



ANNOTATED BIBLIOGRAPHY

CIVIC LITERACY/KNOWLEDGE

Annenberg Public Policy Center. (2007). "Annenberg Public Policy Center Judicial Survey."

The 2007 study, administered by the Annenberg Public Policy Center at the University of Pennsylvania, surveys 1514 adults to gauge their understanding of and support for the Courts. Major findings from the survey indicate that a majority of the American public know little about the workings of the U.S. Supreme Court.

Delli Caprini, M.X. & Keeter, Scott (1996). *What Americans Know About Politics and Why It Matters*. New Haven: Yale University Press.

Delli Carpini examines civic literacy in the United States including literacy trends over the past fifty years, how knowledge is distributed among groups, and how the knowledge impacts voting and elections. Further, the author draws on his own empirical research to discuss the individual and societal benefits of politically informed citizens, and the perils associated with civic incompetence.

Dudley, R.L. & Gitelson, A.R. (2002). Political Literacy, Civic Education, and Civic Engagement: A Return to Political Socialization. *Applied Development Science*, Vol.6, Issue 4, 2002.

The authors provide an overview of the political socialization process and the acquisition of political knowledge, and maintain that the study of youth, political theory, and civic activism is both complex and normative. The authors conclude that there is a need to determine the linkage between civic knowledge and civic engagement.

Eschrich, D. (2010). *We the People: The Citizens and the Constitution 2010 National Finalists' Knowledge of and Support for American Democratic Institutions and Processes*. The Center for Civic Education Report.

Eschrich's report surveys a cohort of students from the 2010 We the People (WTP) competition finals to gain insight on the material they learn and their general thoughts on the program. Key findings are that that WTP participants scored higher than the national average in every measurable category, were more likely to vote and engage in civic activities, were more likely to agree on the importance of staying politically active, and were more likely to agree that individuals should be able to express unpopular opinions and that newspapers should be able to publish freely.



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FindLaw.com/ Thompson Reuters. (August, 2012). Two-Thirds of Americans Can't Name Any U.S. Supreme Court Justices, Says New FindLaw.com Survey. *FindLaw.com/ Thompson Reuters*.

This survey paints a discouraging picture of the civic aptitude of the American public. Results from the survey confirm that two-thirds of the thousand American adults polled could not name a single U.S. Supreme Court Justice.

Galston, W.A. (2001). Political Knowledge, Political Engagement, and Civic Education *Annual Review of Political Science*, Vol.4, 2001, pp. 217-234.

The author provides insight into traditional classroom-based civic education and community-based civic experiences as well as strategies to raise the level of political knowledge of today's youth.

Galston, W.A. (2004). Civic Education and Political Participation. *PS: Political Science & Politics*, Vol. 37, Issue 2, pp.263-266.

The author references a UCLA study surveying 250,000 incoming college freshman that has been conducted annually since the mid-1960's . During that time, every significant indicator of political engagement has fallen by half. Only 34% of those surveyed currently think keeping up with politics is important. This article gives evidence of a steady decline in civic literacy, and offers theories that might help explain that decline.

Galston, W.A. (2007). Civic Knowledge, Civic Education, and Civic Engagement: A Summary of Recent Research. *International Journal of Public Administration*. Vol.30, 2007, pp.623-642.

Galston addresses the dismal state of civic knowledge in America despite large increases in formal education. The author notes that, paradoxically, although civic knowledge has been in a state of decline over the past fifty years, political engagement and volunteering have increased.

Gooch, D.M., & Rogers, M.T. (2012). *A Natural Disaster of Civic Proportions: College Students in the Natural State Fall Short of the Naturalization Benchmark*. *Midsouth Political Science Review*, Special Edition, Vol. 13 (1).

The article provides an assessment of student civic literacy across four dimensions: American political heritage, government structure, current politics, and the Constitution. A major finding from the report is that 86.5% of students failed the naturalization test (96% failed to score a "C" or better). However, contrary to previous research, the article reported that based upon pre- and post-tests, researchers found a significant improvement in civic literacy one semester after students took a one-semester government class.



