



**Engaging Students in the Classroom and the Community:  
Cost-Effective Strategies for Bridging Theory and Practice**  
AAC&U Annual Meeting, January 21, 2010

**Project Pericles** is a not-for-profit organization that encourages and facilitates commitments by colleges and universities to include social responsibility and participatory citizenship as essential elements of their educational programs. Founded in 2001 by philanthropist Eugene M. Lang, Project Pericles works directly with its member institutions, called Pericleans, as they individually and collaboratively develop model civic engagement programs in their classrooms, on their campuses, and in their communities.

**The Civic Engagement Course (CEC) Program™** is a signature program of Project Pericles. Since 2004, Project Pericles has competitively awarded more than 100 matching grants to Periclean faculty members to develop, teach, and evaluate courses that incorporate civic engagement across disciplines in the fine arts, humanities, social sciences, and natural sciences. The program received generous support from the Christian A. Johnson Endeavor Foundation, the Eugene M. Lang Foundation, and The Teagle Foundation.

**CEC WHITE PAPER**

Project Pericles recently published a CEC 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 R. Liss. The white paper is available at [projectpericles.org](http://projectpericles.org).

The white paper shares the learnings from the CEC program and focuses on specific pedagogical strategies employed by the faculty in the fine arts, humanities, social sciences, and natural sciences to integrate education for civic and social responsibility into their courses, as well as the unique challenges of civic education. It details the analysis that finds that most CECs shared three learning outcomes: the ability to recognize and view issues of social concern from multiple perspectives and to formulate and express an informed opinion on these issues; the ability to relate academic materials to their practical applications regarding issues of social concern; and the motivation and capacity to utilize these abilities to take action in the community. Project Pericles believes that these three learning outcomes benefit students as they consider their personal places in the wider world.

An article based on the white paper, **“Incorporating Education for Civic and Social Responsibility into the Undergraduate Curriculum,”** by Jan R. Liss and Ariane Liazos, appears in the January/February 2010 issue of *Change*, the magazine of higher learning. It can be accessed at [www.changemag.org](http://www.changemag.org).

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## PANELISTS

**Myrna Margulies Breitbart**, a Professor of Geography and Urban Studies at Hampshire College since 1977 and former Dean of the School of Social Science, is also Director of a new Community Engagement and Collaborative Learning Network at the college. Her teaching and research interests focus on participatory planning, the role of the new cultural economy in urban regeneration, struggles over urban public space, and the relationship between spatial design and social change. She has written widely on these subjects and the involvement of young people in local planning, research and design. She has a long history of collaboration with community organizations in Holyoke, Massachusetts where she worked with residents to produce a Community Arts Map and Calendar. She is an active participant on the 5-College Community-based Learning Committee and founding member of the Holyoke Planning Network.

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**Nancy Hirschinger-Blank** is an Associate Professor of Criminal Justice at Widener University and serves as the Criminal Justice Internship Coordinator. In 2008 she received the Clarence R. Moll Professor of the Year Award in recognition of leadership in advancing civic engagement and fostering campus commitment to service-learning. Her teaching interests focus on diversity, experiential and service-learning. Her research interests include the effectiveness of varied pedagogical experiences among undergraduate students, mental health issues among justice-involved youth, urban violence and the assessment of urban youth courts. Her work has been published in numerous journals including *Juvenile and Family Court Journal*, *Journal of Criminal Justice Education*, *Journal of Experiential Education* and *American Journal of Public Health*.

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**Jan Risë Liss** has served as Executive Director of Project Pericles since 2005. She has thirty years of senior leadership experience in management, planning, and financial development for a wide range of academic/educational organizations, including The Aspen Institute, Consumers Union (publisher of Consumer Reports and ConsumerReports.org), The New York Public Library, The Brookings Institution, American Express, and The Portland Art Association (Oregon). As an independent consultant to academic and not-for-profit institutions, she served clients that included The Aspen Institute, Columbia University, and the University of Missouri School of Law on matters of strategic planning, curriculum planning, and publishing. She is a member of the Reed College Board of Trustees and a member of the Board of Directors of College and Community Fellowship.

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**Ella Turenne** is Director of Special Projects and Project Pericles Program Director at Eugene Lang College the New School for Liberal Arts. At Lang, Ella manages all civic engagement initiatives at the college and is involved with various diversity initiatives at the college and university level. Ella sits on the board of Dwa Fanm and is on the National Steering Committee of the Inside Out Prison Education Program. She teaches arts and activism at NYU and as a member of the Blackout Arts Collective was involved in the Lyrics on Lockdown project. Her work has been published in various anthologies and she is the editor of a volume of visual art and poetry commemorating the Haitian revolution entitled *revolution/revolisyon/révolution 1804 - 2004: An Artistic Commemoration of the Haitian Revolution*.

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