

## Civic Education

Civic Education is an important component of education that cultivates citizens to participate in the public life of a democracy, to use their rights and to discharge their responsibilities with the necessary knowledge and skills. American schools have advanced a distinctively civic mission since the earliest days of this Republic. It was immediately recognized that a free society must ultimately depend on its citizens, and that the way to infuse the people with the necessary qualities is through education. As one step of this education process, higher education has been assuming the mission to foster citizens with the spirit to lead. The literature on this contribution, and civic education in general, is characterized by its broad time range, its composition of diverse voices from all kinds of participating social units (from individual to government), and the existence of rich international and comparative studies.<sup>1</sup>

<sup>1</sup>Adapted from Branson, Margaret S. (1998). *The Role of Civic Education: A Forthcoming Education Policy Task Force Position Paper from the Communitarian Network*, Washington, DC: Center for Civic Education

(Retrieved April 2002 from [http://www.civiced.org/articles\\_role.html](http://www.civiced.org/articles_role.html)).



# Kellogg Forum on Higher Education for the Public Good Annotated Bibliography Project

## Introduction

This annotated bibliography is a work in progress designed to become a key resource for the coalescing community of scholars who are invested in research and practice that centers on the potential value of higher education to society.

The purpose of this project is to develop and implement a framework for organizing many of the foregoing books, articles, presentations, policy documents and other intellectual goods that represent the most compelling thought and activity surrounding these issues in a way that will be useful to members of this community in their undertakings. We believe that it can be considered “useful” when scholars, in a variety of fields, regard it as an important resource to consult when seeking to identify scholarship that will lead to greater depth of insight on foundational theoretical perspectives as well as best practices and well developed policy and position statements related to the impact and value of higher education to the amelioration of our society.

## Categories

Undoubtedly, higher education for the public good is a ubiquitous area of inquiry; however, the work initiated here intends to mitigate the all-encompassing gravity by filtering the available references through the following ten (10) categories:

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|-------------------------------------|--------------------|
| ❖ Service Learning *                | ❖ Technology       |
| ❖ Civic Education *                 | ❖ Public Policy    |
| ❖ National Development (Economic) * | ❖ Philosophy       |
| ❖ Equity *                          | ❖ Corporate Impact |
| ❖ Multiculturalism                  | ❖ Governance       |

## Format

In order to maximize accessibility of the scholarship and research to various communities of interest, the following format is being used to organize the sources:

CATEGORY (first level of organization – on header page with working definition paragraph)

*Venue (Books/Monographs, Journal Articles, Dissertation/Theses, Reports,)*  
(second level of organization – indicated at the beginning of each sections)

Selected Citations (APA format)

Annotation

Keywords:



Full Citation List (APA format)

\* Only items bearing an asterisk are included in this phase of the project. The remaining categories will be available by January 15, 2003

Books and Monographs Relating to the Issue of Civic Education and  
Higher Education for the Public Good

*Selected Annotations*

Bergerson, P. J. (1991). *Teaching public policy: Theory, research, and practice*. New York: Greenwood Press.

This book explores a wide range of topics in policy theory research and public administration education. The essays are grouped into seven categories, covering organizational theory and ethics, research skills, program evaluation and management, financial management, communication skills, international developments, and contemporary policy issues. In addition to their academic quality, each contribution emphasizes successful strategies for teaching in the classroom.

*Keywords:* Policy sciences -- Study and teaching

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Boyer, E. L. (1990). *Scholarship reconsidered : priorities of the professoriate*. Princeton, N.J., The Carnegie Foundation for the Advancement of Teaching.

Groundbreaking work by the late head of the Carnegie Foundation for the Advancement for Teaching questions the reward system that pushes faculty toward research and away from teaching. Boyer offers a new paradigm of balancing what he suggests are the four general areas scholarship: discovery, integration of knowledge, teaching, and service.

*Keywords:* Policy sciences -- Study and teaching

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Bringle, R. G., R. Games, et al. (1999). *Colleges and universities as citizens*. Boston, Allyn and Bacon.

Readers are presented with a vision for higher education in the 21st century through the concept of colleges and universities as citizens. The authors continue the discussion of Ernest Boyer's vision of the engaged campus," illustrating the rewards and risks and providing a critical examination of the implications of engagement on the various institutions of higher education. Each chapter discusses the status of higher education, the factors that have shaped its current status, and the steps that could be taken to produce change. The authors provide informative historical analyses, case studies, and conceptual frameworks through which planning and work can be construed and evaluated.

*Keywords:* Citizenship, Higher Education,

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Ehrlich, T. (2000). *Civic responsibility and higher education*. Phoenix, Az: Oryx Press.

Guarasci, R., & Cornwell, G. H. (1997). *Democratic education in an age of difference: redefining citizenship in higher education* (1st ed.). San Francisco: Jossey-Bass Publishers.

More than a century ago, John Dewey challenged the education community to look to civic involvement for the betterment of both community and campus. Today, the challenge remains. In this landmark book, editor Thomas Ehrlich has collected essays from national leaders who have focused on civic responsibility and higher education. Imparting both philosophy and working example, Ehrlich provides the inspiration for innovative new programs in this essential area of learning. Explains the theory and practice of civic learning and provides practical examples of programs that prepare students for lives of civic engagement.

*Keywords:* Citizenship, Study and teaching, Higher Education, Aims and objectives

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Guarasci, R., & Cornwell, G. H. (1997). *Democratic education in an age of difference: redefining citizenship in higher education* (1st ed.). San Francisco: Jossey-Bass Publishers.

Over the past two decades, American campuses have become embroiled in debates and controversies over multiculturalism, curriculum, free speech, and other issues of social, ethnic, sexual, and racial differences. But out of this turbulence some exciting, innovative experiments have emerged to show students and academic leaders that there are promising maps for bridging acknowledged differences and creating a dynamic new unity behind the principles of democracy. *Democratic Education in an Age of Difference* details some of those experiments - among them learning communities, residential communities, and public service - and reveals how each approach fosters the development of democratic sensibility, citizenship skills, and multicultural fluency.

*Keywords:* Citizenship Study and teaching, Multicultural education, Higher Education, Social aspects United States Universities and colleges

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Lisman, C. D. (1998). *Toward a civil society: civic literacy and service learning*. Westport, Conn: Bergin & Garvey.

Addressing the need for marshalling the resources of education to help promote a more civil society, this book argues that education has a critical role to play in challenging the dominant views of politics and education. Service-learning, or academically-based community service is seen as a promising educational pedagogy that can help students acquire civic virtue and serve as a mechanism to enable institutions of higher education become stronger community partners. However, there is currently a lack of theoretical grounding for the service-learning movement; consequently, service-learning is in danger

of being co-opted by academic traditionalism, which could vitiate service-learning's social transformative potential and in fact undermine efforts at democratic revitalization.

*Keywords:* Student services, Higher Education, Social aspects, Civics Study and teaching United States.

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Macedo, S. (2000). *Diversity and distrust: civic education in a multicultural democracy*. Cambridge, Mass: Harvard University Press.

Stephen Macedo believes that diversity should-but not always-be highly valued. We must remember, he insists, that many forms of social and religious diversity are at odds with basic commitments to liberty, equality, and civic flourishing. Liberalism has an important but neglected civic dimension, he argues, and liberal democrats must take care to promote not only well-ordered institutions but also well-ordered citizens. Macedo shows that this responsibility is incompatible with a neutral or hands-off stance toward diversity in general or toward the education of children in particular. Extending the ideas of John Rawls, he defends a "civic liberalism" that supports the legitimacy of reasonable efforts to inculcate shared political virtues while leaving many larger questions of meaning and value to private communities. Macedo's tough-minded liberal agenda for civic education offers a fundamental challenge to free market libertarians, the religious right, parental rights activists, postmodernists, and many of those who call themselves multiculturalists.

*Keywords:* Public schools, Moral education, Citizenship Study and teaching, Liberalism, Multiculturalism United States.

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Murchland, B. E. (Ed.). (1991). *Higher Education and the Practice of Democratic Politics: A Political Education Reader*. Dayton: Charles F. Kettering Foundation.

This book is a collection of essays on political education for democratic citizenship in higher education developed out of meetings over 5 years of a small group of faculty, administrators and students who gathered to discuss the way academia was educating young people for political responsibility. Following a foreword and an introduction by Bernard Murchland. There are 21 papers examining various aspects of Civics in higher education

Orrill, R., & College Entrance Examination Board. (1997). *Education and democracy: Re-imagining liberal learning in America*. New York: College Entrance Examination Board.