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Intercollegiate Studies Institute. [n.d]. *Intercollegiate Studies Institute American Civic Literacy Program: Survey Development and Methodology.*

The ICI includes an overview of the development and methodology of their civic literacy test. Specific information provided includes: survey question development, interview techniques and sample size, survey population, randomized sample selection, weighting, participation questions for identifying respondents' civic and political experience, analyses and report writing, and techniques for identifying the impact of college and knowledge on civic engagement.

Intercollegiate Studies Institute. (2008). *Intercollegiate Studies Institute American Civic Literacy Program: American's Report Card.*

The ICI presents results from the 2008 American Civic Literacy Test, in which a random sample of 2,508 students were tested. Seventy-one point four percent of the respondents received a failing grade.

Kennedy, S. (2011). *Civic Literacy: Charting the Dimensions and Consequences of a Civic Deficit.*

Kennedy surveys the empirical research and addresses the evidence of a deficit in civic literacy in the United States. The author goes on to postulate "a connection between civic literacy deficits and increases in political polarization and governmental dysfunction."

Kiernan, H. (February, 1990). Freedom of Expression: Civic Literacy and Civic Identity. *The English Journal*, Vol. 79, No.2, pp.41-44, p.41.

In this article, Kiernan discusses effective strategies for developing civic literacy through exercises empowering students as members of a democratic community.

Kull, S., Ramsey, C., Subias, S., Lewis, E., & Warf, P. (2003). Misperceptions, the Media and Iraq War. *World Public Opinion.*

The authors attempt to examine misconceptions by the American people about the Iraq War and that country's participation in terrorist activities. The report highlights a connection between the frequency of misperceptions and the participant's primary news source.



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McCall, L., Reviewer. (June, 2002). Social Capital, Civic Engagement, and Civic Literacy: Reviewing, Refining, and Defining the Concepts. *Public Performance & Management Review*, Vol. 25, No.4, pp.440-445.

In this article, McCall draws upon the work of Henry Milner and his extensive research on the topic of civic literacy. The author goes on to compare the concept of social capital to civic literacy as a predictor of a country's ability to support democracy, and ultimately concludes that civic literacy is a more appropriate predictor because of its quantifiable elements.

Milner, H. (2002). *Civic Literacy: How Informed Citizens Make Democracy Work*. University Press of New England.

The author takes an in-depth look at the topic of civic literacy in effective democracies and argues that it is the single most important predictor of political participation. The author supports his position on the impact of civic literacy with a wealth of empirical findings from many various democracies around the world.

National Assessment of Educational Progress. (2006). "NAEP-Civics 2006: The Nation's Report Card."

The 2006 National Assessment of Educational Progress (NAEP) report surveys more than 25,000, 4th, 8th, and 12th grade students to gauge their civic knowledge. Compared to the 1998 survey administered by the NAEP, the findings indicate that, statistically, no group showed a significant increase in civic literacy. The report confirms that more than two-thirds of each group was at or just above a *basic* civic literacy level.

National Assessment of Educational Progress. (2010). "NAEP-Civics 2010: The Nation's Report Card."

The 2010 National Assessment of Educational Progress (NAEP) report surveys more than 25,000, 4th, 8th, and 12th grade students to gauge their civic knowledge. Compared to the 1998 and 2006 NAEP civic assessments, the report concludes that 12th grade student scores had declined since 1998 and 2006.

National Constitution Center. (September, 1997). "Civic Research Poll."

Results from the 1997 poll indicate that only five percent of the thousand people surveyed could correctly answer ten fundamental questions about the Constitution. Major findings from the survey show that: more than half polled did not know the correct number of US Senators, only six percent could name four rights guaranteed by the First Amendment, one out of six believed the Constitution established America as a Christian nation, and eighty-four percent believed that "all men are created equal" appears in the Constitution.



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RMC Research Corporation. (November, 2007). *We the People: Evaluation Report*. The Center for Civic Education.

