

The Civic Series

At a time when people are changing in their civic, demographic, technological, and economic characteristics—in society and higher education—what is, or should be, the civic mission of higher education?

This new series raises questions and provides perspectives on fundamental issues



*As long as people
are joining together
and addressing issues
of public concern,
they are practicing
civic engagement*

**THE
CIVIC
SERIES**

Bringing Theory to Practice Monographs

Many colleges and universities were established with a civic mission, and are ideally positioned for its renewal. Their founding papers include, “knowledge for society” or “education for democracy,” their students will become civic leaders, and their faculty members could share civic ideas in classrooms.

Societies change, however, and when they do, offer opportunities for colleges and universities to consider or reconsider their priorities. At a time when people are changing in their civic, demographic, technological, and economic characteristics—in society and higher education—institutions should reflect on their mission and build capacity for the years ahead.

What is, or should be, the civic mission of higher education? This question is important at the present time, and its answers raise methodological, pedagogical, and institutional issues on campus and in the community.

The Civic Series aims to engage educators in conversations about the civic mission of higher education. It includes informal essays intended to invigorate the intellectual climate and promote public discussion. We believe that if each generation of visionary thinkers were to share their boldest ideas about the civic mission of higher education, it would contribute to our cause on campus and in the community.

Each monograph in the series has an editor and authors who are highly experienced and deeply committed to our purpose. We are privileged to have Donald Harward as editor of *Civic Provocations* as well as *Civic Values*, *Civic Practices*; Peter Levine and Karol Soltan as editors of *Civic Studies*, Ashley Finley as editor of *Civic Learning and Teaching*, and Jill N. Reich as editor of *Civic Engagement*, *Civic Development*, and *Higher Education*. Each volume is distinct, and together they offer fresh ideas about the civic mission of contemporary higher education.

Bringing Theory to Practice continues in its efforts to build a learning community around issues like these, and the civic series advances its purpose. If these essays stimulate—or even provoke—your thinking, and cause you to take action on your thoughts, our purpose will be served.

BARRY CHECKOWAY, *General Editor*

VOLUME I

Civic Provocations

DONALD W. HARWARD, *Editor* | April 2012

It is the unique responsibility of higher education in a democratic society to be the provider of intentional opportunities for broad and deep civic learning and civic action—no other social institution provides both.

Recognizing the urgent need for colleges and universities to address their civic mission and that of higher education, *Civic Provocations*, the first volume in *The Civic Series*, features accessible, brief essays that consider dimensions of what “centering attention to the civic” might mean and involve. *Civic Provocations* provokes deepened consideration and campus conversations—both needed for designing actions required to realize a civic mission.

The provocations are written by leading civic scholars and practitioners. The topics range from civic learning to action research, from global civics to civility, from curricula to civic pedagogy, and from theory to practices. Many of the pieces are based upon brief “provocative” remarks originally made at the first BTtoP Civic Seminar held at the Aspen Wye River Center in 2011. The volume has become the inspiration for the funding of hundreds of civic seminars on college campuses across the nation to occur from now through 2014. More information on the civic seminars can be found on the back panel of this brochure.

VOLUME II

Civic Values, Civic Practices

DONALD W. HARWARD, *Editor* | July 2013

Civic Values, Civic Practices provides new perspectives on fundamental issues. It features several brief challenging and provocative essays followed by eight full chapters, all authored by renowned scholars. Each broadens and deepens understanding of the current nature of the civic, the relation of civic learning to action, and what it takes to realize the civic mission of higher education.

The topics range from the origins of civic engagement in higher education, to academic freedom as a necessary condition for an institutional civic mission, to a “more than human” worldview providing grounding for ecological civic values, to diminished democracy and the twilight of civic values, to social media and new forms of civic engagement.

Chapters explore fresh dimensions of civic values and practices, from shared bases of the civic in a world of increasing difference, to the exhibition of civic values and practices in the treatment and response of “the other” (e.g., undocumented students) to championing individual liberty while addressing major social concerns (e.g., US gun violence) to undergraduate civic learning opportunities, to the possibilities for a global civics.

The volume argues that understanding and acting on the civic today requires broader and deeper analysis and forms of civic learning, thorough campus discussion, and the intentional practicing of civic agency—each important to the centering of the civic on campus and in the community.

The provocation is to encourage redirecting our attention, understanding, and commitment to the civic in its full meaning and implications. At our separate institutions and in higher education collectively, we can move that attention from the periphery to the core



VOLUME III

Civic Studies

PETER LEVINE AND KAROL SOŁTAN, *Editors*

Expected Fall 2013

Civic studies is an emerging field that considers public problems and issues from the perspective of citizens, understood as co-creators of their worlds. What knowledge, skills, strategies, and values do citizens themselves require in order to create a good community or a just society? What methods are available to provide citizens with the ideas they need? Posing these questions implies a significant change in mainstream scholarship across most disciplines.