Liberal education has long been associated with a focus on so-called "great books" drawn largely from the European past. In sharp contrast, this collection of essays explores the theory and practice of contemporary liberal education from the perspective of a distinctively American pragmatic tradition. The result is a reimagined liberal education adapted to the needs of American democracy in the twenty-first century.

*Keywords:* Higher Education, Humanistic, Democracy United States.

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Reeher, G. and J. Cammarano (1997). *Education for citizenship : ideas and innovations in political learning*. Lanham, Rowman & Littlefield Publishers.

This book addresses the challenge of education for citizenship at a specific, concrete level. It offers examples of efforts to create among our students a new set of what Tocqueville called mores or culturally defining "habits of the heart" which will enhance citizenship, foster a sense of connectedness to a community stretching beyond the university, and ultimately, support the practices, basic values, and institutions necessary for the democratic process.

*Keywords:* Higher Education, Humanistic, Democracy United States.

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Journal Articles Relating to the Issue of Civic Education and  
Higher Education for the Public Good

*Selected Annotations*

Barber, B. R. (1994). A Proposal for Mandatory Citizen Education and Community Service. *Michigan Journal of Community Service Learning*, 1(1), 86-93.

This article discusses rejuvenation of the campus community service movement and its potential to explore the meaning of citizenship in a democracy. The author argues that civic education should be an integral part of a liberal education and that community service can help prepare students for citizenship. The points are illustrated by the presentation of a Rutgers University (New Jersey) program illustrates how service and citizen education can be linked effectively.

*Keywords:* Citizenship Education, College Curriculum, Liberal Arts, School Community Relationship, Service Learning

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Barber, B. R. (1998). The Apprenticeship of Liberty: Schools for Democracy. *The School Administrator*, 55(5), 10-12.

Barber writes about higher education and its original mission of civic education. He describes the movement toward professionalization of higher education after WWII and the need for schools to revitalize their civic education to enrich public life and keep democracy strong.

*Keywords:* College Curriculum, Liberal Arts, School Community Relationship

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Beckham, E. (1999). Civic Learning and Campus Diversity: Bridging the Language Gap. *Peer Review*, 2(1), 4-7.

Examines issues concerning collaboration between two movements-increasing civic education and increasing campus diversity-addressed at a Wingspread (Wisconsin) conference. Notes differences in language and rhetorical approaches of the two movements and includes the text of the Wingspread Declaration on Renewing the Civic Mission of the American Research University.

*Keywords:* Civics, Diversity (Student), Educational Change, Educational Trends  
Higher Education, Institutional Mission, Research Universities, Trend Analysis

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Boyte, H. C. (2000). The Struggle against Positivism. *Academe*, 86(4), 46-51.

This article urges faculty involved in community public service to reject an "outside expert" role based on the discredited and outdated theory of positivism. Positivism considers the detached, rational observer the highest judge of truth, thus contributing to the detachment and negative view of most people toward politics. Boyte supports reinvigoration of an alternative tradition combining civic education and knowledge creation. (DB)

*Keywords:* College Faculty, Public Service, School Community Relationship, Philosophy  
Politics, Role of Education

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Burger, W., & et al. (1988). The Community College & the Constitution: Promoting Civic Responsibility. *Community, Technical, and Junior College Journal*, 59(1), 21-28.

This article contains three essays on civic responsibility and the two-year college's role in civic education. Includes "Warren Burger and the Power of the Constitution," an interview with Burger by Dale Parnell; "Educating for Citizenship," by Herbert M. Atherton; and "Sustaining the Nation's Commitment to Civic Responsibility," by John H. Buchanan, Jr.

*Keywords:* Citizenship Education, Citizenship Responsibility, Constitutional Law  
United States History

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Burstyn, J. N. (1983). The Civic Purpose of Education: Process and Product. *Journal of Teacher Education*, 34(6), 2-5.

This article takes a process oriented perspective to Civic education. Burstyn maintains that society is changing, and a new consensus must be reached about the purposes of civic education. All those with an interest--not just educational theorists--should participate in shaping this consensus. Teacher educators must teach student teachers to share in this process and link their ideas to moral issues.

*Keywords:* Civics, Educational Objectives, Educational Philosophy, Participative  
Decision Making

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Clark, T., Croddy, M., & Hayes, W. (1997). Service learning as civic participation. *Theory into Practice*, 164-169.

As part of a special issue on community service learning, the Constitutional Rights Foundation (CRF) has developed a civic participation framework that has been used for the design of various school- and community-based civic participation programs. This framework has grown out of CRF's recognition that service by itself does not constitute effective education for citizenship and must be integrated with structured, interactive classroom instruction. It encompasses five segments: community assessment, policymaking, policy analysis, citizen options, and citizen action. It has been utilized by CRF to develop specific programs: Project ACT, CityYouth, and Youth Task Force. Essential methodological and content driven components in this civic participation model include skill building, interactive learning strategies, use of community resources, and policy focus. Civic participation may attract challenges because it requires changes in how teachers teach, how students learn, and the relationship between the classroom teacher and the community.

*Keywords:* Community service, Youth participation, Citizenship education, Curriculum.

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Cogan, J. J. (1999). Civic education in the United States: a brief history. *International Journal of Social Education, 14*, 52-64.

A brief historical overview of civic education in the U.S. is presented in this article which is part of a special section on civic education in the Pacific region. This overview covers the historical background of civic education in the U.S., the distinction between civic and citizenship education, the content and reflective inquiry approaches to civic education in the U.S., the development of national standards for civic education, and the future of civic education in the U.S.

*Keywords:* Civics, Curriculum, Citizenship education

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Cohen, J. (2001). Shouting Fire in a Crowded Classroom: Public Scholarship from Holmes to Homeroom. *Campus Compact Reader, 1*(NO.3), 11-17.

Cohen argues that a fundamental concern of journalism is to promote citizenship based government and knowledgeable citizens. He argues that most universities do not emphasize public scholarship or teaching scholarship. This causes students to be more concerned with career advancement, and journalism students are not aware of the impact they could make in their communities with public journalism.

*Keywords:* Civics, Higher Education, Public scholarship

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Cone, R., David D. Cooper, & Hollander, E. L. (2001). Voting and Beyond: Engaging Students in Our Representative Democracy. *About Campus, 2*-8.

Students are less politically active and many teachers and citizens are worried about its implications for the health of American democracy. The authors give recommendations about how to increase political interest and civic learning, beyond just voting.

*Keywords:* Citizenship education, Democratic participation, Higher Education

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Damon, W. (1998). The Path to a Civil Society Goes Through the University. *The Chronicle of Higher Education*, 45(NO.8), B4-B5.

The author points out that most intellectuals who bemoan the lack of social capital do not use their position in education to increase civic learning. Damon discusses the influence and power education has and how higher education can use its time and resources to promote citizenship.

*Keywords:* Citizenship education, Democratic participation, Higher Education, social capital

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De Simone, D. M. (2001). The Consequences of Democratizing Knowledge: Reconsidering Richard Hofstadter and the History of Education. *The History Teacher*, 34(NO.3), 373-382.

De Simone recounts Hofstadter's theories from the 1960s about the future of higher education. He departs from Progressives, who favor more access and increasing democratization of education, and argues such policies promote anti-intellectualism and utilitarianism. De Simone believes that we should revisit his arguments and prevent increasing vocationalism of institutions.

*Keywords:* Democratic participation, Higher Education, Liberal Arts education

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Ehrlich, T. (1997). Civic Learning: "Democracy and Education" Revisited. *Educational Record*, 78(3-4), 56-65.

John Dewey's "Democracy and Education" suggests an approach to civic education using techniques commonly adopted in today's undergraduate education, including community service, problem solving, and collaborative learning. Community service is an important way to foster civic engagement in young Americans. If American higher education is to help realize Dewey's vision of democracy, new forms of learning and defining knowledge are needed. (MSE)

*Keywords:* Citizen Participation, Citizenship Education, College Role, Service Learning Student Development

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Ehrlich, T. (1999). Civic Education: Lessons Learned. *PS: Political Science and Politics*, 32(2), 245-250.

