

“The New Golden Age: Citizenship Education and the Liberal Arts”

Aydelotte Foundation

Social Science Cafe

March 3, 2015

Ben Berger

Department of Political Science

Coordinator of Faculty Outreach, Lang Center

Berger's Previous Research:

- 1.) Civic *Engagement*: clarifying our discourse
 - Against Narratives of Decline: no “golden age”



Attention Deficit Democracy

The Paradox of
Civic Engagement

Ben Berger

Engagement =



BUT: CIVIC is too broad

Engagement =



Political

Social

Moral

1.) Civic *Engagement*: clarifying our discourse

-Against Narratives of Decline: no “golden age”

-New directions:

a.) Moral Engagement/ Moral Capital

b.) Civic Education and Democracy

The Periclean Diamond:
Linking College Classrooms, Campuses, Communities, and Colleagues
via Social and Civic High Engagement Learning

Ben Berger, Swarthmore College
and
Jan R. Liss, Project Pericles



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Periclean Colleges and Universities

Allegheny College	The New School
Bates College	Occidental College
Berea College	Pace University
Bethune-Cookman University	Pitzer College
Carleton College	Rensselaer Polytechnic Institute
Chatham University	Rhodes College
Dillard University	Skidmore College
Drew University	St. Mary's College (MD)
Elon University	Spelman College
Goucher College	Swarthmore College
Hampshire College	Ursinus College
Hendrix College	Wagner College
Macalester College	Widener University
Morehouse College	The College of Wooster
New England College	

1.) Civic *Engagement*: clarifying our discourse

-Against Narratives of Decline: no “golden age”

-New directions:

a.) Moral Engagement/ Moral Capital

b.) Civic Education and Democracy

2.) Civic *Education*: clarifying our discourse

-Against Narratives of Decline: no “golden age”



NARRATIVES OF DECLINE

[THE CAMPAIGN](#)[EDUCATORS](#)[POLICYMAKERS](#)[MEDIA AND ALL CITIZENS](#)[ACTION CENTER](#)[NEWS](#)[Take Action](#)

The Toledo Chronicle: The Decline of Civic Education and the Liberal Arts

Original OpEd published by *The Toledo Chronicle*.

July 25, 2014

By John Hendrickson

Higher education faces many problems today, but one of the most serious problems is the decline in traditional liberal arts curriculum. This is especially true when examining the alarming crisis in civic education. Anne D. Neal, President of the American Council of Trustees and Alumni (ACTA), recently described this trend when she wrote: "Surveys, including those from elite institutions, show that college graduates are woefully ignorant when it comes to both fundamental academic skills and to the very basics of citizenship. They don't know the term lengths of members of Congress, and they can't even identify the general at the Battle of Yorktown or the father of the United States Constitution."

[Civic Learning in the News](#)[News Archives](#)[Published Op-Eds](#)

Take Action

Join Us to improve civic learning

Tell a Friend

Spread the word, get others involved

Stay Informed

1.) Civic Engagement: clarifying our discourse

-Narratives of Decline: no “golden age”

