of examining contemporary law and ethics in relation to the formation and management of businesses and other organizations, students work with community and nonprofit groups to help alleviate environmental problems.

Communication Studies, Speech Communication, and Theatre

Political Communication

Berea College – Billy Wooten, Assistant Professor of Speech Communication and Director of Forensics

Students design and execute a media campaign based on their study of communication theories, media influence on policy development, core issues for the 2008 presidential election, and the importance of speech writing for candidates.

Introduction to Effective Oral Communication

Bethune-Cookman University – Paula McKenzie, Assistant Professor of Speech Communication and Theatre

This introductory course is designed to help students develop thinking, research, organization, and speaking skills through study and analysis of a social problem of their choice, resulting in an informative speech, a speech of controversy, a problem-solution speech, and a motivational speech.

Communication Analysis of Presidential Candidates' Nomination Acceptance Speeches

Hendrix College – Mary M. Richardson, Adjunct Instructor of Speech

Students examine selected nomination acceptance speeches at the Republican and Democratic National Conventions from 1980 to 2008, exploring the historical context, the candidates themselves, the outcome of the election, and the impact of the speeches on the election. In a forum setting, students compare Obama's and McCain's speeches in 2008, and predict the winner of the election based on those speeches.

Youth, Media, Democracy

Pace University – Emilie Zaslow, Assistant Professor of Communication Studies

In the context of historical and current debates about media and youth, this course explores, through readings, discussions, screenings, and service, how contemporary youth use the media to document their lives, produce social change, and put democracy into action.

Criminal Justice

Juvenile Delinquency and Juvenile Justice

Widener University – Nancy B. Blank, Associate Professor of Criminal Justice

Students in this course, which provides academic grounding in such topics as theories of delinquency, the evolving concept of juvenile justice, the roles and duties of courtroom players, and the effectiveness of community-based treatment, detention, and diversion programs, assist with a community-based youth court in which young people deliver justice to first-time youth offenders.

Critical Theory and Social Justice

Community and Culture

Occidental College – Gabrielle Foreman, Professor of English and Comparative Literature Studies

Students learn about collaborations between institutions of higher learning and community organizations through work with local groups to help them make better use of the assets of nearby institutions of higher learning, such as cutting-edge technology, research databases, and grant-writing resources.

Ecology

Agriculture, Ecology, and Society

Hampshire College – Brian Schultz, Associate Professor of Entomology and Ecology

This course uses readings, discussions, field work, assignments, and independent and group projects to examine ecological systems and issues of agriculture, covering such topics as crop pests, pesticides and alternative methods of pest control, soil erosion and conservation, agricultural inputs and water pollution, food production, problems of local farmers and of developing countries, social issues, and community-supported agriculture.

Economics

The Economics of Discrimination

Wagner College – Jayne Dean, Associate Professor of Economics and Department Chair

In the classroom and in an optional service component, this course explores the proposition that the market reproduces and can reinforce economic inequality based on gender, race, and ethnicity and will examine the effects of globalization on these inequalities in developing countries and the U.S.

English and Literature

Literature and Writing

Bethune-Cookman University – Nancy Zrinyi Long, Associate Professor of English

This writing and composition course encourages social awareness and activism through a study of relevant literature and current events and through participation in community projects such as tutoring, voter registration, and letter and editorial writing on social and environmental problems.

The Individual and Society: Folklore and Fairy Tales

Pace University – Patricia Hamill, Adjunct Professor of Writing and Literature

Through the study of literature and through reading to children who are clients of service organizations, students explore how individuals relate to literature according to age and culture and how literature may influence ideas of acceptable and deviant social interaction.

Non-Citizens in Wartime America: A Periclean Course in Civic Understanding

Pitzer College – Edith Vásquez, Assistant Professor of English and World Literature

This literary and cultural studies course examines how immigration status, race, and class bear the signs of a wartime society in the present-day US, in order to understand democratic values in the context of these particular junctures. Students undertake analytical discussions on contemporary civic institutions and discourses and pose ethical questions of democratic social processes and political governance in the post-9/11 world.

General Studies

Questioning Authority

Berea College – David Porter, Professor of Psychology and General Studies

This introduction to college reading, writing, and thinking is taught from a framework of free thought and skeptical inquiry to help students recognize and resist corporate, governmental, religious, and individual oppression, skills that the students will be expected to use in service projects, such as working with small business owners displaced by corporate mega-stores.