This article considers four central components of civic learning (motivation, skills, knowledge, and values). The author discusses the process of creating a course that aims to strengthen students by employing three different types of instruction (service learning, collaborative learning, and problem-based learning). It includes a description of the course and examples of its success in fostering civic learning.

*Keywords:* Civics, Cooperative Learning, Problem Based Learning, Service Learning  
Student Improvement

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Ekman, R., & Strassburger, J. (1984). Improving the Preparation of Teachers of Civic Education. *Social Studies Review*, 24(1), 83-88.

The authors describe perspectives of the American "founding fathers" concerning civic education and in this light discuss what the curriculum for training civic teachers should include. Teachers should study history, social and political thought, economics, human motivation and organizational behavior, and the American experience as seen in an international context.

*Keywords:* Civics, Educational Needs, Preservice Teacher Education, Teacher Education Curriculum

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Finklestein, B. (1988). Rescuing Civic Learning: Some Prescriptions for the 1990s. *Theory into Practice*, 27(4), 251-256.

Several civic education reformers identify a need for integrating visions of education and citizenship. This article identifies and analyzes the prescriptions of four distinct groups of civic educational reformers: civic imperials, civic spiritualists, civic intellectuals, and civic communitarians.

*Keywords:* Curriculum Development, Moral Values, Teacher Education Programs

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Frederickson, H. G. (1982). The Recovery of Civism in Public Administration. *Liberal Education*, 68(4), 343-357.

Outcries about the decline of civic institutions have initiated a return to civism, with partnerships forming between higher education, business, civic, and political leaders to work on civic problems, and a trend toward less government and more governance. This calls for civic education as a lifelong process, not just within the baccalaureate curriculum.

*Keywords:* College Role, Liberal Arts, Public Administration, Public Support

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Gabelnick, F. (1997). Educating A Committed Citizenry. *Change*, 78, 30-35.

Maintaining that universities need to change their curriculum and attitudes so they can better educate students to be citizens, Gabelnick offers examples of institutions that have changed both internally and how they work with external organizations. He also gives advice on how a university can better provide for civic education.

*Keywords:* Citizenship Education, College Role, Institutional Impact

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Gillett-Karam, R. (1996). Community college-community relationships and civic accountability. *New Directions for Community Colleges no93*.

College-community relationships and their civic responsibilities are discussed in this article which his part of a special issue on promoting community renewal through civic literacy and service learning. Although college-community relationships are not new, the renewed accountability movement has the potential to raise the community college to a central place in community affairs. The philosophy of communitarianism, the history of community-service education, and strategic planning and issues resolution are incorporated into the ideas of community-based programming. It is the community college that is the leader of community-based programming, and it can practice civic accountability by helping its community members with their common needs and issues. Examples of college-community relationships are outlined.

*Keywords:* Community and community college, Educational planning

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Giroux, S. S. (2000). Race, Rhetoric, and the Contest over Civic Education. *JAC: A Journal of Composition Theory*, 20(2), 311-348.

This article brings historical evidence to bear in evaluating different articulations of citizenship and corresponding forms of education by mapping the history of various definitions of citizenship. The author claims critical citizenship is a core value as well as the centrality of civic education. The linkages between educational theory and curricular development, the practice of citizenship, and the politics of race are also examined.

*Keywords:* Citizen Role, English Curriculum, Foundations of Education, Racial Discrimination

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Green, M. F. (2002). JOINING THE WORLD - The Challenge of Internationalizing Undergraduate Education

In the age of globalization and post-9/11, U.S. colleges and universities face urgent questions about how to educate students who will contribute to civic life, both locally and globally, and understand that the fate of nations, individuals, and the planet are inextricably linked. *Change*, 34(3), 12 (10 pages).

*Keywords:* Globalization, Citizenship Education, College Role

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Hahn, C. L. (2001). Student Views of Democracy: The Good and Bad News. *Social Education*, 456-459.

This article reports on the results of the International Association for Evaluation of Educational Achievement test administered on international ninth graders. The study reports that United States student score well compared to their international counterparts, but show a lack of civic knowledge. the authors point out the importance of secondary and higher education in educating young people about the principles of democracy.

*Keywords:* Secondary education, Civic knowledge

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Ikenberry, S. O. (1997). Values, Character, Leadership: Reexamining our Mission. *Educational Record*, 7-9.

Ikenberry gives an introduction to the theme in the "Educational Record" and addresses the role of a university in civic education. He believes a balance must be struck and universities should make an effort to promote citizenship for the greater public good.

*Keywords:* Public Good, Purposes of the University, Civics

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Jennings, B., & et al. (1996). Values on Campus. *Liberal Education*, 82(1), 26-31.

Innovative approaches to values/ethics education in higher education suggest renewed commitment to human values. Two models of values education are values-across-the-curriculum, which assumes that values education is a responsibility for the institution's education programs as a whole; and civic education, built on a conception of the habits required for democratic citizenship.

*Keywords:* Citizenship Education, College Role, Liberal Arts, Moral Values, Social Values, Values Education

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Karp, S. (1997). Educating for a civil society: the core issue is inequality. *Educational Leadership*, 40-43.

*Keywords:* Aims and objectives of Citizenship education, Equalization, Civil society

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Ketcham, R., & Woyach, R. B. (1992). In the Nation's Service: A Rationale for Civic Education

In the 1900s, emphasis on specialization, technical studies, and vocation that has undermined liberal education generally has taken a particular toll on civic education, departing from the ideal of education for the public interest. The college curriculum can incorporate education for participation in government in a variety of ways.

*Keywords:* Leadership, Leadership Training, Student Leadership

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King, P. M. (1997). Character and Civic Education: What Does It Take? *Educational Record*, 78(3-4), 87-93.

Colleges and universities can communicate expectations for students' moral, ethical, and character development through both the environment they creates and their formal curricula, particularly through stated goals. A model of moral development provides insights into the processes needed to foster moral behavior, and the experiences of other institutions.

*Keywords:* College Role, Democratic Values, Ethical Instruction, Moral Development Student Development

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Lisman, C. D. (1996). The engaged campus. Community College of Aurora. *New Directions for Community Colleges no 93*.

Part of a special issue on promoting community renewal through civic literacy and service learning. A profile of the Community Involvement Program, which was developed by the Community College of Aurora. It is believed that such programs can assist in significantly extending the role of education in community development. As part of the program, the college operates the Lowry Family Center, which provides referral services for families in need and workshops on such topics as parenting, GED preparation, youth enrichment, and literacy. A Center for Workforce Development is also managed by the college for people in need, and it provides courses in metrology and biotechnology and courses for single mothers in nontraditional careers. The introduction of a leadership and citizenship education program for local residents is an additional element of the program.

*Keywords:* Community Colleges, Educational planning, Civics

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London, S. (1992). Interview with Benjamin Barber. *The Politics of Education*.

In this interview, Barber explains the motivations and arguments in his book "An Aristocracy for Everyone." He describes the tension between himself and authors like Allan Bloom, who argue that American is best served by an educated elite. Barber argues that all should be educated for productive citizenship and that we should use our diversity to tell a common story of American history.

*Keywords:* Philosophy of Higher Education, Civic Involvement, Higher Education

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McDonnell, M. (1996). Civic education of, by and for the students. *Momentum*, 8-11.

The Close Up Foundation takes the science of the government out of the textbook and into the classroom using hands-on approaches. The Close Up Foundation was established to develop knowledge, skills, and attitudes that encourage greater civic participation by exposing people of all ages to the political process, basic democratic principles, and history. The foundation emphasizes a diversity of participants, active learning, a balance of perspectives, and cooperative learning structures. The foundation's approach is successful mainly because it involves students in hands-on learning, whereby they, like the participants in a democracy, often decide upon the agenda. A textbook is not required to develop many civic skills in the classroom, and teachers of civic education should encourage students to become involved with the citizens and institutions of their democracy. This article is part of a special section on Catholic education as the route to freedom.

*Keywords:* Citizenship education, Catholic schools and colleges, religious education

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Morrison, T. (2001). How can values be taught in the university?. with discussion. *Michigan Quarterly Review*, 40, 273-278.