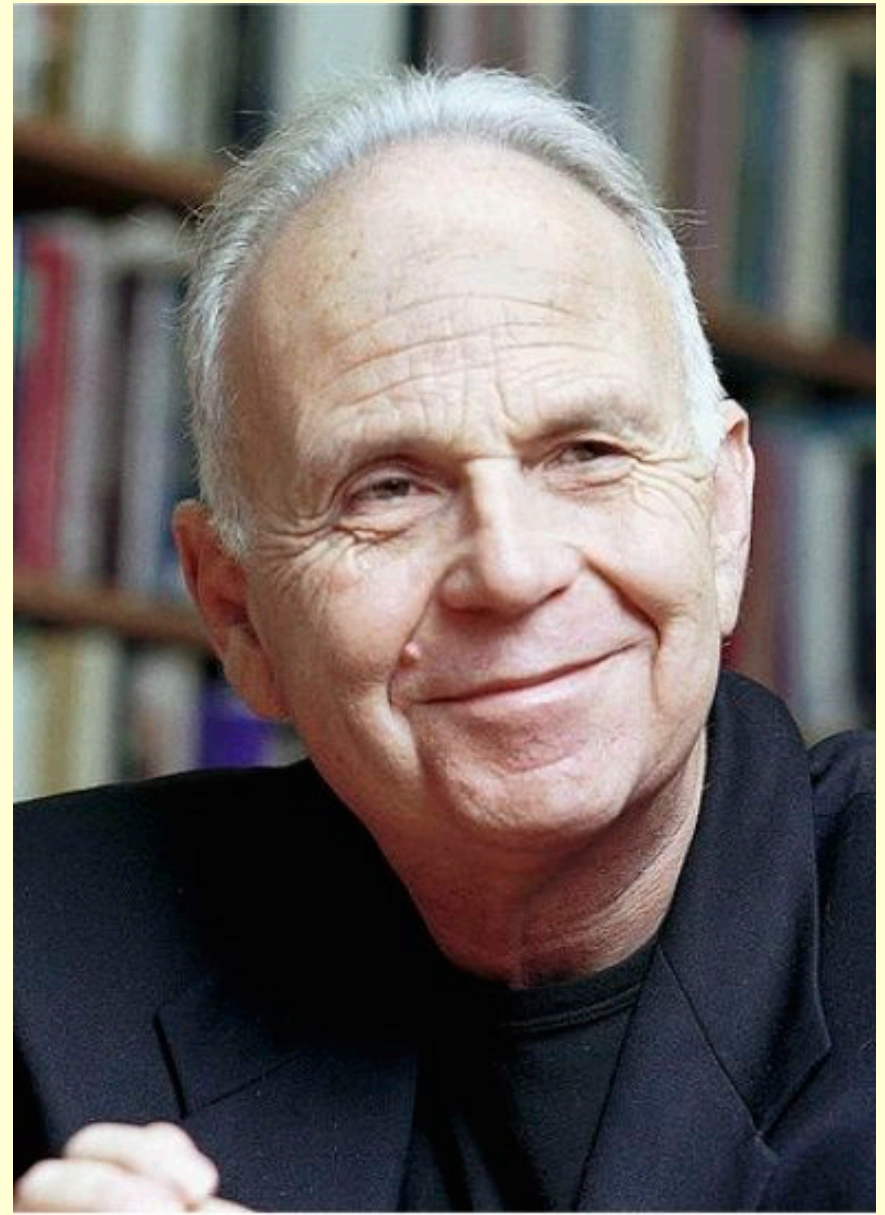
2.) Civic Education: clarifying our discourse

-Against Narratives of Decline: no “golden age”

-Turf Battles: What can higher education do?



Martha Nussbaum



Stanley Fish

MARTHA C. NUSSBAUM

NOT FOR

WHY DEMOCRACY

Needs

THE HUMANITIES

PROFIT

Save the
World

on Your
Own Time

Stanley Fish

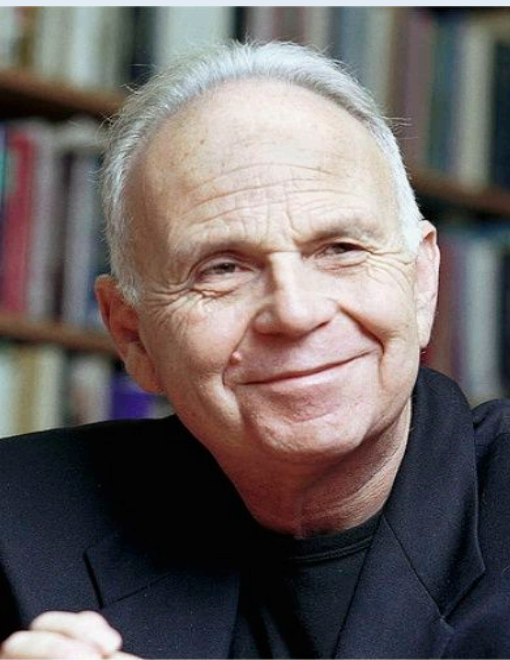
Nussbaum: What Should Education Produce?