Civic Studies builds on, and incorporates, abstract theoretical work, various forms of empirical research, and reflections about civic practices. It draws on the Nobel Prize winning work of Elinor Ostrom on overcoming the problem of collective action. It is inspired by the theories of Jürgen Habermas, Roberto Mangabeira Unger, Brent Flyvbjerg, and Philip Selznick as well as Friedrich Hayek and others. It incorporates “thinking constitutionally” (Stephen Elkin) and “eunomics” (Lon Fuller). It draws upon empirical research on deliberation and social capital, in addition to the writings of civic practitioners such as Mohandas Gandhi, Saul Alinsky and Marshall Ganz.

The chapters in this volume examine various approaches to civic studies, such as the study and practice of deliberative democracy and collaborative governance, social science as phronesis, Community-Based Participatory Research (CBPR) and Participatory Action Research (PAR), and Civic Science. The chapters, written by representatives of these approaches, reflect on how each relates to research, teaching, and working for social change.

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VOLUME IV

Civic Learning and Teaching

ASHLEY FINLEY, *Editor* | *Expected Winter 2014*

Civic Learning and Teaching contributes to an understanding of why civic engagement in higher education matters, both inside and outside the classroom, for teachers, students, and community members. From service-learning, study abroad, alternative spring break, to community-based research, most colleges and universities have created opportunities for students to have “civic experiences.” This monograph suggests that when campuses work to connect students’ civic experiences in intentional ways, their civic learning becomes more fluid and more likely to inspire civic thought and action.

Additionally, *Civic Learning and Teaching* encourages readers to consider how the application of civic issues, environments, and ideas, both inside and outside the classroom, can be used to bridge boundaries—both the literal walls that define traditional learning spaces, and also the figurative boundaries that define differences between people. The authors broadly challenge readers to rethink traditional roles of “student,” “teacher,” “researcher,” and “community member” by suggesting that when we engage in civic learning and teaching we actually assume multiple roles.

Each chapter offers insight into the meaning and application of various approaches to civic learning and teaching; across the curriculum, through social media, within intergroup dialogue, for research, and toward shared campus and community outcomes. *Civic Learning and Teaching* is intended to encourage action, thought and collaboration on campuses and in concert with communities.



VOLUME V

Civic Engagement, Civic Development and Higher Education

JILL N. REICH, *Editor* | *Expected Spring 2014*

Civic Engagement, Civic Development and Higher Education provides perspectives by institutional leaders who are inspired rather than discouraged by the present challenges of civic renewal and higher education.

Each author presents a distinct approach from his or her own institution—from community colleges to research universities both public and private in the United States and the world of which it is part. Some consider initiatives which enhance educational excellence at the institutional level, where others emphasize their work with faculty members, curricula, or communities. They include lessons learned from efforts to build a new institution from the ground up, to an institution which operates in cyberspace, to another which works within systems with long held traditions.

The authors address distinct approaches, but together share a commitment to understanding what is, or can be achieved, by using the civic as an agent for change. Together, they were chosen because of their visionary leadership, because they are defining institutions and building programs that are on the cutting edge, and because in embracing the civic tradition of higher education, they bear witness to fundamental beliefs in education as a source of intellectual strength, personal well-being and justice. Great inspiration, much hopefulness and good ideas will be found in their work.

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**THE
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SERIES**

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FROM *THE CIVIC SERIES*

Bringing Theory to Practice's *The Civic Series* is composed of five monographs that raise questions and provide perspectives on fundamental issues about the civic mission of higher education.

Each full monograph is or will be available for free download (pdf) and purchase (\$10; discounts on bulk orders.) Visit the "Publications" page at: www.bttop.org



Civic Provocations
(April 2012)
edited by Donald
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*Civic Learning
and Teaching*
(expected winter
2014) edited by
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*Civic Values, Civic
Practices* (July 2013)
edited by Donald
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*Civic Engagement,
Civic Development,
and Higher Education*
(expected spring 2014)
edited by Jill N. Reich



Civic Studies
(expected fall
2013) edited by
Peter Levine and
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CIVIC SEMINAR INITIATIVE

Recognizing the urgency and general awareness of recent studies calling for campus actions, BTtoP has, for the 2012-2014 funding period, placed special interest on supporting "Civic Seminars" in which diverse campus representatives participate in a seminar (or series of seminars) that discuss the civic mission of the institution and how the full expression of this mission can be achieved.

Seminar Grants for up to \$1,000 are available for institutions to bring together diverse members of the campus community for a half-day or longer facilitated conversation ("seminar") that will subsequently result in the planning, implementation, and assessment of actions consistent with the context and mission of the institution.

More information can be found on the "Funding" page at: www.bttop.org



Civic engagement is an activity, first and foremost. It should be done in the spirit of joining and addressing an issue that is of concern not just to you, but to others, where the well-being or public happiness of others is at stake

We believe that that if each generation of visionary thinkers were to share their boldest ideas about the civic mission of higher education, it would contribute to our cause on campus and in the community



Bringing Theory to Practice

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