The role of the university in teaching values is the focal point of this article. Morrison points out that although the genesis of higher education is unashamedly theological and conscientiously value-ridden, the academy has, for the most part, shed its theological coat. She also points out, however, that the real or imagined search for "goodness" continues to be a part of the justifying, legitimizing language of the academy. She maintains that institutional directives relating to ethical questions, although capable of impressing on the student body the serious way in which the university regards certain matters, can also become formulaic. Also she suggests that, ultimately, individuals are paradigms of their own values and teach them by having them. Nevertheless, she acknowledges that if the university does not take seriously its roles as defender of civic freedoms and interrogator of ethical problems, some other regime or ménage of regimes may decide these issues without consulting those involved.

*Keywords:* Higher education -- Aims and objectives, Moral education.

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Mraz, M. (1997). Magruder's, "American Government": The 1917 and 1993 Editions  
Compared--A Case Study in Civic Education. *Social Studies Journal*, 26, 48-51.

This article provides some background on Frank Abbott Magruder and compares the 1917 and 1993 editions of his landmark textbook, "American Government." Although the text has gone through 76 editions it remains true to Magruder's original intention to portray the fluid and dynamic nature of U.S. democracy.

*Keywords:* Educational History, Educational Objectives, Government  
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Neiman, A. M. (1997). Pragmatism, Thomism, and the Metaphysics of Desire: Two Rival  
Versions of Liberal Education. *Educational Theory*, 47(NO.1), 91-117.

Nieman reviews the theories proposed by authors such as Allan Bloom, Benjamin Barber, and Rene Arcilla. Bloom argues for a model of education that uses the Platonic definition of learning: the pursuit of truth through reason, capable by only highly intelligent individuals. This pursuit satisfies "metaphysical longing for answers to questions like "Why are we here?" Barber believes that this account of education is incorrect and that higher education should concentrate on teaching democracy, liberty, and freedom. This is a pragmatic approach, redirecting metaphysical longing to a longing for community and the way to ensure survival of community. Barber believes universities should become dedicated to civic virtue rather than the pursuit of truth, both serving and challenging students. Nieman believes a more middle approach, Thomism, should be used to combine metaphysical questions with more pragmatic implications. This avoids the authoritarian nature of Bloom while compensating for lack of individualistic concerns in Barber.

*Keywords:* Civics, Educational Theory, Liberal Education  
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Oldenquist, A. (Ed.). (1996). *Can Democracy Be Taught?* Bloomington, IN: Phi Delta  
Kappa Educational Foundation, Bloomington IN.

The essays in this collection, rewritten and expanded especially for this volume, originated as papers that were presented at a 1993 conference on Education for Democracy sponsored by the Mershon Center at The Ohio State University. The contributors from the United States, South Africa, Germany, and Russia, are experts in civic education, problems of minorities, the U.S. Constitution, the transition to democracy in former communist countries, and education and democracy in South Africa and Japan. All of the essays are concerned with aspects of the ideal of democracy: what it is, how it evolves, and the goals of democracy yet to be achieved. It is implied in each essay that democracy has a concrete definition with a range of features, and that despite the imprimatur of "democracy" applied by a government, not all governments claiming to

be democracies are true and genuine democracies. Moreover, there is a distinct difference between education for democracy and democracy education. After an introduction, the book is divided into three parts: "Part I: The New Demography" contains four essays that look at pluralism, diversity, multiculturalism, and the democratic education of disadvantaged children. The two essays in "Part II: Constitutional Imperatives" are about constitutionalism in education for democracy and the power of comparison in teaching about democracy. "Part III: Other Societies, Other Problems" contains four essays discussing education for democracy in Central and Eastern Europe, Russia, Japan, Asia, and South Africa.

*Keywords:* Civics, Educational Theory, Liberal Education , International perspectives

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Parker-Gwin, R., & Mabry, J. B. (1998). Service Learning as Pedagogy and Civic Education: Comparing Outcomes for Three Models. *Teaching Sociology*, 26(4), 276-291.

The writers examine both civic and academic outcomes for 260 students participating in three models of service learning courses (placement-service optional, placement-service required, and a consulting group). Findings suggest that that after one semester of service learning, student outcomes were mixed. A key recommendation is that instructors consider carefully whether to require student participation in service learning.

*Keywords:* Outcomes of Education, Service Learning, Student Attitudes

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Rifkin, J. (1998). A civil education for the twenty-first century: preparing students for a three-sector society. *National Civic Review*, 87, 177-181.

The writer discusses the importance of preparing students for a three-sector society in the 21st century. He argues that society is being transformed by a shift from the Industrial Age to the Information Age and that preparing the next generation for this change necessitates a rethink of the very purpose of American education. Thinking of society as creating three types of capital--social capital, market capital, and public capital--opens up new possibilities for reconceptualizing the social contract and the type of education that is given to young people. Furthermore, the third sector, civil society, is likely to play a far more significant role in job creation and social-service provision in the next century.

*Keywords:* Civics -- Study and teaching, Civil society -- United States.

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Seaberry, J., & Davis, J. L. (1997). The metropolitan university: history, mission, and defining characteristics. *New Directions for Student Services* no79.

The writers discuss the historical background of the metropolitan university and the changes in community, technology, and society related to its mission, goals, and partnerships. Although the basic model of metropolitan universities dates to the eighth and ninth centuries, it was not until the 1800s that the developing model of the metropolitan university became apparent. After World War II, this type of university attained a broadened scope to accommodate a wide range of intellectual activities and priorities. In the future, the comprehensive metropolitan university must focus the institution on meeting its constituents' evolving demands and community needs and on providing its diverse clientele with postsecondary education, thereby maximizing their potential for occupational success, civic leadership, and general well-being. This article is part of a special issue on the opportunities and challenges involved in serving students at metropolitan universities.

*Keywords:* Municipal colleges and universities, Colleges and universities -- History, Community and college

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Shanker, A. (1997). Education and democratic citizenship: where we stand. *International Journal of Social Education, 12*, 1-10.

In a speech delivered at the inauguration of the Civitas international civic education movement in Prague in 1995, the writer discusses the role that formal education can play in developing democratic citizenship. The writer discusses three challenges that the American Federation of Teachers (AFT) has faced in promoting education for democracy in the U.S. and that may apply to other countries: the accusation that education for democracy is a form of indoctrination, the claim that the teaching of critical thinking skills and little else is what matters in teaching democratic citizenship, and the espousal of multiculturalism. He also discusses AFT's concerns about threats to democracy, the convictions upon which educating about democracy should be based, and the importance of cherishing democracy.

*Keywords:* Citizenship education -- International aspects, Democracy -- Study and teaching.

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Shapiro, B. (2002). Higher education in the new century--some history, some challenges. *Education Canada, 42*, 12-15.

This article is part of a special section on globalization and education. Universities face several challenges in the 21st century. Universities must meet the challenge of serving a civic purpose in the context of a rapidly changing environment. They must also realize that their historic monopoly over the provision, accreditation, and certification of higher education will attenuate as new competitors enter the educational services marketplace and that they will neither monopolize nor dominate electronic education. In this regard, they must face the challenge of finding common ground on which to work with their

competitors. Universities must meet other challenges of expansion and differentiation and must fulfill their obligation to engage the ideas, issues, and policies that connect them to the interests of others.

*Keywords:* Higher education -- International aspects, Globalization,

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Shermis, S. (1991). Social Scientists, Historians and Super Patriots: The Origins of Civic Education in the United States. *Southern Social Studies Journal*, 17(1), 2-16.

The author discusses social studies' evolution as a discipline from its 1890s origins through the twentieth century. He also examines the objectives of historians, sociologists, and "super patriots" (proponents of the Americanism movement) in advancing citizenship training. Shermis concludes that the failure to achieve some of the original goals of social studies may be because of those goals' inconsistency with patriotic indoctrination.

*Keywords:* Educational History, Intellectual Disciplines, Social Studies, United States History

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Stanley, M. (1983). How to Think Anew about Civic Education. *Journal of Teacher Education*, 34(6), 38-40.

This writer maintains that both the classical humanist and modern social science approaches have much to contribute to civic education. Compartmentalized approaches should be renounced in favor of broader, integral, aggressive, and scholarly examinations of how education already embodies and broadcasts multiple models of the social world and conceptions of values.

*Keywords:* Civics, Educational Sociology, Intellectual Disciplines, Relevance (Education), Values Education

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Stanton, G. E. (1987). The Civic Education Background of Future Teachers. *Social Studies Review*, 26(3), 36-46.

By presenting findings of a survey concerned with the civic education preparation of future teachers, Stanton concludes that a large percentage of students in teaching credential programs have insufficient knowledge of subject matter connected with civic education and Constitutionalism. He includes data charts, a sample survey, and suggested actions to remedy the problem.

