

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

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To Eugene M. Lang, whose vision, leadership, passion, and support have enabled Project Pericles from its inception to grow and thrive. As he said in 1999, “The philosophy of liberal arts is the philosophy of a democratic society in which citizenship, social responsibility, and community are inseparable. An educated citizenry is the essential instrument for promoting responsible social action and community well-being.” Throughout our programs and this White Paper we dedicate ourselves to continuing to bring Gene’s creative and important ideas to life. Without his help and direction this White Paper and Project Pericles would not have been possible. We appreciate the generous and ongoing support of the Eugene M. Lang Foundation.

With deepest appreciation, we thank Eugene Lang for being ahead of the times and helping the world to be a better place.



## **About Project Pericles®**

Project Pericles is a not-for-profit organization that encourages and facilitates commitments by colleges and universities to include and promote social responsibility and participatory citizenship as essential elements of educational programs and learning experience. Founded in 2001 by philanthropist Eugene M. Lang, Project Pericles works directly with its member institutions that, as Pericleans, individually and collaboratively foster the civic engagement and related learning experiences of students in the classroom, on the campus, and in the community.

Periclean colleges and universities across the country implement curricular and co-curricular activities that promote student understanding of civic problems and responsibilities and their capacity to “make a difference.” Particularly significant in this regard have been three signature programs -- Civic Engagement Course (CEC) Program™, Periclean Faculty Leadership (PFL) Program™, and Debating for Democracy (D4D)™. Individually, collectively, and institutionally, these programs involve students, faculty, administrators, staff, trustees, alumni, and community members in a growing range of socially oriented enterprises and collaborations. By hosting annual meetings of presidents, faculty, and students, Project Pericles helps Pericleans share ideas and best practices to advance civic engagement as a primary element of higher education.

### **Pericleans and Their Programs**

Project Pericles is an expanding national consortium, currently composed of 29 colleges and universities. As a Periclean, each college and university develops a comprehensive civic engagement program. Building on existing activities, the program reflects institutional characteristics and traditions – curricula, resources, student body, faculty interests, location, social concerns, alumni, and community relationships. Individually and cooperatively, Pericleans seek to engage the resources of the entire academic community in responding to the needs of society. Each school has a campus-appointed Periclean Program Director, who reports to the President and oversees its program. Programs include curricular and co-curricular activities in the classroom, on the campus, and in the community. Together, they provide students with a foundation for civic and social involvement.

### **The Periclean Commitment**

Periclean Programs share these fundamental characteristics:

\* *Formal Institutional Commitment*

Each Periclean Board of Trustees commits its institution to prepare students for socially responsible and participatory engagement as part of its educational agenda. To that end, each Board establishes a formal board committee.

\* *Constituency Involvement*

Periclean Programs invite the participation and contribution of all constituencies, recognizing that each—students, faculty, staff, administrators, trustees, alumni, and the community—has equity in fulfilling institutional commitment.

\* *Collaboration/Cooperation*

Project Pericles facilitates collaboration and cooperation among Pericleans. It encourages Pericleans to build relationships with other educational service organizations and invites the exchange of information.

## **Acknowledgments**

Project Pericles and its Periclean colleagues are grateful to the Eugene M. Lang Foundation and The Teagle Foundation for their generous support of our Periclean Faculty Leadership (PFL) Program. Most of all, we thank our Founder and Board Chair, Eugene M. Lang, for his vision, leadership, and tremendous support of Project Pericles and our programs. We thank our colleagues: Garret Batten, Katherine Cross, Cynthia Graae, Lauren McGrail, David Rippon, and Mary Sivak. We appreciate the guidance of our Presidents' Council, most notably its Chair, Brian C. Rosenberg, President of Macalester College, and its Vice-Chair, Richard Guarasci, President of Wagner College. We are grateful for the contributions of Board Members Alison R. Bernstein, David A. Caputo, Richard Ekman, and Neil R. Grabois, and to Linda C. DeMeritt of Allegheny College. Special thanks to Annie W. Bezbatchesko, Cheryl Ching, W. Robert Connor, Donna Heiland, and Richard L. Morrill of The Teagle Foundation.

We would also like to acknowledge Ariane Liazos and her work on "Civic Engagement in the Classroom: Strategies for Incorporating Education for Civic and Social Responsibility in the Undergraduate Curriculum" (2009), and Joshua Glickenhau and Adriana Popa of Swarthmore College for research assistance.

We appreciate the support of the presidents, provosts, faculty members, students, and community partners of our member institutions. Without their participation the PFL Program would not have been possible.

We deeply value the hard work that Periclean students have invested in the various Project Pericles Civic Engagement Courses. The students' idealism, energy, and passion for growth have motivated all of us involved with Project Pericles.

Finally, we thank the Periclean Program Directors and Periclean Faculty Leaders, who, on their respective campuses, have helped create, facilitate, and oversee Periclean Programs.

## **Periclean Colleges and Universities**

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

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## **I. Executive Summary**

Project Pericles is an expanding national consortium of colleges and universities that encourages and facilitates commitments by institutions of higher education to include social responsibility and participatory citizenship as essential elements of their educational programs in the classroom, on the campus, and in the community. Since its founding in 2001, Project Pericles has witnessed the transformative effect that academic-focused civic engagement initiatives have had at all levels of its member institutions—impacting faculty, students, administrators, staff, alumni, and community members.

In 2010, with generous support from the Eugene M. Lang Foundation and The Teagle Foundation, Project Pericles launched the Periclean Faculty Leadership (PFL) Program™ in which faculty leaders on 26 campuses received matching grants to create new Civic Engagement Courses (CECs), organize campus-wide civic engagement activities, and serve as civic education advocates and leaders. Each Periclean Faculty Leader—selected from participating Periclean institutions after a competitive application process aided by external review—agreed to develop, teach, and evaluate a CEC, to promote civic engagement on their campus and in the local community, to participate in reciprocal peer review, and to share associated research or pedagogical innovations with the scholarly community via publications or conference presentations.

The PFL Program promoted philanthropist Eugene M. Lang’s foundational vision of “educating for citizenship” in a range of related contexts: the three “C”s of classroom, campus, and community. It also expanded on that vision by adding a fourth “C”—the community of scholars and their professional discourse—which completes what we call the “Periclean Diamond.” By extending civic pedagogy to the campus, connecting undergraduate education with community input and engagement, and linking all of those projects with faculty development, professional interchanges, reciprocal peer review, and public scholarship, the PFL Program developed a promising, replicable, and sustainable model of civic education.

This paper highlights the PFL Program’s background, philosophy, innovations, and implementation. The Periclean colleges and universities share a common commitment to what we term “High Engagement Learning”: intensive pedagogical techniques and faculty-student interaction involving extraordinary levels of attention and energy, whether inside or outside of the classroom. Project Pericles, first through its CEC Program and then through its PFL Program, has helped member institutions cultivate a particular kind of High Engagement Learning that focuses students’ attention and energies not only on traditional academic content but also on issues of social and civic concern. Whereas proponents of college-level civic education have often assumed that it would require Community-Based Learning or Service Learning, Periclean Faculty Leaders have demonstrated that successful civic education can operate along a broad spectrum of High Engagement Learning throughout the liberal arts curriculum. The PFL Program, by nurturing Social and Civic High Engagement Learning (SCHEL) in the humanities, the fine arts, social sciences, and natural sciences, has made the project of “educating for citizenship” not only replicable and sustainable but also broadly accessible.

## II. Introduction: Classroom, Campus, and Community

The year 2000 looked bleak for engagement. Robert Putnam's classic book *Bowling Alone* chronicled a 40-year decline in American "civic engagement," social trust, and political participation.<sup>1</sup> In that same year scholars warned of declining voting rates, especially among American youth, and citizen disaffection toward the political process.<sup>2</sup> A nationwide study of first-year college students revealed disturbing trends of "academic disengagement" including boredom, tardiness, and absenteeism.<sup>3</sup> Young people seemed to be losing interest in politics, community life, and even their formal studies.

Philanthropist Eugene M. Lang founded Project Pericles to address and reverse these alarming patterns. He operated on the conviction that "the philosophy of the liberal arts is the philosophy of a democratic society in which citizenship, social responsibility, and community are inseparable."<sup>4</sup> Since its founding in 2001, Project Pericles has worked with a growing consortium of colleges and universities to extend and enrich their commitment to a range of engagements: academic, political, community, and moral. When students broaden their perspectives to understand their local and global communities, applying their knowledge to improve the common good, they grow as citizens and academically.

In an essay that would become a Periclean manifesto, Lang argued that a fully integrated "undergraduate learning experience for responsible citizenship would function in three contexts ...in the classroom...on the campus...and in the community." All of the contexts contain vital opportunities for education and character formation, but too often they remain disconnected from each other. Only when colleges and universities "seek to establish collaborations that relate to each of the three contexts" will higher education fulfill its moral, social, and political obligations to train productive citizens and leaders. Figure 1 (page 3) depicts Lang's animating vision graphically: an educational triangle that connects the three "C"s of classroom, campus, and community.

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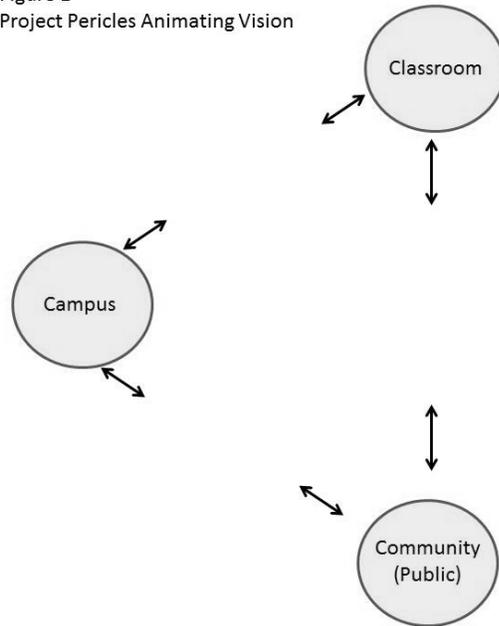
<sup>1</sup> Putnam (2000). The term "civic engagement" has been the subject of critical discussion, with some scholars and practitioners worrying that overly broad usage can dilute the term's meaning. Cf. Berger (2009). But because of civic engagement's widespread acceptance, we use the term here in the same sense as the first Project Pericles White Paper, which draws on Thomas Ehrlich's definition: "promoting the quality of life in a community, through both political and non-political processes." Ehrlich (2000), quoted in Liazos and Liss (2009: 4).

<sup>2</sup> Bennett in Mann & Patrick (2000); Cooper (2000); Vanishing Voter: "Election Apathy Pervasive Among Young Adults" (2000); Pharr and Putnam (2000).

<sup>3</sup> Sax, Astin, Korn, and Mahoney (2000).

<sup>4</sup> Lang (1999: 145-146).

Figure 1  
Project Pericles Animating Vision



With generous support from the Christian A. Johnson Endeavor Foundation, the Eugene M. Lang Foundation, and The Teagle Foundation, Project Pericles pioneered the Civic Engagement Course (CEC) Program™ to help faculty and students combine academic engagement with applied knowledge and social responsibility. From 2004 to 2009 Project Pericles and faculty from its member institutions worked to develop, teach, and evaluate Civic Engagement Courses across a broad spectrum of academic disciplines: the fine arts, humanities, social sciences, and natural sciences. As chronicled in the Periclean White Paper titled “Civic Engagement in the Classroom: Strategies for Incorporating Education for Civic and Social Responsibility in the Undergraduate Curriculum,” assessment and feedback showed outstanding results.<sup>5</sup>

In particular, Project Pericles’ extensive research reported three learning outcomes common to all of the diverse CECs:

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.<sup>6</sup>

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<sup>5</sup> Liazos and Liss (2009)

<sup>6</sup> *ibid.*: 6-7.

In other words, the Civic Engagement Courses broadened students' perspectives, increased their abilities to apply their knowledge, and stimulated them to act on their enhanced perspectives and abilities.

Project Pericles' research distilled from more than 100 Civic Engagement Courses a palette of five Teaching Strategies that could deepen academic and civic engagement in higher education nationwide:

1. Develop novel approaches to research papers and projects that enable students to relate their coursework to real world problems and increase student accountability.
2. Use exercises that enable students to empathize with individuals working for social and political change.
3. Provide opportunities for private and public reflection that connect course work with civic engagement experiences.
4. Design collaborative and student-led projects that help students learn to work with diverse individuals and groups.
5. Expose students to differing opinions and approaches to help them view issues from multiple perspectives and relate course work to multiple contexts.<sup>7</sup>

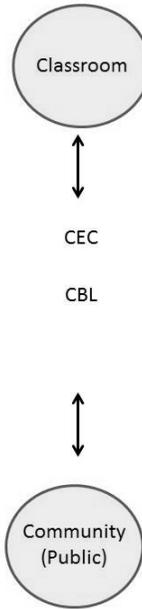
Some of the Civic Engagement Courses oriented students to the responsibilities of citizenship by applying their academic knowledge within the classroom to issues beyond the campus. Other CECs utilized Community-Based Learning (CBL), which “refers to any pedagogical tool in which the community becomes a partner in the learning process.”<sup>8</sup> Many forged relationships between students and community partners that could last beyond a single semester. Thus, Project Pericles united a community of socially responsible educational institutions and then created a pedagogical philosophy, a concrete methodology, and demonstrable results of academic and civic engagement. The CEC program gave form and direction to one aspect of Lang's animating vision (see Figure 2).

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<sup>7</sup> *ibid.*: 9.

<sup>8</sup> Mooney and Edwards (2001: 182n2).

Figure 2  
Project Pericles CEC Program



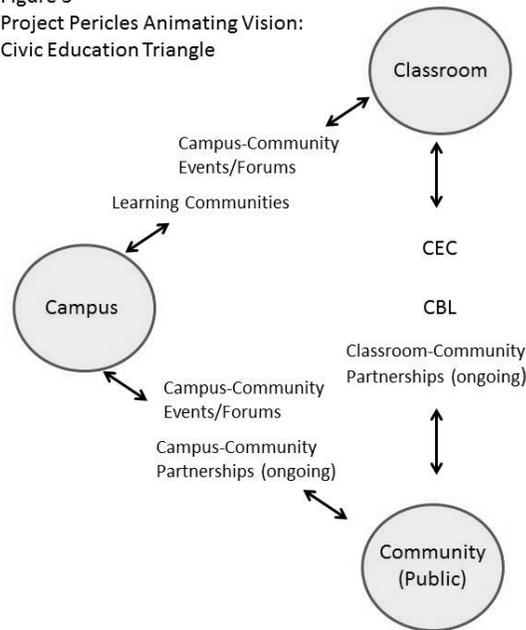
As Lang and the Periclean member institutions originally hoped, an emphasis on incorporating civic engagement in the undergraduate curriculum is spreading throughout the educational community. A January 2012 report by the National Task Force on Civic Learning and Democratic Engagement, commissioned by the U.S. Department of Education, demonstrates shared perspective with the Periclean mission. The report, titled *A Crucible Moment: College Learning & Democracy's Future*, illuminates “how institutions of higher learning can embrace and act on their long-standing mission to educate students for informed, engaged citizenship.”<sup>9</sup> Its findings affirm Project Pericles’ vision and accomplishments even as the Periclean institutions forge further innovations.

With the CEC program, Project Pericles developed seeds of change by encouraging classroom innovations that help to educate students for responsible citizenship. In 2010, with generous support from the Eugene M. Lang Foundation and The Teagle Foundation, Project Pericles developed the Periclean Faculty Leadership (PFL) Program™. Each Periclean Faculty Leader—selected from participating Periclean institutions after a competitive application process aided by external review—“champions civic engagement in the classroom, on the campus, and in the community.”<sup>10</sup> By empowering each Periclean faculty member to go beyond developing, teaching, and evaluating a CEC course and to organize campus and community events and discussions, raise awareness of civic engagement and social responsibility on campus, and build even deeper relationships with community partners, the PFL program moved the CEC initiative further toward Project Pericles’ vision of a three-sided civic educational model (see Figure 3).

<sup>9</sup> National Task Force on Civic Learning and Democratic Engagement (2012: page v).

<sup>10</sup> [http://www.projectpericles.org/projectpericles/programs/classroom/periclean\\_faculty\\_leadership\\_pfl\\_pro/](http://www.projectpericles.org/projectpericles/programs/classroom/periclean_faculty_leadership_pfl_pro/)  
Accessed May 23, 2012.

