

2. Summaries of the Twenty-one Courses and Programs in the Political Engagement Project

Course instructors and program leaders are listed alphabetically

1. Rick Battistoni: Ancients and Moderns: Democratic Theory and Practice

Providence College (Providence, Rhode Island)

Overview: This is a one-semester political theory course. Enrolls twenty to twenty-five students, mainly sophomore and junior political science majors.

Description: Battistoni's course links democratic theory to democratic practice, both inside and outside the classroom. He uses several "democratic pedagogies" that help students "learn democracy by doing democracy." Innovative pedagogical tools include a simulation in which students work in groups to create models of a perfectly democratic and a perfectly undemocratic classroom, a "democratic theory journal," and exercises that use several different democratic decision-making devices (such as selection by lot, direct democracy, and representative democracy). Students also complete a Theory into Practice component, which includes two options. The first is the Democratic Organizational Biography project, in which students work individually in a community organization and engage in participatory research, conducting interviews with key stakeholders. The second option is the Democracy in Action project, where students work in groups with the dual goals of organizing themselves democratically and creating and implementing a democratic action plan.

2. Alma Blount: Service Opportunities in Leadership (SOL)

Hart Leadership Program

Duke University (Durham, North Carolina)

Overview: A two-semester interdisciplinary program, including a one and a half course sequence plus a summer internship. Enrolls a mix of twenty-two to thirty freshmen, sophomores, and juniors from a range of majors.

Description: The mission of this interdisciplinary program is to help students "become engaged citizens in a democratic society." SOL involves a sequence of one and a half courses and an internship that combines academic study, community service, mentoring, and leadership training. It begins with a preparatory half-credit "house course" in the spring, titled Service Leadership and Social Change, in which students explore concepts of service, learn basic tools of reflection, including documentary writing, and engage in a service project. After this course, students participate in summer internships working on social or political change projects for organizations across the country and abroad. When SOL interns return to Duke in the fall, they participate in a public policy research seminar that requires them to reflect on and integrate what they have learned in their internships by analyzing social and political issues related to their internships and identifying strategies to address those issues. Each student completes a Social Issue Investigation Portfolio, which includes an essay on an issue or problem related to their summer

placements, an interview with a practitioner who has some connection to the issue, and a policy recommendation paper.

3. Sue Briggs: CIVICUS Living-Learning Program

University of Maryland College Park

Overview: This is a two-year interdisciplinary living-learning program, including five courses and active residence hall involvement. Sixty first-year students enter each year; preference is given to social science majors.

Description: This two-year living-learning program involves collaboration between the College of Behavioral and Social Sciences, the Department of Residential Life, Undergraduate Studies, and University Libraries. The program's theme is "creating a civil society," with an emphasis on citizenship, leadership, community service, and community building in a diverse society. Students, or "CIVICUS associates," live, study, and plan service activities together, and all of them play active roles in the CIVICUS administration. The five required courses include an introduction to the program that examines the roles of individuals, groups, and social institutions in a civil society; a sociology course on contemporary problems; an elective course that addresses diversity issues; Leadership in a Multicultural Society, where students examine issues of pluralism and diversity and prepare for the leadership challenges they present; and a capstone course in which students complete an internship or a "discovery"/research project.

4. Ross Cheit: Children and Public Policy

Brown University (Providence, Rhode Island)

Overview: This is a one-semester public policy course, including work with a state agency that addresses policy issues concerning children and families. Enrolls twenty-five to thirty students, mainly sophomores and juniors, from a mix of majors.

Description: A political science and public policy service learning course in which students are required to work a few hours each week in a state agency dealing with children's issues: the Family Court, the Department of Children, Youth and Families, or the Rhode Island Training School. Cheit helps students connect their work experience to readings and discussions about laws and policy issues related to children, including juvenile justice, students' rights, children's rights, voting, and the role of the state in shaping children's policy. Students keep a journal in which they reflect on their work experiences and respond to questions and prompts about specific policies. For instance: "After considering the position of parental rights groups (from the readings), sketch out and defend your own conception of parental rights." Students also complete a research project related to their work, make oral presentations to the class about their experiences, and write several essays connecting their placement experiences with material covered in the course.

5. Jim Farr and Robert Hildreth: Practicing Democratic Education and the Public Achievement Program

University of Minnesota, Twin Cities

Overview: A two-semester political theory course, including one semester of coursework combined with a two-semester practicum in democratic education. Enrolls about twenty students, mostly junior and senior political science majors.

