

Term Paper On Civic Engagement

It is easy to see that the world finds itself too often in tumultuous situations with catastrophic results. An adequate education can instill holistic knowledge, empathy, and the skills necessary for promoting an international coalition of peaceful nations. Promoting Global Peace and Civic Engagement through Education outlines the pedagogical practices necessary to inspire the next generation of peace-bringers by addressing strategies to include topics from human rights and environmental sustainability, to social justice and disarmament in a comprehensive method. Providing perspectives on how to live in a multi-cultural, multi-racial, and multi-religious society, this book is a critical reference source for educators, students of education, government officials, and administration who hope to make a positive change.

Based on a 5-year study of an elementary school with socioeconomic diversity, the authors provide an active model of civic engagement organized into three settings: Classroom, School, and Community. Each chapter includes an overview of what research has demonstrated about civic engagement in that particular space, offers detailed descriptions of activities, and closes with lessons for practice. This case study demonstrates how putting civics at the center of the curriculum gives purpose and

motivation to traditional academic learning, including tested subjects such as reading, writing, and mathematics. As former elementary school teachers, the authors focus on what is possible in schools rather than a romantic vision of what schools could be. Classroom teachers, school principals, community members, and teacher educators can use this resource to foster a deeper, richer understanding of what is entailed in civic life.

Alexis de Tocqueville, John Stuart Mill, and the U.S. Supreme Court have all alleged that jury service promotes civic and political engagement, yet none could prove it. Finally, *The Jury and Democracy* provides compelling systematic evidence to support this view. Drawing from in-depth interviews, thousands of juror surveys, and court and voting records from across the United States, the authors show that serving on a jury can trigger changes in how citizens view themselves, their peers, and their government--and can even significantly increase electoral turnout among infrequent voters. Jury service also sparks long-term shifts in media use, political action, and community involvement. In an era when involved Americans are searching for ways to inspire their fellow citizens, *The Jury and Democracy* offers a plausible and realistic path for turning passive spectators into active political participants.

More than a century ago, John Dewey challenged

the education community to look to civic involvement for the betterment of both community and campus. Today, the challenge remains. In his landmark book, editor Thomas Ehrlich has collected essays from national leaders who have focused on civic responsibility and higher education. Imparting both philosophy and working examples, Ehrlich provides the inspiration for innovative new programs in this essential area of learning.

As art museum educators become more involved in curatorial decisions and creating opportunities for community voices to be represented in the galleries of the museum, museum education is shifting from responding to works of art to developing authentic opportunities for engagement with their communities. Current research focuses on museum education experiences and the wide-reaching benefits of including these experiences into art education courses. As more universities add art museum education to their curricula, there is a need for a text to support the topic and offer examples of real-world museum education experiences. Engaging Communities Through Civic Engagement in Art Museum Education deepens knowledge on museum and art education and civic engagement and bridges the gap from theory to practice. The chapters focus on various sectors of this research, including diversity and inclusion in museum experiences, engaging communities through new techniques, and

museum and university partnerships. As such, it includes coverage on timely topics that include programs and audience engagement with the LGBTQ+, refugee, disability, and senior communities; socially responsive museum pedagogy; and the use of student workers. This book is ideal for museum educators, museum directors, curators, professionals, practitioners, researchers, academicians, and students who are interested in updated knowledge and research in art education, curriculum development, and civic engagement.

Maria Avila presents a personal account of how, from her experience as a teenager working in a factory in Ciudad Juarez, she got involved in community organizing and how she has since applied its distinctive practices to civic engagement in higher education. Her premise is that community organizing can help create a culture that values and rewards civically engaged scholarship and thus advance higher education's public, democratic mission. Adapting what she learned during her years as an organizer with the Industrial Areas Foundation, she describes a practice that aims for full reciprocity between partners and is achieved through the careful nurturing of relationships, a mutual understanding of personal narratives, leadership building, power analysis, and critical reflection. She demonstrates how she implemented the process in