Figure 3  
Project Pericles Animating Vision:  
Civic Education Triangle



### III. Conceptual Innovation: the Periclean Diamond

Project Pericles’ original vision addressed three aspects of education for responsible citizenships—classroom, campus, and community—as well as the importance of connecting and integrating those contexts. In that regard it joined a number of other consortiums including American Democracy Project (ADP), the Association of American Colleges and Universities (AAC&U), Bonner Foundation, Bringing Theory to Practice, and Imagining America, among other organizations, which have promoted community-based learning and civic education. The Periclean Faculty Leadership Program involved one further component. After years of CEC experience and discussion, Periclean faculty members and administrators recognized a fourth, interrelated context of educating for responsible citizenship (and thus a fourth “C”): the community of scholars and their professional discourse. Just as citizenship education in the classroom must connect with campus activities and discussions as well as broader communities in the world beyond academia, students, faculty, and community members benefit when faculty members disseminate their CEC-related research and “best practices” with the widest possible circle of their peers and receive colleagues’ feedback in turn. By supporting professional development, professional interchanges, peer review with other faculty leaders, and public scholarship<sup>11</sup>— all of which contribute to what a Teagle Foundation White Paper has called “engaged inquiry,” or activities that “place faculty members in sustained touch with new

<sup>11</sup> Public scholarship may be defined to include “research, scholarship, or creative activity that connects directly to the work of specific public groups in specific contexts; arises from a faculty member’s field of knowledge; involves a cohesive series of activities contributing to the public welfare and resulting in ‘public good’ products,” among other features. Cantor and Lavine (2006: 1).

research and with the best work that is being done in and beyond their disciplines”<sup>12</sup>—the Periclean Faculty Leadership Program expanded on Eugene Lang’s original vision and developed a promising and replicable model of civic education (summarized in Figure 4, page 10). The model added the fourth “C,” or the community of scholars. The PFL program connected civic educational pedagogy to academic scholarship and professional development, connected Periclean Faculty Leaders to other scholars through conference presentations, and connected PFLs to each other through reciprocal peer review and peer coaching.

Those chosen as Periclean Faculty Leaders committed to undertake a series of pedagogical and scholarly activities, campus leadership roles, community outreach, and rigorous assessment procedures.

**1. Each Periclean Faculty Leader was required to complete the following activity:**

**CEC Course:** PFLs developed, taught, and evaluated a Civic Engagement Course during the Fall 2010, Spring 2011, or Fall 2011 semester, incorporating applied knowledge and social responsibility, with an optional service or community-based component.

**2. Each Periclean Faculty Leader was also required to complete one or both of the following activities:**

- A. Research Project:** In order to disseminate information about their research beyond each campus, faculty members were asked to develop a scholarly paper/project related to their academic interests and their Civic Engagement Course. The faculty members were required to publish an article in a journal and/or present their paper/project at a national or international conference.
- B. Campus/Community Activity:** Periclean Faculty Leaders were asked to develop an activity to bring diverse campus and community members together and enrich public life, address current public/community issues, and enliven democratic debate and discourse. This activity could be a symposium, a public performance, a community service activity with a community organization, an advocacy project, or another type of activity.

**3. Each Periclean Faculty Leader was required to participate in a rigorous, two-pronged assessment program:**

- A. Civic Engagement Course (CEC) Evaluation:** Each civic engagement course was evaluated at its home institution according to the institution’s own academic standards, any additional standards that it sets for civic engagement, and the additional standards provided by Project Pericles. Among the factors to be considered were: faculty perceptions as to the impact of the course on other courses they teach (and will teach) and on their colleagues’ courses; faculty and student

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<sup>12</sup> Teagle Working Group on the Teacher-Scholar, (2007: 5).

perceptions of the impact of civic engagement courses on student attitudes, enthusiasm, and civic engagement; techniques that emerged for incorporating civic engagement into academic curricula; conditions favorable to the development of civic engagement courses; effectiveness of collaboration; and effectiveness in designing and assessing ways to incorporate civic engagement into academic courses and in exploring ways to make findings transferable into usable results for other colleges and universities.

- B. Peer Review:** The peer review component proved one of the PFL program's most valuable and replicable innovations. Its goal was to facilitate conversation and structured feedback by faculty throughout their experience as Periclean Leaders. Each Periclean Faculty Leader was paired with a Periclean Faculty Leader from another institution. They consulted with each other throughout the program. At the conclusion of the program the Periclean Faculty Leaders each prepared a brief portfolio of their work that included a) the syllabus of their CEC course and other instructional and evaluation materials; b) the abstract describing their research paper/project; and/or c) an overview of the activity they developed that brought diverse campus and community members together to participate in an activity that enriched public life, addressed current public/community issues, and enlivened democratic debate and discourse. Each pair of Periclean Faculty Leaders shared their portfolios with each other and discussed the impact of their projects in promoting civic engagement among their students and on campus. The faculty reviewed each other's portfolios and prepared a review of their partner's work, sharing the review with their partner and with Project Pericles.

Each participating Project Pericles institution committed \$2,000 to support its Periclean Faculty Leader for a three-semester term with Project Pericles, through the Eugene M. Lang Foundation and The Teagle Foundation, contributing an additional \$3,500. *The return on investment exceeded all expectations.* The PFL program integrated curricular CECs, co-curricular campus activities, community partnerships, student research, and faculty scholarship. It also enabled faculty members to share their work at national and international conferences and to discuss "best practices" with similarly interested practitioners, and encouraged them to disseminate their work to the largest possible audience. It developed institutional memory at each member campus that will facilitate future CEC initiatives. In sum, it provided clear benefits to the Periclean Faculty Leaders, their students, the broader campus civic life, and to a variety of community partners.

For the Periclean Faculty Leaders themselves, the PFL program supported innovative pedagogy and leadership development. Periclean Faculty Leaders were recognized on their campuses as advocates for the kind of socially responsible pedagogy and scholarship that Project Pericles represents. In the words of Maura MacNeil (New England College in Henniker, NH), co-teaching with Inez McDermott, "we gained the respect, enthusiasm, and interest of our peers

as they learned about this class. We are now seen as innovators among our peers, and are hoping that they recommend our next ‘non-traditional course’ to their advisees.” Equally valuable was the connection between PFLs at different Periclean campuses, both through the peer review process and through conversations facilitated at conferences. The PFL cohort included veterans of CEC pedagogy as well as relative newcomers, and as Assistant Professor Matthew Broda (The College of Wooster in Wooster, OH) commented, “interested faculty can get access to those who have blazed a trail and can benefit from their experience.”

Further, the PFL program encouraged faculty members to link their socially responsible pedagogy with like-minded scholarship. Project Pericles’ rationale finds support in the 2007 Teagle Foundation White Paper, “Student Learning and Faculty Research: Connecting Teaching and Scholarship,” which views “teaching and scholarship as a healthy partnership on behalf of student learning and as mutually sustaining endeavors.”<sup>13</sup> In fact, the PFLs’ option of publishing a traditional scholarly paper/book and/or organizing a relevant campus/community event resonates with the Teagle White Paper’s broader endorsement of “engaged inquiry.” The White Paper defines “engaged inquiry” as a spectrum of activities “that involves much more than scholarly publication alone” and extends to ongoing discussions with diverse colleagues.<sup>14</sup> As discussed in greater detail below, PFLs benefited immensely from the opportunity to meet each other at conferences and to present their work at Project Pericles’ three Association of American Colleges and Universities (AAC&U) panels. Half of the Periclean Faculty Leaders attended PFL meetings held in conjunction with the January AAC&U National Conferences in 2011 and 2012.

Students at the Periclean member institutions benefited from their professors’ innovation and dedication, consistent with Project Pericles’ earlier assessment of its Civic Engagement Courses.<sup>15</sup> And because all PFLs’ commitments and resources extended beyond a single CEC course, students working with them could see connections between curricular teaching, campus events, and community outreach. Students reported significantly increased interest in timely political, social, and moral issues, and increased motivation to make a positive difference. The CEC program and its extension, the PFL program, demonstrate what independent scholars have recently affirmed: students benefit immensely from intensive engagements with committed faculty and from worldly application of potentially abstract concepts.<sup>16</sup>

As shown in Figure 4, Project Pericles’ PFL Program represented a meaningful extension of the organization’s original vision. The PFL Program expanded citizenship education from a triangular, three “C” model—integrating education in the classroom, on campus, and in the broader community—and added a fourth aspect, education among the community of scholars. The Periclean “Diamond” recognizes the importance of collaboration and mutual support among all four aspects.

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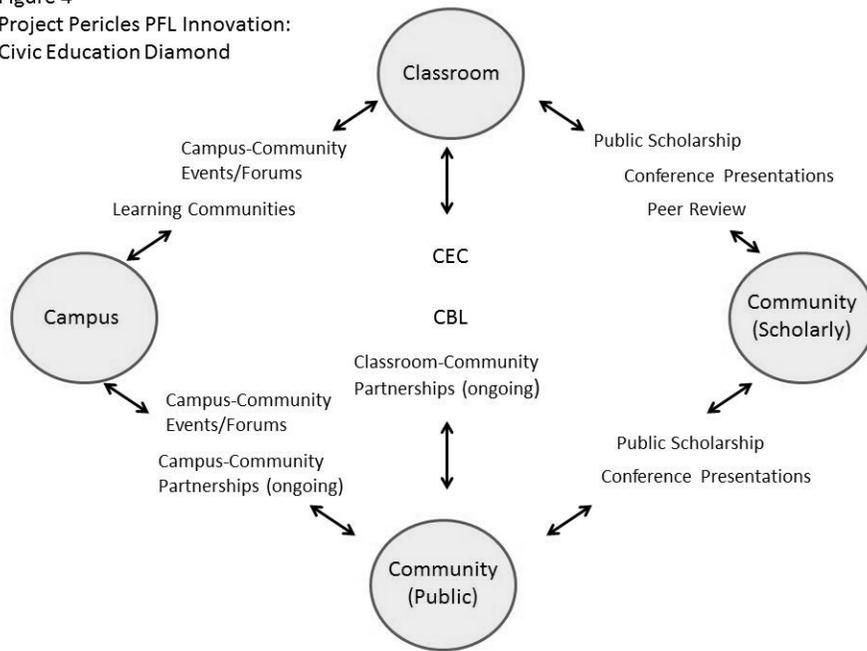
<sup>13</sup> *ibid.*, 3.

<sup>14</sup> *ibid.*, 5.

<sup>15</sup> Liazos and Liss (2009)

<sup>16</sup> Umbach and Wawrzynski (2005)

Figure 4  
Project Pericles PFL Innovation:  
Civic Education Diamond



#### IV. Pedagogical Innovation: Social and Civic High Engagement Learning (SCHEL)

The single word engagement animates Project Pericles and unifies its members. The word engagement and its various forms (engage, engaging, and engaged) feature prominently in every one of the Periclean institutions’ mission statements or literature, as well as every Project Pericles publication. That should come as no surprise. The term “engagement” itself connotes a combination of attention and energetic activity.<sup>17</sup> When scholars, citizens, public officials, and educators worry about declining engagement—which we have done with growing intensity over the past two decades—we are worrying about the elusiveness of attention and energy. Conversely, we promote engagement because focused attention and energetic activity lead to individual and community success.

The Periclean colleges and universities share a common commitment to elements of what we term “High Engagement Learning”: intensive pedagogical techniques and faculty-student interaction that, in the words of Matthew Broda (The College of Wooster), go far beyond “traditional college learning experiences.” The Periclean member institutions aim to focus students’ attention on liberal arts knowledge and then mobilize students’ energies toward worldly application. For example, Wagner College’s innovative “Wagner Plan” integrates an experiential component throughout its curriculum and thus “unites deep learning with practical application.”<sup>18</sup> Widener University places core emphases on “dynamic teaching, active

<sup>17</sup> Berger (2009: 336)

<sup>18</sup> [http://www.wagner.edu/wagner\\_plan/](http://www.wagner.edu/wagner_plan/) (accessed May 20, 2012)

scholarship, personal attention, and experiential learning.”<sup>19</sup> Berea College’s Labor Program requires all students to “establish a life-style of doing and thinking, action and reflection, service and learning that carries on beyond the college years.”<sup>20</sup> Elon University is proud of its “engaged learning, connecting knowledge and experience in and out of the classroom.”<sup>21</sup>

High Engagement Learning can occur in any course that elicits from faculty and students extraordinary levels of attention and activity. Project Pericles, first through its CEC Program and then through its PFL program, has helped member institutions cultivate a particular kind of High Engagement Learning that stresses social and civic responsibility. Project Pericles’ Civic Engagement Courses focus students’ attention and apply their energies and activities not only toward traditional academic content but toward issues of social and civic concern. Indeed, the three CEC learning outcomes listed above (Liazos and Liss, 2009) could easily be reconfigured in terms of attention and activity:

1. Ability to focus and sustain attention on issues of social and civic concern.
2. Ability to identify the means of translating socially responsible attention into socially responsible activity.
3. Motivation and capacity to translate socially responsible attention into socially responsible activity.

Similarly, the five teaching strategies listed above (page 4)—common to many CEC courses— not only involve an unusually high level of faculty/student engagement, but draw students’ attention, energies, and ethical vision beyond academic texts to the scenarios and problems of the broader world. They represent what we call Social and Civic High Engagement Learning (SCHEL).

The Periclean Faculty Leader (PFL) program has further enriched SCHEL by empowering faculty to (a) integrate curricular and co-curricular educational opportunities; (b) benefit from a diverse network of similarly committed practitioners; (c) forge connections between complementary SCHEL courses so that students’ experience extends beyond one semester; and (d) connect socially responsible teaching with complementary scholarship.

The National Survey of Student Engagement (NSSE), drawing upon data from hundreds of colleges and universities, identified a series of exemplary (“High Impact”) educational practices associated with heightened student learning and retention:

- Learning Community (students taking two or more courses together, especially courses with overlapping and complementary material)
- Service Learning

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<sup>19</sup> <http://www.widener.edu/about/vision.asp> (accessed May 20, 2012)

<sup>20</sup> <http://www.berea.edu/laborprogram/goals.asp> (accessed May 20, 2012)

<sup>21</sup> [http://www.elon.edu/e-web/academics/special\\_programs/project\\_pericles/](http://www.elon.edu/e-web/academics/special_programs/project_pericles/) (accessed May 20, 2012)

- Culminating Experience
- Internship/Practicum
- Research with Faculty
- Study Abroad

These “High Impact” practices focus students’ attention and energies to an unusually high degree, and often involve high student-faculty engagement. Thus they parallel and affirm all five Periclean CEC approaches listed above.

Many CEC courses involved what the NSSE calls “Service Learning,” although Project Pericles prefers the term “Community-Based Learning” (CBL). Examples of Periclean CECs that incorporated CBL included Monica Melton (Spelman College in Atlanta, GA) and her Women’s Studies class “Gender and Health in Cross Cultural Perspective”; Brian Nienhaus (Elon University in Elon, NC) and his Business class, “Business and Sustainability”; and Molly Olsen (Macalester College in St. Paul, MN) and her Hispanic Studies class, “Cultural Survival: Resisting the Legacy of Colonialism in the Americas.”

Periclean Faculty Leaders were able to offer multiple, complementary, and occasionally sequential courses that fit the NSSE category of “Learning Communities.” TJ Eatmon (Allegheny College in Meadville, PA) offered two Environmental Science junior seminars in addition to his primary CEC course and thus involved many students in sequential and collaborative learning. With several students from his learning communities Eatmon also undertook summer faculty/student research, another exemplary practice for student engagement. Emily Kane (Bates College in Lewiston, ME) followed her CEC ( Sociology 205: Research Methods for Sociology) with a five-week “short term” course (“Community-Based Research Methods”) that allowed a group of CEC students to continue their earlier data analysis and participate in Kane’s campus-community informational session on food insecurity. Maura MacNeil’s and Inez McDermott’s (New England College in Henniker, NH) humanities-based CEC straddled two semesters, with students reading literary and historical accounts of New England town meetings in the first semester and then continuing their research, and undertaking creative projects related to town meetings, in the second. Molly Olsen offered sequential Hispanic Studies courses during her college’s January term (“J-Term”) and then in the full-length Spring semester of 2011. Several students were able to take both courses, and Olsen found that those students were “more adept at making broad connections and drew more complex conclusions about cultural survival,” adding that “I often found myself turning to them to share their experience with the rest of the class.”

Project Pericles uses High *Engagement* Learning as a more apt description of the Periclean approach than “High *Impact* Learning,” because the former describes what NSSE attempts to measure—engagement—and also what Project Pericles itself promotes. High engagement learning, rather than high impact learning, stresses the transformational experience that occurs through a process of intensive attention and activity. Through students’ engagement

with faculty, each other, and the wider world, education is accomplished *with* them and *by* them rather than being done *to* them via high impact.

