

Attachment: Examples of Civic Engagement/Citizenship Discussion & Curricula

I. Pace University

Civic Engagement and Public Values Courses:

“The primary aims of these courses are to aid students to be involved and responsible in the community, to act with informed awareness of contemporary issues in their historical contexts, and to understand and value diversity. Students will:

- Consider the notion of citizenship from a disciplinary perspective
- Have a community-based learning experience
- Develop leadership abilities
- Integrate service and learning“ *[sample courses below]*

- ANT 108E Global Cultures and Local Identities
- ART 196 Visual Thinking: Incorporating Art into Elementary Education
- ART 296 Topics in Art: Zoo Book
- CIS 102W Web-Design for Non-Profit Organizations
- COM 296X Women, Communication and the United Nations
- COM 396A The Democracy Seminar: Politics of Media Activism
- COM 396R Global Citizenship in Action
- ENG 394 Internship: Writing for Civic Engagement
- ENV 210 Geographic Information Systems
- HIS 196 Topics: Pace University 9/11 Oral History Report

From Project Pericles available http://dbserv.pace.edu/execute/page.cfm?doc_id=18339

II. Harvard University:

“The report's proposal does not aim to prescribe specific courses required of all students. Rather, the proposed new curriculum calls for students to take seven half courses in five broad areas ‘of inquiry and experience’: Cultural Traditions and Cultural Change, the Ethical Life, the United States and the World, Reason and Faith, and Science and Technology. It also calls for three half courses to develop critical skills in written and oral communication, foreign language, and analytical reasoning.

. . . The citizenship role, specifically American citizenship, drew the attention of the task force as well. Students ‘need to have an understanding of American history, American institutions, and American values,’ the report states; ‘they also need to appreciate the place of those institutions and values in a shifting global context.’”

From Harvard University Gazette, Oct. 12, 2006, at <http://www.news.harvard.edu/gazette/2006/10.12/05-gened.html>

III. Campus Compact:

“History, Civics, and Service

Campus Compact is undertaking an initiative aimed at deepening the pedagogical impact of civic learning through the design of deliberate connections between historical and civic knowledge and community service experience. The initiative has three primary purposes:

1. providing a substantive historical context for students' community-based service;
2. improving learning of history and civics; and
3. increasing students' civic awareness”

From Campus Compact website, available at
http://www.compact.org/initiatives/civic_engagement

IV. Stanford University:

“Education for Citizenship

One of three General Education Requirements (GERs) that you must fulfill in order to graduate. The GER for Disciplinary Breadth is satisfied by completing at least 2 courses in 2 different subject areas (Ethical Reasoning, The Global Community, American Cultures, or Gender Studies) OR by completing 2 Disciplinary Breadth courses which also satisfy 2 different Education for Citizenship subject areas. See General Education.

The Education for Citizenship requirement is intended to provide you with skills and knowledge that are necessary for successful and ethical citizenship in our contemporary national culture and for participation in the global cultures of the 21st century.”

From Stanford University website, available at
<http://www.stanford.edu/dept/uar/core.html#education>

V. Oakland University:

“How well does our curriculum help students develop civic competencies and civic habits? These habits include the arts of civil public argument, civic imagination, and the ability to critically evaluate arguments and information. They also include the capacities and curiosity to listen, interest in and knowledge of public affairs, and the ability to work with others different from themselves on public problems in ways that deepen appreciation of other's talents.”

From Oakland University website, available at
<http://www2.oakland.edu/gened/citizenship.cfm>

VI. “ Education for Global Citizenship and Social Responsibility”

“ . . . [W]e are defining global citizenship as knowledge and skills for social and environmental justice (Andrzejewski, 1996, pp.3-9) . . . The following comprehensive learning objectives, developed by a broad-based faculty committee with representatives from many disciplines, could

provide a working document for developing global citizenship skills over a student's entire education experience.

Understanding of a citizen's responsibilities to others, to society and to the environment:

1. Students will be able to examine the meaning of democracy and citizenship from differing points of view including non-dominant, non-western perspectives.
2. The student will explore the various rights and obligations that citizens may be said to have in their communities, nations and in the world.
3. Students will understand and reflect upon their own lives, careers, and interests in relation to participatory democracy and the general welfare of the global society.
4. Students will explore the relationship of global citizenship and responsibility to the environment.

