# ENCOURAGING COLLEGE STUDENTS' DEMOCRATIC ENGAGEMENT IN AN ERA OF POLITICAL POLARIZATION

EDITED BY

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# *Chapter 5*
# An Interdisciplinary Civics Approach

## *Teaching the Social Contract and Lived Civics*

Ben Epstein, Molly W. Andolina, and Kristen Pengelly

We are living in a remarkable time in the history of American democracy. More than at any point in recent generations, we are witnessing extreme polarization (De Jong, 2020; Dunn, 2020; Gilberstadt et al., 2020; Pew Research Center, 2021); increasingly complex and highly segmented news, entertainment, and social media (Van Aelst et al., 2017); and public instances of animosity, incivility, and violence in our communities and nation. The social media culture in which an individuals' ideas are reinforced by narrow interactions with like-minded people both reflects and contributes to real-life segregation (Tucker et al., 2018) as Americans continue to sort themselves into neighborhoods and communities with homogenous worldviews (Bishop & Cushing, 2009). Many Americans are antagonistic toward those with whom they disagree and fearful of even engaging in dialogue. Their fear often stems from assumptions that other people will not be civil or are not as well informed or rational (McLaughlin et al., 2022), which results in a complete lack of engagement. Over 80 percent of Trump and Biden voters said they have few or no friends who supported the opposition candidate (Dunn, 2020).

This turbulence in public life, which we see reflected on our college campuses, is exacerbated by the inability of disparate parties to acknowledge the potential of others' realities. Higher education, a place that should encourage the free exchange of ideas and allow for diversity of viewpoints, is not immune to these trends. Recent incoming student cohorts are the most politically polarized in a half-century (Donachie, 2017) and unlikely to seek out friendships across party lines. In one survey, almost half (48 percent) of college students said that they couldn't be "close friends" with someone from a different political party because "that person likely harbors opinions that I find unacceptable" (Buckley Institute, 2023). Over the past few years, universities across the country have roiled in debates over how to address various controversial issues and maintain a balance between individual freedom and community cohesion.

Higher education can address issues facing our democracy by re-envisioning and reinvesting in civic education. While there are many ways that colleges and universities can help address the issues facing our democracy, perhaps the most direct one involves re-envisioning and reinvesting in civic education. Toward this end, with generous funding from the Teagle Foundation, we developed an innovative, interdisciplinary civics class designed to engage students in discussions about how to live together in diverse and complex political and social communities. This civics curriculum focuses on how to communicate, listen, share ideas, find and trust good information, and collectively engage in the study of American historical and contemporary political life. The curriculum itself is manifested in a unique course structure, where faculty from across the university teach sections of a common course that incorporates a set of shared materials along with their own disciplinary subject matter. This paper explains our approach, outcomes from two years of implementing various sections of the class, challenges and successes we have experienced along the way, and the potential applications of this curriculum in classrooms around the nation.

## CIVIC EDUCATION IN THE UNITED STATES

Civic education involves the knowledge and skills needed to empower people to actively engage in their communities and the political and democratic societies in which they live. Unfortunately, civic education has been pushed aside by efforts to shore up basic math and literacy skills. The No Child Left Behind Act of 2002 aimed to increase accountability in schools by mandating systematic testing of students' reading and math skills. Subsequent legislation, such as the STEM Education Act of 2015, reflected a growing prioritization of science and math (Zubrzycki, 2015). One consequence of these trends has been a turning away from social studies, history, and civics in K–12 education (Kalaidis, 2013; Levine et al., 2008; Shapiro & Brown, 2018). Changes in education, many well-intended, helped to foster this toxic dynamic.

Another especially pernicious deficiency is what researchers have termed the "civic opportunity gap," in which Black, Brown, and low-income students are much less likely than their white and wealthier peers to receive high-quality civic education (Kahne & Middaugh, 2008; Levine & Kawashima-Ginsberg, 2017; Levinson, 2010). In recent years, most states have begun to address this gap by requiring a civics course for high school graduation (Healy, 2022). However, this remains a patchwork effort, with courses fashioned as comprehension tests of the U.S. Constitution and much less attention paid to the profound issues, democratic complexities, and difficult conversations necessary to build thoughtful, engaged, and empathetic citizens (see McAvoy et al., 2016). Students' civic education varies widely, with many entering college with little or no knowledge of basic facts of American government and public life. While calls to reinvigorate college civics have been embraced by individuals across the political spectrum (see Carrese, 2024; Daniels, 2021), studies have also indicated that few undergraduates are getting sufficient civic instruction (Kavetsky, 2023). Within this context, we offer an approach to civic education that is innovative, experiential, and interdisciplinary.