Stirring the Pot: Food Politics, Gender, and Globalization

*Berea College – Peggy Rivage-Seul, Associate Professor of Women’s Studies;
Chad Berry, Associate Professor of Appalachian Studies*

This course examines food from a variety of interdisciplinary and global perspectives, with special attention on the role that women play in global food economies. Students design their own research project exploring an aspect of food politics, often involving a presentation to community members or research about a local food issue, such as a nearby local-foods-only restaurant.

This course is cross-listed in Women’s Studies.

Citizenship & Civic Engagement: Issues and Activism

Chatham University – Mary Whitney, Program Specialist for the Rachel Carson Institute

This course treats citizenship and understanding of policy as vital components of environmental progress. Students, working in groups, choose a particular environmental issue, analyze information they gather from readings and discussions with community members, make recommendations, and publicly present their results to policymakers and stakeholders.

Development Issues in Ghana

Elon University – Heidi G. Frontani, Associate Professor of Geography

This seminar, the foundation course for Elon’s Periclean Scholars program and open only to Periclean scholars, focuses on socio-economic development in Africa, especially Ghana, using case studies that address uneven development and access to resources by vulnerable ethnic groups, women, peasant farmers, and fishers. Its primary objective is to improve the lives of Ghanaians.

Volunteerism, Social Justice, & Civic Engagement in the Wake of Hurricane Katrina

Elon University – Ocek Eke, Assistant Professor of Communications

Through reading, research, reflecting, and engagement in service activities, students in this course examine responsibilities of and interrelationships among public, federal, state, and local governments and the media in times of natural disasters and engage in projects that relate their service activities to assigned reading.

Geography

Urban Geography Field Seminar

Macalester College – David Lanegan, Professor of Geography and Department Chair

GIS: Concepts and Applications

Macalester College – Holly Barcus, Assistant Professor of Geography

Cities of the 21st Century

Macalester College – Daniel Trudeau, Assistant Professor of Geography

Students in three courses share field trips, guest lectures, and faculty expertise as they collectively prepare a public document that addresses selected issues concerning local watersheds. The report includes quantitative and qualitative research by students in the Urban Geography Field Seminar; maps of social and economic variables by students in GIS Concepts and Applications; and analyses of policy issues and proposed solutions by students in Cities of the 21st Century.

This course is cross-listed in Urban Studies.

History

Citizenship, Democracy, and the French Revolution

Allegheny College – Barry Shapiro, Professor of History

Students will study the French Revolution through role-playing, which will allow them to experiment with modes of civic engagement including elections, parliamentary maneuvering, lobbying, street demonstrations, and protests and help them understand historical contingency and cause and effect.

Seminar in Modern European History: Social Responses to Poverty

Berea College – Rebecca Bates, Assistant Professor of History

This course introduces students to European responses to poverty from the 17th through 20th centuries, covering criminalization of poverty, definitions of family, socialist critiques of capitalism, the rise of voluntary associations, and the relationship between philanthropic organizations and the state. The course employs an individual-focused historical analysis, exploring the engagement of those who wrestled with the rise of industrial capitalism. Students use forms of public writing to address these issues.

Leadership in the Face of Conflict: Twentieth Century Crises

Wagner College – Lori R. Weintrob, Associate Professor of History and Department Chair

Students identify exemplary models of leadership by examining case studies of select political and civic issues in the 20th century that prompted the mobilization of communities in the U.S. and abroad. The course focuses on the possibilities and liabilities of feminist activism and involves a leadership project in partnership with local refugee groups.

In collaboration with Patricia Moynagh's Political Science course, "Crossing Boundaries, Raising Voices: The History and Politics of Feminist Activism"

Interdisciplinary Studies

Envisioning Environmental Futures

Allegheny College – Amara Geffen, Professor of Art

From an artistic, literary, ethical, political, economic, scientific, or spiritual point of view, students analyze contemporary environmental problems, create a project that provokes discussion of possible solutions, and collaborate with local residents to improve responsiveness of local planning to the environment and quality of life.