“Distracted by the pursuit of wealth, we increasingly ask our schools to turn out useful profit-makers rather than thoughtful citizens.”

(pp.141-2)

“Dewey lived and taught in a thriving democracy, and the production of active, curious, critical, and mutually respectful democratic citizens was his central goal.” (p. 65)

“Colleges cannot convey the type of learning that produces global citizens unless they have a liberal arts structure.” (p. 93)



“Learning how to perform in the game of argument is no guarantee either of the quality or of the morality of the arguments you go on to make. Bad arguments, bad decisions, bad actions are as available to the members of Phi Beta Kappa as they are available to the members of street gangs.

--Fish, p.54



“Professional ethicists behave no morally better, on average, than do other professors.”

Eric Schwitzgebel, “The Moral Behavior of Ethicists and the Power of Reason”

Fish: Higher Education Shouldn't *Produce* Anything

“Teachers, as I have said repeatedly, teach materials and confer skills, and therefore don't or shouldn't do a lot of other things—like produce active citizens, inculcate the virtue of tolerance, redress injustices, and bring about political change. Of course a teacher might produce some of these effects—or their opposites—along the way, but they will be, or should be, contingent and not what is aimed at” (p.66).

“And here we come to the heart of the matter, the justification of liberal education. You know the questions: Will it benefit the economy? Will it fashion an informed citizenry? Will it advance the cause of justice? Will it advance anything? Once again the answer is no, no, no, and no.” (p. 55)

“Beware, that is, of doing something for a reward external to its economy. Do it because it is its own reward and look for no pleasures beyond the pleasure of responsible, rigorous performance.” (p.178)

Reading With Nussbaum, Against Nussbaum

Producing Products vs. Developing Capabilities

“The Capabilities Approach... holds that the key question to ask, when comparing societies and assessing them for their basic decency or justice, is, “What is each person able to do and to be?”