## A NEW APPROACH TO CIVIC EDUCATION IN HIGHER EDUCATION

Generations are formed by the unique interaction of age and experiences that occur during young adulthood, known as the "impressionable years" (Delli Carpini, 1989; Jennings & Niemi, 2014; Krosnick & Alwin, 1989). When social, economic, or political events are significant enough to shape a cohort of individuals into a generation, those individuals are imbued with a "characteristic type of historically relevant action" (Mannheim, 1928/1952, p. 290). The generation of college students today, commonly called Generation Z, has experienced a dramatic social and economic reordering of public life. Most recently, global crises are being contested on their home campuses, which have become hotbeds of protest over the Israel-Hamas conflict. In developing our course, entitled Lived Civics, the Social Contract & Public Life, we wanted to offer them the tools to place these upheavals in historical, philosophical, and geographical contexts and to help them jointly find a way forward by engaging in productive disagreement and debate. We root our course in the concept of the social contract and prepare faculty to teach it through pedagogical approaches that emphasize civics as a lived experience.

In the first two years of our civics initiative, we have engaged over thirty faculty from over a dozen different disciplinary fields across nine of our university's colleges. The central focus is a program designed to provide the rationale, guidance, resources, and support to teach this course and apply their expertise and interests to the study of civics. In each section of the course, faculty use theoretical texts focused on the social contract and students' lived experiences to illustrate both the historical roots and the contemporary relevance of civic issues. The course is both unique to each instructor and, because of several core components, also somewhat standardized across sections. For the remainder of this chapter, we will detail the three foundational elements of the course: the central theme of the social contract, the pedagogical approach of lived civics, and the skills needed to engage in important and contentious discussions.

## THE SOCIAL CONTRACT AS THEORETICAL FOUNDATION FOR CIVICS INSTRUCTION

The social contract, as a conceptual theme, centers on the implicit agreement among members of a society to give up certain liberties in exchange for the benefits of living together. The social contract is central to understanding civic society because it captures the notion that political rules, legislative decisions, and policy outcomes reflect choices we make about individual and community values. For example, during the

COVID-19 pandemic, communities attempted to balance the rights of individuals (e.g., the freedom to not wear a mask and the right to attend school) with the common good (low levels of disease transmission). In grounding students in the theory of the social contract, we aim to imbue them with a framework for understanding and the vocabulary to discuss the various debates, trade-offs, benefits, and challenges of living in community.

The social contract framework helps illustrate political scientist David Easton's definition of politics as "the authoritative allocation of value" through which individuals interact with institutions, norms, and each other to make decisions about how to govern themselves (Easton, 1955). From the decision to allow and protect slavery at the country's founding to contemporary debates about free speech in the digital age, Americans have debated, constructed, and redefined the social contract to both expand and limit the freedom, rights, and expression of various parts of the body politic, including their very participation in democratic processes.

Thus, the social contract frame is a core part of our civics course. Every section, regardless of the home discipline of the instructor, incorporates this framing. Instructors address the concept theoretically, historically, and in terms of their own field, beginning with social contract theory and associated criticism. Students read excerpts of original texts from Hobbes (1968), Locke (1948), and Rousseau (1974) and criticism from scholars such as Mills (1997) and Pateman (1988) and non-Western thinkers (e.g., Kim, 2014; Revkin & Ahram, 2020). Our instructors (most of whom have not formally studied political theory) have reported high levels of student engagement in the material. Through reading these texts, understanding how their authors' experiences may have shaped their ideas about power and community, and processing the ideas in class conversations and written assignments, students develop a shared understanding (and associated vocabulary) of the social contract.

For instance, most instructors choose to include a "desert island" scenario activity, which prompts students to imagine that they are stranded on a desert island with a group of strangers. Students are asked to meet with the others on their island to create a more formal social contract: a list of agreed-upon rules as a structure for the community. The voting process could require unanimous support, a majority of votes, or something in between (e.g., a supermajority). This powerful experience of creating a social contract from scratch is often referenced throughout the course and can help make social contract theory and vocabulary much more approachable. The co-creation of class expectations, rights, and responsibilities is another activity that many sections of this course have used to bring aspects of social contract theory into practice.