Description: This upper-level political theory course meets for one semester and includes a practicum in democratic education that extends across two semesters. After studying major texts in the history of Western political thought that address concepts of citizenship and political education, students put their learning into practice by serving as Public Achievement "coaches" at a local middle school. The goal is to help middle-schoolers research and develop action plans based on their own concerns about social issues in and around their school. The projects vary widely, from working to change school rules on uniforms, to organizing a peace march, to laying the groundwork for a neighborhood playground. In the Public Achievement Program, young people learn how to become informed and involved citizens who engage in "public work."

6. Otto Feinstein and Anthony Perry: Introductory American Government and the Urban Agenda—Civic Literacy Project

Wayne State University (Detroit, Michigan)

Overview: This is a one-semester political science course required for graduation. Draws three hundred students, mainly sophomores and juniors, representing all majors.

Description: Feinstein designed the course to involve students in the Urban Agenda–Civic Literacy project, which includes theory building for civic literacy, creating an urban agenda, and civic participation, including voter registration and political education. For the civic literacy and civic skills component, students work together in small groups to debate political issues facing their local communities, develop five- to ten-point political action agendas, and present these agendas to others in the class. Then, after a series of deliberations, the class as a whole reaches a consensus on a single agenda for political action. This is presented at an annual Urban Agenda convention, to which the university and community are invited. This process of agenda-building is intended to prepare students for their roles as participants in a democratic society. The course also includes a civic action component that involves a series of individual and small group voter registration projects on the campus and in the Detroit community. The UACL project has strong partnerships with community organizations, educational leaders, city and county politicians and officeholders, community and religious leaders, teachers, and students.

7. Siegrun Freyss: Government and American Society

California State University, Los Angeles

Overview: This one-quarter, introductory political science course, meeting general education requirements, includes service learning in a political organization. Limited to twenty-five students, mainly freshmen and sophomores, from a range of majors.

Description: Freyss teaches one of ten sections of this introductory course at CSULA. Hers is the only section that includes a service learning component, for which students work eighteen hours in a political advocacy organization or in the office of an elected official and keep a journal of their activities and learning. In class, they study the basics of American and California government and politics, and reflect together on the meaning of advocacy work and constituency service in the context of the political system and civic culture. Her course draws a range of students, most of them possessing little initial knowledge of or interest in politics. Many come from the Los Angeles neighborhoods served and affected by the political organizations in which they work, allowing them to see, often for the first time, how political processes and issues affect their own communities and families.

8. Marshall Ganz: Organizing: People, Power, and Change

Harvard University (Cambridge, Massachusetts)

Overview: This one-semester graduate-level course includes a major organizing project. Enrolls about sixty to seventy students, including graduate students from the Kennedy School of Government, Divinity School, and School of Education, as well as undergraduates.

Description: Ganz's course focuses on what de Tocqueville called "knowledge of how to combine": how people organize to turn their values into action. Ganz uses tools of reflective practice rooted in an understanding of power to teach students to develop

leadership abilities, build relationships, motivate participation, devise strategies, and mobilize resources. Each student commits an average of six hours per week to a semester-long organizing project that requires mobilizing others to achieve a measurable outcome by the end of the semester. Some students work with an ongoing project of a community or campus group; others initiate their own projects. Using an analytic framework offered in lectures and enhanced by readings drawn from social science, history, and practice, students learn to analyze their experience in weekly reflection papers, presentations, and discussions. They begin to develop their own praxis of organizing, as well as an appreciation of the organizing tradition and its links to social movements and political institutions.

9. Joe Kahne, Ajuan Mance, and Kristi Schutjer-Mance: Institute for Civic Leadership
Mills College (Oakland, California)

Overview: This one-semester interdisciplinary program includes four courses, an internship, and a mentor program. Enrolls fifteen women per semester, mostly juniors, representing a range of majors and several different colleges.

Description: The Institute for Civic Leadership is a semester-long program for women from Mills and other colleges that combines discipline-based analysis of civic leadership and social justice with ten hour per week of internships, in which students work on projects linked to public policy and social change. The program includes four courses: Civic Leadership and Social Text looks at novels, essays, and other literature that address

the issue of leadership in a democratic society; Social Science, Civic Participation, and Democratic Change explores research and theory connecting civic participation to the strength and effectiveness of political institutions; Community Internship and Seminar: Theory and Practice has students participate in internships, reflect on their internship work, compare different approaches to leadership, and consider possibilities for social change; a fourth course is an advanced seminar in the student's major with a term paper connecting the content of her internship with relevant issues and learning from her discipline. All students in the program are also paired with mentors who are experienced leaders in civic affairs.