Understanding of ethical behavior in personal, professional and public life:

1. Students will be familiar with fundamental national and international laws, documents and legal issues pertaining to citizenship, democracy and human rights.
2. Students will be able to identify the civic and ethical responsibilities of people in specific fields/careers.
3. Students will be able to compare and evaluate the policies of an institution, community, state or nation in the context of its stated philosophical and cultural values.
4. Students will be able to examine various social policies and institutions (educational, economic, political, legal, media, military, etc.) in relation to fostering citizenship, democracy, respect for diversity, human rights and the environmental impact.
5. Students will examine the interrelationship of personal and professional decisions/actions on society and the environment.

Knowledge and skills for involved responsible citizenship at the local, state, national and global level:

1. Students will have knowledge of an increasingly pluralistic society and world where the requirements of citizenship are open to important debates between citizens of different nationalities, races, colors, creeds, genders, religions, abilities and disabilities, and sexual orientations.
2. Students will be able to locate information from a variety of sources, identify underlying values and investigate the veracity of information.
3. Students will be able to identify and investigate problems, examine underlying assumptions, synthesize information, formulate solutions, identify constituencies, compose arguments and identify appropriate forums for taking actions.
4. Students will understand and practice various forms of citizenship skills: self-empowerment/assertiveness, media analysis, letter writing, evaluation of candidates, lobbying, organizing, etc.
5. Students will be encouraged to demonstrate skill development in participatory democracy by the completion of a community service, citizen participation or social action project. (SCSU General Education Subcommittee on Citizenship and Democracy, 1997)"

From "Education for Global Citizenship and Social Responsibility"

by Julie Andrzejewski & John Alessio in Progressive Perspectives, V.1.N.2, (Spring 1999). available at

<http://www.uvm.edu/~dewey/monographs/glomono.html#Education%20for%20Global%20Citizenship%20and%20Social>

VII. Association of American Colleges and Universities

“The responsible learner. The integrity of a democratic society depends on citizens' sense of social responsibility and ethical judgment.

To develop these qualities, education should foster:

- intellectual honesty
- responsibility for society's moral health and for social justice
- active participation as a citizen of a diverse democracy
- discernment of the ethical consequences of decisions and actions
- deep understanding of one's self and respect for the complex identities of others, their histories, and their cultures.”

From Executive Overview of “Greater Expectations,” available at <http://www.greaterexpectations.org/>

VIII. Wingspread Conference

“Students: What will it mean for our student bodies to be filled once again with the democratic spirit?

1. A core element in the mission of the research university is to prepare students for engaged citizenship through multiple opportunities to do the work of citizenship. Such work involves real projects of impact and relevance, through which students learn the skills, develop the habits and identities, and acquire the knowledge to contribute to the general welfare.
2. The university curricula and courses challenge students' imaginations, draw on student experiences and interests, and cultivate students' talents and public identities. This means sustained attention to how our curricula help to develop civic competencies and civic habits. These include the arts of public argument, civic imagination, the ability to critically evaluate arguments and information, the capacities and curiosity to listen constantly, interest in and knowledge of public affairs, capacities for intergroup dialogue, and the ability to work with others different from themselves on common projects and problem solving in ways that deepen appreciation of others' talents.
3. Campus co-curricular activities on and off campus offer multiple opportunities for students to get engaged in community projects that enhance the civic welfare and common good, to register to vote, and to participate actively in political campaigns and other change-oriented activities. Further, such activities create space for constant reflection about how such experiences might shape their future careers and life work.
4. Students help build and sustain genuinely public cultures full of conversation, argument, and discussion about the meaning of their learning, their work, and their institutions as a whole. Students encounter and learn from others different from themselves in experience, culture, racial background, ideologies and views.
5. Students have multiple opportunities to help create knowledge and do scholarship relevant to and grounded in the public problems of society, while learning rigorous methodologies and the demanding crafts of fine scholarship.”

From “Wingspread Declaration on the Civic Responsibilities of Research Universities,” by Harry Boyte and Elizabeth Hollander, available at http://www.compact.org/initiatives/research_universities/wingspread_declaration