## THE IMPORTANCE OF VALIDATING OUR STUDENTS THROUGH THE LIVED CIVICS APPROACH

A second critical component of our curriculum is its reliance on a Lived Civics approach, where classes are structured around the many ways that young people engage with the political and civic world. The pedagogical approach of Lived Civics emphasizes identities, such as race, ethnicity and class, and both students and educators are positioned as experts and learners (Cohen et al., 2018; Kolb, 1984). The approach acknowledges that students' real-life, shared experiences and community-based knowledge are the entryway for civics instruction and cannot be separated from their learning. Although they might not label it as such, students experience civics in their daily lives and, as Rubin and Hayes (2010) explain, "these (civic) experiences may differ sharply depending on how students are situated socially, historically, and culturally amid the institutional structures of the United States" (Rubin & Hayes, 2010, p. 354). Whether one is a student of color in Chicago whose interactions with law enforcement differ from their white classmates, a first-generation immigrant who is navigating a new place within the ethnic enclave of a major city, a teen watching one's community destroyed by opiates, or a wealthy suburbanite who may have experienced relatively few structural challenges, one has inherent values and perspectives that must be acknowledged in order for a robust learning community to be established.

Purposefully reflecting on one's place and experience provides a framework within which students can think about the nation's founding documents and how the debates at that time were also structured by place. By pairing the framework of the social contract with a Lived Civics approach, our course allows students to recognize themselves and their communities in core texts and related critiques of the social contract. In their interrogation of these excerpts, students build a *shared* language and framework, and the community that is created by this shared vocabulary endeavors to create a learning environment in which they can find commonalities among diverse perspectives.

Centering and validating the experiences of students as sources of valuable civic knowledge is accomplished through a variety of classroom activities. Reflective assignments, including short papers, discussions, or multimedia assignments, prompt students to reflect on and detail their experiences through these formative years. One of the most direct ways to do this is through written responses in class followed by a simple pair and share activity. This can be implemented either to introduce the concept of Lived Civics or to illustrate it afterward. For example, students are prompted to think about the place where they identify having grown up. Then students are asked to answer questions such as:

1. What kind of people lived there?
2. What kind of community exists there?
3. What institutions or organizations (religious, educational, community, etc.) were influential?
4. How well or how poorly were the people in your community served by leaders and institutions?

Next, students pair up and share their answers, and selected students can share examples with the class. At this time, instructors can introduce the concept of Lived Civics, emphasizing that these experiences are all civic in nature.

Another useful activity involves students thinking about how to describe their civic experiences to someone who has never been to the place that helped shape their views and understanding. This could be done through additional pair and share activities where students describe their community, identifying one thing about the place that taught them about living in a community. Another option could be to assign students to describe their community and how it shaped their views of the social contract or community through an "unessay," using images, podcasts, or short videos.

## CONTENTIOUS ISSUES, COURAGEOUS CONVERSATIONS, AND EMPATHETIC LISTENING

The third component of our civics curriculum is a focus on teaching students how to have productive discussions on contentious issues. For example, we do not present the social contract as a fact of American civic life. Instead, it is explained as the result of the contentious debates and negotiations that surrounded the creation and evolution (and continued functioning) of the American republic. In reviewing the debates around slavery and representation in the Constitutional Convention, for instance, students learn that issues of region and race created fault lines among the delegates—and, more broadly, that disagreement and debate are inherent to democratic life.

Indeed, the focus on contentious debates teaches students that disagreement, as well as the imperfect resolution of diverse perspectives (as seen in the treatment of slavery in the Constitution), has been a central element of civic life in the United States since its founding. Students are guided to understand the Constitution as an attempt to create a document that was a product of political and philosophical compromise and trade-offs rather than consensus. Importantly, students in these classes explore how the political system has both included and excluded segments of its changing population over time, which continues to impact the civic experiences of today's diverse American society. The curriculum provides students with a framework for evaluating the ways that past generations have navigated contests over values, differentiating these from disagreements over facts.