The 2007 study compares the civic literacy of We the People (WTP) participants to students in high school government classes and political science majors at two universities. Students who had participated in WTP had greater civic knowledge than non-participants. Further, the study found that WTP participants were better able to analyze issues, debate, persuade, and achieve group consensus.

Romano, A. (2011). "How Dumb Are We?" *The Daily Beast*. Newsweek/Daily Beast.

Romano highlights findings from a *Newsweek* survey in which thirty-eight percent of Americans failed to correctly identify significant events in U.S. history.

Schudson, M. (2000). America's Ignorant Voters. *Wilson Quarterly*, Vol. 24 Issue 2, p16.

Schudson examines the civic literacy of the American public and poses the question—"how can so many, knowing so little, and voting in such small numbers, build a democracy that appears to be successful?" The author suggests that the complexity of U.S. political institutions is a major deterrent to public understanding of elections and voting, and points to voters reliance on heuristics as an outcome of limited information.

Shenkman, R. (2008). *Just How Stupid Are We? Facing the Truth About the American Voter*. New York, NY: Basic Books.

Shenkman examines the civic knowledge of the American people and suggests that American voters are paying less attention to politics now than in the past.. The author offers proposals to improve the situation, including reforms of major institutions including government, political parties, the media, and civic organizations.

Torra, M., & Navarro, D. (November, 2008). "New Study Finds Americans, Including Elected Officials, Earn A Failing Grade When Tested on American History and Economics." Intercollegiate Studies Institute.

Findings from the 2008 study indicate that approximately forty-nine percent of Americans could not pass a civic literacy test. Tellingly, elected officials scored even lower than the general public, with an average score of forty-four percent.



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CIVIC EDUCATION

Barber, B.R. (1994). A Proposal for Mandatory Citizen Education and Community Service . *Michigan Journal of Community Service Learning*, Vol.1, No.1, pp.86-93.

Barber discusses a rejuvenation of the campus community service movement and its potential to invigorate the meaning of citizenship in a democracy. The author argues that civic education should be an integral part of a liberal education and that community service can help better prepare students for citizenship. Barber highlights a Rutgers University program to illustrate how service and citizen education can be linked effectively.

Bernstein, J. (2008). Cultivating Civic Competence: Simulations and Skill-Building in an Introductory Government Class. *Journal of Political Science Education*, Vol. 4, Issue 1, pp.1-20.

Bernstein studies the impact of simulations on student learning and civic competence; he defines civic competence as “an individual's skill and ability to make sense of vast amounts of political information; to work with others (and in civil opposition to other people's ideas) where appropriate; and to develop effective strategies for political action”. The simulations the author examines are successful in building political skills, but differ across gender and racial lines. Bernstein finds “that their feelings of confidence are driven largely by the skills they have attained and not by the objective political knowledge they have gained.”

Bringle, R.G., Games, R., & Malloy, E.A. (1999). *Colleges and Universities as Citizens*. Boston, MA: Allyn and Bacon.

The authors conceptualize the role of institutions of higher education in producing “engaged citizens.” The book draws on the work of experts from various disciplines to discuss the implications of an increased focus by colleges and universities on civic learning and engagement.

Checkoway, B. (2001). Renewing the Civic Mission of the American Research University [Abstract]. *Journal of Higher Education*, Vol. 72, No. 2, pp. 125-47.

Checkoway examines the role of research universities as institutions that can improve civic engagement in students, and suggests strategies for how to strengthen student learning, get the faculty more engaged, increase institutional capacity, and connect democracy and diversity as complementary educational objectives.



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Education Commission of the States. (2010). Citizenship Education: Educating Students to be Competent and Responsible Citizens and Leaders. *The Progress of Education Reform*, October, 2010, Vol. 11, No. 5.

The article examines research on citizenship education, identifying how citizenship education impacts 21st century skills, civic learning opportunities and achievement gaps.

Ehrlich, T. (2000). *Civic Responsibility and Higher Education*. American Council of Education Oryx Press Series on Higher Education. Westport, CT: Greenwood Publishing Group.

The author surveys twenty-one essays that discuss the challenges of incorporating civic responsibility into student's experiences in institutions of higher education.