Environmental Geology

Allegheny College – Ron Cole, Associate Professor of Geology and Department Chair

Global Health Transitions

Allegheny College – Caryl Waggett, Assistant Professor of Environmental Science

Health Policy

Allegheny College – Melissa Kovacs Comber, Assistant Professor of Political Science

Rhetoric and Civic Engagement

Allegheny College – Vesta Silva, Assistant Professor of Rhetoric

These four courses form an interdisciplinary collaborative spanning the humanities, social sciences, and natural sciences to address Water and Health from multiple perspectives. The collaboration is part of a larger effort at Allegheny, where more than 20 faculty members incorporate some aspect of public health into their courses, using specially developed case studies that include such issues as health disparities, environmental exposures, effective prevention, and the impact of globalization.

Middle Eastern Studies

Civil Society and the State

Hampshire College – Berna Turam, Associate Professor of Sociology and Middle Eastern Studies

This course, in which students critically rethink classical and contemporary theories of civil society, uses actual case studies from the West and Middle East to explore civil society's links to the state and other political institutions, examining alternative interactions between the state and a wide-ranging sphere of collective action and paying particular attention to the relation between civil society, religion, and nationalism.

Philosophy

Civic Engagement, Ethics, and Community

Macalester College – Amy Ihlan, Visiting Assistant Professor of Philosophy

This philosophy course, in addition to using traditional tools of reading, writing, and discussion, involves students as community volunteers to help them explore issues such as what it means to “do good” or “make a difference,” whether civic engagement is essential to a good life and a good society, whether citizens have a moral obligation to “give back” to their communities, and what opportunities exist for meaningful and effective social involvement.

Physics

Energy Conversions and Resources

Occidental College – Adrian Hightower, Assistant Professor of Physics

This course, which introduces students to the physics of energy conversion and its application to global energy resources, includes field trips to energy-generating facilities, student assessments of the energy needs, costs, and policies of community partners or of partners’ recycling programs and student recommendations for reducing partners’ energy costs.

Political Science

Presidential Campaigns and Elections

Macalester College – Julie Dolan, Associate Professor of Political Science

This course uses a combination of academic theory and focused field experiences to expose students to the complexities and inner workings of U.S. presidential elections. Students examine state primaries, caucuses, nominating conventions, and the Electoral College, especially focusing on the 2008 election, and conduct a community education project to share their knowledge with the larger community.

Campaigns and Elections

New England College – Wayne Lesperance, Associate Professor of Political Science

This course combines traditional coursework, which will be focused on candidates, the media, campaign finance, party politics, the internet, and voter turnout, with the opportunity to work on a presidential campaign and also with role-playing, a mock election, and a mock debate.

Disaster Politics: New Orleans in the Wake of Hurricane Katrina

Occidental College – Caroline Heldman, Assistant Professor of Politics

This course uses both academic study and on-site participation in the New Orleans recovery effort to introduce students to the politics of disasters, including disaster recovery, federalism, local politics, grassroots politics, activism, race, and public policy through the lens of response to Hurricane Katrina.

Crossing Boundaries, Raising Voices: The History and Politics of Feminist Activism

Wagner College – Patricia Moynagh, Assistant Professor of Government and Politics

This course introduces students to topics in feminist theory, especially contemporary debates. The course also examines feminism in relation to issues raised by African-American, Third World, postcolonial, and poststructuralist thought. In partnership with a history course, students make connections between the history and politics of feminism, leadership, and community, and work in a leadership role with local refugee groups.

In collaboration with Lori Weintrob’s History course, “Leadership in the Face of Conflict: Twentieth Century Crises”

Psychology

Community Psychology

Allegheny College – Elizabeth Weiss Ozorak, Professor of Psychology

With attention to local and national issues, the course is an introduction to the dynamics of how communities function and how citizens can create change for the common good. Students' learning is enhanced by observation of, and participation in, community institutions.

Returning to Hampshire

Hampshire College – Kimberly Chang, Associate Professor of Cultural Psychology

Students returning from international programs or community internships in the U.S. or abroad examine their off-campus learning experiences and their multiple identities/positions within different community and institutional contexts and then develop and conduct an independent research project based on questions derived from that examination.

Multicultural Psychology

Widener University – Lori Simons, Associate Professor of Psychology

The course introduces students to the principles, theories, and applications of multiculturalism so that they can acquire the necessary competencies for working with children and adolescents from diverse backgrounds. To enhance these competencies, students work as mentors or tutors in public schools and community-based organizations.