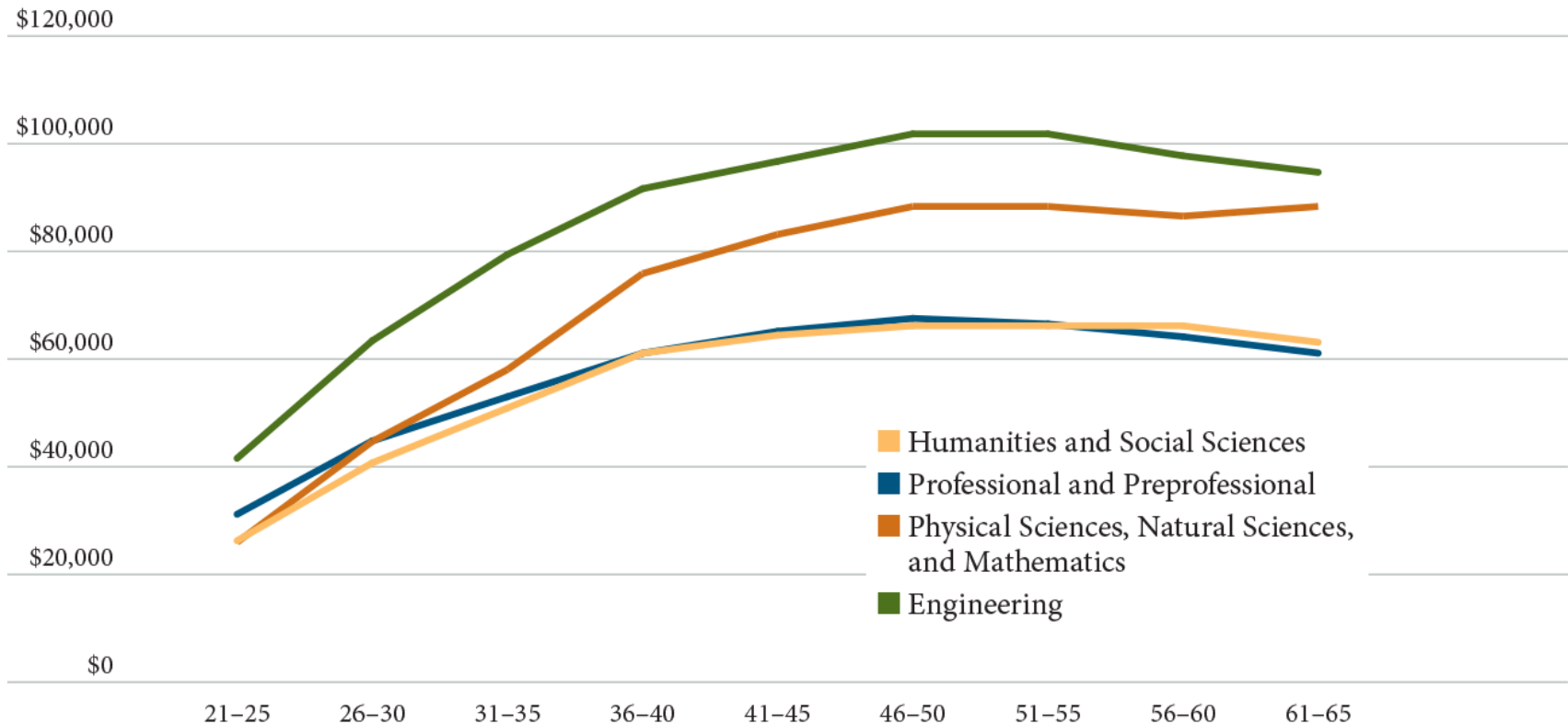
“Capabilities...are not just abilities residing inside a person but also the freedoms or opportunities created by a combination of personal abilities and the political, social, and economic environment.”

“It is focused on choice or freedom, holding that the crucial good societies should be promoting for their people is a set of opportunities, or substantial freedoms, which people then may or may not exercise in action: the choice is theirs.”

