

**P.S. 291: Citizenship and Democratic Development:
A BFS/ABCS Research Seminar**

Fall, 2005
Tuesdays, 2-5
College Hall 315A & 514 Mellon Bank Bldg

Henry Teune &
Collaborating Faculty

This is the third iteration of this seminar. The first explored the concept and measures of democracy at the level of individuals. It initiated a two-stage pre-test of a questionnaire: focused informal interviews with students and then an extensive administration of a questionnaire. The questions were designed to assess values, skills, activities (experiences), and knowledge concerning democracy. The objective was to determine the factors that would change commitments to democracy among undergraduates at Penn. The second seminar designed a final version of a questionnaire that was administered to samples of students targeted on each class; explored the perceptions of Penn as an institution among its community neighbors; and analyzed the responses of students, with freshman as a special group, to create a complex concept that would define a “democratic” student. It also began a discussion of alternative policies that could be pursued at Penn to enhance the democratic proclivities of its students.

The results from the second seminar have been extensively analyzed. It is the intention of this version of the seminar, the third, to move the research forward in four directions. First to develop and refine the concept of a democratic citizen, focusing on values, responsibilities, and political judgment. Second to embellish the meanings of democracy to students through focus group research on the questionnaire and related issues of university policies. Third to administer the questionnaire to all students, assuring adequate representation of the diverse sub-groups of Penn’s undergraduate population. Fourth to generate policy proposals appropriate to undergraduate education for democratic citizenship at Penn.

The research protocols created at Penn through this seminar are being extended to colleges and universities in this region, the country, and around the world. It is part of a broader research program to examine the impact of universities/higher education on democratic development in collaboration with the Council of Europe’s 2005—European Year of Citizenship Through Education which, this spring, was linked to the UN’s World Program on Human Rights Education.

What Will be Done

Research and analysis are the primary activities of the seminar. We will discuss the concept of the dynamics of democratic development in terms of individual knowledge, skills, values, and responsibilities and judgment at a critical period of human learning as well as the social, economic, and political institutions, cultures, and processes that nurture democracy. We will read from a variety of sources on democracy, citizenship, survey research, data analysis, and the role of higher education in democratic

development. We will also administer a questionnaire to all Penn undergraduates and analyze the responses with comparisons to those of last year. We will organize into task forces that will learn about focus group research and then use that knowledge to elicit in depth and comprehensive responses from fellow students about their understandings of and commitments to democracy and ideas about education about democracy. Finally, we will discuss in the task forces as well as in the seminar recommendations of policies that can be adopted by Penn and other colleges and universities to improve the democratic development of its students.

Conduct of the Seminar

The seminar will meet in full each Tuesday at the stated time (2:00 pm). Much of the work of the seminar, however, will be done in task forces, each composed of four students. Each task force will not only make presentations to the seminar but also engage in efforts to collect and analyze data. Some of these reports will be written and entered on the course web page.

Individual Written Reports

Each student will write two final essays, one on what has been learned in the seminar about democratic political development of students and groups within and around universities along with hypotheses about what facilitates or inhibits it. This will be based on the survey that will be conducted by the seminar, as well as from the two previous ones, with special reference to what has been learned from the focus groups. The second essay will recommend changes in policies and practices of Penn that should include predictions about what kinds of changes in the Penn experience will aid the democratic development of its students and change universities from their current emphasis on education for the professions to education for democratic citizenship.

The Global Dimension

This seminar is part of a broader research project on Universities as Sites of Citizenship and Democratic Education, which is focused on universities and colleges as institutions, what they do and why, regarding education for citizenship and democracy for their students and in their communities and societies. That research is organized under the auspices of an International Consortium composed of the American Association of Higher Education, American Council of Education, the Association of American Colleges and Universities, and Campus Compact. These are among the main private, non-governmental organizations dealing with higher education in the United States. Affiliated with the Consortium are equivalent organizations in Australia, Korea, and South Africa. Additional organizations will be associating in the near future. The Executive Director of the International Consortium is housed at the University of Pennsylvania who also serves as Executive Director of the University as Sites for Citizenship project at Penn.

The main collaborating global organization is the Council of Europe, composed of 47 members, and working through its Committee on Higher Education and Research which is part of the Directorate General IV on Education, Culture, Youth and Sport, Environment, under which the Higher Education and Research Division Operates. The Council and the U.S. National Science Foundation have funded the first phase of the research. Its work, including reports of relevance to this seminar is <http://iche> (international consortium on higher education). The Council has stepped up its activities with its 2005 European Year of Citizenship Through Education, its planned formal collaboration with the UN World Program on Human Rights Education this September.