Fleming, N. (October 10, 2012). Civic Education Found Lacking in Most States. *Education Week*.

Fleming discusses a report released by the Center for Information and Research on Civic Learning and Engagement (CIRCLE) highlighting low standards in the nation's high school curricula for civic education; only eight states have standardized tests for civics and U.S. government and just two require students to pass the examination in order to graduate. The author argues that the abysmal state of civics in the U.S. education is, in part, due to the lack of required testing; he also argues that civic education is critical to the development of "21st-century skills."

Finkel, S.E. (2002). Civic Education and the Mobilization of Political Participation in Developing Democracies. *The Journal of Politics*, Vol. 64, No. 4 (Nov, 2002), pp.994-1020.

This article examines the impact of adult civic education programs on political participation in the Dominican Republic and South Africa. The findings suggest that civic education and group mobilization processes are complementary in both countries. The author asserts that civic education influences individual political behavior in much the same way that participation does in other types of group activities.

Finklestein, B. (1988). Rescuing Civic Learning: Some Prescriptions for the 1990s [Abstract]. *Theory into Practice*, Vol.27, No. 4, pp. 251-56.

Finklestein identifies and analyzes the prescriptions of four groups of civic educational reformers: civic imperials, civic spiritualists, civic intellectuals, and civic communitarians.



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Guarasci, R., & Cornwell, G.H. (1997). *Democratic Education in an Age of Difference: Redefining Citizenship in Higher Education*. (1st edition). San Francisco, CA: Jossey-Bass Publishers.

The authors analyze different ideas, initiatives, and experiments intended to make students more cognizant of social differences in their community. They discuss learning communities, residential communities, and public service activities on campuses, and the ways in which each approach nurtures the development of democratic sensibility, citizenship skills, and multicultural fluency.

Hess, D. (2009). *Controversy in the Classroom: The Democratic Power of Discussion*. New York: Rutledge.

Hess challenges the practice of avoiding controversial topics in the school curriculum and argues that her own empirical research demonstrates the efficacy of teaching civics through such methods.

Intercollegiate Studies Institute. (2011). Rep. National Civic Literacy Board, Feb.

The 2011 study by the Intercollegiate Studies Institute aims to gauge the quality of civic education in the United States by surveying over 2,500 adults. The study was intended to determine the impact college education has on motivating citizens to become more actively engaged in the political process. Results from the study indicate that, a college education has zero impact on citizen involvement. Only civic knowledge influenced active civic engagement.

Kahne, J., Ullman, J., & Middaugh, E. (2011). Digital Opportunities for Civic Education. *American Enterprise Institute*.

The authors discuss the lack of civic engagement among young adults in America, and contend that civic educators need to focus attention on digital and social media mechanisms to improve engagement and participation.

Maurasse, D. (2001). *Beyond the Campus: How Colleges and Universities Form Partnerships with their Communities*. New York: Routledge.

The author examines the relationship between institutions of higher education and their partners in the community. Maurasse identifies plausible challenges such partnerships face and offers a roadmap for ways in which the partnerships can improve the community.



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Morse, S.W. (1989). *Renewing Civic Capacity: Preparing College Students for Service and Citizenship* ERIC Clearinghouse on Higher Education.

This article defines responsible citizenship in a democratic society and its requisite skills; reviews higher education's role in civic education; identifies ways colleges and universities can help develop the skills required for citizenship and public life; and suggests ways that campuses can create environments for civic learning through teaching, governance, extracurricular activities, campus life, and community relations.

Niemi, R.G., & Junn, J. (1998). *Civic Education: What Makes Students Learn*. New Haven: Yale University Press.

The authors use data from the 1988 NAEP findings to further examine the impact of civics in the high school curriculum. Niemi and Junn find that 12th grade civics courses give students a two percentage-point advantage over students who had taken an earlier government course, and a four percentage-point advantage over students who did not take any civics courses.

Parsons, M.H., & Lisman, C.D. (1996). *Promoting Community Renewal Through Civic Literacy and Service Learning: New Directions for Community Colleges*. San Francisco, CA: Jossey-Bass Publishers.