Social Work

Generalist Social Work Practice with Communities and Organizations

Widener University – Marina Barnett, Associate Professor of Social Work;

Chad Freed, Assistant Professor of Environmental Science

Students in this course develop macro practice skills in social work, including organizing, building relationships with communities, and planning for community and organizational change. To exercise macro practice skills, students work with an Environmental Studies class to conduct an assessment of civic engagement by adults aged 55 and older to create an asset map of civic engagement resources in Chester, PA.

Sociology

Introduction to Sociology

Bethune-Cookman University – Linda Scola, Assistant Professor of Sociology

Students examine institutions that comprise society, explore how people perceive and relate to the world around them, and investigate ways to apply sociological principles to improve the quality of life in local and global communities. Students elect to take this course in either a standard classroom format or in a separate on-line course.

Social Issues and Problems in the Local Community

Elon University – Angela Lewellyn-Jones, Associate Professor of Social Justice and Department Chair of Sociology and Anthropology;

Pamela Kiser, Professor of Human Services

Students learn to use an interdisciplinary framework, grounded in sociological theory, to discover the interconnections between local, national, and global problems. Students work with local organizations in order to understand specific issues and apply sociological theory and analysis to these problems.

Nonviolent Social Change

Pitzer College – Kathleen S. Yep, Assistant Professor of Sociology and Asian American Studies

This class examines the history, philosophy, and practice of nonviolent social change, drawing on examples from both the U.S. and abroad. Students apply their knowledge by teaching about this form of democratic participation and social change at a juvenile detention center.

The Ethical, Legal, and Social Implications of the Genome

*Wagner College – Ammini Moorthy, Professor of Biology;
John P. Esser, Associate Professor of Sociology*

This course examines scientific concepts and basic research that underlie the decoding of the Human Genome and explores the resulting biomedical revolution that has created a need for answers to questions such as what we can and should do with genomic research and calls into question the way people think about family structure, life expectancy, quality of life, expectations of health and medical care, privacy, the way food is grown, and attitudes toward religion.

Urban Studies

The Crafted City: Art, Urban Regeneration, and the New Cultural Economy

Hampshire College – Myrna Breitbart, Professor of Geography and Urban Studies

This seminar explores the role of aesthetic practices in the politics and redesign of urban space, drawing on case studies of the use of art, culture, branding, and design to address urban economic problems and to contribute to area regeneration. Students work in groups to assist local arts and cultural organizations.

Engaging Urban Homelessness

The New School – Jürgen von Mahs, Assistant Professor of Urban Studies

This course introduces students to the nature and extent of urban homelessness, the root causes of homelessness, and the principal societal and political responses to the problem. Upon placement in homeless service and advocacy organizations, students are encouraged to examine their field experiences critically and to think about creative, innovative, and unconventional ways to address the multifaceted problem of homelessness.

Writing

Art of the Essay: Making the Personal Public

New England College – Douglas Haynes, Assistant Professor of Writing

This course explores the different ways that essayists have employed personal reportage and the personal essay to engage with prominent civic issues of their times, particularly related to cultural identity, the environment, social justice, and political action. Students practice immersion journalism, positioning themselves in an area of local civic life, studying techniques for interviews and information-gathering, and considering the ethical questions that arise.

Civic Engagement Course (CEC)TM Evaluation Requirements

As a condition of the civic engagement course grants given to the Periclean colleges and universities, faculty developing and teaching the funded courses were required to submit the course syllabus, related materials, and an extensive written evaluation within 60 days of the end of the course.

Syllabus. At a minimum a syllabus must include:

- Course title
- Meeting dates and times
- Faculty name and contact information
- Course description
- List of required texts and other readings
- List of course objectives
- Expectations (e.g., attendance, participation, projects)
- Grading scheme
- List of assignments
- Course schedule (e.g., course activities such as lectures, field trips, and examinations, identified by week number)

Evaluation. Faculty were asked to present an evaluation based on the plan outlined in their proposals. At a minimum this had to include students' institutional course evaluations and an evaluation of the success of the objectives outlined in the proposal. The following information was also required:

- The three most important accomplishments and the three least successful elements of the course
- Description of what was learned that could assist others developing and/or teaching civic engagement courses
- Description of any service learning component
- Plans for teaching the course again, including: a) semester(s) the course will be taught and a list of any changes to be made in the course, or b) the reasons the course will not be taught again
- Number of students who completed the course
- Number of credits given
- Type of course (include relevant designations: e.g., introductory, advanced; laboratory, seminar)