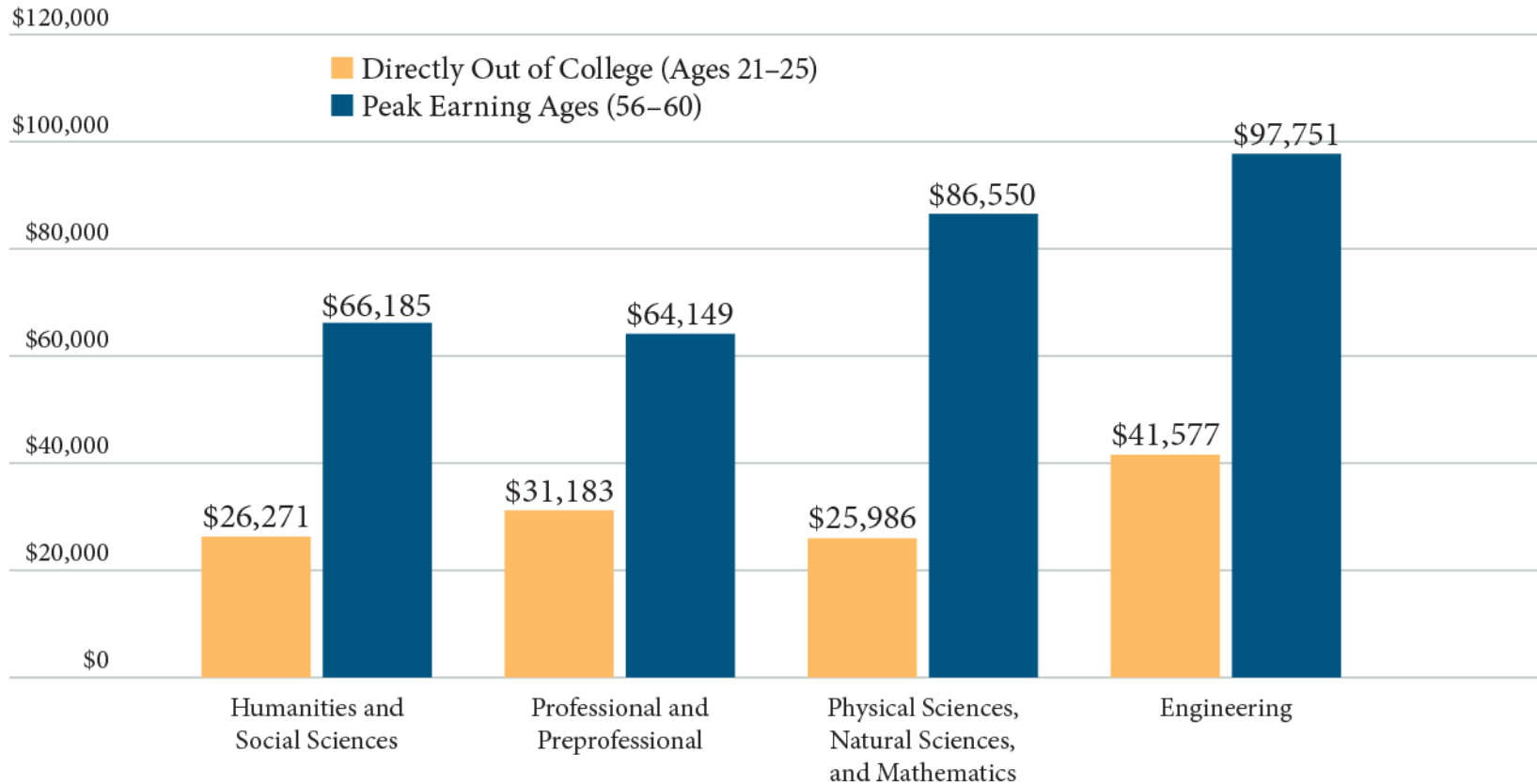
Nussbaum, *Creating Capabilities*, pp.18-20

Liberal Arts Majors DO earn more than Pre-Professional Majors During “Peak” Earning Years (but not because the Liberal Arts “Produce” Earners)

Median Annual Earnings by Age-Group and Undergraduate Major
(2010-11)



Short-term vs. Long-term Earnings (2010-11)



Source: *How Liberal Arts and Sciences Majors Fare in Employment*. 2013



1.) Civic *Engagement*: clarifying our discourse
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2.) Civic *Education*: clarifying our discourse
-Against Narratives of Decline: no “golden age”
-Turf Battles: What can higher ed do?
a.) Overpromising vs. Underpromising
b.) Products vs. Capabilities

3.) Civic Education now: a new “golden age?”
Redefining Civic Education
Citizenship across the Liberal Arts Curriculum
Mapping Civic Education

Experience and (Civic) Education

Ben Berger, *Swarthmore College*

Publish or perish, so the formula goes. Beyond that familiar binary, tenure committees occasionally offer the cruel third option to publish *and* perish. Tales from the front hammer home the message that productive research trumps all else, including teaching. Especially teaching.

That message is far too stark. Care for publication should be intensive but not exclusive. In fact, publication and teaching can often complement each other. The first half of that relationship may already be apparent: we know what we research, and we teach what we know. Structuring our courses on our recent or current scholarly work can infuse our teaching with energy and expertise.¹ Less obviously, however, teaching can also drive and direct our research.

