

Teaching Democratic Thinking

AAC&U Annual Meeting, 21 January 2010

Elon Research Seminar on Engaged Undergraduate Learning: <http://org.elon.edu/ers/>

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Announcement:

Elon University is pleased to announce the Elon Research Seminar on Engaged Undergraduate Learning (ERS). This national two-year multidisciplinary seminar for college faculty and staff is designed to facilitate the development of innovative research and pedagogy on issues central to engaged undergraduate learning. We are now seeking applications for the 2009-2011 seminar. Run in partnership with the American Association of Colleges and Universities (AAC&U), the inaugural seminar will focus on questions about thinking and its relationship to democracy. We have openings for 20 participants and are looking to include people from across academic disciplines and from a diverse range of institutional types, including both faculty and student affairs professionals. We are accepting applications from individuals and from small institutional teams.

Elizabeth Minnich, Senior Scholar at AAC&U, will serve as the intellectual anchor for the seminar. Stephen Bloch-Schulman of Elon University, Donna Engelmann of Alverno College, Rita Pougiales of Evergreen State College and John Ottenhoff of Associated Colleges of the Midwest will serve as Research Leaders; the staff of Elon's Center for the Advancement of Teaching and Learning will provide additional guidance to the seminar participants.

Many in higher education have turned their attention toward the teaching of civic and community engagement, approaching the common concern of educating citizens from a variety of perspectives including civic engagement, service learning, diversity, and global citizenship. As a group, participants will explore the existing literature and conduct research on how students come to learn and develop democratic thinking habits, how to teach for democratic thinking, and how best to assess and document democratic thinking processes. ERS participants will develop a research project which will be conducted at their home institutions.

The project will begin with an extended meeting on Elon's campus between July 12-17, 2009. A second meeting will take place in the summer of 2010 and a third meeting will be held at a conference in the summer of 2011. Seminar participants will be charged a one-time \$1000 registration fee. Expenses related to the seminar, including lodging and meals during the seminar's 2009-2011 summer meetings, will be paid by Elon University. Other participant expenses, including travel and any research costs, will be paid by the participants and/or their home institutions. To be given full consideration, applications need to be received by April 1, 2006. More information and application materials are available at <http://org.elon.edu/ers/>.

A Very Small Sample of Useful Resources:

Books:

- Arendt, H., & Kohn, J. (2003). *Responsibility and Judgment* (1st ed. ed.). New York: Schocken Books.
- Barber, B. R. (1992). *An Aristocracy of Everyone : The Politics of Education and the Future of America* (1st ed. ed.). New York: Ballantine Books.
- Brookfield, S., & Preskill, S. (2005). *Discussion as a Way of Teaching : Tools and Techniques for Democratic Classrooms* (2nd ed. ed.). San Francisco: Jossey-Bass.
- Colby, A. (2007). *Educating for Democracy : Preparing Undergraduates for Responsible Political Engagement* (1st ed. ed.). San Francisco Stanford, CA: Jossey-Bass The Carnegie Foundation for the Advancement of Teaching.
- Dewey, J. (1997). *Democracy and Education : An Introduction to the Philosophy of Education*. New York: Free Press.
- Freire, P. (2000). *Pedagogy of the Oppressed* (30th anniversary ed. ed.). New York: Continuum.
- Hooks, B. (1994). *Teaching to Transgress : Education as the Practice of Freedom*. New York: Routledge.
- Noddings, N. (2003). *Caring : A Feminine Approach to Ethics & Moral Education* (2nd ed. ed.). Berkeley: University of California Press.
- Palmer, P. J. (1998). *The Courage to Teach : Exploring the Inner Landscape of a Teacher's Life* (1st ed. ed.). San Francisco, Calif.: Jossey-Bass.
- Prince, G. S. (2008). *Teach Them to Challenge Authority : Educating for Healthy Societies*. New York: Continuum.
- Seigfried, C. H. (2002). *Feminist Interpretations of John Dewey*. University Park, Pa.: Pennsylvania State University Press.
- Shor, I. (1996). *When Students have Power : Negotiating Authority in a Critical Pedagogy*. Chicago: University of Chicago Press.

Articles:

- Boyte, H. C., & Farr, J. (1997). The Work of Citizenship and the Problem of Service-Learning. *Experiencing citizenship: Concepts and models for service-learning in political science*, 35-48.
- Concepcion, D. W., & Eflin, J. T. (2009). Enabling Change: Transformative and Transgressive Learning in Feminist Ethics and Epistemology. *Teaching Philosophy*, 32(2), 177-198.
- Jaggar, A. M. (1998). Globalizing Feminist Ethics. *Hypatia*, 7-31.
- Minnich, E. K. (2003). Teaching Thinking: Moral and Political Considerations. *Change*, 18-24.
- Minnich, E. K. (2006). Between Impartiality and Bias: On the Importance of Judgment. *Change: The Magazine of Higher Learning*.
- Westheimer, J., & Kahne, J. (2004). What Kind of Citizen? The Politics of Educating for Democracy. *American Educational Research Journal*, 41(2), 237-269.

[N.B. I should have added to the list John Saltmarsh, Matt Hartley, and Patti Clayton, "Democratic Engagement White Paper," available at futureofengagement.files.wordpress.com/2009/02/democratic-engagement-white-paper-2_13_09.pdf, retrieved 02/26/09. Note from SBS.]