Social and Civic High Engagement Learning provides the best description of Project Pericles' pedagogical innovation because it encompasses civic engagement, social responsibility, and education for citizenship, all core commitments of Periclean institutions. Word choice matters because the language that we use can reflect and then affect our behavior and beliefs.<sup>22</sup> Civic engagement means many things to many people, but not uncommonly it evokes connotations of political participation (since *civic* means "related to citizenship" or "related to the city"). In the educational tradition, *civics* has long been understood as "the part of political science which is concerned with citizenship; the study of government and the state with particular emphasis on the rights and duties of the citizen."<sup>23</sup> *A Crucible Moment*, the January 2012 report by the National Task Force on Civic Learning and Democratic Engagement, also understands "civic" primarily in the sense of political participation. But while a number of Periclean Faculty Leaders teach courses expressly dealing with political participation, public policy, or governmental institutions and processes, many more address the myriad nuances of social responsibility: the facts of human interrelatedness, the requirements of ethics, and the importance of applying knowledge to improve the world. Project Pericles welcomes faculty members from all academic disciplines, not only those who teach political science or public policy. By nurturing the social and civic dimensions of High Engagement Learning throughout the curriculum—humanities, the fine arts, social sciences, and natural sciences—the Periclean Faculty Leadership Program encompasses all aspects of educating for citizenship.

## **V. Classroom and Community: Civic Engagement Courses**

Higher education can and should introduce students to distant as well as local communities, but its mission begins in the classroom. The Civic Engagement Course (CEC) Program™ exemplified Project Pericles' mission of educating for citizenship, and the Periclean Faculty Leadership Program built on that success. Project Pericles carefully selected Periclean Faculty Leaders from a broad spectrum of academic disciplines to promote Civic Engagement Courses from across the curriculum. As might be expected, numerous Periclean Faculty Leaders excelled with social science CECs. But three other areas of CECs stand out as particularly noteworthy for their potential to inspire innovative Social and Civic High Engagement Learning in subjects not traditionally associated with civic education: humanities/fine arts, the natural sciences, and business/economics.

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<sup>22</sup> Astington and Baird (2005: 3); Berger (2011: 1).

<sup>23</sup> "civics, n." *OED Online*. June 2012. Oxford University Press.

## A. Civic Engagement and the Humanities/Fine Arts

At a personal level, faculty members in the humanities and arts may share the same civic and ethical commitments as their social science colleagues. At a pedagogical level, however, humanities and arts scholars do not always see their subjects' potential for Social and Civic High Engagement Learning. Both in the earlier CEC Program and the current PFL Program, Project Pericles has encouraged humanities and arts participants to explore under-appreciated aspects of civic engagement and to lead by example. Domenick Scudera (Ursinus College in Collegeville, PA) developed his Theater course "Community-Based Theater and Civic Engagement" to teach students the history, theory, and practice of community-based theater and then to engage students in that same practice. Students chose and interviewed community partners, including residents at the Columbia Cottage nursing home facility, religious communities including Trinity Church, and Main Street Collegeville business owners. Students then developed documentary theater projects to dramatize and amplify their partners' voices, and invited their partners to public performances on campus. Scudera called his CEC "a transformative experience," and his students agreed. One student praised the course not only for its academic content "but also for opening students to becoming more conscious about their community and instilling the want to help others with the gifts they have." Scudera's Periclean Peer, Marina Barnett (Widener University in Chester, PA), appreciated that "the techniques that were used in the course enable students to not only understand diverse viewpoints, but to empathize with those individuals who hold those views." Without compromising academic or artistic course content, Scudera and his students experienced the power of theatrical arts and forged meaningful connections between the classroom, campus, and local community.

Milton Moreland (Rhodes College in Memphis, TN) demonstrated the wide-ranging civic potential of the humanities with his Religious Studies CEC, "Death, Burial, and the Afterlife: Historical Engagement in Urban Cemeteries." The traditional academic learning component entailed an anthropological survey of burial rituals and belief systems, beginning with ancient (specifically Roman) customs and beliefs and extending to include the U.S. Moreland complemented those components by asking students to participate in a local cemetery restoration project that helped students to see modern burial and memorial practices as part of a complex social and political system, just as it was in ancient societies. As students became involved with the restoration project and attempted to organize community volunteers, they also learned practical principles about dealing with complex community issues. Moreland described two of the most important and durable lessons: "Don't assume that someone else or that a government official will simply fix the problem," and "although people may be interested in helping you with the problem, you have to provide consistent encouragement and long-term planning to involve other people and interested groups in your plans." Moreland's Periclean Peer, Winona Somervill of Dillard University (New Orleans, LA), remarked on the replicability of his Civic Engagement Course: "The cemetery project could well have been the activity of choice for Dillard students because of the significance of the history, development, and prominence of cemeteries in New

Orleans. There may be no better venue through which to engage students in the study of the culture, the economy, religion, and politics in Memphis or in New Orleans.”

Professor of Writing Maura MacNeil (New England College) partnered with Inez McDermott, Associate Professor of Art History, to co-teach a multi-disciplinary humanities course entitled “Exploring Community in Our Towns: The New Hampshire Town Meeting.” Although the New Hampshire town meeting is itself a political institution, MacNeil and McDermott explored the subject through the lenses of photography and other visual arts, literature, and history (as well as political science and sociology). The two-semester course first directed students’ attention to the town meeting’s history, political practice, and cultural significance, utilizing campus visits by local artists and writers. These included Rebecca Rule, a New Hampshire writer, humorist, and professional storyteller; Paul Wainwright, a New England photographer; Howard Mansfield, author and cultural historian, whose text *In the Memory House* was required reading for the students; and staff members from the *Concord Monitor* newspaper, who were tasked with documenting the town meeting process. After focusing students’ energies, the CEC then mobilized their energies into individual research and creative projects. The students presented their creative work twice at a public exhibition hosted by the New England College Art Gallery: one presentation for the campus community and local Henniker community, and the other for New England College parents, families, alumni, and Board of Trustee members visiting campus for commencement activities. Students’ work included photographs, drawings, paintings, manuscripts, plays, installations, and other mixed media works. One student praised the CEC for its “unique” means of teaching “about the Henniker community, democracy, and the leaders of this town.” Another appreciated the “opportunity to get involved in the community and express [our] ideas in a creative manner.” While the town hall meeting is particular to New England, MacNeil’s and McDermott’s efforts comprised a replicable CEC model for humanistic scholars elsewhere. All colleges and universities have local customs and institutions that can be explored through literature, visual arts, historical records, and local experts. Scholars and teachers throughout the humanistic disciplines can employ their areas of expertise and involve community leaders to enhance educational outcomes, bridge the divide between campus and community, and educate students for responsible citizenship.

## B. Civic Engagement and the Natural Sciences

In her classic philosophical work *The Human Condition*, Hannah Arendt worried about the future of science divorced from social, political, and moral responsibility.<sup>24</sup> Writing early in the atomic age, Arendt expressed concern that scientists would view their research from an impersonal perspective and unleash deadly forces without thinking about the consequences. Arendt understood the importance of educating future scientists for social responsibility and citizenship. The same conviction has animated Project Pericles’ commitment to extend civic education across the scientific curriculum. Four PFLs taught Civic Engagement Courses that

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<sup>24</sup> Arendt (1959).

helped students apply their new knowledge to benefit local, national, and international communities.

Debby Walser-Kuntz (Carleton College in Northfield, MN) adapted her Biology class, “Immunology,” to a CEC format and set a standard that many other science faculty will want to follow. Students learned about the immune system and its functions and the role of the immune system in local public health issues such as obesity, diabetes, and asthma. Walser-Kuntz’s students augmented traditional classroom pursuits by imparting their knowledge to community partners and applying that knowledge to solve community problems. The Immunology CEC college students chose outreach projects with local middle school students, sharing information that the younger students then brought home to their families. One Immunology student wrote, “This project has made me think more about how scientific information is shared with the general public,” and “how important it is that scientists make the effort to share their research with community groups.” Many others echoed those sentiments and commented on their own increased mastery of the scientific materials and their enhanced sense of social responsibility. Summarizing the CEC experience, Walser-Kuntz commented that “students began to see themselves as ‘citizen scientists,’ recognizing that they have a responsibility as scientists to learn to communicate effectively with multiple constituencies and that they can effect change.” She also noted the power of the civic engagement component to broaden the appeal of science courses to students from backgrounds historically underrepresented in the sciences.

Walser-Kuntz’s Civic Engagement Class and her classroom-community collaboration received a “Spotlight” feature in the 2010-2011 Carleton Academic Civic Engagement (ACE) Newsletter. As Carleton College’s PFL, Walser-Kuntz used her heightened visibility to inspire and mobilize other Carleton faculty and staff members who expressed an interest in classroom-community cooperation. She co-led a 2011 Learning and Teaching Center presentation titled “ACE Across the STEM Fields: Community Partners and Course Collaborations,” which attracted approximately 60 Carleton faculty and staff members, and she facilitated discussions among faculty interested in adding curricular civic engagement components and maintaining long-term projects with the same community partner. Walser-Kuntz’s Periclean Peer, Barbara Biglan (Chatham University in Pittsburgh, PA), praised Walser-Kuntz’s efforts with students, other faculty members, and the broader scholarly community to promote “the growth of knowledge and action in terms of human health and well-being.”

Human health and well-being aptly described Barbara Biglan’s own Periclean agenda as well. At Chatham University, Biglan offered a series of science education courses with experiential and social responsibility components. In the Fall semester of 2010 students from Biglan’s seminar, “Cancer in the Environment,” completed extensive research and case studies connecting the ingredients of popular cosmetics products with negative biological reactions and health risks. They joined students in one of Biglan’s other seminars to participate in a campus awareness activity called “Beauty at What Price? (The 10 Ugly Truths Behind the Myths of Cosmetics).” Biglan’s “Cancer in the Environment” students compiled lists of potentially

harmful products and also health-conscious shopping guides, and then staffed campus informational tables to help fellow students evaluate their personal cosmetics choices. In the Spring of 2011 Biglan's primary CEC, "Environmental Health Issues," continued to relate public health and the environment through topics such as environmental epidemiology, toxicology, environmental disease, and the quality of water, air, and soil. Continuing the first-semester focus on potentially harmful cosmetics ingredients, Biglan's students applied their knowledge to the local community by writing personal letters to middle school girls and to new mothers, two groups with a special need for information about the potential health risks associated with common cosmetics and other personal care products. They also made presentations to local middle school classes. Biglan's students credited the CEC with changing not only their attitudes toward the environment and public health risks but also changing their behavior.

While Walser-Kuntz and Biglan engaged their students with the local communities, Randy Larsen (St. Mary's College of Maryland in St. Mary's City, MD) focused on state- and national-level issues. With the PFL funds provided by Project Pericles and St. Mary's College, Larsen revised his Chemistry 306 class to include a civic engagement component: "Instrumental Analysis of Oil and the Gulf of Mexico Environment." Larsen took five undergraduate students to Louisiana and Mississippi to explore the impact of the 2010 Deepwater Horizon oil spill. Students interacted with and interviewed local residents affected by the spill. Students also collected oil samples that they then used in the classroom to practice operating chemistry lab equipment. Larsen's students not only learned the theory and practice of chemical analysis techniques including chromatography, spectroscopy, electrochemistry, and computer interfacing, but employed some of those techniques to understand contemporary environmental problems and responses. At the semester's end, students presented their work and discoveries at two informational sessions open to the public. Beyond the local community, Larsen and his students were featured in a Headline News story for the *Southern Maryland Online* news resource.<sup>25</sup>

Larsen's Chemistry 306 course should be of interest to science faculty because it raised the visibility of social responsibility to future scientists and raised the visibility of science education to non-scientists. In other words, the Civic Engagement Course's experiential component could introduce budding chemists to socially responsible applications of science, and its accessibility could encourage non-specialists to engage with the sciences in the first place. As Larsen's Periclean Peer, TJ Eatmon (Allegheny College), remarked: "A course like this one would be very attractive to non-majors and could possibly be used as a model and tool for increasing scientific literacy among non-majors across disciplines." Whereas Hannah Arendt worried about the prospect of scientists' "thoughtlessness," or moral disengagement, Larsen's students came to appreciate "that scientists have an ethical responsibility to their community, that

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<sup>25</sup> "Students Tour Areas Hit by BP Spill on Grant Awarded Chemistry Professor," Southern Maryland Online Headline News, September 15, 2010. <http://somd.com/news/headlines/2010/12432.shtml>

scientists' actions or inactions have an impact on public policy, and that as scientists we have an obligation to question information and fight for truth over misinformation."<sup>26</sup>

TJ Eatmon offered multiple science CECs that could also serve as replicable models and could increase interest among non-specialists. Eatmon's work exemplified the potential synergies between scholarship, teaching, and campus-community outreach. His research into aquaponics comprised the basis for his primary CEC, "Environmental Science 250: Environmental Education," as well as two civic engagement courses that he offered in sequence. Aquaponics refers to sustainable food production systems that create a symbiotic environment between aquaculture (raising animals such as fish, crayfish, or prawns in tanks) and hydroponics (cultivating plants in water). Working with aquaponics appeals to a wide array of students interested in sustainable development, but it requires an understanding of marine and plant life, systems theory, specialized technology, and economic principles. Eatmon's CECs provided that knowledge base and his student-run aquaponic lab allowed students to apply and even teach it. Allegheny students worked with seventh and eighth graders from the local community of Meadville to inculcate interest and competence in environmentally sustainable practices.

Eatmon's example should inspire other science faculty members because he demonstrated that innovative pedagogy can pay for itself. In 2009, before he became a Periclean Faculty Leader, Eatmon and his aquaponics students generated research that led to a Pennsylvania Department of Environmental Protection Environmental Education mini-grant. Eatmon used that funding for further research and further aquaponics coursework. In his 2010 CEC, "Environmental Education," Eatmon and his students implemented the goals of that mini-grant. Eatmon has also used his aquaponics coursework to generate publishable research with undergraduate participants. Just as Eatmon's aquaponics work emphasizes the possibility of a symbiotic relationship between different parts of an ecosystem, Eatmon's pedagogy helps students see the positive feedback loop between science and sustainability, community welfare through affordable food, and implementation as a means for further research.

### C. Civic Engagement and Business/Economics

During the past decade, business scandals involving corporate giants—Enron, AIG, and Bernard L. Madoff Investment Securities LLC, among others—have inflicted vast financial harm on shareholders and the broader citizenry. A 2012 Chicago Booth/Kellogg School Financial Trust Index poll indicated that only 14% of Americans trust large corporations and only 32% trust banks.<sup>27</sup> At the same time, many young people express increasing interest in "social entrepreneurship," the practice of addressing social and community needs by responsibly applying market principles. Business and economics education can play a significant role in

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<sup>26</sup> Arendt begins *The Human Condition* by exhorting all citizens, including scientists, to "think what we are doing." Arendt (1959): 5. For Arendt's concept of "thoughtlessness" see Arendt (1978): 4 and 13.

<sup>27</sup> Chicago Booth/Kellogg School Financial Trust Index, March 2012. <http://www.financialtrustindex.org/index.htm>. Trust is defined as "an expectation that a person (or institution) will perform actions that are beneficial or at least not detrimental to others."

promoting socially responsible business practice by fostering widely held ethical norms and helping young people to do well by doing good. Project Pericles has encouraged participants to develop CECs that fit this growing need. Three Periclean Faculty Leaders offered CECs combining aspects of economic analysis, economic development, economic ethics, and economic sustainability.

Whereas TJ Eatmon examined sustainable food cultivation through the lens of environmental science, Brian Nienhaus (Elon University) examined sustainable food cultivation through the lens of economics. Nienhaus taught his CEC, “Business and Sustainability,” in the Winter term of 2011. In addition to learning about sustainable development, food systems, and supply chains, Nienhaus’ students accompanied him to a Mayan village in the Yucatán, Mexico. There they spent time in a “subsistence community” among people who build their own homes and grow their own food. In Nienhaus’ words, students saw “valuable human economic activity that is not yet part of the money economy,” as well as “a kind of sophistication the students have never previously encountered.” Students also saw the villagers’ interest in developing their local economies so that their children will not migrate to larger cities or to the U.S. The Mexican government came to share that interest as a policy goal, because when the Mexican economy endures shocks and displacement, the villages can re-absorb unemployed workers. Students completed Nienhaus’ CEC by incorporating the villagers’ perspectives in their student group presentations and proposals for village economic development. And because students also learned that the Mayan economies contained unexpected complexity, depth, and wisdom, students commented on the potential relevance of Mayan village development to the U.S. and other countries concerning environmental sustainability.

Mary Lo Re of Wagner College (Staten Island, NY) examined economic dynamics and policy closer to home in her business course titled “Post-Crisis Housing on Staten Island.” Lo Re’s students studied the current housing and energy markets on Staten Island and then developed a Civic Action Proposal Report for their community partner, Neighborhood Housing Services of Staten Island. On December 8, 2011, students presented their reports at a community forum that included elected representatives, energy providers, banking and business leaders, Wagner students and administrators, and representatives from the local newspaper (the *Staten Island Advance*). By putting students in direct contact with community members, Lo Re extended the classroom dialogue to include the local stakeholders and invited students to translate academic knowledge into concrete action. The concrete action, in turn, extended and reinforced students’ academic knowledge, as her Periclean Peer Brian Nienhaus attested:

What Dr. Lo Re accomplished with her students was to make that future present. Students saw the importance of their work immediately. That vision enabled them to overcome weaknesses in the initial conception of their research and develop skills they may not have realized that they had. When they presented their results, they were engaged with an interested audience. The latter’s interest and gratitude for their work reinforced students’ understanding of the importance of what they had done.