various institutions and in various contexts and shares lessons learned. Community organizing recognizes the need to understand the world as it is in order to create spaces where stakeholders can dialogue and deliberate about strategies for creating the world as we would like it to be. Maria Avila offers a vision and process that can lead to creating institutional change in higher education, in communities surrounding colleges and universities, and in society at large. This book is a narrative of her personal and professional journey and of how she has gone about co-creating spaces where democracy can be enacted and individual, institutional, and community transformation can occur. In inviting us to experience the process of organizing, and in keeping with its values and spirit, she includes the voices of the participants in the initiatives in which she collaborated – stakeholders ranging from community partners to faculty, students, and administrators in higher education. People's bonds, associations and networks - as well as the civil, political, and institutional characteristics of the society in which they live - can be powerful drivers affecting the quality of life among a community's, a city's, or a nation's inhabitants and their ability to achieve both individual and societal goals. Civic engagement, social cohesion, and other dimensions of social capital affect social, economic and health outcomes for individuals and

communities. Can these be measured, and can federal surveys contribute toward this end? Can this information be collected elsewhere, and if so, how should it be collected? Civic Engagement and Social Cohesion identifies measurement approaches that can lead to improved understanding of civic engagement, social cohesion, and social capital - and their potential role in explaining the functioning of society. With the needs of data users in mind, this report examines conceptual frameworks developed in the literature to determine promising measures and measurement methods for informing public policy discourse. The report identifies working definitions of key terms; advises on the feasibility and specifications of indicators relevant to analyses of social, economic, and health domains; and assesses the strength of the evidence regarding the relationship between these indicators and observed trends in crime, employment, and resilience to shocks such as natural disasters. Civic Engagement and Social Cohesion weighs the relative merits of surveys, administrative records, and non-government data sources, and considers the appropriate role of the federal statistical system. This report makes recommendations to improve the measurement of civic health through population surveys conducted by the government and identifies priority areas for research, development, and implementation.

Social media platforms are the latest manifestation in a series of sociotechnical innovations designed to enhance civic engagement, political participation, and global activism. While many researchers started out as optimists about the promise of social media for broadening participation and enhancing civic engagement, recent events have tempered that optimism. As this book goes to press, Facebook is fighting a battle over the massive disclosure of user information during the 2016 U.S. presidential campaign, social analytics company Cambridge Analytica is being revealed as a major player in micro profiling voters in that same election, bots and fake news factories are undermining democratic discourse via social media worldwide, and the president of the United States is unnerving the world as a stream-of-consciousness Twitter user. This book is a foundational review of current research on social media and civic engagement organized in terms of history, theory, practice, and challenges. History reviews how researchers and developers have continuously pushed the envelope to explore technology enhancements for political and social discourse. Theory reveals that the use of globally-networked social technologies touches many fields including political science, sociology, psychology, media studies, network science, and more. Practice is examined through studies of political engagement both in democratic situations and in confrontational

situations. Challenges are identified in order to find ways forward. For better or worse, social media for civic engagement has come of age. Citizens, politicians, and activists are utilizing social media in innovative ways, while bad actors are discovering possibilities for spreading dissension and undermining trust. We are at a sobering inflection point, and this book is your foundation for understanding how we got here and where we are going.

Outreach and engagement initiatives are crucial in promoting community development and social change. This can be achieved through a number of methods including public policy and urban development. The Handbook of Research on Civic Engagement and Social Change in Contemporary Society is a critical scholarly resource that examines the unexplored field of applying social change to civic engagement in an effort to enlarge public welfare activities. Featuring coverage on a broad range of topics, such as civic education, sustainable development, and child labor, this publication is geared towards academicians, researchers, and students seeking current research on civic engagement and public welfare.

This report from the National Task Force on Civic Learning and Democratic Engagement calls on the nation to reclaim higher education's civic mission. Commissioned by the Department of Education and released at a White House convening in January 2012, the report pushes back against a prevailing national

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dialogue that limits the mission of higher education to workforce preparation and training while marginalizing disciplines basic to democracy. It calls on educators and public leaders to advance a 21st century vision of college learning for all students, a vision with civic learning and democratic engagement an expected part of every student's college education. The report documents the nation's anemic civic health and includes recommendations for action that address campus culture, general education, and civic inquiry as part of major and career fields as well as hands on civic problem solving across differences. This report was prepared at the invitation of the U.S. Department of Education under the leadership of the Global Perspective Institute, Inc. (GPI) and AAC&U. It was developed with input from a series of national roundtables involving leaders from all parts of the higher education and civic renewal communities.