In emphasizing the historical context of political debates, we aim to counter a strain of contemporary public discourse that posits disagreement as the essential problem in our politics and civic life rather than a necessary feature of it. Compromise, in such a view, is evidence of a lack of integrity or betrayal (Tillyris,

2017). We intentionally created a course that pushed back against this perspective with various sections of the course including opportunities for students to speak to those with whom they differ, as political theorist and civic educator Danielle Allen (2006) urges is critical for members of a shared community. In addition to understanding the context for historical and contemporary debates, students engage with each other to understand why they disagree. Instead of establishing debates in which students attempt to persuade others to agree with them, we incorporate research that supports teaching empathetic listening as not only a means to an end but as a set of skills necessary for engaged civic life (Andolina & Conklin, 2021), building on the work of political theorists who have emphasized the crucial role that listening plays in our democracy (Allen, 2006; Dobson, 2014; Jagger, 2013).

Grounding the course in research that supports teaching students the critical democratic skills of listening and discussion helps them engage in "courageous conversations"[1] and understand their own roles within, and obligations to, their communities (McAvoy & Hess, 2013; Parker, 2010). Research has documented the importance of discussing controversial issues in the classroom (e.g., Hess & McAvoy, 2014; Lee et al., 2021) and the positive outcomes associated with these practices, including future civic engagement (McDevitt & Kiousis, 2006).

To achieve these goals, instructors incorporate activities and instruction around how to engage in civic discourse through courageous conversations, including building shared classroom agreements and vocabulary, empathetic listening exercises, and conscientious discussions and activities designed to show how this work can help individuals grow in their capacity for engaged civic life (Reyes et al., 2012). For example, instructors may prompt students to discuss an episode of the *Today, Explained* podcast entitled "All-American Divorce" that profiles the efforts of one neighborhood to secede from the city of Atlanta. In these conversations, which involve many polarizing issues, students practice thoughtful, compassionate engagement with each other while considering the complexities surrounding the geographic boundaries of the social contract.

Recent scholarship has provided evidence that an emphasis on listening in the classroom is a vital part of skill building around dialogue (Andolina & Conklin, 2019; Andolina & Conklin, 2021). Research indicates that discussing political views with relational networks promotes deliberative democracy and provides interlocutors with a more thorough and nuanced view of political issues (Kwak et al., 2021). Listening empathically is especially important. When students are provided with opportunities to listen empathically, they report valuing new perspectives, gaining empathy, developing understanding, deepening their sense of connection and trust, and, in some cases, changing their perspectives (Andolina & Conklin, 2021). These are skills that will serve students well in their postcollege lives as citizens in their communities.

A particularly powerful classroom exercise instructors implement is an empathetic listening activity in which students share short stories about their lives with a partner. The partner's task is to listen with the goal of retelling that story as if it was their own. Debriefing the experience of listening empathetically while retelling another's story, along with hearing one's own story retold, has routinely demonstrated how meaningful this activity can be.

## THE SOCIAL CONTRACT LIVED CIVICS CURRICULUM: PUTTING THE PIECES TOGETHER

Our approach to civic education, and this course in particular, is both consistent and flexible. Each section includes the core components by exploring the social contract, accessing lived civics, and promoting discussions across difference. In addition, each section uses these frames to examine the historical development and current practices of the American republic. The curriculum is designed so these foundational elements can be expanded upon to incorporate approaches from a variety of disciplines.

The curricular design and associated learning outcomes are deeply grounded in learning theory and empirical research. Using Kolb's (1984) definition of learning as "the process whereby knowledge is created through the transformation of experience" (p. 38), each section is centered around Kolb's four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. The Lived Civics framework provides students with a mechanism through which to think about a concrete experience as they discuss their home (or school) communities and identify who holds power there. In so doing, they start to identify the existence of "civics" in their own lives. For instance, following the "desert island" simulation activity, students work through the second (reflective observation) and third (abstract conceptualization) stages when faculty ask them to reflect on their own experiences and those of various groups in American history and connect these assessments to social contract theory. In the fourth stage (active experimentation), they apply the abstract concepts of the social contract to new areas. Research shows that for students to learn skills and gain an understanding of key concepts, they must practice them, apply them in multiple contexts, and repeat this practice across time (National Academies of Sciences, Engineering, and Medicine, 2018). Our curriculum is designed to facilitate this process.