By semester's end Lo Re's students were so enthusiastic about their experience that they agreed to be interviewed for an upcoming CBS documentary on higher education (CBS chose three students for inclusion in the final product).

Jennifer Olmsted (Drew University in Madison, NJ) offered a CEC with tremendous potential for widespread replication. "Economics 29: Political Economy of Nonprofits" combined traditional economic analysis with a Periclean emphasis on social responsibility and the public interest. Students read academic analyses of the ways in which nonprofits are situated in the political and economic systems, explored the complexities of microeconomics by examining everyday economic decisions that nonprofits face, and compared the myriad ways in which nonprofits interact with both the private and public sectors. While focusing students' attention on economic principles and case studies, Olmsted elicited their energies to work as consultants for one of four community partners who were grappling with economic problems. Many student evaluations echoed the one that stressed, "having real life examples helped me put all of the readings and theory into perspective." And because the nonprofit organizations articulated the problems for which they wanted help, those community groups felt ownership and efficacy in the partnering relationship (an experience shared by Laura Liu's Urban Studies CEC at The New School—see page 26— and by Domenick Scudera's Theater CEC at Ursinus College).

Olmsted added the innovative component of a culminating exercise called "Business Idol" (after the popular television show "American Idol"), in which students presented their projects and recommendations to an audience of peers, community partners, and Drew alumni. The event raised community awareness of the issues and projects being addressed, and facilitated constructive dialogue between students and community partners about the best means of addressing them. One student stated succinctly that "getting feedback from professionals was great." Olmsted's CEC provides a model for other economics faculty interested in exploring social responsibility without sacrificing rigorous analysis: encourage students to employ their economic knowledge in the service of nonprofits.

#### D. Civic Engagement and the Social Sciences

The social sciences, especially political science and political sociology, represent an obvious fit for civic education because, unlike the sciences or humanities, they intrinsically involve political institutions, political processes, and political behavior. Nonetheless, most college-level political science and sociology courses are relatively unpolitical.<sup>28</sup> Professors and their syllabi tend to study politics theoretically or from a distance rather than contribute directly

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<sup>28</sup> Galston (2001).

to active and responsible citizenship.<sup>29</sup> That need not be so, as many Periclean CECs have demonstrated. The natural affinity between social science disciplines and the substance of citizenship creates many opportunities for Social and Civic High Engagement Learning.

In 2009, B. Welling Hall (Earlham College in Richmond, IN) won a Congressional Fellowship from the American Political Science Association and spent the following year in Washington, DC. Returning to Earlham, she found that—consistent with many studies of contemporary young people—her intelligent, politically interested students lacked policy savvy and awareness.<sup>30</sup> She developed her Periclean CEC, “Civic Engagement Toolkit for the Legislative Process,” to help students see that Congressional policy would invariably influence many issues personally important to them, and that their engagement or disengagement could make a meaningful difference. Through Hall’s CEC students not only read about the democratic process but acquired multiple skills that would help them succeed in entry-level jobs in Congressional offices: writing memos to elected officials about upcoming votes; preparing talking points for elected officials to use in speeches; and setting priorities for a member of Congress’ weekly schedule.

Hall also utilized role-playing and simulation exercises to teach students about democratic processes from public officials’ perspectives. She facilitated mock legislative hearings with student “witnesses” drawn from other classes in Energy Policy and Molecular Biology who were prepped for the hearings by Politics students, thus demonstrating a core Periclean conviction: that a wide range of liberal arts disciplines converge in the practice of responsible citizenship.

While Hall’s CEC simulated political processes to illustrate one kind of citizen empowerment, Winona Somervill (Dillard University) utilized direct community action to illuminate sociological conceptions of power. Somervill combined sociological theory with direct community action in her CEC, “Sociology 307: Political Sociology.” In the classroom, students studied political sociology’s theoretical perspectives, its research methodologies, and its various conceptualizations of power. In the New Orleans community, students either worked within local public schools (assisting and learning from underserved elementary schoolchildren still affected by Hurricane Katrina’s destruction) or within municipal government (analyzing municipal budgets on-site). Finally, Somervill guided students as they related their academic readings and community experiences to achieve a practical understanding of power’s social structure and its effects on democratic processes. As Somervill explained, personal experience made her uniquely qualified to oversee classroom-community linkages: “From my role as Director of the New Orleans Center for Urban Service and Policy Research, to my role as supervisor of graduate student interns in the correctional system, to my role as undergraduate

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<sup>29</sup> In a statistical sense, all higher education indirectly contributes to more active citizenship because education levels correlate strongly with social and political engagement. Those with college and postgraduate degrees tend on average to be better connected, to feel more efficacious, and to participate in political processes than those with less formal education. Verba, Scholzman, and Brady (1995); Putnam (2000); Galston (2001).

<sup>30</sup> Hall (2011).

instructor – my delight is found in reflections of increased learning as students are enabled to bridge the gap between ‘the town and the gown.’” As a testament to Somervill’s success with both students and colleagues, she earned departmental and administrative approval to offer her CEC in 2012 and in future years. Dillard University had previously offered no political sociology courses; Somervill’s creative leadership added them to the curriculum.

Ben Berger (Swarthmore College in Swarthmore, PA) offered a CEC entitled “POLS 19: Democratic Theory and Practice” that combined traditional classroom learning and “community-based learning.” Berger’s students read normative theories of what democracy ought to entail as well as empirical scholarship that described what contemporary American democracy actually does entail. Throughout the semester students interacted with community leaders and activists from the borough of Swarthmore and the city of Chester, two neighboring communities with populations at different ends of the socio-economic spectrum. Students read social science scholarship that claimed a close correlation between socio-economic and educational resources, on one hand, and “social capital,” political engagement, and political efficacy on the other. Swarthmore and Chester brought those statistics to life. The two communities occupy different ends of the socio-economic spectrum and allowed students to see, without the mediation of textbooks, how various factors (income and wealth, educational resources, race and class, and the extent of a community’s social connectedness, for example) can affect citizens’ experience of democracy. Students visited Swarthmore’s and Chester’s city council meetings, talked with each mayor, met with activists from each locality, and learned about their respective histories. Students’ projects included the Youth Courts program in Chester, local political campaigns, educational reform activism in Chester, a hands-on internship with the borough of Swarthmore, and work with local activists who aspired to improve social and political conditions. As Berger wrote in the Project Pericles newsletter:

Our aim is not simply to do things *for* other citizens but to do things *with* them, and in the process to learn about the ways in which citizens in different areas, from different backgrounds, think and talk about the experience of democracy. With the help of fellow citizens we look for ways in which the democratic process works and also ways in which it fails, not in order to condemn the “system” outright (although students are free to arrive at such a criticism) but to explore the means of making democracy work better.<sup>31</sup>

The class benefited from its frequent meetings with Dr. Duane Belgrave Sr., a local professor, minister, and community activist who formerly worked in Chester and daily combined theory and practice. Dr. Belgrave’s experience and perspective aided Berger and his CEC students in talking and reflecting about their preconceptions of democracy in America and their experiences in Chester and Swarthmore.

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<sup>31</sup> Berger, *The Periclean Progress E-Newsletter*, Volume 7, Issue 1 (October 2010).

## **VI. Expanding the Community: Public Scholarship and Peer Review**

Pedagogy and scholarship represent the two most widely recognized duties of higher education faculty. In the traditional model, faculty members advance students' knowledge in the classroom and advance scholarly knowledge via research and publication. All too often, faculty members view these two foundational duties as separate and perhaps even in tension: energy expended in one area diminishes energy available for the other. By contrast, the Periclean member institutions view the two as inextricably linked and mutually beneficial. Educating for citizenship involves connections between the classroom, the campus, and community partners, but it also involves connections with the professional community of scholars and teachers. Students, faculty, and community partners all benefit when practitioners of Social and Civic High Engagement Learning share their research and pedagogical practices with a wide circle of professional colleagues. By three different means the PFL program connected the educational potential of faculty members' pedagogical and professional duties: public scholarship (including campus/community activities as well as scholarly publications), conference presentations, and peer review.

### A. Campus/Community Activities

Periclean Faculty Leaders could satisfy one portion of their leadership requirement by organizing campus- or community-based activities that would stimulate social and ethical discussion, reflection, and action outside the classroom. In terms of the Periclean Diamond, such activities enabled PFLs to connect their classroom and scholarly activities with the campus and public communities. The activities also comprised what *Imagining America* calls "publicly engaged academic work":

...creative activity integral to a faculty member's academic area. It encompasses different forms of making knowledge about, for, and with diverse publics and communities. Through a coherent, purposeful sequence of activities, it contributes to the public good and yields artifacts of public and intellectual value.<sup>32</sup>

The PFLs' publicly engaged work assumed a diversity of forms and involved multiple constituencies, from the campus-based student community to the local public community to international partners. Four PFLs taught Civic Engagement Courses centered on issues of women's health and safety: Linda Strong-Leek of Berea College (Berea, KY), Barbara Biglan of Chatham University (Pittsburgh, PA), Monica Melton of Spelman College (Atlanta, GA), and Lisa Leitz of Hendrix College (Conway, AR). They all organized campus-community events that continued classroom dialogue with a larger constituency.

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<sup>32</sup> Ellison and Eatman (2008: 6).

Monica Melton organized a town hall-style meeting entitled “It’s Not Easy to be a Woman: Sexuality, Contraception, and STDs,” that complemented her CEC in Comparative Women’s Studies (“Gender and Health in Cross-Cultural Perspective”). The meeting, open to the public, facilitated broader discussion of the same health care justice issues that animated Spelman’s CEC. Sarah B. Freeman, a professor at the Emory University School of Nursing with an expertise in STDs and women’s health, led the session at Melton’s invitation. Students, health care professionals, and members of the general public filled the room to capacity and, as Melton reported, “attendees felt comfortable addressing subjects that they normally shy away from in a public forum.” The meeting facilitated dialogue between students from Melton’s class, other Spelman students, and community stakeholders—quintessentially Periclean linkages between classroom, campus, and the local community—while spreading important practical knowledge.

In April 2011 Lisa Leitz followed her Sociology CEC (“Gender and Sexuality”) by organizing a day-long, campus-wide conference on “Improving Our Responses to Campus Sexual Assault.” Beyond the Hendrix campus, Leitz worked with a group of students to help organize Arkansas’ first-ever “Rally for Reproductive Justice” at the Arkansas State Capitol building. Toward that end, Leitz and her students partnered with the American Civil Liberties Union of Arkansas, Planned Parenthood of Arkansas and Eastern Oklahoma, and the Little Rock chapter of the American Association of University Women, all of whom helped to sponsor the event. By expanding the dialogue to include not only student activists but elected representatives and religious leaders, Leitz and her students brought issues of women’s reproductive rights to public attention.

Erich Steinman (Pitzer College in Claremont, CA) used multiple campus-community events to extend the commitments animating his CEC on “Colonialism, Racialization, and Renewal: Indian Nations of Southern California.” In February 2011, Steinman hosted a conference to “develop local strategies and take action to promote Native American access to higher education for all Native youth in Southern California.” Participants discussed strategies for creating networks between students, educators, and community members, as well as raising campus awareness of cultural and social challenges that Native American students often face. Steinman followed the conference by a summer “pipeline” course aimed at promoting goal development and self-advocacy skills for Native American youth. The pipeline course culminated in an open “career day” at Pitzer (October 8, 2011), which focused on practical strategies for empowering Native Americans to succeed in college and career. Throughout the year Steinman organized campus events aimed at dynamically promoting the very goals—Native American empowerment and decolonization of higher education—at the core of his CECs.

Marina Barnett (Widener University in Chester, PA) brought together academics and activism to raise awareness of food insecurity, which “exists whenever the availability of nutritionally adequate and safe foods or the ability to acquire acceptable foods in socially

acceptable ways is limited or uncertain.”<sup>33</sup> Barnett’s CEC, “Organization and Community Intervention,” helped students and local residents grapple with the prevalence of food insecurity in their own community of Chester. In addition to incorporating a strong “service learning” element into her course, Barnett organized activities for Widener students and faculty to coincide with Food Day 2011, a national event that fell on October 24. These activities included a nutritional information fair, a screening of the documentary film “What’s on Your Plate,” and a discussion between students and local farmers on food justice and sustainable agricultural practices. The event raised awareness about food justice issues among a broad segment of the Widener community as well as stakeholders from the surrounding Chester community. Barnett’s work gained even broader attention when she was interviewed for a *Philadelphia Inquirer* article about food insecurity in Pennsylvania’s first Congressional district.<sup>34</sup> The resulting publicity led directly to her connection with a new community partner, the food justice organization Philabundance, whose leadership reached out after reading about Barnett’s expertise.

The subject of food insecurity provided common ground for Barnett and Emily Kane (Bates College in Lewiston, ME). In May 2011, Kane led a public discussion of campus/community partnerships and their benefits and challenges for students and local residents. Kane’s students from “Sociology 205: Research Methods for Sociology” and from a follow-up course, “Community-Based Research Methods,” partnered with the community organization, Local Food for Lewiston, and applied sociological methods for the purpose of community improvement. Speaking before a group of faculty, staff, students, and community partners, Kane explored the extent to which students viewed knowledge as an academic “product” applied *to* or *for* community partners, and as a reward that students gain *from* and *with* their community partners. Within the seminar, this contrast was investigated in the context of readings and discussions that emphasized power in the knowledge-making process, and the ways in which the structures of higher education privilege formal scholarship produced within the academy over community knowledge. The goal was to promote awareness and discussion of biases within the academic and nonacademic environments rather than to arrive at some “correct” perspective, and feedback from students and community partners indicated success. One student wrote in her end-of-semester journal reflection, “I realize (better) the difference that I can make in my own backyard alongside community partners through social change that depends precisely on the different types of knowledge that both community partners and I bring to the table due to our different experiences.”

Christopher Tinson (Hampshire College in Amherst, MA) worked with students to organize an event entitled “Hip Hop and Radicalism: New Sites of Struggle” as an accompaniment to his course on “What is Africa to Me? Black Diasporic Encounters.” The event featured a keynote address by Rosa Clemente, a grassroots community organizer and 2008 vice presidential candidate for the Green Party. Ms. Clemente’s speech was followed by a spoken word performance from the Readnex Poetry Squad. Thus Tinson’s event connected, in a public

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<sup>33</sup>Wunderlich and Norwood (2006: 43).

<sup>34</sup> Lubrano (2010).

forum, the overlapping themes of citizen activism and artistic expression that together infused his CEC. Over 100 members of the Five Colleges (Amherst, Hampshire, Mount Holyoke, Smith, and UMass-Amherst) attended the event. As Tinson's Peer, Laura Liu, wrote in their co-authored peer review: "Students, community members, and other attendees who either weren't enrolled in school or who weren't in any of Chris' classes expressed their desire to build on these events and develop sustainable projects of their own which are currently in progress."

Melvinia Turner King (Morehouse College in Atlanta, GA) augmented her CEC, "Leadership and Civic Engagement," by helping her students to organize an international Political Advocacy Forum featuring seven Yemeni entrepreneurs and activists. The Yemeni delegation met with a large group of Morehouse College students on October 12, 2011. Visiting in the midst of the 2011 "Yemeni Revolution," the delegates communicated a sense of drama, gravity, and hope. Andrea Young (daughter of Ambassador Andrew Young and professor of a Morehouse course titled "Social and Political Change in the 20th Century") addressed the participants and related the U.S. Civil Rights Movement's successes and challenges to the current need for change in the U.S. and abroad. Students reported both an intellectual and emotional effect, as reflected in a student's written comments:

The information that derived from this candid conversation was much more than an exchange of ideas but a transformation of thinking....As primarily American students from Morehouse, we were able to put a face to the Yemeni revolution. This allowed us to see that these were people just the same as us fighting for something that the African American community has longed for.

Consistent with Project Pericles' core values, both King's CEC and the Morehouse College campus/community event "enable[d] students to empathize with individuals working for social and political change," and "help[ed] them view issues from multiple perspectives and relate coursework to multiple contexts."<sup>35</sup>

Finally, in May 2011 Laura Liu (The New School in New York, NY) worked with Urban Studies colleagues to organize a community event called "Civic Engagement @ Urban @ Lang." The event involved a panel of students speaking about their experiences with classroom-community partnerships and giving presentations on three such classes at The New School—including Liu's CEC "Immigrant Communities in the City", as well as two courses taught by her colleagues that dealt with homelessness and urban renewal through art. The goal of the presentation was to highlight different ways in which students and institutions of higher learning may partner with their surrounding communities, with an emphasis on models for civic engagement and methodologies for collaboratively tackling social issues. The event was open to the public and was attended by many members of the community organizations with which students had worked. Following the student presentations, the floor was opened for dialogue between audience members and students, fostering a public discussion on how to approach civic

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<sup>35</sup> Liazos and Liss (2009: 9); see also page 3, above.

engagement, and how colleges and universities can best encourage their students to work within the community as a complement to their classroom learning.