This book will help post-secondary educators to discover the joys and challenges of implementing theoretically grounded civic engagement projects on their campuses. The essays on civic engagement and public scholarship are written by an interdisciplinary group of community college faculty who have designed and implemented civic engagement projects in their classrooms. The projects they describe stand at the intersection of research, theory and pedagogy. They challenge dominant constructions of civic engagement as students bring their community, culture and history into the classroom. The authors consider the particular complexities and constraints of doing civically engaged

teaching and scholarship at the community college level and situate their projects within current theoretical debates about civic engagement, public scholarship, and public higher education.

How does one assess community service, civic engagement, and the impact of service learning on a college campus? This volume reviews contemporary research, measurement instruments, and practices in the assessment of civic engagement in higher education, including: meta-analyses of students, faculty, institutions, and higher education systems at-large, targeted case studies of campus-specific practices at individual institutions, efficient and effective ways to gauge the influence of civic engagement on higher education policy, practices, and outcomes, and quantitative and qualitative approaches to measuring the effort, importance of, and impact of students' and institutions' involvement in community service, community engagement, civic engagement, and service learning on a college campus. The research ranges between decisions made either as part of institutional agendas, curricular enhancements, or student life initiatives and student and professor involvement in civic engagement activities and supportive attitudes. This is the 162nd volume of this Jossey-Bass quarterly report series. Timely and comprehensive, *New Directions for Institutional Research* provides planners and administrators in all types of academic institutions with guidelines in such areas as resource coordination, information analysis, program evaluation, and institutional management.

Outreach and engagement initiatives are crucial in promoting community development. This can be achieved through a number of methods, including avenues in the fine arts. The Handbook of Research on the Facilitation of Civic Engagement through Community Art is a comprehensive reference source for emerging perspectives on the incorporation of artistic works to facilitate improved civic engagement and social justice. Featuring innovative coverage across relevant topics, such as art education, service learning, and student engagement, this handbook is ideally designed for practitioners, artists, professionals, academics, and students interested in active citizen participation via artistic channels.

A volume in Advances in Service-Learning Research Series Editor Shelley H. Billig, RMC Research Corporation, Denver This eighth volume in the Advances in Service-Learning Research series includes eight essays selected from manuscripts submitted by participants in the seventh annual conference of the International Association of Research in Service-Learning and Community Engagement, held in Tampa, Florida, in October, 2007. The volume builds upon the theme of that conference: "Sustainability and Scholarship: Research and the K-20 Continuum," bringing together the work of scholars from K-12 and higher education to argue for the connection between rigorous and purposeful research and sustainable service-learning and civic engagement. Articles range from models for program-level assessment to examples of significant field-based research projects to approaches

to advance discipline-based sustainable impacts to connections between civic education and sustainable communities. Voices of community partners, students, faculty members, administrators, and discipline-based organizations are part of the conversation, and each of the essays raises important challenges for future research that can help to shape, document, and sustain the important impacts of work in this field.

Shows how changes in work, family structure, women's roles, and other factors have caused people to become increasingly disconnected from family, friends, neighbors, and democratic structures--and how they may reconnect.

Teaching Civic Engagement provides an exploration of key theoretical discussions, innovative ideas, and best practices in educating citizens in the 21st century. The book addresses theoretical debates over the place of civic engagement education in Political Science. It offers pedagogical examples in several sub-fields, including evidence of their effectiveness and models of appropriate assessment. Written by political scientists from a range of institutions and subfields, Teaching Civic Engagement makes the case that civic and political engagement should be a central part of our mission as a discipline.

Handwringing about political apathy is as old as democracy itself. As early as 425 BC, the playwright Aristophanes ridiculed his fellow Athenians for gossiping in the market instead of voting. In more recent decades, calls for greater civic engagement

as a democratic cure-all have met with widespread agreement. But how realistic--or helpful--is it to expect citizens to devote more attention and energy to politics? In *Attention Deficit Democracy*, Ben Berger provides a surprising new perspective on the problem of civic engagement, challenging idealists who aspire to revolutionize democracies and their citizens, but also taking issue with cynics who think that citizens cannot--and need not--do better. "Civic engagement" has become an unwieldy and confusing catchall, Berger argues. We should talk instead of political, social, and moral engagement, figuring out which kinds of engagement make democracy work better, and how we might promote them. Focusing on political engagement and taking Alexis de Tocqueville and Hannah Arendt as his guides, Berger identifies ways to achieve the political engagement we want and need without resorting to coercive measures such as compulsory national service or mandatory voting. By providing a realistic account of the value of political engagement and practical strategies for improving it, while avoiding proposals we can never hope to achieve, *Attention Deficit Democracy* makes a persuasive case for a public philosophy that much of the public can actually endorse.