The authors explore the possibility of community colleges serving as agents to increase civic literacy through service learning and community-based programming. The book provides the theoretical framework and practical models for how community colleges can improve the civic literacy of students.

Patrick, J.J. (1996). *National Standards as Reflectors and Directors of Practices in Civic Education in the U.S.A.* Paper prepared for presentation at the International Civic Education Conference in Buenos Aires, Argentina, October, 2, 1996.

The author examines the "National Standards for Civics and Government," set forth by the Center for Civic Education in 1994. Patrick concludes that since the standard was created, it has become the criterion by which programs and practices are evaluated.

Ravitch, D., & Viteritti, J.P. (2003). *Making Good Citizens: Education and Civil Society*. Yale University Press.

Ravitch and Viteritti bring together experts from a variety of disciplines to discuss the relationship between a healthy democracy and education. The book investigates the role of education in helping develop and improve students' civic responsibility.



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Schmitt, G. J., Hess, F. H., Farkas, S., Duffet, A. M., Miller, C., & Schutte, J. M. (2010). High Schools, Civics, and Citizenship: What Social Studies Teachers Think and Do. *American Enterprise Institute for Public Policy Research (AEI)*.

In this study, the authors attempt to answer the question—“what are teachers trying to teach our youth about citizenship and what it means to be an American?” The study surveyed a random sample of public, private, and Catholic social studies teachers and convened three focus groups. Only twenty-four percent of the teachers reported feeling “very confident” that their students know the protections provided by the Bill of Rights.

Shermis, S. (1991). Social Scientists, Historians and Super Patriots: The Origins of Civic Education in the United States *Southern Social Studies Journal*, Vol.17, No.1, pp. 2-16.

Shermis examines the evolution of civic education from its origins in the late 1800s through the twentieth century. The author also examines the objectives of historians, sociologists, and advocates of the Americanism movement in advancing citizenship training. Shermis concludes that the failure to achieve some of the original goals of social studies is attributable to their inconsistency with patriotic indoctrination.

Stanley, M. (1983). How to Think Anew about Civic Education. *Journal of Teacher Education*, Vol. 34, No. 6, pp.38-40.

Stanley discusses approaches that contribute to civic education in the U.S. and argues that compartmentalized approaches are not as effective as broader, more aggressive methods.

Stanton, G.E. (1987). The Civic Education Background of Future Teachers. *Social Studies Review*, Vol. 26, No.3, pp.36-46.

The author examines results from a survey given to future teachers to determine their capacity for teaching civics courses. Findings from the report suggest that a large percentage of these individuals had insufficient knowledge of subject matter related to civic education and Constitutionalism.



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Stedman, L.C. (March, 2009). The NAEP Long-Term Trend Assessment: A Review of Its Transformation, Use, and Findings. Paper commissioned for the 20th anniversary of the National Assessment Governing Board.

Stedman discusses the evolution of the National Assessment of Educational Process (NAEP) from a privately-funded initiative to an Congressionally-legislated program that focuses on monitoring the progress and achievement of students. The report goes on to describe NAEP's trend assessment, how its work has influenced the public discussion on education, and other major findings.

Stotsky, Sandra. (1991). *Connecting Civic Education & Language Education. The Contemporary Challenge*. New York, NY: Teachers College Press.

Stotsky's collection of essays offers a new approach to the strengthening and development of students' civic identity in America through the teaching of reading, writing, speech, and literature.

Torney-Purta, J. (1983). Psychological Perspectives on Enhancing Civic Education through the Education of Teachers . *Journal of Teacher Education*, Vol. 34, No.6, pp.30-34.

The author addresses the necessity of addressing psychological studies when considering civic learning. Torney-Purta argues that changes must begin with teacher education and should be focused on changing classroom climate, where teachers' attitudes towards the use of democratic or authoritarian processes can exert great influence; and understanding students and teachers as developing individuals.

Walling, D.R. (2007). The Return of Civic Education. *Phi Delta Kappan*. Vol.89, No. 4, December, 2007.