*Keywords:* Civics, Curriculum Development, Teacher Education

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Theisen, R. (2002). Modeling democracy in student governance after 9/11. *The Education Digest*, 67, 18-23.

This is a condensed article from the March 2002 issue of Leadership for Student Activities. The writer indicates that student governments are untapped opportunities for active civic engagement. Too many student governments have limited agendas that neglect the wider civic responsibilities of their role. In some cases, student governments have the opportunity to address the issues of the school community but fail because they are not taught the skills and habits that are required for their success. In others, administrators do not trust students to make important decisions and so do not support effective student government. To be successful, a student government needs a dedicated adviser, the support of the principal, and immense time and energy. Advice is provided on setting up a strong student government.

*Keywords:* Democracy -- Study and teaching, Student self-government  
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Torres, C. A. (2002). Globalization, education, and citizenship: solidarity versus markets? *American Educational Research Journal*, 39, 363-378.

This article suggests that globalization places limits on state autonomy and national sovereignty, affecting education in various ways. Those limits are expressed in tensions between global and local dynamics in virtually every policy domain. Globalization not only blurs national boundaries but also shifts solidarities within and outside the national state. Globalization cannot be defined exclusively by the post-Fordist organization of production: therefore, issues of human rights will play a major role affecting civic minimums at the state level, the performance of capital and labor in various domains, and particularly the dynamics of citizenship and democracy in the modern state. However, educational policy and its contributions to citizenship, democracy, and multiculturalism will face unprecedented challenges if the logic of fear, exacerbated by the events of September 11, prevails.

*Keywords:* Democracy and education, Globalization., Citizenship  
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Weatherman, D. V. (1984). Civic Education: A Dying Art? *Improving College and University Teaching*, 32(1), 31-34.

The writer holds that only way to improve citizen participation in the political system is to renew the commitment to civic education. His perspective is that a successful civic education is one that educates its citizens in the basic principles and precepts of the American system and then keeps them informed.

*Keywords:* Citizen Participation, Citizenship Education, Civics, Political Issues

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Dissertations and Theses Relating to the Issue of Service Learning and  
Higher Education for the Public Good

*Selected Annotations*

Bellefleur, J. R. (1981). *Higher Education for the Many: The Realization and Abridgment of Extended Educational Access, in Detroit and at Wayne University, 1917-1961. (Volumes I and II).*

This study completes the history of a major, Midwestern, publicly-supported urban university. It concerns the period between the World Wars when Wayne University, in Detroit, was an open enrollment institution. In an urbanized America, where colleges and universities are serving an increasingly heterogeneous student population, the implications of this study have significance for educators concerned with future college enrollments. The author suggests that much of the responsibility for the development of inclusive higher education in Detroit lies within its unique nineteenth century population. Beginning with a mix of parlor-cultured French Canadians and enlightenment-seeking "Bostonians," Detroit was enriched by waves of emigrant groups who found survival and satisfactions there, and who took, via its developing institutions, their first steps toward cultural assimilation.

*Keywords:* Education, Civic responsibility

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Fernandez, L. O. (1997). *Preparing Students for Citizenship: The Pedagogical Vision of Yale's Noah Porter, Harvard's Charles Eliot and Princeton's Woodrow Wilson (Civic Education, Republicanism).*

The dissertation examines the historic role of elite higher education in preparing students for active participation in political life. It does this by examining the pedagogical visions and curricular commitments of Noah Porter (president of Yale from 1871 to 1886), Charles Eliot (president of Harvard from 1869 to 1909) and Woodrow Wilson (president of Princeton from 1902 to 1910). Educational historians have usually cast Eliot as the progressive force in American higher education while painting Porter and Wilson in diminished or even contrary roles. This dissertation does not take issue with the basic thrust of this history, it focuses on deficiencies in all three of these educators' approaches that served to compromise their commitment to strong civic education. These educators compromised, or threatened to compromise, civic education because they ascribed to ideals and practices which are often at odds with the development of citizenship. The determination of these educators' civic commitments is circumscribed by the dissertation's exclusive focus on a republican definition of citizenship. Republicans equate citizenship with participation in political life and are consequently threatened by rhetorical and economic practices which appear to discourage political participation.. Eliot's civic commitments were compromised by rhetorical and economic proclivities that were closely tied to his strong sympathies for professionalization. Porter's were

threatened by an attraction to cloistered living and by archaic pedagogies. Of the three, Wilson displayed the most abiding civic commitments. But even Wilson's civic commitments were ultimately compromised by his attraction to elite forms of education.

*Keywords:* Philosophy of Education, Civics, Higher Education, Political Science

Hogan, J. A. (2000). *Digital democracy: A series of reflections on Plato, Rousseau and Dewey and the role that technology played in constraining and liberating their imagination, the plight of educational reform in the midst of digital innovation, and the potentiality of Dante in the transformation of education into a relevant, integrated and democratic incubator for citizens.* Columbia University, New York, NY.

The aspects of educational institutions and the systemic practice of education are the product of 2 distinct features of education. The first is the institutional practice of a chosen philosophy of education. The second is the technologies that have afforded the facilitation of information production, consumption and distribution-essential processes of education. Taking advantage of major reform opportunities in educational practice, made possible by an emerging digital information system, the current trend in education tends to relinquish the long tradition of philosophy of education and embraces the cultivation of a reflective and productive citizenry through education. However, by looking at the ways in which the technologies of their time constrained or enabled the imaginations of our most influential philosophers of education (Plato, Rousseau and Dewey), we will better understand how real technologies and ideal philosophies are necessarily related. With such knowledge, we may inform our educational reform alternatives with the goal of developing a democratic citizenry through education.

*Keywords:*

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## Reports Relating to the Issue of Civic Education and Higher Education for the Public Good

### *Selected Annotations*

Boggs, D. L. (1992). *Adult Civic Education. ERIC Digest No. 129*. Columbus, OH: ERIC Clearinghouse on Adult Career and Vocational Education.

This report addresses civic knowledge, skills, and the disposition to use them to achieve a vision of the community that is desired. These faculties can be furthered through purposefully structured civic education. The integral elements of adult civic education are information, values, and action. An objective in adult civic education should be to help citizens learn how to use the aid of experts and qualified professionals in making public policy decisions while limiting it to citizen review and control. Another problem for adult civic education is to help learners develop civic virtue as a basis for acting when their involvement in a public issue in the first place is often driven by emotional investment in a special interest, deflecting attention from a larger view of public responsibilities. The ultimate objective of civic education is to help citizens learn to be morally responsible actors. Adult educators have responsibility to serve as advocates, not of specific choices or solutions to public issues, but of thoughtful and deliberate choice that is a prelude to action.

*Keywords:* Activism, Citizen Participation, Citizenship Education, Civics  
Values Education

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Boyer, E. L., & Hechinger, F. M. (1981). *Higher Learning in the Nation's Service: A Carnegie Foundation Essay*. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.

This report examines the services that have been provided by colleges and universities in the United States and the current confusion regarding the role of American higher education. Among the contributions made by higher education are: extending higher learning to new classes of people, advancing the nation's frontiers, providing scientific expertise during wartime, and helping veterans return to rewarding civilian pursuits. Presently, the external needs for higher learning's services are apparently less urgent than in the past and colleges are questioning their purposes in society. Three historic functions of higher education are examined: teaching, research, and service. It is suggested that there are new challenges for higher education. Colleges must not only teach, but must also educate a generation of students quite different from those of the past. Not only must they conduct research, but they must do so with reduced federal support and must consider enticing but potentially compromising allegiances with the private sector. As a new approach to service, public policy studies for all students are advocated, with special encouragement for a new program of civic education for adults. The writers propose that

colleges and universities help students and teachers use knowledge wisely so that higher education's dual role as servant and critic of society may be protected and advanced.

*Keywords:* College Role, Educational Benefits, Educational History, Higher Education  
Social Responsibility

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Brown, D. W. E. (1997). *Higher Education Exchange 1997*. Dayton, Ohio: Charles F. Kettering Foundation.