Faculty reinforce the connection between students' lived experiences and the social contract when students work through both theoretical challenges to the social contract (by Charles Mills, for example), or critiques of the implementation of the social contract in the United States (by Frederick Douglass or the Seneca Falls Convention, for example). Some faculty frame the New Deal as the expansion of the social contract; others focus on critical lapses and omissions (such as the Trail of Tears). Without a set curriculum, instructors are provided with resources to lead students in an interrogation of the social contract at various points in American history. The final phase of the course allows instructors to connect the social contract and lived experiences to content areas in which they are experts. We believe this is one of the most powerful aspects of this innovative interdisciplinary approach to civic education. In the discipline-specific part of the course, instructors have wide leverage to explore the tensions inherent in social contract theory and its lived reality in American civic life by applying it to their own discipline.

## SUPPORTING INSTRUCTORS THROUGH PEDAGOGICAL TRAINING AND INSTRUCTIONAL DESIGN

Prior to creating the course, we hosted focus groups with faculty across the university to determine their interest in civics instruction and the types of support they might need to join the initiative. Faculty in the focus groups broadly agreed that most students today lack the skills for engaging with each other (and with the professor) across differences. Faculty also articulated the need for guidance in developing such skills, often struggling when the nation's polarization is replicated in their classrooms (Fournier-Sylvester, 2013). A key component of our program, therefore, includes training faculty in best practices for facilitating these discussions and providing robust support during and after the course.

To encourage faculty participation, a critical element of our Civics Initiative involves professional development, particularly through an annual two-day Summer Civics Institute, which includes a small stipend. Instructors are provided with an overview of the course goals, sample lessons, access to primary and secondary materials and resources, instruction on facilitating difficult classroom conversations, mentoring from teacher-scholars, and one-on-one assistance in developing their individual sections of the course. Thanks to the support of the grant from the Teagle Foundation, faculty work closely with DePaul's Center for Teaching and Learning to provide faculty with individualized instructional design and development assistance. A curated library of civics resources (many available from national educational organizations) is offered to course instructors and will soon be broadly available through a public-facing website (see appendix for selected primary and secondary resources).

## STUDENT LEARNING AND FEEDBACK ABOUT OUR APPROACH TO CIVIC EDUCATION

Civic life is rooted in the thoughtful understanding of information and discourse, often directed toward political or policy goals. Therefore, students were assessed for their understanding of core concepts and their grasp of key historical facts, but also for their ability to communicate with and listen to one another. Course-related assessments included in-class discussions and activities, discussion boards, short papers, vocabulary assignments, photo-assignments, and integrative final exams. Students were evaluated on their ability to provide thoughtful, evidence-based arguments, but also on how they engaged with each other in meaningful debate, collaborative work, and attentive listening.

In end of the quarter evaluations, students overwhelmingly agreed that the "class helped [them] develop skills of listening and discussion that foster thoughtful and civil engagement with others on contentious topics." When asked to state the most important lesson of the class, students responded to both the substance and the skills. One stated their greatest lesson was "the understanding needed when talking to people with different perspectives" while another noted that their takeaway was "that civics exist all around us in every aspect of our lives." Others focused on the social contract, noting that they learned how to "identify how the concepts of the social contract are applied in today's society" and that "I also learned how the newer generations have the ability to create a social contract, one which will include everyone into in it and express everyone's views." This enthusiasm matched informal assessments throughout the term. Students appeared genuinely interested in both the material and the process. At one point, after reading a Danielle Allen essay (2021) about a "Forgotten Black Founding Father," one student commented, "I never cared about the early history of the US because I thought it didn't apply to me, but now I see myself in that history." This new approach to civic education is clearly meaningful, applicable, and personally important to the vast majority of students who have taken the course.

## CHALLENGES

There are a number of challenges to creating and building a community dedicated to an interdisciplinary approach to civic education. Faculty recruitment and implementation presented some difficulties. In some faculty applications, it was clear that faculty were interested because they had a course they already wanted to teach, not because they wanted to learn how to teach a new course. In addition, in convincing faculty to teach a course centered on a subject in which they are not formally trained, we were met with trepidation if not outright resistance. We also struggled with the challenge of life in higher education: one faculty member was no longer teaching full time and another two could not convince their home units to schedule their section of the course for the first year, which meant that we were not able to offer as many sections as we had hoped. Finally, the goals of this project are ambitious and some aspects, like quarter-long student projects, were just too much to implement in the first year. Faculty needed time to teach the class and become comfortable with the project, learning outcomes, and (for some) new ways of teaching.