Walling examines the history of civic education in America and efforts by the Center for Civic Education to improve the current state of the topic. The author provides an optimistic assessment of the country's ability to improve civic education .

Berkowitz, L., & Benderly, B. (1989). *Building Bridges to Citizenship: How to Create Successful Intergenerational Citizenship Programs*. Alexandria, VA: Close Up Foundation.

The authors describe the benefits of intergenerational programming in the community and outline effective strategies for planning and executing small to large scale activities.



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Cohen, C.J. & Kahne, J. (2012). *Participatory Politics: New Media and Youth Political Action*. MacArthur Research Network on Youth & Participatory Politics.

Researchers from the University of Chicago and Mills College discuss results of a national study of new media and politics among the American youth. Among other findings, Cohen and Kahne describe how teens and young adults are increasingly engaging in “participatory politics” through new media avenues.

Diemer, M.A. (2012). Fostering Marginalized Youths’ Political Participation: Longitudinal Roles of Parental Political Socialization and Youth Sociopolitical Development *American Journal of Community Psychology*, Vol. 50, Issue 1-2, pp. 246-56.

Diemer addresses civic participation disparities among racial/ethnic groups, and an open scholarly question—whether youths’ commitment to create social change predicts their traditional participation. He emphasizes parents’ role in fostering marginalized youths’ civic and political participation.

Hodge, G., Lewis, T., Kramer, K., & Hughes, R. (2001). Collaboration for Excellence: Engaged Scholarship at Collin Community College. *Community College Journal of Research and Practice*, Vol.25, No.9, p.675-690, Nov. 2001.

The authors highlight efforts by a community college in Plano, Texas to address students’ lack of civic involvement through a collaboration of service-learning and learning community programs. The interdisciplinary approach combines two or more courses with a common theme, allowing students to understand the connection between the disciplines.

Hollander, E., & Burack, C. (2009). How Young People Develop Long-Lasting Habits of Civic Engagement: A Conversation on Building a Research Agenda. Retrieved from <http://www.compact.org/wpcontent/uploads/2009/05/spencerconversationresearchagenda1.pdf>.

Hollander and Burack discuss the state of civic engagement by American youth and strive to gain a better understanding of what prompts young people to develop lasting habits of engagement. The report provides an overview of current research and suggests a research agenda for advancing our understanding, of civic engagement.



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Levine, P. (2011, September 16). Could Civic Engagement Be the Key to Economic Success? [Web blog]. Retrieved from http://www.huffingtonpost.com/peter-levine/could-civic-engagement-be_b_966176.html.

Levine examines unemployment in Nevada and North Dakota and attempts to determine whether there is a correlation between civic engagement and unemployment. Findings suggest a significant correlation between civic engagement and higher rates of employment.

Metz, E.C., & Youniss, J. (2005). Longitudinal Gains in Civic Development through School-Based Required Service. *Political Psychology*, Vol. 26, Issue 3, pp. 413-437.

This study looked at three cohorts of high school students—one without a community service requirement and two with such a requirement. Those students who were already inclined to serve, didn't experience any advantage, but the students who were less inclined to serve initially showed marked gains on three of four civic measures after completing the course requirement.

McIntosh, H. Berman, S., & Youniss, J. (2010). A Five-Year Evaluation of a Comprehensive High School Civic Engagement Initiative. The Center for Information and Research on Civic Learning and Engagement (CIRCLE).

This report details the civic development efforts of a high school in Massachusetts where students meet once a week to discuss governance and school-related issues, participate in community service projects, and pursue other cluster-related activities. Findings from the study suggest the program increases student participation in community service projects and improves their political knowledge.

Morrissey, J. (2000). Indicators of Citizen Participation: Lessons from Learning Teams in Rural EZ/EC Communities. *Community Development Journal*, Vol. 35, Issue 1, pp. 59-74.

Morrissey reports on indicators of citizen participation in empowerment zone and enterprise community programs for ten highly distressed rural communities. The research aims to determine the level and quality of participation, the impact of participation on self-development and the influence of participation on policy or change.