In all of the campus/community events, Periclean Faculty Leaders extended the subjects of their CECs to groups and partners beyond the classroom. The events generated dialogue between students, scholars, professional experts, and community stakeholders. They raised broader public awareness of issues often discussed in academic settings; they enhanced students' education by situating classroom subjects in a larger context; and they worked to inspire positive social change by exposing CEC students, the broader campus community, and local stakeholders to each others' insights and commitments.

## B. Scholarly Publications

In addition to engaging with students in the classroom through CECs, numerous Periclean Faculty Leaders published scholarly research relating to the social, civic, and ethical issues that their courses addressed. PFLs were encouraged to seek publication as a means of fostering academic discourse over a diverse assortment of pressing social issues. The Periclean "Diamond" posits a reciprocal, positive relationship between pedagogy and scholarship. Not only should faculty and administrators encourage students to engage with their surrounding communities, but faculty should actively engage with professional colleagues to publicize their classroom subjects and pedagogical approaches. In the process they raise awareness of, and potentially interest in, Social and Civic High Engagement Learning pedagogies and invite critical feedback from professional colleagues. Further, as the 2007 Teagle White Paper found, "there is good reason to think that faculty will achieve most when their teaching has lively connections with their role as expert scholars, and that they will perform better when their understanding of student learning outcomes feeds back into curriculum design and teaching strategies."<sup>36</sup>

S.J. Min (Pace University in New York, NY) drew upon his course on "Citizen Journalism and Deliberation" as the inspiration for an article in the *Academic Exchange Quarterly*. Min reviewed recent research on pedagogical approaches to collective problem solving, especially approaches that foster deliberative and democratic methods. He also added reflection on his PFL experiences. The reviewed pedagogical innovations included: role-playing scenarios that force students to argue for viewpoints other than their own; town-hall style debate over contentious issues, with a moderator emphasizing the purpose as promotion of the communal good rather than division into "winners" and "losers"; and online blogs as a supplement to face-to-face deliberation. Min utilized the role-playing and student moderator techniques, inspired by the success of historian Barry Shapiro's (Allegheny College) earlier Periclean CEC, "Citizen, Democracy, and the French Revolution".<sup>37</sup> Min's journal article provided insights into a range of High Engagement Learning techniques, and his own pedagogical example— incorporating role-playing procedures from a different college and a

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<sup>36</sup> Teagle Working Group on the Teacher-Scholar *op. cit.*, 4.

<sup>37</sup> Min (2011: 160); Liazos and Liss (2009: 13).

different academic discipline—showed those techniques to be adaptable and accessible. In keeping with Project Pericles’ commitment to connecting the classroom with the scholarly community, Min’s publication extended his PFL experiences and pedagogical reflections to an academic audience outside of his own campus.

B. Welling Hall (Earlham College) published a CEC-linked article, “Teaching Students about Congress and Civic Engagement” in *PS: Political Science & Politics* (October 2011). *PS* is a peer-reviewed publication that serves as the American Political Science Association’s “journal of record for the profession.” Hall’s article elaborated on the pedagogical lessons that she drew from her PFL experience and her goal of encouraging political participation as well as political science knowledge.<sup>38</sup> Hall related her experiences serving as a Congressional staffer during a sabbatical year to the Periclean goal of promoting civic engagement in the classroom. She argued that even as awareness about social issues and a desire to take action has increased among students recently, they have been accompanied by cynicism and disengagement from the traditional political process. Thus Hall’s CEC, “Civic Engagement Toolkit for Legislative Process,” aimed to educate students about the roles, duties, and challenges of lawmakers and Congressional staffers, with the ultimate goal of dispelling students’ cynicism about Capitol Hill and encouraging them to engage with the legislative process to address vital issues. In the classroom, Hall asked students to simulate the tasks of responding to constituent letters and offering briefings to members of Congress on difficult issues.

Erich Steinman (Pitzer College) published “‘Making Space’: Lessons from Collaborations with Tribal Nations” in the *Michigan Journal of Community Service Learning*. His article focused on revising common conceptions of “service learning” to emphasize mutual engagement and respect between communities rather than a paradigm of asymmetric power and privileged “do-gooding” by those in service learning programs.<sup>39</sup> Steinman’s argument thus underscores Project Pericles’ rationale for preferring the term “Community-Based Learning” to “Service Learning.” Steinman drew from his experience working with Native American tribal nations through his CEC on “Colonialism, Racialization, and Renewal: Indian Nations of Southern California.” He emphasized the value of “making space” for tribal nations through respect, acknowledgement, and mutual discourse, and argued that such forms of engagement may constitute “service learning” just as much as, if not more than, more traditional notions of performing assignable actions *for* disadvantaged groups. Steinman’s experience with tribal nations exemplifies Project Pericles’ concept: dialogue and engagement between communities is not “just talk” but rather the foundation for greater understanding, mutual respect, and eventually positive changes to institutions and policies. Drawing from that experience, he proposed more general methods for moving beyond a hierarchical paradigm and “developing service-learning in critical, community-directed, authentic relationship-based directions.”

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<sup>38</sup> Hall (2011).

<sup>39</sup> Steinman (2011).

Mary Lo Re (Wagner College) combined her experience as a Periclean Faculty Leader with additional scholarly research in writing her book, *Experiential Civic Learning—Construction of Models & Assessment*. Lo Re composed the book as a resource guide for faculty, departments, and administrators at all levels of higher education and in all academic disciplines. She provided background literature on experientially-based civic engagement courses, as well as practical guidance for individual faculty members and academic departments attempting to construct and assess experientially based civic engagement courses. Lo Re’s book promoted Periclean ends by encouraging a greater variety and number of faculty members to undertake experientially based civic education.

During his time as Periclean Faculty Leader, Ben Berger (Swarthmore College) published *Attention Deficit Democracy: The Paradox of Civic Engagement* (Princeton University Press, 2011). The book included reflections on Berger’s CEC, experiential learning more broadly, and the future of civic education at the college and university level. Berger observed that his teaching and scholarship “have always enriched each other,”<sup>40</sup> a sentiment shared by many PFLs. *Attention Deficit Democracy* won the North American Society for Social Philosophy (NASSP) 2012 Book Award as the best social philosophy book published in 2011, and was also named one of the Top 10 Nonfiction Books of 2011 by Zocalo Public Square, a project of the Center for Social Cohesion.

TJ Eatmon (Allegheny College) co-authored a case study on the use of aquaponic food-growing techniques titled “Integrated Ecosystem Management for Sustainable Aquaculture in Bosanska Krupa, Bosnia and Herzegovina.”<sup>41</sup> Eatmon’s research examined the potential of aquaponic systems to serve simultaneously as tools for sustainable agriculture and, by removing nutrients from wastewater, as tools for local ecosystem management. Through their scientific and technical analysis, Eatmon and his colleagues contributed to a body of knowledge that may ultimately help communities worldwide to grow food in a sustainable, ecologically responsible way. Eatmon’s publication paired well with his CEC at Allegheny College, “Environmental Education,” as each effort aimed at promoting knowledge and deployment of aquaponic systems. Eatmon not only emphasized the technical elements of aquaponics systems, but encouraged students to develop local aquaponic systems accompanied by community outreach and education. Thus Eatmon employed his scholarly research and knowledge to connect classroom learning, local and international communities, and—through his published study of aquaponics in Bosnia and Herzegovina—the broader scholarly community.

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<sup>40</sup> Berger (2011: xi).

<sup>41</sup> Eatmon, Peteri, and Ajonovic (2011).

### C. Conferences and Collaborations

The “Periclean Diamond” expanded on Project Pericles’ foundational mission by linking a fourth constituency, the scholarly community, to the original combination of classroom, campus, and public community. The Periclean Faculty Leadership program facilitated members’ participation in scholarly conferences and collaborations, both vitally important for establishing networks of knowledge. Professional conferences facilitate “engaged inquiry” by keeping “faculty members in sustained touch with new research and with the best work that is being done in and beyond their disciplines.”<sup>42</sup> Project Pericles not only provided PFLs with funding but also organizational assistance, arranging several panels specifically for PFLs to share their High Engagement Learning practices (and related research) with interested colleagues.

One of the most widely publicized and attended PFL conference panels took place at the 2011 Association of American Colleges and Universities (AAC&U) Annual Meeting in San Francisco, CA, which attracted more than 2,000 participants (including 109 Periclean presidents, faculty, and administrators). Project Pericles Executive Director Jan Liss organized and moderated a panel of three PFLs on the subject, “Using Innovative Curricular and Co-curricular Programs to Prepare Students to Tackle Real-World Challenges.” Randy Larsen (St. Mary’s College of Maryland) discussed his Chemistry CEC, “Instrumental Analysis of Oil and the Gulf of Mexico Environment,” (page 17), which analyzed the BP oil spill from a scientific and humanistic perspective and employed novel pedagogical techniques to train students as citizen-scientists. Domenick Scudera (Ursinus College) discussed his Theater CEC, “Community-Based Theater and Civic Engagement” (page 14), which utilized the theatrical arts as tools to link campus and community. Debby Walser-Kuntz (Carleton College) discussed her upper-level Biology CEC, “Immunology” (page 16), in which students applied their classroom learning to address local environmental and public health issues. PFL Chris Tinson (Hampshire College) discussed his pedagogical innovations as part of a different panel, “An Education for Citizenship: The Best Form of Career Education.” In addition to organizing the panels, Project Pericles hosted a reception at which member institutions’ faculty and administrators met and discussed best practices and Project Pericles on their campuses.

The 2012 AAC&U Conference in Washington, DC, held similar opportunities for PFLs’ engaged inquiry. Jan Liss once again organized and moderated a PFL panel, “Developing Innovative Curricula to Prepare Students for Successful Lives of Global Civic Engagement.” Matthew Broda (The College of Wooster) discussed his Education CEC, “Issues in Higher Education,” which encouraged and enabled future teachers to incorporate citizen engagement into junior high and high school curricula. Lisa Leitz (Hendrix College) discussed her Sociology CEC, “Gender & Sexuality,” in which students augmented their classroom education by designing and implementing community engagement projects such as Arkansas’ first reproductive rights rally, a men’s march against sexual assault, and a Hendrix College pilot program for gender-neutral housing. Milton Moreland (Rhodes College) discussed his Religious

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<sup>42</sup> Teagle Working Group on the Teacher-Scholar, *op. cit.*

Studies CEC, “Death, Burial, and the Afterlife: Historical Engagement in Urban Cemeteries” (page 14), which combined the study of death rituals with collaborative revitalization of a Memphis cemetery. Jennifer Olmsted (Drew University) discussed her Economics CEC, “Political Economy of Nonprofits” (page 20), which cast students as consultants for local nonprofit organizations and elicited feedback from Drew alumni and community partners. Ben Berger (Swarthmore College) summarized common themes and concerns and led the audience discussion.

Along with participation in Periclean conference panels, many PFLs shared their public scholarship and High Engagement Learning experiences at other professional conferences. Paula McKenzie (Bethune-Cookman University in Daytona Beach, FL) participated in the Florida Communication Association Conference (October 13-15, 2011) as both a paper presenter and a panel discussant. McKenzie employed an innovative strategy to integrate her public scholarship, classroom, and campus activities. Focusing on a document that plays a vital role in her campus’ history—a 1930 radio speech delivered by Bethune-Cookman founder Mary McLeod Bethune—McKenzie integrated the speech into her CEC, her campus activity (an essay contest inviting students to reflect on the speech), her campus-community activity (a public lecture featuring Dr. C.W. Dawson, Dr. Raphael Jackson, and McKenzie herself), and her public scholarship (a scholarly journal submission and conference presentations). Thus she raised students’ awareness not only of important issues in democratic citizenship but their university’s historic role in public discourse; she invited students to participate in that public discourse as an ongoing process; and she reflected on those issues (and Bethune’s historic role) in her public scholarship and professional activities.

The Periclean Faculty Leader network also spurred dynamic collaborations outside of formal professional associations and conferences. Molly Olsen (Macalester College) visited Winona Somervill (Dillard University) “to gain an understanding of how Dillard has developed their civic engagement program in New Orleans.” Olsen and Somervill joined Dillard Project Pericles Program Director Dr. Gary Clark, Chair of the Dillard University Political Science Department, on his radio show “Dr. Clark 101: The Living Classroom” (WBOK 1230 AM New Orleans) to discuss their civic engagement research and pedagogy with each other and with audience callers. On the Dillard University campus, Olsen met with Dr. Amy Lesen (Dillard University), editor of a critical anthology, *Experts Say... Scientists, Experts, and Civic Engagement*, that will include Olsen’s CEC reflections.

#### D. Peer Review: Challenges and Solutions

Peer review represents the gold standard for academic scholarship. Disciplinary journals, university presses, and committees for tenure and promotion all rely on blind peer review to assess scholarly excellence. Teaching rarely receives the same treatment. That oversight may be partially justified because the impersonality of *blind* peer review would not always serve

pedagogical purposes. But a peer review process involving reciprocal assessment among enthusiastic participants can stimulate innovation, increase faculty motivation, and improve educational outcomes.<sup>43</sup> Also known as “peer coaching”—defined as “a collegial process whereby two faculty members voluntarily work together to improve or expand their approaches to teaching”—reciprocal peer review shows significant pedagogical promise.<sup>44</sup> Yet it remains quite rare in civic education programs. The Periclean Faculty Leadership program adopted a reciprocal, collegial peer review process in order to demonstrate its feasibility and usefulness.

As a means of eliciting wholehearted participation, Project Pericles encouraged Periclean Peers to choose each other. Some PFLs preferred Peers from the same academic discipline. Others focused more on shared CEC subject matter. Some desired to mentor, or be mentored by, more junior or senior faculty members; a few valued geographical proximity for the sake of face-to-face meetings. Faculty members’ busy schedules occasionally made initial coordination difficult. But by the time participants neared the end of their PFL tenure, nearly all expressed great enthusiasm for the process. The peer review component, praised by faculty and administrators alike, proved to be one of the PFL program’s most promising innovations.

*Peer review process: pairing similar or related academic disciplines*

Periclean Peers Lisa Leitz (Hendrix College, Sociology) and Emily Kane (Bates College, Sociology) approached their CECs with shared disciplinary knowledge and, in Kane’s words, as “fellow sociologist[s] of gender.” Leitz appreciated the opportunity for mentorship, writing that

as a junior scholar whose teaching interests are similar to Dr. Kane’s, it was extremely valuable to see how she has brought community engagement into the majority of her classes, and to carefully examine her first attempt to do so in a ‘nuts and bolts’ course, such as Research Methods for Sociology at Bates College.

Kane, writing from the perspective of experience, noted Leitz’s glowing student evaluations and suggested that they

may give you some leverage for encouraging more of your colleagues to pursue this kind of pedagogy, as students were suggesting it isn’t often offered but also that it left them with significantly increased confidence in their ability to make an impact in the world....

In fact, Kane’s successful history of community-based learning enabled her to offer Leitz a list of useful suggestions for future course iterations. Leitz showed her appreciation with a sentiment that could have issued from any number of Periclean Peer partnerships:

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<sup>43</sup> Brancato (2003).

<sup>44</sup> Huston and Weaver (2008: 5).

I hope to be able to follow [Kane's] lead and bring a more hands-on approach to my own research methods course.... This peer review was more enjoyable and valuable for me than I imagined.... I appreciated the opportunity to explore another faculty member's pedagogical innovations and I wish that scholars shared their syllabi and teaching experiences more regularly.

Randy Larsen (St. Mary's College of Maryland, Chemistry) and TJ Eatmon (Allegheny College, Environmental Science) both approached their CECs from scientific disciplines and, while they utilized different pedagogical techniques, both discovered useful insights for their own teaching. Eatmon appreciated Larsen's ability "to apply the theory and practice of chemical analysis outside of the laboratory while also demonstrating the importance of civic and social responsibility in scientific professions." Larsen listed a number of lessons that he would employ in future CECs, and that could serve as generalized advice for CEC faculty:

- "Planning and coordination of the entire project from beginning to end will greatly enhance success as seen in [Eatmon's] project."
- "I would have substantial graded assessments linked to the service component."
- "I would couple funding sources to create synergy and staying power."

Most science faculty do not have the option of offering aquaponics courses (Eatmon) or gathering and analyzing samples from catastrophic oil spills (Larsen). But the insights that each of them gleaned from peer review—the possibility of linking scientific analysis to responsible citizenship, the importance of graded assessments to legitimate the civic engagement component, and the virtue of using student research to elicit funding that can support further student research—could be extended to scientific CECs at many other institutions.