Other authors in this symposium address the potential for our teaching to generate research questions and involve students in our research projects. In addition, we faculty can teach subjects that we want to know better, furthering our research as we learn alongside our students. Those prospects for producing publications comprise low-hanging fruit, and we should reap it. But I also advocate for a slightly more challenging approach: the pedagogy of experiential learning, which can turn political science into civic education and turn civic education into publishable research.

This represents good news for civic education, which political scientists should care about but generally ignore (Battistoni 2013). Our failure to care stems less from an

systems, historical perspective, and the scientific method. Civic education conceptualized thusly—or, borrowing from Alexis de Tocqueville, what we might call civic education properly understood—would not reside in a single course or department but across a curriculum.⁴ Political science offers valuable contributions, but the entire liberal arts stand well positioned to teach those broad elements of citizenship if we help students to map their curricular choices coherently.⁵ Beyond knowledge or expertise, however, citizenship also involves action—the abilities and habits of using knowledge practically—and here much traditional coursework falls short. Experiential learning can help to supply the deficit.

Experiential learning extends beyond familiar classroom modes of lecture, discussion, and reading. All of those components can be valuable in their own right, but as philosophers of education from Aristotle to Dewey insist, we learn especially well when our emotions are engaged through meaningful experience, and we cement memories and mental connections through repeated experience (Dewey 1938). Experientially oriented courses can include off-campus engagements between class members and specially selected community partners (sometimes known as community-based learning), classroom visits by community partners or practitioners, or exercises in which students apply their knowledge and techniques practically. (James Druckman's example, in this symposium, of class-based survey design and implementation fits the bill quite nicely.) These methods may

DEFINING CIVIC EDUCATION

Civic education at the collegiate level transcends simple *civics*, the K–12 chestnut that teaches youngsters the basics of American government and the available means of participating. College faculty can indeed teach those subjects, but our comparative advantage lies elsewhere.³ The majority of political science courses could fit into a broadly conceptualized program of collegiate civic education, with *civic* referring not only to national citizenship but to a range of human relationships, identities, rights, and responsibilities at the local, state, national, and even global levels. The education would be broadly civic as long as students encountered, between their social science, natural science, and humanities coursework, a vigorous engagement with critical reasoning and ethical principles; understanding of pluralism; and knowledge of political systems, historical perspective, and the scientific method.

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Doing what we teach, in other words, is a good way to learn. It can also drive and direct our research.

Other authors in this symposium address the potential for our teaching to generate research questions and involve students in our research projects. In addition, we faculty can teach subjects that we want to know better, furthering our research as we learn alongside our students. Those prospects for producing publications comprise low-hanging fruit, and we should reap it. But I also advocate for a slightly more challenging approach: the pedagogy of experiential learning, which can turn political science into civic education and turn civic education into publishable research.

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inadequacy of traditional modes of lecture, discussion, and reading. All of those components can be valuable in their own right, but as philosophers of education from Aristotle to Dewey insist, we learn especially well when our emotions are engaged through meaningful experience, and we cement memories and mental connections through repeated experience (Dewey 1938). Experientially oriented courses can include off-campus engagements between class members and specially selected community partners (sometimes known as community-based learning), classroom visits by community partners or practitioners, or exercises in which students apply their knowledge and techniques practically. (James Druckman's example, in this symposium, of class-based survey design and implementation fits the bill quite nicely.) These methods may

TJ Eatmon, Allegheny College
ENVSC 250: ENVIRONMENTAL EDUCATION
ENVSC 585: JUNIOR SEMINAR IN SUSTAINABLE DEVELOPMENT



New England College
*Exploring Community in Our Town:
The New Hampshire Town Meeting*



Inez McDermott
(Art History)

Maura MacNeil
(Writing)

Keith Reeves

Political Science 70B: The Politics of Punishment



Citizenship Across the Curriculum

Project Pericles/ Teagle Foundation Project: Mapping Civic Education

- 1. Ability to recognize and view issues of social concern from multiple perspectives and to formulate and express an informed opinion on these issues.**
- 2. Ability to relate academic materials to their practical applications regarding issues of social concern.**
- 3. Motivation and capacity to utilize these abilities to take action in the community.**