Readings

Readings are given for each topic, all of which are available on Blackboard (Blackboard of SAS <http://courseweb.library.upenn.edu>) in the sequence indicated. Other items will be distributed in class. The reading list is open to new items of relevance to what was discussed in the weekly seminars and will be added in the Appendix. The web page of the Council of Europe is a good source (www.coe.fr). It contains some of the reports of research done here at Penn in collaboration with the Council in its program on Education for Democracy.

Topics and Readings

Week One: September 13 **Introduction to the Seminar and the Research Project**
(*Strategies for publicity of the survey*)

- What has from learned from previous research in PSCI 291
- Discussion of the survey: objectives and administration
- Organization for the survey
- Assignment to task forces
- The University of Pennsylvania and democratic citizenship
- Overview of assignments and readings

Week Two: September 20 **Concepts of Democracy in Educational Contexts**
(*Preparing for the organization of the survey*)

(Note: The Scottish report is the theoretical framework for the Penn Model)

1. Scottish Model (blackboard, and following)
2. The Penn Model (The latest, general report on the P.S. 291 survey)
3. Sniderman, "Personality and Democratic Politics: Conjectures and Conclusions"

Week Three: September 27 **Understanding Survey Research and Data Analysis**
(*Strategies for increasing the responses*)

(Note: Read these generally, not for specific, detailed information, but as an overview about what is involved in survey research—a major source for what we think we know about large segments of living human populations.)

1. Carlson and Hyde, "Collecting Data Using Surveys"
2. Lazarsfeld and Barton, "Qualitative Measurement in the Social Sciences"
3. Manheim, et. al., "Who, What, Where, When: The Problem of Sampling"

Week Four: October 4 **Democracy, Education, and the University: Policy Issues**
(First efforts at follow-ups for increasing response rates)

(Note: These are mostly U.S. perspectives on citizenship education, the last two with some equivalence to governmental international declarations.)

1. Sternberg, "Four Alternative Futures for Education in the United States"
2. Colby, "Education Undergraduates for Responsible Citizenship"
3. Colby, Erlich et. al., Preface and Chapters 1, 2, and 10 from Educating Citizens
4. Astin, Chapter One from What Matters in College
5. Astin, "Liberal Education and Democracy: The Case for Pragmatism"
6. Ostrander, "Democracy, Civic Participation, and the University: A Comparative Study of Civic Engagement on Five Campuses"
7. The President's Fourth of July Declaration
8. Wingspread Declaration

Week Five: October 11 **Understanding Statistics and Data Analysis**
(A look at analyses from the 2004 survey and first analyses of the 2005 responses)

(Note: The first of these is a basic concept and computation introduction with definitions and indications of the complexities of analysis.)

1. Yuker, "A Guide to Statistical..."
2. Weisberg, "Statistical Inferences for Means", "Control Tables", "Two Variable Tables"
3. Carmines and Zeller, "Reliability and Validity Assessment"

Week Six: October 25 **Focus Group Research: Democratic Realities and Possibilities**
(Strategies for selecting groups and conducting the research discussions)

1. Fern, "Introduction and Conceptual Framework"
2. Wolf, et al., Focus Groups and Surveys as Complementary Research Methods"
3. Putchta and Potter, "Focus Groups and Interaction".

Week Seven: November 1 **Presentation of Focus Groups Results: Policy Ideas**
(Reports written after this seminar session and entered into the seminar blackboard page for general reference)

Week Eight: November 8 **What We Have Learned about Values from Student Research: Education for Democracy at Penn**

(First discussions of the survey results)

1. Newcomb, "The Impact of College: Prologue," from The Impact of College on Students
2. Newcomb, "The Impact of College: Epilogue," from The Impact of College on Students
3. Newcomb, "Problems of Interpretation," from The Impact of College on Students
4. Bergman, "College Education and Political Sophistication"
5. Sanford. "Developmental Status of the Entering Freshman"
6. Sanford, "Social Responsibility"

Week Nine: November 15 **Discussion of Survey Results**

(Task Forces will have prepared for reports on specific topics for discussion, including possible areas for policy changes)

Week Ten: November 22 **Global Dimensions of Education for Citizenship**

1. Smith, "Modern Citizenship",
2. Burchell, "Ancient Citizenship and its Inheritors"
3. Audiger, "Basic Concepts and Core Competencies for Education for Democratic Citizenship"
4. "The Budapest Declaration"
5. "Education and the Council of Europe: Policy and Practice for Democracy"

Week Eleven: November 27 **Presentation of Results from Student Survey**

Week Twelve: December 6 **Policies Relevant to Democratic Development of Penn Students**