*Peer review process: pairing different academic disciplines/similar subject matter*

Erich Steinman (Pitzer College) and Molly Olsen (Macalester College) approached their CECs through different disciplinary lenses: Steinman from Sociology and Olsen from Hispanic Studies (with a doctorate earned in Romance Languages and Literature). They selected each other enthusiastically as Periclean Peers because their courses addressed the same overarching topic: "The cultural survival of oppressed peoples." Anyone reading their peer review documents could not help but notice the excitement generated by their reciprocal exchanges. Steinman wrote:

I was struck simply by the title of Molly's class, especially the subtitle: 'Resisting the Legacy of Colonialism in the Americas.' I love it, and already am thinking about revising my Pericles and/or other courses...that deal with colonization and decolonization. What I take from this and apply to my Pericles class is that resisting colonialism is not just about the colonized. Rather, as my course focuses on, members of the colonizing society also can resist aspects of being part of a settler colonial society (like the United States).

Olsen expressed similar appreciation for many aspects of Steinman’s pedagogical techniques as well as his scholarship:

Clearly, [Steinman’s] classroom is student-centered and oftentimes student-led. I also endeavor to make students the leaders of their own learning process, but Erich has laid out his expectations in explicit terms, providing students with a very clear process on how to plan and facilitate a class session. In future courses, I will emulate his method of mentoring and guiding students toward pedagogical leadership in this clear, delineated fashion.

Peer review discussions covered not only the process but the philosophy of Periclean Faculty Leaders’ CEC courses and public scholarship. Olsen considered Steinman’s published article “‘Making Space’: Lessons from Collaborations with Tribal Nations,” as well as his pedagogy and found an enduring insight for her own work:<sup>45</sup>

‘Making Space’ also focuses more vigorously on the interconnectedness of students and community participants. Such a notion gains particular currency in partnerships with the sovereign tribal nations, such as the Makah Nation, who do not necessarily want anything done *for* them, but welcome students to learn *from* them in close communication and collaboration. This is a clear move away from a service-based model that focuses exclusively on action and reciprocity.... This statement resonates with the critical, decolonizing perspective that my own Cultural Survival course embraced. ... I find this perspective very compelling and very meaningful to the work that both Erich and I are trying to undertake in our classes.

Neither Steinman nor Olsen proposed the “making space” model, with its de-emphasis on action and reciprocity, as appropriate for all civic education and CECs. They intended rather to broaden the possible models for CEC to include community partners whose perspectives and needs differ meaningfully from the norm.

*Peer review substance: challenges, advice, and rewards*

Periclean peer review entailed three related steps: PFLs reviewed their Peers’ work, reviewed their own performance, and discussed their findings together. Through this combination of critique, reflection, and discussion PFLs achieved much greater insight into their strengths as well as areas for growth, and a richer appreciation for their work’s positive impact. Regarding challenges, the Periclean Peers articulated many of the same themes that earlier CEC faculty expressed (as documented in the 2009 Project Pericles White Paper). PFLs from 2010-12 and CEC faculty from 2007-09 agreed on the need to *manage expectations*. Newcomers to intensive civic education should expect greater time commitments, and more attention to planning and organization, than regular college courses require. Civic education students should be apprised in advance that classes featuring out-of-class, experiential learning and working with community partners require greater levels of time and attention. Civic education faculty should

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<sup>45</sup> Steinman (2011).

work carefully with community partners to choose projects that might respond to students' efforts, while also serving community needs, within the time parameters of semester-long courses. And civic education faculty should be aware of the perspectives of their other colleagues and administrators, who might view civic education as inappropriately displacing other pursuits—especially research and publication—from faculty's limited time.

In other words, the most common challenges for Project Pericles' faculty participants during the 2004-2009 CEC Program and the 2010-12 PFL Program involved civic education's demands on time and energy, which are always scarce resources. PFLs' student feedback indicated overall success but also, as several PFLs indicated, occasional difficulties with those same demands: time and energy. Peers Emily Kane (Bates College) and Lisa Leitz (Hendrix College), and also Linda Strong-Leek (Berea College) and Monica Melton (Spelman College), produced similar discussions about the need for "additional assignments and deadlines between the first and final documents for the project" to keep students "on task," "especially if there is a service learning component attached to the project." But Kane, writing to Leitz, observed the trade-off between improving students' time management on the one hand and faculty time constraints on the other: additional assignments and monitoring will "create more work for you, and this is what I mean when I mention that...it's a tricky balance."

Many other Periclean Peers expressed admiration for each other's classroom successes while acknowledging the pedagogical challenges. Matthew Broda (The College of Wooster) and Jennifer Olmsted (Drew University) discussed the excitement of seeing "a new group of students going out into the world with a changed perception of how, when, and where learning can take place," but also Broda's daunting realization that "it takes a lot of time to do, and even more time to do well." Winona Somervill (Dillard University) agreed, and stressed that community partnerships require "adequate planning time" in advance. Some colleges and universities have responded by providing faculty with course relief or summer stipends to facilitate advance planning, although not all schools have sufficient resources to do this.

In addition to balancing their own time commitments, Periclean Faculty Leaders worked to find the appropriate number of students for effective civic education experiences. That number varied with the type of civic component. Randy Larsen (St. Mary's College of Maryland) spoke for several PFLs when he noted that small class size—fewer than ten students, for example—could limit the impact of community outreach. But Emily Kane (Bates College) pointed out that large class size—in her case, 30 students—could overburden the PFL's time and energy, limiting the amount of focused guidance and planning assistance that each student received. No "magic number" exists for effective CECs, but interested faculty should consider in advance the range of enrollments that would best suit their needs and abilities before deciding whether to recruit or restrict participants.

2010-12 PFLs, similar to their 2004-09 CEC Program counterparts, heard strongly positive feedback overall from students, but occasional student complaints about the demanding

nature of experientially based CECs. Preparing students in advance for the time commitments—both managing their expectations and helping them to stay “on task”—made CEC success more likely. PFLs prepared students in other ways as well. As Mary Lo Re (Wagner College) observed, students accustomed to relatively pampered classroom treatment may have difficulty adjusting to being supervised and criticized, as often occurs when they work with community organizations and partners. Linda Strong-Leek (Berea College) commented on the challenge of helping students to work in groups with fellow students whose company they did not choose and whose views they may not share. Learning to work with diverse peers, and for demanding supervisors, represents a meaningful step in students’ maturation.

Several PFLs used reflection exercises to help students chart their emotional challenges and growth while connecting their community work to their academic lessons. Monica Melton (Spelman College), Milton Moreland (Rhodes College), Debby Walser-Kuntz (Carleton College), and Ben Berger (Swarthmore College) all augmented formal written assignments with regular journaling exercises. Domenick Scudera (Ursinus College) graded his students’ written reflections to ensure that they integrated academic lessons with community engagement experiences.

Periclean Faculty Leaders, like earlier CEC faculty, worked to find appropriate responses to the unpredictability of experiential learning. The 2009 White Paper documented the ongoing potential for students as well as community partners to endure failed expectations and frustrated goals. In response, Elon University anthropologist Kim Jones stressed “the value of teaching students about the need to adapt”:

With proper guidance these moments of frustration can be invaluable opportunities for the students to come to empathize with the frustration and disappointment of people who are disenfranchised and recognize that making change is not a simple task that nobody has tried to do, but a process that requires a great deal of flexibility, patience, and perseverance.<sup>46</sup>

Periclean Faculty Leaders expressed similar sentiments about the need to make adjustments when working with non-college communities. Molly Olsen’s (Macalester College) experience paralleled Jones’:

Adjusting to the unexpected and letting go of the need for excessive control are two lessons that I have learned from the Pericles course...one must create the circumstances for student learning and then step back and allow students to learn from their own successes and failures...spontaneous and unstructured possibilities can also be instructive *as long as the student is prepared to confront and benefit from those experiences.*

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<sup>46</sup> Liazos and Liss (2009): 25-26.

Preparing students for the unexpected, and giving them the tools to learn from their experience, requires faculty foresight and expertise. Project Pericles' CEC and PFL Programs have built a network of experienced CEC faculty across member institutions and have begun to build networks *within* member institutions, networks that offer guidance to less experienced faculty interested in trying CEC pedagogy. Both kinds of bridges, inter-institutional and intra-institutional, help to create environments hospitable to civic education and Periclean values generally.

In spite of the challenges that PFLs discussed in their peer review partnerships, all PFLs expressed strongly positive assessments of the program and affirmed their commitments to civic education. So, too, did administrators at every participating Periclean institution. The benefits heavily outweighed the costs. A number of PFLs specifically appreciated Project Pericles' dual commitment to scholarship and pedagogy, an orientation that distinguishes Project Pericles from many other civic education proponents. Indeed, most PFLs found that their scholarship and teaching went hand in hand. That stands to reason, because preparing students to benefit from community partnerships requires not only CEC experience but academic and disciplinary expertise. Philosopher Michael Oakeshott distinguished between the analytic tools and perspectives taught by different academic disciplines— whether history, economics, social science, philosophy, literature, mathematics, chemistry, or any of the liberal arts—and the bodies of facts and applied knowledge specific to instrumental pursuits. The former he labeled “languages”; the latter he called “texts.”<sup>47</sup> Automotive repair teaches texts: a limited number of facts and techniques that help to accomplish specified tasks under specific conditions and during specific periods of time. Engineering teaches languages: relatively more enduring lenses and logics with which to make sense of information and interpret the world. Higher education may dabble in texts but specializes in languages.

The experiential component of community-based or service learning, taken by itself, might comprise something like what Oakeshott called a “text.” Valuable as such experiences can be, one need not be in college to undertake them. But just as experiential education can enrich higher education while also benefiting community partners, the liberal arts context adds meaning and value to experiential education. Using the “language” or lens of an academic discipline, CEC faculty lead students through the thicket of unpredictable and even frustrating community engagements and help students to assimilate their experiences into a larger intellectual context. Without such disciplinary lenses students would simply be doing volunteer work that might or might not lead to satisfying outcomes. The liberal arts curriculum can transform volunteer engagements into educational opportunities if faculty members enter CEC pedagogy with their eyes wide open, expecting the unexpected and prepared to help students interpret their experiences. The inaugural cohort of Periclean Faculty Leaders represents a preparatory resource to help future civic education faculty approach the rewarding enterprise with appropriate perspective.

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<sup>47</sup> Oakeshott, “The Study of Politics in a University.” In Oakeshott (1991): 184-218.

## VII. New Perspectives and Future Goals

Since its inception in 2001, Project Pericles and its member institutions have remained constant in their commitments but flexible in their approaches. Eugene Lang's triumvirate of civic education—classroom, campus, and community—found early expression in the Civic Engagement Course Program™, which helped to link Lang's first and third "C"s (classroom and community). The Periclean Faculty Leadership Program, by investing one faculty member with institutional and financial support to raise awareness with the larger student body, has helped to spread the classroom-community energy across the host campus. It also has expanded the vision of civic education to include a fourth "C," the community of professional scholars, which completed the creative and replicable "Periclean Diamond." Considerably more growth and work remain. Almost all of the challenges described in the 2009 White Paper involved the demanding nature of Community-Based Learning (CBL) or Service Learning (SL). But as we reflect on more than ten years of "educating for citizenship" we see an ever-expanding continuum of successful CECs. All of them have included intensive and creative pedagogical techniques, but only some have involved CBL or SL. Earlier we described the Periclean member institutions' shared commitment to High Engagement Learning: a continuum of pedagogical practices involving intensive attention and energy from both faculty and students. Understanding civic education as one kind of High Engagement Learning—Social and Civic High Engagement Learning (SCHEL)—reveals its fundamental connection to the liberal arts mission and its accessibility to a wide array of liberal arts faculty. Different faculty members can enter the civic education arena at different points along the pedagogical continuum, depending in part on their professional development needs and in part on their resources and interests. That perspective can make civic education accessible and desirable to a much broader spectrum of faculty members than would be reached if one were to insist upon rigorous, community-based, experiential learning for every CEC.

Project Pericles' first decade has affirmed the feasibility and utility of civic education that introduces students to the requirements of responsible citizenship, connects them to similar opportunities on their campuses, and applies their knowledge to improve the broader world. The Periclean Faculty Leadership Program has just graduated its first cohort. We see this program as the beginning of a dynamic movement. Just as Project Pericles built on the CEC Program by extending it into the PFL Program, we hope to build on the PFL Program by extending it into a permanent presence and expanding its scope and reach. The goal will be to select each year, at participating institutions, two or more Periclean Faculty Leaders in different academic areas. Thus at any given time after the first year, each institution would house at least four active PFLs teaching in a variety of disciplines (particularly fine arts, humanities, and natural sciences), each one connected to a Periclean Peer from another Periclean institution. We expect that PFLs whose active terms have ended will stay connected to the program and continue fine-tuning and teaching their CECs in the future. In addition to building a critical mass on each campus and building multiple faculty connections among like-minded institutions, the presence

of many explicitly recognized civic educators would create awareness and interest among other faculty, administrators, students, and alumni.

Additional goals include enhancing Project Pericles' focus on professional development and expanding our accessibility and outreach. As an example of intra-institutional professional development, faculty members at Allegheny College are planning to form a group focusing on civic engagement and pedagogical strategies. As an example of inter-institutional professional development and expanded outreach, we envision some PFLs serving as "master teachers" who can promote civic education and assist in faculty development on their home campuses as well as other institutions. For instance, in August 2011 PFL Welling Hall (Earlham College) helped to lead a summer faculty seminar on "Fostering Civic Engagement and Social Responsibility" at Rensselaer Polytechnic Institute (RPI), a Periclean institution. Faculty and graduate students teaching in RPI's First-Year Studies program gathered to learn more about civic and experiential education. Hall, as a visiting expert, spoke on Project Pericles and led a session called "Teaching for Civic Engagement." The RPI seminar also divided into small group discussions on course development, pedagogical best practices, and syllabus exchange.

In November 2012 Hall's Periclean Peer, Ben Berger (Swarthmore College), will lead a similar type of faculty development workshop at Reed College (Portland, OR). The workshop proposal grew out of a conversation between Crystal Williams, Associate Professor of Creative Writing and Reed's first Dean for Institutional Diversity, and Joy Charlton, Professor of Sociology and Executive Director of Swarthmore's Lang Center for Civic and Social Responsibility. Williams saw connections between Reed's and Swarthmore's institutional characteristics and approached Charlton about a pedagogical collaboration. Charlton, as Swarthmore's Project Pericles Program Director, suggested PFL Berger as an appropriate candidate to lead a collaborative workshop at Reed, and the institutional bridging was accomplished. Hall's and Berger's activities provide models for other PFLs interested in consulting on faculty development projects and extending their expertise to additional institutions, whether inside or outside of the Periclean network.

Faculty development workshops can yield further benefits when held in conjunction with national conferences that focus on civic engagement, such as AAC&U and the National Conference on Civic Engagement. Project Pericles intends to organize pre-conference workshops that include faculty from Periclean institutions—past and current PFLs as well as those relatively new to civic education—and also conference attendees from a range of other institutions. By inviting diverse groups of faculty, and developing a comprehensive list of pedagogical "best practices" and core techniques for distribution at such workshops and conferences, Project Pericles aims to increase its membership while also extending its resources to colleges and universities nationwide.

Refining and extending Project Pericles' resources requires a stronger online presence as well. The Project Pericles website already shares CEC syllabi from the Civic Engagement

Course Program and the Periclean Faculty Leader program.<sup>48</sup> Future web development will extend the syllabus section into a broader online resource center that distributes syllabi, a list of pedagogical best practices, and other relevant materials while promoting online collaboration. Rather than embodying a one-way channel of information, we aim to create an interactive communication center that not only provides ideas but elicits input from a spectrum of participants. We want to know how educators are using Periclean syllabi, what kinds of results they are achieving, and whether they suggest alterations or variations. By hosting an ongoing dialogue about civic education, we can further expand our reach to all colleges and universities.

Project Pericles takes seriously the need for rigorous assessment in order to demonstrate to faculty, administrators, students, and stakeholders that civic education not only prepares young adults for responsible citizenship but also helps them to digest and retain their academic materials. All of the Periclean Faculty Leaders conducted CEC assessments using a variety of means, including standardized student evaluations, reports from community partners, and PFL inter-collegiate peer review. Those reports described very strong short-term results. Project Pericles remains vitally interested in long-term assessment, measuring not only students' retention of academic knowledge and community-based applications but their long-term participation in the activities of responsible citizenship. Extensive research has already demonstrated a host of positive, long-term effects associated with civic education that involves a community-based, experiential component.<sup>49</sup> As long-term data becomes available about CEC students, Project Pericles will add its own analysis to the existing literature and share it widely online.

In addition to sharing Project Pericles' resources through faculty development conferences and the web, we are planning a volume of essays by Periclean Faculty Leaders. PFLs will describe their CECs from genesis to completion, discuss their successes and challenges, and relate their pedagogies and community commitments to their scholarship. The volume will be a resource for interested faculty across all academic disciplines, will illustrate a variety of approaches to civic education, and will give interested administrators ideas for joining civic education with professional development. It will also provide a publication outlet in which PFLs can demonstrate the unity of their pedagogies and scholarship, thus promoting professional development concretely as well as theoretically.