10. Arthur Keene, John Reiff, and David Schimmel: Citizen Scholars Program

University of Massachusetts, Amherst

Overview: This two-year interdisciplinary program includes five courses and a minimum of sixty hours of community service per semester. Up to twenty students per year enter the program as sophomores or juniors, representing a mix of majors.

Description: Preparing students for lives of engaged citizenship, with a social action edge, is the dominant theme of this intensive two-year interdisciplinary program run by the Honors College. Students take a sequence of five courses (one course for each term in the program plus one elective) with an emphasis on service learning. The course sequence includes: The Good Society, which examines visions of the good society and explores issues involved in working toward the common good; Tools for Change, which

explores tools for bringing about structural change, including public policy, political mobilization, and participatory action research; Organizing for Change, in which students work in the community to conduct research, identify a problem, and develop a proposal for structural change; Public Policy and Citizen Action, in which students implement the proposals they designed in the organizing course; and an elective service learning course.

11. Kristy Khachigian: Engalitcheff Institute on Comparative Political and Economic Systems

The Fund for American Studies

Georgetown University (Washington, DC)

Overview: This seven-week summer program includes two courses and a public policy internship. About one hundred students from many different colleges participate in the institute each summer, mostly rising juniors and seniors, and mostly political science or economics majors.

Description: The Engalitcheff Institute is an intensive seven-week summer program sponsored by the Fund for American Studies, an educational nonprofit organization that prepares "young people for honorable leadership by educating them in the theory, practice, and benefits of a free society." The Engalitcheff Institute draws undergraduate students from campuses all over the United States. Its goal is to provide future student leaders with hands-on experience in domestic and international policy work and to teach them the value of capitalism and the founding democratic ideals of the United States

through internships and coursework at Georgetown University. Internships are thirty hours a week in a Washington, D.C., organization involved in politics, government, economics, or international affairs. Students also complete two three-credit courses: Comparative Economic Systems, which explores free market economics, and The Transformation of American Politics, which focuses on the history of American political thought. Weekly dialogues are arranged with leaders in foreign policy and economics, and students also attend briefings by officials at government institutions, including the White House, House of Representatives, State Department, and the Federal Reserve.

12. Meta Mendel-Reyes: Introduction to Service, Citizenship, and Community

Berea College (Berea, Kentucky)

Overview: This one-semester general studies seminar includes service projects and placements. Enrolls eight to twelve students, mostly sophomores, representing a range of majors.

Description: Founded by abolitionists, Berea College has a long-standing commitment to interracial education and to serving low-income students from Appalachia. All students at the college come from low-income families and hold jobs in addition to their coursework. Mendel-Reyes teaches an introductory course in service and citizenship with a particular focus on Appalachian issues and communities. Topics covered include democratic citizenship; racial, gender, and economic inequalities; different approaches to service; and the relationship between service, citizenship, and community, with an emphasis on

local, grassroots democracy. Each student completes an individual or group service project, and engages in sustained reflection about her work. After the terrorist incidents of September 11, 2001, for example, students led a workshop on conflict resolution for an assembly of seventy-five fifth graders and gave a presentation at the local library on issues facing Afghan women.

13. Douglas F. Morgan and Craig Shinn: Civic Initiative: The Ethics of Leadership; Civic Engagement: The Role of Social Institutions
Portland State University (Portland, Oregon)

Overview: Both of these one-quarter courses fall in the Leadership for Change cluster of courses at Portland State University. Both draw sophomores and juniors from a range of majors, and typically enroll twenty to twenty-five students per course.

Description: These two courses are among a group of more than twenty courses that fall under the umbrella of PSU's interdisciplinary Leadership for Change cluster. The Leadership for Change cluster is one of twenty-five clusters that fulfill the university's general education requirements. Students are required to take four courses in their chosen cluster, most of which are completed during the sophomore and junior years. In Morgan's Ethics of Leadership course, students learn how to use ethical frameworks and criteria of effective leadership to develop ethical standards for public leaders. The course includes an extensive speaker series, with political and administrative leaders from throughout the state and region. Shinn's Civic Engagement course uses the theme of civic dialogue to

introduce students to two historical models of the common good: the representative republic model, which relies on elected officials and the formal processes of government, and the civic republic model, which relies on face-to-face communication, such as neighborhood groups, voluntary associations, and advocacy groups. Students assess the relative merits of these approaches through field-based projects.