This report includes a foreword and 11 articles discuss the nature and structure of public scholarship. The contents include: "Foreword" (Deborah Witte); (1) "Public Scholarship: The Dissemination of Knowledge" (Jean Cameron) which maintains the public has claims on higher education as a creator and disseminator of knowledge; (2) "Daring to Be Unprofessional" (David W. Brown) which suggests the professional ethos is often at odds with the needs of students and other realities on campus; (3) "Towards an Ethic of Academic Discourse, Or, Why Do Professors Talk the Way They Do?" (Bennett Ramsey) which considers the need to balance academic research and academic accessibility; (4) "Pedagogical and Civic Response-Abilities" (Stephen M. Johnson) which examines open-ended learning and multicultural classrooms; (5) "An Agenda for Involving Faculty in Service" (Deborah Hirsch) which proposes service learning as a form of faculty professional service; (6) "The Promise and the Flaws of Public Scholarship" (Alan Wolfe) which presents public scholarship as an obligation to share knowledge; (7) "Public Scholars: In Search of a Usable Present--A Reply to Alan Wolfe" (Jay Rosen) which stresses the need to disseminate knowledge and create it in a group fashion; (8) "Public Scholarship and the Land-Grant Idea" (Scott J. Peters) which notes the legacy of partnership between university and community; (9) "Civic Education in a New Key" (Bernard Murchland) which urges the centrality of educating for a healthy civic society; (10) "Public Deliberation: A Resurgence of Scholarly Interest" (Dennis Gilbert) which notes that public deliberation strengthens the legitimacy of public institutions; and (11) "The Public and the Academy" (David Mathews) which offers a broad look at the relationship between institutions of higher education and the civic realm.

*Keywords:* Educational Philosophy, Public Support, School Community Relationship

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Butts, R. F. (1989). *The Civic Mission in Educational Reform: Perspectives for the Public and the Profession*. (Education and Society Series). U.S.; California.

This study stresses the need to improve the quality of civic education at all levels within the educational system in the United States. A theory for the practice of citizenship that enlists the support of a broad spectrum of the diverse ethnic, linguistic, and religious groups that must live and work together is provided. The volume contends that the civic mission of education can be served best if schools concentrate on those civic values that citizens hold in common. This core of shared beliefs would then be supported by

differing groups whose values are grounded in their own particular theology, moral law, or natural law without imposing those grounds of faith or belief on others, especially not through a powerful centralized government. This report illustrates that the theme of citizenship could become a binding and revivifying element in a common core of studies, giving a scholarly foundation to moral and civic education and providing a common ground for the pluralistic society that has contributed to the unique fabric of life.

*Keywords:* Citizenship Education, Civics, Educational Change

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Cabello, B. (1998). *CIVITAS: An International Civic Education Exchange Program*. (Evaluation Report). Calabasas, CA: Center for Civic Education.

This evaluation report documents the CIVITAS program's progress toward its five stated goals: (1) acquaint educators from Eastern and Central Europe with exemplary curricular and teacher training programs in civic education developed in the United States; (2) assist educators from Eastern and Central Europe in adapting and implementing effective civic education programs in their own countries; (3) create instructional materials for students in the United States that will help them better understand emerging constitutional democracies; (4) facilitate the exchange of ideas and experiences in civic education among political, educational, and private sector leaders from Eastern and Central Europe, the United States, and other established democracies; and (5) encourage research to determine the effects of civic education on the development of knowledge, skills, and traits of public and private character essential for the preservation and improvement of constitutional democracy. The report states that U.S. partners and people from Eastern and Central Europe were asked to respond to questionnaires eliciting both numerical and narrative data regarding their progress toward meeting these goals. Questionnaires were mailed in July and October of 1998 to 12 European partners and 16 U. S. partners. Six European partners and nine U. S. partners responded. According to the report, responses from both U.S. and European partners clearly indicated that at these partnership sites at least four of the five goals are being achieved. The only goal not yet being achieved, by all but one site, is conducting research to determine the impact of civic education and the development of knowledge skills and traits essential for the improvement of constitutional democracy.

*Keywords:* Citizenship Education, Civics, Exchange Programs, International Cooperation  
International Educational Exchange

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Campbell, D. E. (1999). *Steps towards Sustainability. Inter-American Foundation: 1999 in Review, October 1, 1998 to September 30, 1999*. Arlington, VA: Inter-American Foundation.

The Inter-American Foundation (IAF) is an independent agency of the U.S. government that works in Latin America and the Caribbean to promote equitable, participatory, and sustainable development by making grants directly to local organizations. This 30th anniversary report summarizes activities of the IAF in fiscal year 1999 while reflecting on long-term accomplishments. Building on its 30-year grassroots tradition, the IAF continued its two-part strategy to support participatory local development and promote social investment by the private sector. In FY99, the IAF approved 100 new and 19 supplemental grants, totaling about \$22.1 million. The grants went to organizations in 16 countries and were distributed among five program areas: agriculture and food production (37.1%), enterprise development and management (38.5%), education and training (10.5%), ecodevelopment (8.6%), and community services (5.3%). Country reports detail funding uses in each of the 16 countries. Educational programs included vocational and technical training, literacy education, teacher training, academic support for low-income primary students, agricultural training, civic education, women's education, and technical assistance and training in craft production and small business operations. Collaborations with corporations are described. In FY99, IAF awarded over \$756,000 to 26 U.S. universities to provide fellowships; profiles of the 57 IAF Fellows at these universities and their work are provided. IAF's 1999 dissemination activities and grant program for 2001 are described, and IAF board of directors and staff are listed.

*Keywords:* Community Development, Grants, Sustainable Development

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Christenson, M. E., Johnston, M. E., & Norris, J. E. (2001). *Teaching Together: School/University Collaboration To Improve Social Studies Education*. (NCSS Bulletin 98). Washington, DC: National Council for the Social Studies.

This bulletin, a collection of essays, provides preservice, beginning, and experienced social studies teachers with provocative ideas for and a realistic look at the challenges of developing curriculum through collaboration between elementary/secondary teachers and university professors. The book begins with an introductory essay by the editors

*Keywords:* College School Cooperation, Educational Improvement, Service Learning, Social Problems, Social Studies

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Eisenberg Associates for the American Association of Community and Junior Colleges. (1989). *Civic Responsibility and the American Student: The Challenges and Opportunities of National Service. (The American Seminar VI: Teleconference Workbook)*. Washington, DC: American Association of Community and Junior Colleges.

This report was designed for participants at a national teleconference on civic responsibility. The workbook provides the conference program, information on speakers, essays and fact sheets on various aspects of citizenship education and community service, and a list of resources for educational planning.

*Keywords:* Citizen Participation, Citizenship Education, Citizenship Responsibility  
Community Services

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Green, T. F., & et al. (1969-03-00). *Some Aspects of Socialization Through Formal Schooling Relating Primarily to Civic and Moral Education. Final Report.* Syracuse, NY: Syracuse Univ. NY. School of Education.

This is the report of a seminar assembled to develop ideas and stimulate interest in the study of the intersection between the social sciences and moral theory with respect to how formal schooling functions in the process of moral and civic education. The report consists essentially in the production of the papers produced for the seminar, in the stage they reached at the point of seminar meetings, and some summary of what emerged in the course of the discussion. The essays are reproduced, together with a brief assessment of the essential conclusions.

*Keywords:* Moral Issues, Responsibility, Seminars, Socialization

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Higginbottom, G. H. (1986). *Civic Education in the Community College* (Working Paper Series No. 1-86). Binghamton, NY: Broome Community College, Institute for Community College Research.

This report addresses learning units which should be at the heart of a program in civic education general education in community colleges. Citizenship education is congruent with the mission of the community college in that it is a practical enterprise leading to self-governance; it is integrative, using a variety of cognitive skills, attitudes and knowledge; it is community relevant; and it enhances career development. By adopting a conception of general education that inclines toward the notion of education for democratic participation, community colleges can contribute to the process of political socialization and better fulfill their obligation to the community which is their source of support. Advantages of civic education for community college students include the possibilities of reducing political power differentials; addressing social issues of importance to a "late bloomer" student population; and developing a sense of community among students. Some objections to mandated programs in civic education focus on the curriculum constraints imposed on the community college. Issues of freedom versus constraint, individualism versus social obligation, and vocationalism versus liberal learning need to be resolved before such a prescriptive model of general education can be adopted. The author maintains that civic education programs in community colleges contribute to the quality of community life and further the commitment to democratic values and practices which is the aim of the community college.