Civic education cannot grow and thrive unless civic educators thrive as well. Thus, Project Pericles' commitment to CEC faculty development requires a complementary commitment to CEC faculty tenure and promotion. Some academic departments and administrators welcome civic education and community-based learning; some give it lip service only; some regard it with suspicion, as a distraction from traditional academic scholarship.<sup>50</sup> Project Pericles joins a host of civic education organizations, including AAC&U and Imagining

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<sup>48</sup> [http://www.projectpericles.org/projectpericles/resources/course\\_syllabi](http://www.projectpericles.org/projectpericles/resources/course_syllabi)

<sup>49</sup> Finley (2011: 9-12); Eyster *et al* (2001).

<sup>50</sup> Cantor and Lavine (2006); Ellison and Eatman (2008); Saltmarsh *et. al.* (2009).

America, in advocating for a greater recognition of public scholarship and time-intensive community-based learning in the tenure and promotion processes. All Periclean institutions endorse the values and principles of educating for citizenship, and perhaps for that reason numerous Periclean Faculty Leaders were promoted during their PFL service. We hope that as Project Pericles broadens its outreach, and as more colleges and universities adopt the Periclean Diamond approach of linking professional development with classroom pedagogy and community and campus activism, esteem for rigorous civic education will likewise increase.

Project Pericles' next steps, then, involve both infrastructure and outreach: strengthening existing faculty and community networks on Periclean campuses, expanding such networks to other interested institutions, contributing to the ongoing dialogue about civic education's mission and best practices, and extending outreach even further through a dynamic and interactive online and offline presence. Effective outreach requires persuasion, which in this case means continued demonstration of civic education's fit with other institutions' goals and resources. In particular, it means continued demonstration that civic education serves the entire curriculum including the humanities, the fine arts, and the natural sciences, as well as the social sciences.<sup>51</sup> It also means continued communication about civic engagement's "big tent." High Engagement Learning already exists (under different names) on campuses where faculty members, using pedagogical innovations or more traditional methods, engage students' attention and energies to extraordinary degrees. Social and Civic High Engagement Learning extends those techniques to a broader civic perspective, which not only makes young people better citizens but better students as well. Innovations always involve costs, and that applies to civic education. But Project Pericles' decade of experience shows a strongly positive balance and demonstrates a cost-effective means of connecting "education for citizenship," campus and community activism, inter-collegiate peer coaching, the community of scholars, and successful faculty development.

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<sup>51</sup> Project Pericles' goals in this regard join with those of other associations such as Imagining America, which promotes civic education in the humanities, arts, and design, and the Association of American Colleges and Universities' Project Kaleidoscope, whose larger mission of promoting strong undergraduate STEM programs (science, technology, engineering, and mathematics) includes a civic education component.

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Periclean Faculty Leadership (PFL) Program™

Request for Proposals

December 2009

**I. Overview:** Project Pericles is requesting nominations from Periclean colleges and universities for faculty participants in the Periclean Faculty Leadership Program. With support from the Eugene M. Lang Foundation and The Teagle Foundation, Project Pericles will provide \$2,000 matching grants for up to 30 Periclean Leaders. Each Periclean Leader will also receive a \$1,000 travel stipend. Each participating Periclean institution will receive an administrative honorarium of \$500.

**II. Background:** In 2007, with support from the Christian A. Johnson Endeavor Foundation, the Eugene M. Lang Foundation, and The Teagle Foundation, the Project Pericles Civic Engagement Course (CEC) Program™ awarded matching grants to 16 Periclean institutions for 44 courses in a wide range of disciplines across the fine arts, humanities, social sciences, and natural sciences. The final products of this program included a White Paper for incorporating civic engagement into higher education curricula and a compendium of course syllabi. The White Paper, based on an analysis of the CEC courses from 2007 to 2009, includes a description of the knowledge gained from the CEC program and guidance on transferability to other institutions and disciplines; best practices that can be applied on a wide range of campuses; and an extensive bibliography. The White Paper and the CEC courses by discipline with links to all 44 syllabi are available at [www.projectpericles.org](http://www.projectpericles.org).

To build on the success of the CEC program, Project Pericles has developed the Periclean Faculty Leadership Program. In addition to developing, teaching, and evaluating an academic course that incorporates issues of civic engagement, the Periclean Leaders will organize a campus-wide activity and/or prepare an academic paper or project. The first cohort of Periclean Leaders will be selected by April 2010 and will begin their fellowship in April 2010. The fellowship will end in December 2011. At the campus level, we anticipate that the Periclean Leader will serve as a model for other faculty at their campus and will serve as both an advocate and thought leader for campus civic engagement activities. At the national level, the Periclean Leaders will achieve a broad impact by presenting their work to hundreds of their peers.

**III. Eligibility:** The Periclean Faculty Leadership Program is a program for tenure-track and tenured faculty members of any academic rank who teach full-time at Periclean colleges and universities. *Faculty members who serve as the Project Pericles Program Director are not eligible to apply.* Each institution will be allowed to nominate up to three eligible faculty members from three different disciplines to be Periclean Faculty Leaders. Faculty in disciplines in which civic engagement is not traditionally a focus are encouraged to apply. One goal of this program is to select faculty from different disciplines to develop a wide range of civic engagement courses. Project Pericles expects to select one Periclean Faculty Leader from each Periclean college or university. If colleges or universities choose not to participate or if additional funds become available, two Periclean Faculty Leaders may be selected from the same institution.

**IV. Grant Award:** Project Pericles will provide a grant of \$2,000 for each Periclean Faculty Leader. It is expected that each Periclean institution will contribute a \$2,000 match for a total of \$4,000 per PFL. Member institutions will have latitude for determining how these funds are used. The award must support civic engagement activities at the member institution. To the extent that this requirement provides a financial hardship, the member institution's Provost should discuss this with Project Pericles Executive Director Jan Liss.

The program will also provide \$1,000 to each Faculty Leader for travel to conferences or other Periclean campuses. Additionally, each college or university that participates will receive an administrative honorarium of \$500 to be used at the Project Pericles Program Director's discretion.

Half of the grant will be awarded when the Periclean Faculty Leaders are announced and half will be awarded after the Periclean Faculty Leader completes all required activities including submitting all evaluation materials. All materials must be submitted to Project Pericles by February 2012.

## **V. Program Requirements:**

### **1. Each Periclean Faculty Leader will be required to complete the following activity:**

**Develop, Teach, and Evaluate a Civic Engagement Course (CEC):** The Periclean Faculty Leader will be required to develop, teach, and evaluate a CEC during the Fall 2010 or Spring 2011 semester, or if necessary, in the Fall 2011 semester. The course must be primarily for undergraduates. Proposals can be for the development of new or revised courses. Faculty may revise a course developed at their own institution or may adapt a course developed by another Periclean institution. Courses must be for one or two semesters. The Civic Engagement Course may or may not include a service-learning component. Faculty may develop, teach, and evaluate an interdisciplinary course with one other faculty member from their college or university. One of the faculty members will be designated the lead faculty and will be considered the Periclean Faculty Leader by Project Pericles. The institution can determine how it will handle sharing the grant award with the other faculty member. All course syllabi, related materials, and evaluations must be submitted to Project Pericles within 60 days of the end of the course, and in no case later than February 2012.<sup>1</sup>

### **2. Each Periclean Faculty Leader will also be required to complete one of the following two activities:**

- A. Research Project:** In order to disseminate information about their research outside of each campus, faculty members will be asked to develop a scholarly paper/project related to the Civic Engagement Course they develop and their academic interests. The faculty member will be required to publish an article in a journal and/or present their paper/project at a national conference. A copy of the faculty member's abstract/article/conference application should be sent to Project Pericles.
- B. Campus/Community Activity:** In the *Imagining America* report "Scholarship in Public: Knowledge Creation and Tenure Policy in the Engaged University," the authors define publicly engaged academic work as "creative activity integral to a faculty member's academic area. It encompasses different forms of making knowledge about, for, and with diverse

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<sup>1</sup> **Ownership of Intellectual Property:** This project is not intended to interfere with the intellectual property policies of Periclean institutions. However, because one of its goals is to facilitate the incorporation of civic engagement into higher education, each participating institution and faculty member must grant permission to Project Pericles to publish in print and on the Project Pericles website materials related to this program including course syllabi as well as journal articles and other written materials. Project Pericles will attribute all materials to their faculty authors and college or university.

publics and communities. Through a coherent, purposeful sequence of activities, it contributes to the public good and yields artifacts of public and intellectual value.”<sup>2</sup> Periclean Faculty Leaders will be asked to develop an activity that brings diverse campus and community members together and enriches public life, addresses current public/community issues, and enlivens democratic debate and discourse. This activity could be a symposium, a public performance, a community service activity with a community organization, a political advocacy project, or another type of activity.

**3. Each Periclean Faculty Leader will be encouraged to complete the following activity:**

**Professional Development:** Faculty Leaders will be encouraged to attend Periclean Faculty Leaders meetings that will be held in conjunction with the January AAC&U National Conferences in 2011 and 2012.

**VI. Program Evaluation:** There will be two components to the evaluation: Civic Engagement Course (CEC) Evaluation and Peer Review.

- A. Civic Engagement Course (CEC) Evaluation:** Each civic engagement course will be evaluated at the institution where it is taught, according to the institution’s own academic standards, any additional standards it sets for civic engagement, and those standards provided by Project Pericles. Among the factors to be considered are: faculty perceptions as to the impact of the courses on other courses they teach (and will teach) and on their colleagues’ courses; faculty and student perceptions of the impact of civic engagement courses on student attitudes, enthusiasm, and civic engagement; techniques that emerged for incorporating civic engagement into academic curricula; conditions favorable to the development of civic engagement courses; the effectiveness of collaboration; effectiveness in designing and assessing ways to incorporate civic engagement into academic courses and in exploring ways to make findings transferable into usable results for other colleges and universities.
- B. Peer Review:** The purpose of the peer review is to facilitate conversation and structured feedback by faculty throughout their experience as Periclean Leaders. Each Periclean Faculty Leader will be paired with a Periclean Faculty Leader from another institution at the beginning of their tenure as Periclean Leaders. They will consult with each other throughout the program. At the conclusion of the program the Periclean Faculty Leader will prepare a brief portfolio of their work which will include a) the syllabus of their CEC course and other instructional and evaluation materials, b) a copy of the abstract they sent describing their research paper/project; and/or c) an overview of the activity they developed that brought diverse campus and community members together to participate in an activity that enriches public life, addresses current public/community issues, and enlivens democratic debate and discourse. The two Periclean Faculty Leaders will share their portfolios with each other and discuss the impact of their projects in promoting the civic engagement of their students. After reviewing each other’s portfolios, the faculty will prepare a one page review of their partner’s work and submit a copy of this review to Project Pericles and to their partner.

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<sup>2</sup> Julie Ellison and Timothy K. Eatman, “Scholarship in Public: Knowledge Creation and Tenure Policy in the Engaged University” (Imagining America: Artists and Scholars in Public Life Tenure Team Initiative on Public Scholarship, 2008), 6, Available on-line at [http://imaginingamerica.org/wp-content/uploads/2011/05/TTI\\_FINAL.pdf](http://imaginingamerica.org/wp-content/uploads/2011/05/TTI_FINAL.pdf)

**VII. To Apply:** Each faculty member interested in applying to this program must submit the following documents in their application:

- A. Periclean Faculty Leadership Program Application**
- B. Curriculum Vitae (CV)**
- C. Civic Engagement Course Proposal:** The course proposal consists of the Civic Engagement Course Proposal Form plus a one page course description.
- D. Personal Statement:** A one page statement discussing how their participation as a Periclean Faculty Leader aligns with their professional goals and will contribute to the campus civic engagement goals.

**Deadline:** Proposal packages must be received by Project Pericles by **February 16, 2010**. They should be emailed to [jan.liss@projectpericles.org](mailto:jan.liss@projectpericles.org). In addition, a hard copy should be submitted to: Jan Liss, Executive Director, Project Pericles, 551 Fifth Avenue, Suite 1910, New York, NY 10176.

**VIII. Selection Process and Criteria:** Periclean Faculty Leaders will be selected by a panel consisting of Project Pericles staff and civic engagement and higher education experts. Evaluation of course proposals will include such factors as significance, creativity, feasibility, articulation and measurability of concrete goals, evaluation plan, connection to civic responsibility, likelihood of encouraging the development of student opinion, and transferability to future years and other schools. Panelists will review the CV and personal statement paying attention to previous success developing curricula that incorporates civic engagement, previous success developing publicly engaged academic work, and the academic, leadership, and organizational qualities for leaders in civic engagement in the classroom, on the campus, in the community, and at the national level.

If you have any questions, please call or email Jan Liss at 212.986.4496 / [jan.liss@projectpericles.org](mailto:jan.liss@projectpericles.org)



## Periclean Faculty Leadership (PFL) Courses by Discipline<sup>1</sup>

### Biology

#### Immunology

*Carleton College–Debby Walser-Kuntz, Professor of Biology*

In addition to exploring the function of the immune system in infectious disease, vaccination, autoimmunity, transplantation, allergy and asthma, students also build connections between course material and the world outside of the classroom by working with community partners involved in public health, learning to communicate and translate scientific ideas to a nonscientific audience.

### Business

#### Business and Sustainability

*Elon University–Brian Nienhaus, Associate Professor of Business Administration*

During this winter term course, students travel to the Yucatán, Mexico where they explore how an agrarian subsistence economy illustrates some of the central issues of sustainable development. The course introduces students to the basic sustainability framework, the triple bottom line, and to current critiques of private sustainability initiatives including externalities, price signals generated by existing markets, and the meaning of GDP and economic growth.

#### Post-Crisis Housing on Staten Island

*Wagner College – Mary L. Lo Re, Associate Professor of Finance and Chair, Department of Business Administration*

This course, from an assets-based approach, seeks to examine how socioeconomic factors affect and are affected by diverse communities' access to housing, with the goal of helping individuals answer the overarching question of whether to own or rent. Additionally, students work with the Neighborhood Housing Services of Staten Island (S.I.) and the community. Through the creation and distribution of a survey, the students define the energy profile on S.I. to identify resources; identify what pockets on S.I. have the greatest needs (in order to target funding); sign homeowners up to receive a home energy audit and open up markets in different neighborhoods; and identify job opportunities, in the field of energy, where services are needed.

*This course is cross-listed in Finance.*

### Chemistry

#### Instrumental Analysis of Oil and the Gulf of Mexico Environment

*St. Mary's College of Maryland–Randolph Larsen, Associate Professor of Chemistry*

This course has two overarching objectives. First is the examination of the theory and appropriate use of instrumentation found in most modern chemistry labs. The second is for upper level science majors to recognize and develop an appreciation for the link between science and the community. Students use their knowledge to focus on the issues associated with the 2010 Gulf of Mexico oil spill and its impact on the coastal community in order to meet both objectives. This is accomplished through touring the impacted coastline, interviewing various stakeholders, reading both the related scientific studies and media reports, as well as collecting samples and processing them on the instrumentation they are studying.

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<sup>1</sup> More in-depth information, including course syllabi, can be accessed on the Project Pericles website: <http://www.projectpericles.org>

## **Communications**

### **Citizen Journalism and Deliberation**

*Pace University—Seong-Jae Min, Assistant Professor of Communication Studies*

This course examines new developments in democratic theories and journalistic practices. Beyond classroom lectures, students in the course take several different roles - news reporter, forum moderator, and discussant—experiencing participatory democracy through the analysis and deliberation of vital issues facing their communities and school.

### **Leadership Communication**

*Bethune-Cookman University—Paula McKenzie, Associate Professor of Speech Communication*

This course explores leadership communication through theory and application. It is designed to raise awareness of the complexity and power of the leadership communication process and to help students develop leadership skills cognitively and behaviorally. Students produce an issue campaign, write a reflective essay, identify values via a current events journal, and create and deliver a problem-solution speech and a motivational speech.

## **Economics**

### **Political Economy of Non-Profits**

*Drew University—Jennifer Olmsted, Associate Professor of Economics*

The main goal of this course is to provide students with an overview of the non-profit sector both in the U.S. and internationally, with a particular focus on gaining an understanding of the types of economic decisions non-profits regularly make. A central question we examine is the extent to which non-profits should or do make decisions in a manner similar to for-profit firms, and the struggles non-profits face in terms of addressing economic realities while staying true to their mission. As part of the course, students work in groups with a non-profit organization, providing analysis of a current economic challenge or question with which the non-profit is grappling.