Why do colleges and churches travel to help distant others and what does transnational civic engagement actually accomplish?

Civic Education and Competences for Engaging Citizens in Democracies Murray Print University of Sydney and Dirk Lange Leibniz University of Hannover

What competences do young citizens need to be considered as active and engaged in the context of a modern Europe? In 2011 an invited research symposium of leading civic and political educators, social scientists and educational administrators from Europe met in Hannover, Germany to consider this key concern facing Europe today. In examining the above question the symposium addressed two significant issues:

1. Identify key competencies required for active citizenship of young people in Europe of the future.
2. Translate those competencies to school-based activities in the form of curricular and pedagogical strategies.

The group addressed these questions through discussion in the symposium and through previously prepared papers. Subsequently the group participated in a modified Delphi Technique to identify the key competences and the final competences are presented in this book. The chapters of this book represent the contribution of the participants before, during and after the symposium with opportunities for review and reflection. Murray Print and Dirk Lange are professors from the University of Sydney and Leibniz University of Hannover respectively and are national leaders in civics and citizenship education in their

respective countries. They have brought together a group of leading European civic and citizenship educators from different academic fields to explore the key issue and to identify the competences for young people to become active and engaged European citizens.

Civic Education Across the Curriculum offers faculty in all disciplines rationales and resources for connecting their service-learning efforts to the broader goals of civic engagement. Campuses promoting engagement are beginning to tie service-learning practices to their civic mission of preparing students for participation in a diverse, democratic society. There are, however, few resources for faculty—especially those in fields not traditionally linked with civic education—to think about how civic engagement might be incorporated into their own disciplinary perspectives and course goals. This volume distills a wide range of disciplinary perspectives on citizenship into usable conceptual frameworks. It provides concrete examples of course materials, exercises, and assignments that can be used in service-learning courses to develop students' civic capacities, regardless of disciplinary area. This volume will assist faculty in their own curricular work as well as enable them to combine their individual initiatives with others across their campus.

Partners in Literacy describes the process, research,

relationships, and theories that guided a three-year partnership between the Purdue University Writing Lab and two community organizations in Lafayette, Indiana: the Lafayette Adult Resource Academy and WorkOne Express. This partnership resulted in a new section of the globally known Purdue Online Writing Lab (OWL) and the Community Writing and Education Station (CWEST), which featured adult literacy resources in the areas of GED preparation, English as a Second Language, and workplace and job search literacy. Using an empirical and iterative design process, the authors worked closely with their community partners to develop, test, revise, and launch these resources. In *Partners in Literacy*, the authors argue that writing centers can be effective spaces from which to work with the community and that writing centers' missions of sustainability, outreach, and research-driven practice can offer valuable philosophies for civic engagement. To support this argument, the book discusses the research methods and findings, the process behind developing and sustaining the three-year engagement project, and the personal relationships that ultimately held the project together. *Educating Citizens* reports on how some American colleges and universities are preparing thoughtful, committed, and socially responsible graduates. Many institutions assert these ambitions, but too few act on them. The authors demonstrate the

fundamental importance of moral and civic education, describe how the historical and contemporary landscapes of higher education have shaped it, and explain the educational and developmental goals and processes involved in educating citizens. They examine the challenges colleges and universities face when they dedicate themselves to this vital task and present concrete ways to overcome those challenges.

Based upon a three-year multi-disciplinary international research project, *Political and Civic Participation* examines the interplay of factors affecting civic and political engagement and participation across different generations, nations and ethnic groups, and the shifting variety of forms that participation can take. The book draws upon an extensive body of data to answer the following key questions: Why do many citizens fail to vote in elections? Why are young people turning increasingly to street demonstrations, charitable activities, consumer activism and social media to express their political and civic views? What are the barriers which hinder political participation by women, ethnic minorities and migrants? How can greater levels of engagement with public issues be encouraged among all citizens? Together, the chapters in this volume provide a comprehensive overview of current understandings of the factors and processes which influence citizens' patterns of

political and civic engagement. They also present a set of evidence-based recommendations for policy, practice and intervention that can be used by political and civil society actors to enhance levels of engagement, particularly among youth, women, ethnic minorities and migrants. Political and Civic Participation provides an invaluable resource for all those who are concerned with citizens' levels of engagement, including: researchers and academics across the social sciences; politicians and political institutions; media professionals; educational professionals and schools; youth workers and education NGOs; and leaders of ethnic minority and migrant organizations and communities.