Perkins, D., Brown, B.B., & Taylor, R.B. (1996). The Ecology of Empowerment: Predicting Participation in Community Organizations. *Journal of Social Issues*, Vol.52, Issue 1, pp.85-110.

The authors provide a framework for economic, physical, and social environmental predictors of participation in community organizations. The study analyzes empirical data from three major US cities used to predict participation in community organizations.



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Pilisuk, M., McAllister, J., & Rothman, J. (1996). Coming Together for Action: The Challenge of Contemporary Grassroots Community Organizing. *Journal of Social Issues*, Vol.52, Issue 1, pp.15-37.

The authors discuss elements of grassroots community action relevant to concepts of social action, locality development, and empowerment. The proliferation of these organizations is discussed together with challenges they face, including the role of outside experts, the use of specialized information, and connections to coalitions and larger social movements.

Pratkanis, A.R. (1996). Persuasion and Democracy: Strategies for Increasing Deliberative Participation and Enacting Social Change. *Journal of Social Issues*, Vol.52, Issue 1, pp. 187-205.

The article discusses the role of deliberative persuasion or propaganda in social action. Pratkanis argues that genuine democratic social change can only be achieved by anticipating the propaganda and encouraging deliberative persuasion. The article discusses characteristics of the persuasion landscape, identifies obstacles to deliberative persuasion, and discusses methods for promoting deliberative persuasion.

Putnam, R.D. (1996). The Strange Disappearance of Civic America. *The American Prospect*, Vol. 7, No. 24.

Putnam discusses the reduction of social capital in America, and concludes that non-social activities, such as television and the Internet, have contributed to the loss.

Rimmerman, C.A. (2001). *The New Citizenship: Unconventional Politics, Activism, and Service*. Boulder: Westview Press.

Rimmerman examines grassroots mobilization, community activism, service learning, and use of technology in efforts to combat the breakdown of civility in the U.S. political system. The author discusses alternatives to voting that can allow citizens to communicate their discontent with government. Rimmerman also touches on the attitudes and values of college students as they transition into a more engaging role within the political system.



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CITIZENSHIP

Boyte, H., & Skelton, N. (1995). *Reinventing Citizenship: The Practice of Public Work*. University of Minnesota Extension Service, Humphrey Institute of Public Affairs, Center for Democracy and Citizenship.

The publication addresses the marginalizing effect on public service of disillusionment with public life in the U.S. The author describes ways in which public work can be used to improve citizenship and rejuvenate public life.

Butts, R.F. (1989). *The Civic Mission in Educational Reform: Perspectives for the Public and the Profession*. Stanford, CA: Hoover Institute Press.

Butts discusses the practice of citizenship from the perspectives of a magnitude of ethnic, linguistic, and religious groups. The author contends that the mission of civic education is best served when the focus is on commonly shared values by multiple groups. The report illuminates how the theme of citizenship could be used as a galvanizing element in a common core of studies, giving a scholarly foundation to moral and civic education; and providing a common ground for a pluralistic society.

Cogan, J.J. (1999). Civic Education in the United States: A Brief History. *International Journal of Social Education*, Vol. 14, No.1, pp.52-64.

The author provides an overview of the history of civic education and discusses the distinction between civic and citizenship education, content and reflective inquiry approaches and their integration through national standards, and the future of civic education in the country.

Hahn, C.L. (1999). Citizenship Education: An Empirical Study of Policy, Practices and Outcomes [Abstract]. *Oxford Review of Education*.

Hahn reports on the status of civic education in six countries—USA, Britain, Germany, Denmark, the Netherlands, and Australia. Diverse policies and practices in the respective countries were found to be associated with different patterns of adolescent political attitudes and perceptions. The report suggests that in environments where students are able to express their opinions and engage in the policymaking process, they are more interested in political issues.

Indiana Bar Foundation. (2011). 2011 Indiana Civic Health Index. *The Center for Law and Civic Education*.