## **Education**

### **Issues in Education**

*The College of Wooster—Matthew Broda, Assistant Professor of Education*

This course is designed to study contemporary issues in education: their theoretical, political, and social backgrounds, their current status, and ways to make decisions about them and inform practices regarding them. This course examines topics relevant to teachers at all levels including discipline; effective professional relationships; roles and responsibilities of various school personnel; collaborative teaching and learning; needs of the individual learner; multicultural education; legal and ethical implications of teaching; school finance; educational technology; professionalism; standards and accountability; and school reform.

## **Environmental Science**

### **Environmental Education**

*Allegheny College—Thomas D. Eatmon, Jr., Assistant Professor of Environmental Science*

What is environmental education and why is it important for building a sustainable future? Can environmental education affect change in our abilities, attitudes, and actions as related to human-environment interactions? An examination of these questions is the central focus of this course.

## Hispanic Studies

### **Cultural Survival: Resisting the Legacy of Colonialism in the Americas**

*Macalester College—Margaret (Molly) Olsen, Associate Professor of Hispanic and Latin American Studies*

Students in this course trace the historical trajectory that connects early modern colonialism with contemporary struggles for cultural survival in selected sites of the Caribbean, Central America, Mexico, and North America. Historical texts, testimonial documents, and maps help us understand how and why cultures and languages have been threatened in the Americas, particularly among peoples of Native American and African descent. Students also examine colonial and postcolonial visual arts and verbal and performative expressions that contain strategies of resistance against dominant culture. A key learning component is students' collaboration with Latino, Native American, and African American cultural organizations in the Twin Cities.

## Humanities (Core Curriculum)

### **Exploring Community in Our Towns: The New Hampshire Town Meeting**

*New England College—Maura MacNeil, Professor of Writing*  
*Co-taught with Inez McDermott, Associate Professor of Art History*

This course examines the traditions of the New Hampshire town meeting process through a cross-disciplinary lens in order for students to broaden their understanding and concept of community, civic engagement, and participatory democracy. Specifically, students engage with local politicians, artists, writers, and academics to understand the complexity and dynamics of the decision making process in communities using the New Hampshire town meeting structure as a model.

## Leadership Studies

### **Leadership and Civic Engagement**

*Morehouse College—Melvinia Turner King, Assistant Professor of Leadership Studies & Interim Executive Director of Leadership Center*

This course introduces students to the academic study of leadership from both theoretical and practical perspectives, as well as a variety of settings. Leadership as a field is shaped by many disciplines such as business, sociology, psychology, political science, religion, and philosophy. The course includes educational innovations to advance civic engagement, such as thematically linked learning communities, community-based research, collaborative projects, service-learning, mentored internships, and reflective experiential learning where knowledge and skills from the course must be implemented and practiced.

## Political Science

### **Democratic Theory and Practice**

*Swarthmore College—Ben Berger, Associate Professor of Political Science*

This class combines normative political theory (to determine how U.S. democracy *ought* to operate), empirical political science (to assess how U.S. democracy actually *does* operate), and community-based learning with a range of community partners in a socio-economically diverse area (to seek ways in which together we might close the gap between theory and practice).

## Politics

### **Civic Engagement Toolkit for Legislative Process**

*Earlham College—B. Welling Hall, Professor of Politics and International Studies; Plowshares Professor of Peace Studies*

The course is designed to help students learn about Congress from the perspective of a Congressional staffer. Students develop a portfolio of writing samples to use in applying for internships and entry level legislative positions.

*This course is cross-listed in International Studies and Peace Studies.*

## Religious Studies

### **Death, Burial, and the Afterlife: Historical Engagement in Urban Cemeteries**

*Rhodes College–Milton C. Moreland, Associate Professor of Religious Studies and Chair, Program in Archaeology*

In this course students learn how rituals and beliefs develop and change, and also are involved in a local cemetery restoration project that helps them realize practical outcomes from our study of the past. Throughout the semester, they actively think about historical cemeteries in the city of Memphis and plan projects related specifically to a large cemetery that was founded by a group of African American families in 1876.

## Science (Core Curriculum)

### **Environmental Health Issues**

*Chatham University–Barbara R. Biglan, Associate Professor of Education*

This course addresses the connection between health and environment including environmental epidemiology, toxicology, policy, disease, and water, air, and soil quality. The work of scientists to discover, assess, and reduce exposure and risk to environment health problems is explored.

## Social Science

### **What is Africa to Me? Black Diasporic Encounters**

*Hampshire College–Christopher Tinson, Assistant Professor of African American Studies*

Recognizing the value of a complex diasporic lens that includes race, gender, and class, this course introduces students to some of the diasporic encounters that African descendants have experienced from the Harlem Renaissance to Hurricane Katrina.

## Social Work

### **Organization and Community Intervention**

*Widener University–Marina C. Barnett, Associate Professor of Social Work*

This second course in the Social and Economic Justice sequence builds on the conceptual areas of the first course, but now moves the student into the domain of advocacy, policy change, and community practice. The course provides the student with the opportunity to understand community and communities, analyze community problems, formulate community level interventions, and develop advocacy skills appropriate to such tasks.

## Sociology

### **Colonialism, Racialization, and Renewal: Indian Nations of Southern California**

*Pitzer College–Erich Steinman, Assistant Professor of Sociology*

This course critically examines higher education as a site of decolonizing struggle within settler societies such as the United States. This course studies colonization and decolonization, the cultural specificity of knowledge production, the educational experience of indigenous peoples, and differences between Western and indigenous ways of learning and knowing. This class engages in the “unsettling” of settler frameworks and identities, thus integrating institutional and personal aspects of Pitzer’s relationships with the Indian Nations that are our neighbors and hosts.

### **Gender and Sexuality**

*Hendrix College–Lisa A. Leitz, Assistant Professor of Sociology*

This course examines how social institutions such as the state and legal system, the family, education, religion, and mass media shape gender and sexuality on the individual, interactional, and institutional levels. We pay particular attention to social inequality and systems of power, including gender & sexuality’s relation to race, class, and other systems of stratification. The course includes a civic engagement project where students conduct group projects that include research into a community problem regarding gender/sexuality and, in connection with community leaders, develop a product to help with that issue.

*This course is cross-listed in Anthropology and Gender Studies.*

## **Sociology (continued)**

### **Political Sociology**

*Dillard University–Winona R. Somervill, Professor of Sociology*

An introduction to political sociology is grounded in the use of "the sociological imagination." An examination of theoretical perspectives and research methodologies used in political sociology is followed by an opportunity for student learning through civic engagement. With the support of the chief city economist, for example, students compare New Orleans' budgets prior to the Hurricane with those after the Hurricane.

### **Research Methods for Sociology**

*Bates College–Emily W. Kane, Professor of Sociology*

This course is a practical introduction to research methods used by sociologists, including survey research, content analysis, participant observation/field research, and qualitative interviewing. The assumptions of various approaches to social science research are considered, along with application of methods of collection and analysis for both qualitative and quantitative data. These methods are explored through a community-based research project in the Lewiston community, offering students the opportunity to learn more about a specific social issue in our community and to contribute to addressing it through research linked to existing community efforts/organizations. During the Winter 2011 semester, the community-based research project focuses on food security.

## **Theater**

### **Community-Based Theater and Civic Engagement**

*Ursinus College–Domenick Scudera, Professor of Theater*

In this course, students examine the history, theory, and practice of a variety of community-based theaters, and design and execute performance work tailored specifically to local communities. Students assess particular needs in under-represented communities or communities in conflict, gain the skills to address those needs through community-based performance practices, and become knowledgeable and responsible artists engaged with their local communities.

## **Urban Studies**

### **Immigrant Communities in the City**

*Eugene Lang College, The New School–Laura Y. Liu, Assistant Professor of Urban Studies*

This course examines immigrant communities in the urban environment, ranging from mixed migrant neighborhoods to well-established enclaves. The course takes New York City as its primary case study with a focus on the intersection of immigration and labor as expressed in immigrant political activity. Students engage in term projects shaped in collaboration with community partner(s) actively involved in immigrant communities and neighborhoods.

## **Women's and Gender Studies**

### **Gender and Health in Cross Cultural Perspective**

*Spelman College–Monica L. Melton, Assistant Professor of Women's Studies*

This course examines current thinking about the politics of women's health and well-being by exploring the major issues and topical areas in the field of gender and health. Theoretically, the course is grounded in multi-racial feminism, black women's activist strategies, and health narratives.

### **Introduction to Women's Studies — Domestic Violence in Kentucky**

*Berea College–Linda Strong-Leek, Professor of Women's and Gender Studies & Associate Vice-President of Academic Affairs*

This required course for Women's and Gender Studies majors focuses on both a general introduction to the discipline, and more specifically, the issue of domestic violence within the Commonwealth of Kentucky. While the national statistics for domestic violence remain at 1 in 4 women, in Kentucky, 1 in 3 women are victims of domestic violence. Students are asked to think about this issue and ways in which we may decrease the incidence of domestic violence in the Commonwealth of Kentucky through legislation and a recognition of the issues that contribute to the higher incidence within our state.



**Periclean Faculty Leadership (PFL) Program™**  
**Periclean Faculty Leaders and Peers**

**Allegheny College**, Meadville, PA  
Thomas (TJ) D. Eatmon, Jr.  
Assistant Professor of Environmental Science  
Course: *Environmental Education*  
Peer: Randolph K. Larsen, III  
St. Mary's College of Maryland

**Bates College**, Lewiston, ME  
Emily W. Kane  
Professor of Sociology  
Course: *Research Methods for Sociology*  
Peer: Lisa A. Leitz, Hendrix College

**Berea College**, Berea, KY  
Linda Strong-Leek  
Professor of Women's and Gender Studies &  
Associate Vice-President of Academic Affairs  
Course: *Introduction to Women's Studies—  
Domestic Violence in Kentucky*  
Peer: Monica L. Melton, Spelman College

**Bethune-Cookman University**, Daytona Beach,  
FL  
Paula T. McKenzie  
Associate Professor of Speech Communication  
Course: *Leadership Communication*  
Peer: Seong-Jae Min, Pace University

**Carleton College**, Northfield, MN  
Debby Rae Walser-Kuntz  
Professor of Biology  
Course: *Immunology*  
Peer: Barbara R. Biglan, Chatham University

**Chatham University**, Pittsburgh, PA  
Barbara R. Biglan  
Associate Professor of Education  
Course: *Environmental Health Issues*  
Peer: Debby Rae Walser-Kuntz, Carleton College

**Dillard University**, New Orleans, LA  
Winona R. Somervill  
Professor of Sociology  
Course: *Political Sociology*  
Peer: Milton C. Moreland, Rhodes College

**Drew University**, Madison, NJ  
Jennifer Claire Olmsted  
Associate Professor of Economics  
Course: *Political Economy of Non-Profits*  
Peer: Matthew W. Broda, The College of Wooster

**Earlham College**, Richmond, IN  
B. Welling Hall  
Professor of Politics and International Studies;  
Plowshares Professor of Peace Studies  
Course: *Civic Engagement Toolkit for Legislative  
Process*  
Peer: Ben Berger, Swarthmore College

**Elon University**, Elon, NC  
Brian Nienhaus  
Associate Professor of Business Administration  
Course: *Business and Sustainability*  
Peer: Mary L. Lo Re, Wagner College

**Hampshire College**, Amherst, MA  
Christopher (Chris) Matthew Tinson  
Assistant Professor of African American Studies  
Course: *What is Africa to Me? Black Diasporic  
Encounters*  
Peer: Laura Y. Liu, The New School

**Hendrix College**, Conway, AR  
Lisa A. Leitz  
Assistant Professor of Sociology  
Course: *Gender and Sexuality*  
Peer: Emily W. Kane, Bates College

**Macalester College**, St. Paul, MN  
Margaret (Molly) M. Olsen  
Associate Professor of Hispanic and Latin American  
Studies  
Course: *Cultural Survival: Resisting the Legacy of  
Colonialism in the Americas*  
Peer: Erich W. Steinman, Pitzer College

**Morehouse College**, Atlanta, GA  
Melvinia (Mel) Turner King  
Assistant Professor of Leadership Studies & Interim  
Executive Director of Leadership Center  
Course: *Leadership and Civic Engagement*  
Peer: Maura A. MacNeil, New England College

**New England College**, Henniker, NH  
Maura A. MacNeil  
Professor of Writing  
Course: *Exploring Community in Our Towns:  
The New Hampshire Town Meeting*  
(Co-taught with Inez Elizabeth McDermott,  
Associate Professor of Art History)  
Peer: Melvinia Turner King, Morehouse College

**The New School**, New York, NY  
Laura Y. Liu  
Assistant Professor of Urban Studies  
Course: *Immigrant Communities in the City*  
Peer: Christopher Tinson, Hampshire College

**Pace University**, New York, NY  
Seong-Jae (S.J.) Min  
Assistant Professor of Communication Studies  
Course: *Citizen Journalism and Deliberation*  
Peer: Paula T. McKenzie, Bethune-Cookman  
University

**Pitzer College**, Claremont, CA  
Erich W. Steinman  
Assistant Professor of Sociology  
Course: *Colonialism, Racialization, and Renewal:  
Indian Nations of Southern California*  
Peer: Margaret (Molly) Olsen, Macalester College

**Rhodes College**, Memphis, TN  
Milton C. Moreland  
Associate Professor of Religious Studies and  
Chair, Program in Archaeology  
Course: *Death, Burial, and the Afterlife: Historical  
Engagement in Urban Cemeteries*  
Peer: Winona R. Somervill, Dillard University

**St. Mary's College of Maryland**, St. Mary's City,  
MD  
Randolph (Randy) K. Larsen, III.  
Associate Professor of Chemistry  
Course: *Instrumental Analysis of Oil and the Gulf of  
Mexico Environment*  
Peer: Thomas D. Eatmon, Jr., Allegheny College

**Spelman College**, Atlanta, GA  
Monica L. Melton  
Assistant Professor of Women's Studies  
Course: *Gender and Health in Cross Cultural  
Perspective*  
Peer: Linda Strong-Leek, Berea College

**Swarthmore College**, Swarthmore, PA  
Ben Berger  
Associate Professor of Political Science  
Course: *Democratic Theory and Practice*  
Peer: B. Welling Hall, Earlham College

**Ursinus College**, Collegeville, PA  
Domenick Scudera  
Professor of Theater  
Course: *Community-Based Theater and Civic  
Engagement*  
Peer: Marina C. Barnett, Widener University

**Wagner College**, Staten Island, NY  
Mary L. Lo Re  
Associate Professor of Finance and Chair,  
Department of Business Administration  
Course: *Post-Crisis Housing on Staten Island*  
Peer: Brian Nienhaus, Elon University

**Widener University**, Chester, PA  
Marina C. Barnett  
Associate Professor of Social Work  
Course: *Organization and Community Intervention*  
Peer: Domenick Scudera, Ursinus College

**The College of Wooster**, Wooster, OH  
Matthew W. Broda  
Assistant Professor of Education  
Course: *Issues in Education*  
Peer: Jennifer Claire Olmsted, Drew University



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## **The Authors**

**Ben Berger** specializes in modern political theory and its intersection with American political science. He received his A.B. from Princeton University and his M.A. and Ph.D. from Harvard University. Berger is now Associate Professor of Political Science at Swarthmore College, as well as Swarthmore's first Periclean Faculty Leader. He has directed Swarthmore College's Public Policy program, consults for the Lang Center for Civic and Social Responsibility, directs Swarthmore's "Engaging Democracy Project," and in 2011 won a Swarthmore College Flack Faculty Fellowship for teaching excellence. Berger's recent book, *Attention Deficit Democracy: The Paradox of Civic Engagement*—published by Princeton University Press—won the NASSP (North American Society for Social Philosophy) Book Award for the best social philosophy book published in 2011. It was also named one of the Top 10 Nonfiction Books of 2011 by Zocalo Public Square, a California think tank. Berger has written for a variety of political science journals and popular periodicals, and is a frequent guest on the nationally syndicated NPR program "Radio Times." His current research project examines the role of moral engagement and disengagement in democratic societies, a subject that straddles the boundaries of political theory, political science, and cognitive neuroscience.

**Jan Risë Liss** joined Project Pericles as its second Executive Director in 2005. At Project Pericles she has led the development of the Civic Engagement Course (CEC)<sup>TM</sup> Program, Debating for Democracy (D4D)<sup>TM</sup>, and the Periclean Faculty Leadership (PFL)<sup>TM</sup> Program. She has senior leadership experience in management, planning, and financial development for a wide range of organizations, including The Aspen Institute, Consumer Reports, The New York Public Library, The Brookings Institution, American Express, and The Portland Art Association. The Project Pericles White Paper "Civic Engagement in the Classroom: Strategies for Incorporating Education for Civic and Social Responsibility in the Undergraduate Curriculum," by Ariane Liazos and Jan Liss is available on the Project Pericles website [www.projectpericles.org](http://www.projectpericles.org). She serves on the Reed College Board of Trustees and the Board of Directors of College and Community Fellowship. In 2008, she was named a Tenenbaum Fellow. She received a B.A. in Psychology from Reed College and a M.B.A. from the Yale School of Management.