The Occupy movement and the Arab Spring have brought global attention to the potential of social media for empowering otherwise marginalized groups. This book addresses questions like what happens after the moment of protest and global visibility and whether social media can also help sustain civic engagement beyond protest.

Although the field of deliberative civic engagement is growing rapidly around the world, our knowledge and understanding of its practice and impacts remain highly fragmented. Democracy in Motion represents the first comprehensive attempt to assess the practice and impact of deliberative civic engagement. Organized in a series of chapters that address the big questions of deliberative civic engagement, it uses theory, research,

and practice from around the world to explore what we know about, how we know it, and what remains to be understood. More than a simple summary of research, the book is designed to be accessible and useful to a wide variety of audiences, from scholars and practitioners working in numerous disciplines and fields, to public officials, activists, and average citizens who are seeking to utilize deliberative civic engagement in their communities. The book significantly enhances current scholarship, serving as a guide to existing research and identifying useful future research. It also has promise for enhancing practice, for example by helping practitioners, public officials, and others better think through and articulate issues of design and outcomes, thus enabling them to garner more support for public deliberation activities. In addition, by identifying what remains to be learned about public deliberation, practitioners and public officials may be inspired to connect with scholars to conduct research and evaluations of their efforts.

Take a cutting edge look at the civic engagement of young people. Increasingly recognized as an important feature of democratic functioning in communities, it has also become clear that the civic domain is indispensable as a context for understanding human development processes. This volume proposes the following central theses in relation to youth civic development: It is rooted in the realities of young people's everyday lives. It is collectively constructed. It raises questions about the principles, values, and relationships that bind people together in societies. It raises questions about power and justice. Youth civic development pushes the field to focus

on the social issues with which younger generations are grappling and the identities they are constructing—issues that also are shaped by structural inequalities and by the collective actions of youth. The volume builds on themes of agency and assets from the field of positive youth development and points to ways that the critical analysis and engagement of young people in their society can contribute to social change. This is the 134th volume in this series. Its mission is to provide scientific and scholarly presentations on cutting edge issues and concepts in child and adolescent development. Each volume focuses on a specific new direction or research topic and is edited by experts on that topic.

For democracy to function effectively, citizens must engage together and compromise. Although these skills are critical for a vibrant society, civic engagement education is lacking in America today. This book evaluates the goals, challenges, and rewards of integrating civic education into K-12 and higher education, highlighting best practices.

The millennial generation is quickly becoming more prominent in the political, economic, and social aspects of modern society. Studying new techniques which foster positive impact in their engagement with the outside world can help the millennial generation become one of the most constructive groups to date. *Fostering Positive Civic Engagement Among Millennials: Emerging Research and Opportunities* is an essential reference source that provides in-depth discussions on the latest trends among millennial engagement practices in social and political contexts. Featuring pertinent topics such as

student self-assessments, mentoring roles, and educational tools, this scholarly resource is ideal for educational leaders, academicians, students, and researchers that would like to discover better ways to promote engagement within the millennial generation. In this edited volume, authors explore the ways in which departments, programs, and centers at public research universities are working to better engage students in the work of citizenship and social justice. The chapters in this book illuminate the possibilities and challenges for developing community engagement experiences and provide evidence of the effects of these efforts on communities and undergraduate students' development of citizenship outcomes. This text reveals how important the integration of our intentions and actions are to create a community engaged practice aimed towards justice. American democracy is in many ways more vital than ever before. Advocacy groups proliferate and formerly marginalized groups enjoy new opportunities. But worrisome trends exist. Millions of Americans are drawing back from involvements with community affairs and politics. Voters stay home; public officials grapple with distrust or indifference; and people are less likely to cooperate on behalf of shared goals. Observers across the spectrum of opinion agree that it is vital to determine what is happening and why—so that Americans can take well-informed, effective steps to revitalize our national community. The book opens with an eagle-eye look at the roots of America's special patterns of civic engagement, examining the ways social groups and government and electoral politics have influenced each

other. Other chapters examine the impact of advocacy groups and socioeconomic inequalities on democratic processes and probe the influence of long-term social and cultural changes on voluntary associations and civic participation. The book concludes by asking why social liberation has been accompanied by new inequalities and the erosion of many important forms of citizen leverage and participation. Coming together from several disciplines, contributors include Jeffrey M. Berry, Henry E. Brady, John Brehm, Steven Brint, Elisabeth S. Clemens, Peter Dobkin Hall, Wendy M. Rahn, Kay Lehman Schlozman, Sidney Verba, and Robert Wuthnow. Copublished with the Russell Sage Foundation