14. Brian Murphy: The Politics of San Francisco

San Francisco Urban Institute

San Francisco State University

Overview: This one-semester course includes internships in community-based organizations and city agencies. Enrolls thirty-five to fifty students; half of whom are regularly matriculated university students, mostly junior political science majors. The remainder are staff members of community-based agencies and organizations, enrolled through the university's College of Extended Learning.

Description: This course is team-taught by a former deputy mayor of San Francisco, three longtime community activists, and a university instructor (Murphy). Students learn about the city's recent economic and political history and intern in nonprofit social and economic development agencies. Students work collaboratively on research-action projects designed to assist public dialogue in San Francisco neighborhoods. These projects integrate census data, public opinion surveys, and economic development analysis, linked to a current planning or political issue. Each student group produces an

analytic paper and a public presentation. This is one of several courses offered through the Urban Curriculum Project, a joint project of two community organizations and SFSU.

15. Richard Reitano: The National Model United Nations

Dutchess Community College and Vassar College (Poughkeepsie, New York)

Overview: This one-semester course includes preparation for and involvement in the weeklong National Model United Nations Conference in New York. Enrolls a mix of twenty to thirty students from Dutchess Community College and Vassar College.

Dutchess students are mainly sophomores enrolled in the liberal arts humanities programs; Vassar students are typically sophomores, juniors, and seniors, and are mainly political science or international studies majors.

Description: For many years, Reitano has taught a course that prepares a combined group of students from Dutchess Community College and Vassar College, known as the "Hudson River Group," to attend the National Model United Nations Conference and other regional conferences. The first half of the course involves in-depth learning about the United Nations and the particular country the class has been assigned to represent. The second half prepares students for the NMUN national conference, a five-day conference during spring break that serves as a kind of "weeklong final exam." Students' preparation involves extensive research on the history and foreign policy of the country they will represent, writing position papers on the topics assigned to each committee and council with which their country is affiliated, developing resolutions that they will

introduce during the simulation, and holding mock committee sessions. The NMUN conference is the largest student conference in the United States, drawing more than two thousand students each year from more than two hundred different college campuses, including thirteen foreign countries.

16. Phil Sandro: Metro Urban Studies Term

Higher Education Consortium for Urban Affairs (HECUA) (St. Paul, Minnesota)

Overview: A one-semester, four-course credit-bearing program sponsored by HECUA, a consortium of fifteen Midwestern colleges and universities. The program includes three seminars and a twenty-hour-per-week internship. Draws about twenty to twenty-five students per semester from consortium schools, who are sophomores through seniors.

Description: The Metro Urban Studies Term focuses on urban poverty and inequality and the structures and behavior that influence these problems, especially the economy, education, and welfare. The program consists of four integrated components that connect theory and practice. A three-day-per-week internship focuses on social and political change. The reading seminar explores alternative theoretical perspectives on the roots and dynamics of urban inequality, poverty and social change. The field seminar directly links theoretical work in the reading seminar to meetings with community organizers, union organizers, community activists, policymakers, urban planning advocates, educators, residents, and corporate executives. The integration seminar draws together students' internship experiences with the reading and field seminars through group discussions,

structured writing, group study projects, papers, and a portfolio. The program provides a holistic experience by encouraging students to integrate their social analysis and action with their thoughts about how the world should be and their role in creating that world.

17. Richard Semiatin: Washington Semester Program

American University (Washington, DC)

Overview: This one-semester program includes a double American Politics class (the credit equivalent of two courses) and an internship in a Washington, D.C., political or policy office. Draws twenty to thirty students per semester from many different colleges, mainly junior political science majors.

Description: Semiatin teaches an American politics course that is one of several offered at the Washington Semester Program at American University. Students from various colleges, and often some from overseas, enroll in the program. They spend three days a week in Semiatin's "double" class, and two days per week interning in a Washington, D.C., political office or policy organization. The first half of the course focuses on elections and the policymaking institutions of government. The second half focuses on the political, legal, and social impact of various policies. During the semester, students learn from approximately fifty guest speakers, who speak on issues directly related to what students are reading about and studying in class. About half of the students also complete a directed research seminar during which they write research papers based on in-depth personal interviews as well as secondary source material.

18. Gerald Shenk and David Takacs: Social and Environmental History of California

California State University, Monterey Bay

Overview: This is a one-semester interdisciplinary course. Draws forty students, representing a cross section of years and majors.