*Keywords:* Citizenship Education, Civics, Community Colleges, General Education  
Political Socialization

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Higginbottom, G. H. (1991). *The Civic Ground of Collegiate General Education and the Community College*. (Working Paper Series No. 1-91). Binghamton, NY: Broome Community College, Institute for Community College Research.

This report is comprised of two chapters which offer a rationale for the inclusion of civic education as a nexus of community college general education. The first chapter provides an introductory overview of various issues related to general education reform and the new emphasis among educators and critics on postsecondary civic or citizenship education. This chapter offers a historical overview of the purposes and content of general and liberal arts education, and its role in assuring socio-cultural unity through common learning. An argument is put forth for conceiving general education in a civic mode as a way of mediating the liberal and vocational strains of community college education. The current concern of academics and politicians with education's civic agenda is discussed in the context of the lack of college students' civic knowledge and the lack of institutional commitment to citizenship education prevalent in the 1970's and 1980's. The second chapter reviews the history of community college general/civic education from the institution's beginnings, while focusing on the three decades following the Truman-Johnson era (1950-1980). It also provides a critical discussion of the civic education commitments of selected community college general education plans connected with the curricular reforms of the 1980's. This chapter concludes with a model of community college general/civic education which incorporates a generic collegiate design, but is responsive to the unique circumstances of the two-year college. (AYC)

*Keywords:* Community Colleges, Curriculum Development, General Education, Liberal Arts

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Kirby, K. (1989). *Community Service and Civic Education*. *ERIC Digest*. Bloomington, IN: ERIC Clearinghouse for Social Studies/Social Science Education.

The authors assert that community service is a voluntary contribution to the commonweal that teaches valuable lessons about the responsibilities of citizenship in a free society. Vital services are provided through thousands of organizations created to meet needs not otherwise provided for by government. Participation in these community service projects help create a sense of concern for the public good and a commitment to voluntarism so essential to the future of the United States. Students at every level of school can participate in these projects and thus learn many social studies skills, including data gathering, critical thinking, and decision making. Community service programs also teach civic participation processes and skills, including group interaction, leadership, cooperation, and political influence. Service activities build positive bonds between youth and the institutions of our society and strengthen student academic performance and self-esteem. Service brings together students from diverse ethnic, racial, and socioeconomic groups. Fourteen characteristics of exemplary community service programs are cited,

*Keywords:* Community Action, Community Services, Public Service, Student Participation, Student Volunteers

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Morse, S. W. (1989). *Renewing Civic Capacity: Preparing College Students for Service and Citizenship*. (ASHE-ERIC Higher Education Report 8). Washington, DC: Association for the Study of Higher Education.

Higher education in America has a rich tradition of preparing students for civic roles and responsibilities, but with increased specialization, these goals have lost their emphasis in the curriculum. This report defines responsible citizenship in a democratic society and its requisite skills; reviews higher education's role in civic education; identifies ways colleges and universities can help develop the skills and requirements of citizenship and public life; and presents ways that campuses can create a new environment for learning about the civic life, through teaching, governance, extracurricular activities, campus life, and community relations. Six approaches to civic education are presented, including: (1) cultural traditions and classical education, (2) community and public service and experiential education, (3) studies of leadership, (4) general and liberal arts education, (5) civic or public leadership education, and (6) other education such as international studies and philanthropy.

*Keywords:* Citizenship Education, Civics, Role of Education, Teaching Methods

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Murchland, B., Boyte, H. C., Barber, B. R., Payton, R. L., & Hamner, C. (1992). *The American University and the Challenge of Educating for Democratic Citizenship: A Civic Education Roundtable*. Delaware, Ohio: Ohio Wesleyan University. Arneson Institute.

The theme of this journal concerns democracy and citizenship education at universities. An editorial, "The Postmodern Blues" (Bernard Murchland), examines the negative citizen attitudes during the election campaign of Bill Clinton. The five civic education roundtable articles represent two position papers and three responses. The first position paper, "Citizenship Education and the Public World" (Harry C. Boyte), proposes that civic education should be designed to move students to reflect on their lives and careers in ways that allow integration of concerns with larger arenas of governance and policy. The second position paper, "Going to the Community" (Benjamin Barber), looks at the context for a democratic education and the choices for community service. In response to the positions by Boyte and Barber, Craig Rimmerman raises issues of critical education for citizenship and discusses implementation of the approach. Tim Stanton presents three challenges that arise from work as a community organizer. Leslie Hill addresses the issues of power and the nature of the citizen. Following the roundtable articles, "Philanthropy and Liberal Education" (Robert L. Payton), reflects on the place of voluntary action for the public good in a university education. The final article, "The Failure of Community in Higher Education," a back page commentary, (Carole Hamner) emphasizes the divisive atmosphere that results from the ideological encampment of

academics and the alarming ramifications for the training of the next generation's citizens.

*Keywords:* Citizenship Education, Citizenship Responsibility, Civics, Democracy, Higher Education

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Nessel, P. (1994). *Planting International Seeds. Technical Assistance Bulletin No. 12.* Chicago, IL: American Bar Association Chicago IL. Special Committee on Youth Education for Citizenship.

Noting that law-related education (LRE) instills in its practitioners a strong desire to share its message with the world, this technical bulletin outlines the international activities of several LRE organizations. The Center for Civic Education hosts international visiting scholars, sponsors an annual conference that alternates between sites in Germany and the United States, and provides technical support to countries such as Nicaragua and Poland. The Chicago-based, women-managed, nonprofit organization Heartland International has promoted civic education programs in Ethiopia, Namibia, Uganda, and Tanzania. The American Federation of Teachers International Affairs Department created the Education for Democracy Clearinghouse in 1993 to collect and disseminate information about civic education programs worldwide. The Mershon Center at The Ohio State University has been involved in the Education for Democratic Citizenship in Poland Project since 1991 and has been invited to develop programs in Lithuania, Bulgaria, Albania, and Russia. The National Institute for Citizen Education in the Law (NICEL) has been involved in projects on four continents, Asia, Europe, Africa, and South America. For the future, NICEL proposes the Citizens Education Democracy Corps, comprised of recent alumni from U.S. graduate schools in the fields of law, education, and the humanities.

*Keywords:* International Educational Exchange, Law Related Education

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Nixon, T., & Keenan, F. (1997). *Citizenship Preparation for Adult ESL Learners. ERIC Digest.* Washington, DC: Adjunct ERIC Clearinghouse for ESL Literacy Education.

Recent levels of naturalization have reached record highs. Since 1950, most applicants must meet strict English literacy and civics requirements. An Immigration and Naturalization Service (INS) examiner evaluates the applicant's knowledge of U. S. history and government, administers a short written dictation, and conducts an oral interview. Citizenship classes are often offered within publicly-funded education programs or at community or social service organizations. The rate of low-literate learners in these classes is rising. The teacher's role is to teach about the naturalization process and the benefits of citizenship, prepare the student for the oral and written exams, empower the student, and provide referrals for legal advice.

*Keywords:* English (Second Language), Immigrants, Limited English Speaking, Literacy  
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Patrick, J. J. (1995). *Civic Education for Constitutional Democracy: An International Perspective. ERIC Digest.* Bloomington, IN: ERIC Clearinghouse for Social Studies/Social Science Education.

Many totalitarian communist states throughout the world have broken up during the 1990's, and citizens in those countries, from Central and South American to Central and Eastern Europe, are working to build constitutional democracies out of the rubble. Part of creating these new governments is devising new school curricula to include civic education--which addresses civic knowledge, civic skills, and civic virtues--and to teach young citizens the theory and practice of constitutional democracy. The objectives of civic education are: (1) to teach basic ideas thoroughly so that students can discern between an authentic constitutional democracy and a bogus one; (2) to develop intellectual participatory skills so students can, as citizens, think and act on behalf of their rights and the common good; and (3) to nurture civic virtues such as self-discipline, civility, compassion, tolerance, and respect. Effective democratic teachers must develop lessons and activities for students that emphasize and combine these three elements of civic education in a classroom environment that promotes the theory and practice of constitutional democracy and liberty.

*Keywords:* Citizenship Education, (Minor): Foreign Countries, Higher Education, International Education  
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Patrick, J. J. (1996). *Community and Individuality in Civic Education for Democracy.* U.S.; Indiana.