Over the last decade, the concept of Civic Engagement in Higher Education Institutions (HEI) has led to lively discussions. This special issue about Civic Engagement in HEI in Europe presents workshop reports and scientific papers which have an implicit statement in common: we need to talk concrete and analytical about Civic Engagement activities, approaches and programs on a European and national level without celebrating only normative beliefs and visions. Furthermore, the contributions describe the starting point of a new field of empirical and theory oriented research.

Engaging youth in civic life has become a central concern to a broad array of researchers in a variety of academic fields as well to policy makers and practitioners globally. This book is both international and multidisciplinary, consisting of three sections that respectively cover conceptual issues, developmental and

educational topics, and methodological and measurement issues. Broad in its coverage of topics, this book supports scholars, philanthropists, business leaders, government officials, teachers, parents, and community practitioners in their drive to engage more young people in community and civic actions.

Service-Learning and Civic Engagement: A Sourcebook focuses on historical, philosophical, social foundations, practices and models of service-learning and civic engagement. The title offers practical, jargon-free chapters applicable to any educational institution as well as community organizations that might consult the work.

Key Features Practical, jargon-free chapters applicable to any educational institution as well as community organizations that might consult the work

58 signed chapters are organized into thematic parts, such as Concepts & Theoretical Approaches, Historical & Social Foundations, The Role of Service-Learning in Higher Education, The Role of the Community, Lessons Learned & Future Directions, etc. Thematic parts provide a practical sampling of syllabi, lesson plans, activities and resources, and online websites and databases supporting service-learning. Glossary (key terms commonly used in discussions and research on service-learning and civic engagement) Bibliography of sources consulted in production of the volume

This Sourcebook is a scholarly source ideal for any educational institution and academic library as well as public libraries and community organizations that might consult the work on historical, philosophical social foundations, practices and models of service-learning and civic engagement.

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Community college faculty can turn to this easy-to-use guide for both the theory and the practice of incorporating civic responsibility concepts into service learning courses. Includes multiple faculty and student exercises, activities, and assessment tools.

Numerous studies have chronicled students lack of trust in large social institutions, declining interest in politics, and decreasing civic skills. This book is a comprehensive guide to developing high-quality civic engagement experiences for college students. The book defines civic engagement and explains why it is central to a college education. It describes the state of the art of education for civic engagement and provides guidelines for designing programs that encourage desired learning outcomes. In addition, the book guides leaders in organizing their institutions to create a campus-wide culture of civic engagement.

This book outlines how undergraduate students engage with civic and community projects and how this can be encouraged by their universities. It also explores how universities can build on this involvement and develop undergraduates' civic and democratic capacities, including programmatic strategies and conceptual frameworks for understanding the students' activities. As higher education across the globe experiences increasing student numbers it is important to understand how students engage with civic and community service. This Working Paper presents an overview of findings from research that addresses whether, and to what extent, gender is salient in the development of norms of citizen behavior and key precursors to citizen

engagement. A variety of data is used to illuminate the complexity of gender's relationship to citizen engagement among today's youth. The bulk of the analysis, however, is drawn from the National Citizen Engagement Study (NCES). Across some key indicators, the story is about the same regardless of sex. Young women and men appear to be receiving the same cues about politics, elected officials, and the political process. They are also responding in much the same way--i.e., tuning out and doing little. However, young women are also demonstrating their distinctiveness in ways that are both hopeful and potentially worrisome. Thus, the picture to emerge is one that cannot be easily summarized by either sameness or difference. (Contains 8 tables and 13 endnotes.) [This Working Paper was produced by CIRCLE (The Center for Information and Research on Civic Learning and Engagement). For CIRCLE Working Paper 40, see ED491129.].

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