The inaugural report examined the civic behaviors and attitudes of Hoosiers using U.S. Census Bureau and Current Population Survey (CPS) data. The report discusses the challenges that affect how Hoosiers participate in civic life.



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Levine, P., & Gastil, J. *The Deliberative Democracy Handbook: Strategies for Effective Civic Engagement of the Twenty-First Century*. San Francisco, CA: Jossey-Bass Publishers.

Levine and Gastil discuss strategies for generating a renewed democracy through, "rich case materials from many cities and types of institutional settings with careful reflection on core principles."

Owen, D. (2011). *Civic Education and Elections in the United States*. Paper prepared for presentation at the German-American Conference, "Comparisons of Parliamentary and Coordinated Power Systems," Bloomington, Indiana, March 4-8, 2011.

Owen discusses the complexity of the American presidential election and considers how this complexity challenges voters. She examines the civic literacy of American students, and a variety of, issues related to education for voting and elections. The author concludes by offering suggestions for improving participation

Patrick, J.J. (1997). Teaching about Democratic Constitutionalism [Abstract]. *ERIC Digest*. Bloomington, IN: ERIC Clearinghouse for Social Studies/Social Science Education.

The author discusses the importance of constitutions and constitutionalism, and argues that the primary objective of education for democratic citizenship should be to impart knowledge of constitutionalism.

Reeher, G.E., & Cammarano, J.E. (1997). *Education for Citizenship: Ideas and Innovations in Political Learning*. Blue Ridge Summit, PA: Rowman & Littlefield Publishers, Inc.

The authors describe efforts to redefine the habits that contribute to improved citizenship, enhance citizens' sense of connectedness to a community, and support best practices, basic values, and institutions vital to the democratic process.

Steinberg, K., & Norris, K. (2011). Assessing Civic Mindedness. *Diversity & Democracy*, 14 (3): 12-14.

Steinberg and Norris discuss the importance of preparing American students to become civically engaged. They assess key dimensions in the development of a civic-minded graduate (CMG)

Westheimer, J., & Kahne, J. (2004). "What Kind of Citizen? The Politics of Educating For Democracy." *American Educational Research Journal*, 41 (2): 237-269.

Westheimer and Kahne call attention to a range of ideas on the essential attributes of good citizens and methods for encouraging those attributes in civic education programs.



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SERVICE-LEARNING

Hollander, E., & Hartley, M. (2003). Civic Renewal: A Powerful Framework for Advancing Service Learning. B. Jacoby (Editor) *Building Partnerships for Service-Learning*, pp. 289-313. San Francisco: Jossey-Bass Publishers.

The authors examine partnership opportunities focused on civic renewal and declare these partnerships paramount for nurturing democratic communities. The article explores the relationship between civic renewal in higher education and service-learning.

Lisman, C.D. (1998). *Toward A Civil Society: Civic Literacy and Service Learning*. Westport, CT: Greenwood Publishing Group.

Lisman provides a basic explanation of service learning and its relationship to civic virtue. The author argues that certain approaches to service learning are ineffective because of their "association with weak democracy or procedural republicanism." His basic argument is for a progressive communitarian public philosophy, grounded in a conviction that individuals achieve meaning and significance in the context of community.

Shastri, A. (1999, April 19). *Investigating content knowledge in academic service-learning: A Quasi-Experimental Study in an Educational Psychology Course*. Lecture presented at Annual Meeting of the American Educational Research Association in Canada, Montreal.

Shastri explores three decades of service-learning research that finds content knowledge does develop leadership skills, self-esteem, teamwork, communication skills and acceptance of cultural diversity, but notes that issues of intellectual and cognitive development have been underexplored.

Soule, S. (2000). We the People...The Citizen and the Constitution: Knowledge of and Support of Democratic Institutions and Processes by Participating Students. *National Finals, 2000*. Calabasas, CA: Center for Civic Education.

Soule discusses "We the People...The Citizen and the Constitution," an instructional program for students intended to provide education on the United States foundational principles. The author discusses results of a survey conducted in 2000 that found WTP participants to be more knowledgeable about U.S. democratic institutions and processes than non-participants.