Description: This interdisciplinary course looks at how ethnic communities in California affect and have been affected by California's diverse landscapes. Takacs and Shenk teach students to use a cycle of action and reflection to help them become "informed, ethical, and effective participants in the civic lives of their communities." The course's central component is the Historically Informed Political Project (HIPP), a political research and action project that focuses on a California issue with social and environmental dimensions. To complete their HIPP projects, students conduct historical research, invest at least ten hours in political action linked to the project, reflect on the values and assumptions they carry into the project and how these may change, and make a set of policy recommendations informed by both their historical research and their community experience. Students present their HIPP projects to the class at the end of the semester.

19. Dick Simpson: The Future of Chicago

University of Illinois at Chicago

Overview: This one-semester course includes a project examining local government agencies. Enrolls fifty to sixty students, mainly sophomores and juniors, from a range of majors.

Description: Simpson has been very involved in Chicago politics and held local elected office himself at one point. His Future of Chicago course uses about fifteen speakers—from scholars, to activists, to politicians at all levels of government—to provide different perspectives on the issues and challenges that Chicago faces. The experiential component of the course is a research project in which students are told to imagine that they are part of a new mayor's transition team and need to write a report informing the incoming mayor of everything she needs to know about a particular unit of government in Chicago or Cook County. Students choose an agency they are interested in, and after conducting library research and looking at public documents and annual reports to get a baseline understanding of how the organization works, conduct interviews with leaders and other personnel. More than sixty of these student reports have been included in publications used by actual transition teams when there has been a change of mayoral or other political leadership.

20. Adam Weinberg: Democracy Matters

Colgate University (Hamilton, New York) and other campuses

Overview: This yearlong noncredit course is for students who create and lead Democracy Matters chapters on their campuses. The training program draws about seventy students

per year, representing a range of years, majors, and campuses. A total of eight hundred to one thousand students participate through the campus chapters throughout the year.

Description: Democracy Matters is a nonprofit, nonpartisan organization focused on pro-democracy reforms, especially campaign finance reform. The program trains students to be campus coordinators, who then create and lead Democracy Matters chapters at their schools. It is run by several Colgate professors. The program consists of four phases. The first is Learning the Issues and Acquiring Political Skills, in which students work through a Web-based tutorial that includes readings, exercises, and reflection pieces. Democracy Matters staff run the tutorial as an interactive correspondence course: responding to questions, sharing answers, and offering reflections. In the next phase, Generating Campus Politics, students return to their campuses and create local Democracy Matters chapters. Through these chapters, students develop their own strategies for building awareness and organizing their campuses. Reflection and Strategy is the third phase. At the end of the semester, the campus coordinators write a summary of the semester's work. They present these at a two-day "student summit" at the start of the winter semester, during which outside faculty are also brought in to lecture and run seminars. The final phase, Engaging in Community Politics, takes place during the spring semester. Campus chapters continue their work with a focus on linking to communities and other chapters. At the end of the year, each chapter issues a report that assesses its work and outlines plans for the next year.

21. Greg Werkheiser: College Leaders Program

Sorensen Institute (formerly Virginia Citizenship Institute)

University of Virginia (Charlottesville, Virginia)

Overview: This thirty-day residential program is held each summer. It provides civic leadership training to thirty Virginia college and university students.

Description: The College Leaders Program (CLP) brings together thirty students from across Virginia for an intensive month-long experience focused on state-level politics and public policy. The Sorensen Institute, a nonpartisan, nonprofit organization dedicated to civic education, sponsors the CLP. The curriculum centers on the "Three Lens Approach." The first component is the Informed Citizen Lens, in which students gain a basic knowledge of politics and public policy in Virginia by mapping the state's political topography (institutions, agencies, interest groups, and so on) and by learning the ways in which Virginians identify and debate issues. Next is the Thoughtful Citizen Lens, in which students consider questions about the purposes and goals of government and the role of values in public policy. Last is the Active Citizen Lens, in which students acquire practical knowledge and skills of political engagement. Experiential programs—including guest lectures, debates, panel discussions, and workshops—are offered in addition to the approximately four hours spent in classroom learning. Toward the end of the program, students take part in a mock state assembly session, in which they work in teams to try to pass legislation. Students also work on final projects in groups of ten, researching an area of Virginia public policy and presenting thirty-minute policy briefings. They write comprehensive reports detailing key issues, possible remedies, cost-

benefit analysis, and the political backdrop and mobilization issues related to passage of the policy proposals.