Mapping Civic Education

(credit: Jennifer Magee, Lang Center for Civic & Social Responsibility)

CESR –related Courses By Discipline with one sentence description of CESR component and any CBL component.	Req'd = R Elective = E	Instructor by name/title	Course Level or Primary Year of Students (1, 2, 3, 4)	Assoc. CESR Outcome by number	Inc CBL? Y/N	Freq of Course (1= Every Sem; 2 = Every Year; 3= Every Other Year)
<i>with significant chemical content. Topics will be drawn from areas such as...energy sources, materials, and human health. The course seeks to develop in students the ability to make informed decisions about issues that intersect with technology.</i>						
CHEM 103. Topics in Environmental Chemistry <i>...Discussions will center on environmental issues raised in both popular media and current scientific literature. Topics may include air pollution, greenhouse gases, ozone depletion, acid rain, and water and soil pollutants, such as heavy metals and pesticides.</i>	E	Holliday	1, 2	1	N	3
ECONOMICS						
ECON 002A. First-Year Seminar: Emerging Market Economies: The BRICS 1900–2020 <i>...We ask how international organizations like the International Monetary Fund (IMF) and World Trade Organization (WTO) are accommodating the emergence of these countries, and what influence the BRICS are likely to exert on the global governance of trade, aid, finance, and the environment.</i>	Counts as 1 of the 8 ECON credits needed to fulfill an ECON major.	O'Connell	1	1	N	3
ECON 012. Game Theory and Strategic Behavior <i>... We analyze situations of interactive decision</i>	E	Bayer	1, 2	1	N	2

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<i>research on school-based interventions. Students collaborate on research that is evaluating school-based interventions designed to promote well-being in early adolescents.</i>						
RELIGION						
Religion 001C. Religion and Terror in an Age of Hope and Fear <i>This team-taught course in religion, politics, and culture, will offer a counter-narrative to the argument that religion and violence are equivalent terms using the resources of postcolonial theory, critical race theory, sustainability economics, liberation theology, and psychoanalytic theory.</i>	E	Wallace and al Jamil	1, 2, 3, 4	1	Y	3
RELG 002. Religion in America <i>...The course will explore a variety of themes in American religious history, such as slavery and religion, politics and religion, evangelicalism, Judaism and Islam in the United States, "cults" and alternative spiritualities, New Age religions, popular traditions, and religion and film, with an emphasis on the impact of gender, race, and national culture on American spiritual life.</i>	E	Harper	1, 2	1	N	2
RELG 018B. Modern Jewish Thought <i>...Topics will include: the essence of Judaism, the</i>	E	Ratzman	2, 3	1	N	2

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<i>English language to reflect questions of race and power, nationhood and citizenship, and histories of the past and present?</i>						
ENGL 009P. First-Year Seminar: Women and Popular Culture: Fiction, Film, and Television (Cross-listed as FMST 009) ... <i>How do race, class, and sexual orientation intersect with gendered genre conventions, discourses of authorship and critical evaluation, and the paradoxes of popular cultural pleasures?</i>	E	White	1	1	N	3
ENGL 009S. First-Year Seminar: Black Liberty, Black Literature ... <i>Drawing upon fiction, poetry, personal narratives, and critical essays, we will examine freedom as an ongoing problem of form, content, and context in black literature from antebellum slavery to the present.</i>	E	Foy	1	1	N	2
ENGL 009Y. First-Year Seminar: Interrogating Gender: Centuries of Dramatic Cross-Dressing ... <i>These questions and their ramifications for liminalities of race, nationality and sexuality will be our focus in a course that examines dramatic works from The Bacchae to M. Butterfly.</i>	E	Finberg	1	1	N	3
ENGL 049. Contemporary Irish Poetry	E	Anderson	2, 3	1	N	3

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