Integrating Civic Responsibility into the Curriculum
Workshop Outcomes

• Focus on the importance of civic engagement in higher education
• Define and connect service learning and civic responsibility / civic engagement
• Help faculty rethink curriculum via engaged learning
• Understand how to incorporate civic responsibility / civic engagement into course syllabi and reflection
• Understand how to use the Civic Responsibility Guide
Exercise 3.9 (Page 34)
Higher Education’s Role in Promoting Citizenship

“We [higher education] educate a large proportion of the citizens who bother to vote, not to mention most of the politicians, journalists, and news commentators. We also educate all the school administrators and teachers, who in turn educate everyone at the pre-college level. And we do much to shape the pre-college curriculum through what we require of our college applicants. In short, not only have we helped create the problems that plague American democracy, but we are also in a position to begin doing something about them. If higher education doesn’t start giving citizenship and democracy much greater priority, who will?” (Astin 1995)
Exercise 3.9 (Page 34)
Higher Education’s Role in Promoting Citizenship
Reflection Questions

• Do you think that our educational institutions are preparing students for a life of engaged, democratic citizenship?

• What specifically can higher education do to give citizenship and democracy greater priority?

• What roles should students, faculty, and administrators play in these efforts?

• How can service learning and civic engagement relate to institutional accreditation criteria?
What is service learning?
AACC’s Definition of Service Learning

The combination of community service and classroom instruction, with a focus on critical, reflective thinking as well as personal and civic responsibility.
How do you define civic responsibility?
AACC’s Definition of Civic Responsibility

Active participation in the public life of a community in an informed, committed, and constructive manner, with a focus on the common good.
Service and the Charity / Social Justice Continuum
<table>
<thead>
<tr>
<th>CHARITY</th>
<th>SOCIAL JUSTICE</th>
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</thead>
<tbody>
<tr>
<td>Charity = social service</td>
<td>Justice = social change</td>
</tr>
<tr>
<td>Provides direct services like food, clothing, shelter</td>
<td>Promotes social change in institutions or political structures</td>
</tr>
<tr>
<td>Responds to immediate needs</td>
<td>Responds to long-term needs</td>
</tr>
<tr>
<td>Directed at the effects of injustice and its symptoms</td>
<td>Directed at root causes or underlying structures of social problems</td>
</tr>
<tr>
<td>Addresses problems that already exist</td>
<td>Tries to ensure the problems don’t exist in the first place</td>
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<tr>
<td>Private, individual acts</td>
<td>Public, collective actions</td>
</tr>
<tr>
<td>Examples of charity:</td>
<td>Examples of social justice:</td>
</tr>
<tr>
<td>Homeless shelters</td>
<td>Legislative advocacy</td>
</tr>
<tr>
<td>Food pantries</td>
<td>Changing policies and practices</td>
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<tr>
<td>Clothing drives</td>
<td>Political action</td>
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<tr>
<td>Emergency services</td>
<td>Education about an issue</td>
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</tbody>
</table>
“We challenge you to assure that the next year’s entering students will graduate as individuals of character more sensitive to the needs of community, more competent to contribute to society, and more civil in habits of thought, speech, and action.”

Table 2 (Page 48)
Service Learning Activities

• Service activities that address community needs
• Related courses
• Reflection components
• Activities that foster civic responsibility skills
• Assessment tools and techniques
Appendix F-2  (Pages 84-86)
Syllabus Analysis

*Key Elements of Good Course Syllabi/Documents*

- Definition of and rationale for service learning and civic engagement
- Information about service site selection or assignments
- Course expectations (competencies, objectives, hours, dates and deadlines, reflection, grading or evaluation)
- Consistent and frequent reference to service learning and civic responsibility
Using the Civic Responsibility Guide

• Civic Responsibility Activities in the Classroom
  Chapter 3 (Pages 21-49)
• Assessing Civic Responsibility
  Chapter 4 (Pages 51-60)
  Appendix F (Pages 83-91)
• Reflecting on Civic Responsibility
  Appendix C (Pages 73-78)
• Resources on Civic Responsibility
  Appendix A, B, D, E (Pages 69-71, 79-81)
Next Steps: College Action Plan

• What would civic engagement ideally look like at your college?
  - Would it be part of a service learning initiative?
  - Would it be linked to larger institutional priorities?
  - How would community members be involved?

• What will be your primary role in making this ideal a reality?

• What challenges will you have to address?

• What next steps will you take to further civic engagement at your college?
“A nation is formed by the willingness of each of us to share in the responsibility for upholding the common good.”

Congresswoman Barbara Jordan
American Association of Community Colleges

www.aacc.nche.edu/servicelearning