The interactions of individuality and community in a democratic republic have remained the great object of civic inquiries, the perplexing civic problem throughout the more than 200 years of U.S. constitutional history. This paper argues that this inquiry should be at the center of civic education today. Five recommendations for civic educators to meet this challenge include: (1) teach the analysis and appraisal of public issues about community and individuality and emphasize those issues that have been landmarks of public debate in U.S. history; (2) teach comparatively and internationally about public issues pertaining to community and individuality in different constitutional democracies of the world; (3) conduct the classroom and the school in a manner that exemplifies the conjoining of community and individuality in a democratic civic culture; (4) use service learning in the community outside the school to teach civic virtues and skills needed to conjoin community and individuality in civic life; and (5) teach civic knowledge, skills, and virtues that constitute a common core of learning by which to maintain the culture of a community and conterminously teach individuals to think critically for the purposes of freeing themselves from unworthy traditions and to seek improvement of the community.

*Keywords:* Citizen Role, Citizenship Education, Civics, Community Role, Democratic Values

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Patrick, J. J. (1997). *Global Trends in Civic Education for Democracy. ERIC Digest.* Bloomington, IN: ERIC Clearinghouse for Social Studies/Social Science Education.

During the 1990s, there has been an unprecedented global dissemination of information about the theory and practice of democracy and civic education for democracy. This digest identifies nine trends having broad potential for influencing civic education in the constitutional democracies of the world: (1) conceptualization of civic education in terms of three interrelated components (civic knowledge, skills, and virtues); (2) systematic teaching of core concepts; (3) analysis of case studies; (4) development of decision-making skills; (5) comparative and international analysis of government and citizenship; (6) development of participatory skills and civic virtues through cooperative learning activities; (7) use of literature to teach civic virtues; (8) active learning of civic knowledge, skills, and virtues; (9) conjoining of content and process in teaching and learning of civic knowledge, skills, and virtues. (CB)

*Keywords:* Civics, Democracy, Educational Change, Educational Trends

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School of Education, U. o. M. (1973). *Research Training Program in Social Science Education. Final Report.* Ann Arbor, MI: Michigan Univ. Ann Arbor. School of Education.

Implementation of a program designed to prepare researchers in social science education, the Research Training Program at the University of Michigan, is reported. The research focus was given to problems relating to the teaching of the social sciences and history and to such topics as curriculum construction, controversial issues, the conduct of inquiry, civic education and political socialization, evaluation of materials and audio-visual media, and development and testing of instructional theories. A section on program description contains a list of program objectives and significant changes in the course of study during 1972-73. Selection, enrollment requirements, and academic qualifications of the trainees, and program graduates are mentioned in the second section of the report. The practicum training arrangements, consisting of the Supervised Research Internship and Colloquium in Research Training, are detailed.

*Keywords:* Doctoral Programs, Educational Programs, Educational Research, Internship Programs, Social Sciences

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Soule, S. (2000). *We the People...The Citizen and the Constitution: Knowledge of and Support for Democratic Institutions and Processes by Participating Students. National Finals, 2000.* Calabasas, CA: Center for Civic Education Calabasas CA.

This report describes "We the People...The Citizen and the Constitution" which is an instructional program on the history and principles of U.S. constitutional democracy for elementary, middle school, and high school students. At the high school level, classes may choose to enter a formal competition, advancing from congressional district and state competitions to national finals. The competition is structured as a simulated congressional hearing which tests students' knowledge of the United States Constitution. In spring 2000, to assess the impact of the program on student knowledge of and support for democratic institutions and processes, a survey was given to students (n=345) participating in the national finals competition. The survey instrument, consisting of 43 open- and close-ended questions, incorporated questions previously administered to high school seniors, college freshmen, and/or adults in various national surveys. The responses of the competition's students were compared to respondents' answers on the national surveys. Findings revealed that, as compared with various representative national samples, students participating in the national finals competition of the "We the People..." program possess more knowledge of U.S. democratic institutions and processes.

*Keywords:* Citizen Participation, Citizenship Education, Democracy, Student Reaction

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Soule, S. (2001). *Report on Voting and Political Participation of "We the People... The Citizen and the Constitution" Alumni*. Calabasas, CA: Center for Civic Education Calabasas CA.

In February 2001 the Center for Civic Education conducted the first survey of alumni from the "We the People... The Citizen and the Constitution" program. Three Hundred forty-one alumni, who were eligible to vote in November 2000, participated. Voting and other forms of political engagement formed the core of the study. Since respondents were self selected, findings should be considered suggestive rather than generalizable to all alumni. Alumni were compared with a national probability study from the 2000 National Election Studies (NES) of young people in the same age group of 18- to 30-year-olds and also with over 260,000 college freshmen. This report documents the survey results, which indicate that the alumni surveyed are better informed and participate at higher rates than their peers. Additionally, data suggest that effective civic education may increase voter turnout among youth.

*Keywords:* Citizen Participation, Political Attitudes, Politics, Voting

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Sova, A., & et al. (1993). *Center Stage: A Platform for the Discussion of Teaching/Learning Ideas, 1992-93*. Binghamton, NY: Broome Community Coll. Binghamton NY.

The serial "Center Stage" is designed to provide a forum for the presentation and discussion of effective teaching methods, ideas, and experiences of the faculty at Broome Community College (BCC), in Binghamton, New York. Volume 3 includes seven issues, focusing on the following themes: (1) human discovery, including articles on "Columbus

and the Discovery of Discovery," the nature works of Barry Lopez, and reading and writing assignments on the discovery theme; (2) moral reasoning and ethical issues; (3) personal perspectives on assessment, including outcomes assessment and portfolio assessment; (4) multicultural education, including articles on foreign language instruction, cross-cultural linkages, and transcultural nursing; (5) a celebration of teachers and teaching at BCC; (6) problem solving, including articles on myths about problem solving, useful problem solving characteristics, problem solving in tech-prep and in the workplace, and using problem solving to teach problem solving; and (7) civic education, including articles on promoting civic competence, the meaning of democracy, and community service.

*Keywords:* Civics, College Outcomes Assessment, Ethical Instruction, History Instruction, Multicultural Education, Problem Solving

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U.S. Department of Education. (2000). *Individual Programs: 1999 Performance Reports and 2001 Plans. Volume 2*. Washington, DC: Department of Education  
Washington, DC. Office of the Under Secretary.

This report provides an overview of the Department of Education's (ED) progress toward four main goals: (1) help all children reach challenging academic standards so they are prepared for responsible citizenship, further learning, and productive employment; (2) build a solid foundation for learning for all children; (3) ensure access to postsecondary education and lifelong learning; and (4) make ED a high-performance organization by focusing on results, service quality, and customer satisfaction. The report was created to meet the requirements of the Government Performance and Results Act. The volume contains information on education reform and is divided into 16 sections. These sections cover the following topics: education reform; education for disadvantaged children; impact aid; school-improvement programs; reading excellence programs; Indian education; school-renovation programs; bilingual and immigrant education; special education; rehabilitation services and special institutions; student financial assistance; vocational and adult education; higher education; education research, statistics, and improvement; Office for Civil Rights; and Office of the Inspector General. Some of the programs that are discussed include school-to-work opportunities, migrant education, teaching to high standards, state grants, the foreign-language assistance program, state grants for incarcerated youth, the underground railroad program, the National Writing Project, civic education, and the fund for the improvement of education.

*Keywords:* Institutional Mission, Organizational Objectives, Performance Factors, Program Descriptions

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Wellman, J. V. (1999). *Contributing to the Civic Good: Assessing and Accounting for the Civic Contributions of Higher Education*. (The New Millennium Project Working Paper). Washington, DC: Institute for Higher Education Policy.

This work examines in detail how higher education serves the larger public good, focusing on how higher education assesses and accounts for its service to society. It begins with a brief description of how the civic education of students and institutional service to society are defined for the purposes of this paper. It then discusses assessment and accountability strategies, including the kinds of measures that tend to be the focus of most public reporting strategies. The civic education and service roles of higher education are not usually the focus of public reporting. When civic contributions are assessed, something else, whether service learning, campus, climate, student diversity, or "service" to the community, is measured. To build assessments of the civic contributions of higher education into reports of accountability, there are some obstacles that must be overcome. Wellman identifies those obstacles and presents some strategies to build assessment and accountability capacities for the civic roles of higher education. The strategies are drawn from assessment models currently being used to measure specific dimensions of campuses' civic roles and activities.

*Keywords:* Citizenship Education, College Role, Community Relations, Higher Education

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