## CONCLUDING THOUGHTS

Calls for reinvigorating civics in higher education are becoming louder, more frequent, and, unlike many issues today, issued by individuals on both sides of the political spectrum. We laud this renewed focus and the work of many thoughtful faculty and staff who have developed coursework and programming to boost civic engagement. Yet, we argue that such activism is incomplete unless it is paired with coursework that prompts students to think about the historical and contemporary contexts of our shared public life. By grounding our curriculum in the social contract, honoring students' lived experiences as civic experiences, and intentionally teaching them to listen across difference, we hope to foster the critical democratic skills and dispositions in our students that will help them collectively address the issues facing our nation.

## APPENDIX

### Selected Primary and Secondary Resources for Instructors

Breached Podcast. https://www.breachedpodcast.org/ This ten-part series created by two Harvard law students explores the contemporary lived reality of the social contract in America generally and in various domains. The episodes are engaging, politically balanced, and the website has links to key texts.

Civics 101 Podcast. https://www.civics101podcast.org/ What is the difference between the House and the Senate? How do landmark Supreme Court decisions affect our lives? What do the Federalist Papers really say? Civics 101 provides great background on the basics and the intricacies of how our democracy works.

Declaration of Sentiments. The Declaration of the Seneca Falls Convention, using the model of the U.S. Declaration of Independence, forthrightly demanded that the rights of women as right-bearing individuals be acknowledged and respected by society. https://sourcebooks.fordham.edu/mod/senecafalls.asp

Difficult Dialogues National Resource Center. This website focuses on giving university campuses the resources to have open conversations about difficult topics. They have a podcast, archived webinars, a blog, and newsletter as well as events and conferences. https://www.difficultdialogues.org/

Frederick Douglass. What to the Slave is the Fourth of July? Frederick Douglass outlines a careful argument against the institution of slavery and more specifically the Fugitive Slave Act. Weaving together ethical, religious, and sociopolitical threads of argument, Douglass points out the ironies of American values, particularly regarding the existence of an economic system based on slavery. Originally drafted and given as a speech in Rochester, New York, on July 5, 1852 (Description from resource link.) https://teachingamericanhistory.org/library/document/what-to-the-slave-is-the-fourth-of-july/

W.E.B. DuBois. Returning Soldiers. In the aftermath of World War I, W.E.B. DuBois urged returning soldiers to continue fighting for democracy at home as the war against racism was still raging strong. https://www.americanyawp.com/reader/21-world-war-i/w-e-b-dubois-returning-soldiers-may-1919/

Facing History & Ourselves. This organization provides lesson plans discussing various points in history and how to takeaway important values and lessons to implement in our understanding of civics, which may be especially helpful for teachers who have limited experience in teaching history/historical events. https://www.facinghistory.org/about-us

Mónica Guzmán. "How Curiosity will save us" Ted Talk. Guzman argues that "if you can't be curious across divides in a polarized world, you can't see the world at all." In this engaging talk, using examples from her own life, Guzman shares examples of curiosity-driven conversations that make it possible for highly politically polarized people to see and hear one another, despite the misperceptions from their news feeds. https://www.ted.com/talks/monica_guzman_how_curiosity_will_save_us_feb_2022

iCivics. Free civic material site (requires registration) and navigable website that provides easy access to civics material that are digestible for students and lesson plans for teachers to download. Aimed for K–12 but many can be easily adapted for higher education. https://www.icivics.org/

Andrew Jackson's Message to Congress on Indian Removal. On December 6, 1830, in his annual message to Congress, President Andrew Jackson informed Congress on the progress of the removal of Indian tribes living east of the Mississippi River to unsettled land in the west. https://www.archives.gov/test/doc25?_ga=2.178150885.1370993

Greater Good Podcast: What does it take to really listen to someone? Podcast from the Greater Good Center at Berkeley, which uses science and social science to help "heal" America, with lots of great resources for bridging divides. This podcast (which they describe as "Are you actually listening when someone is talking to you, or just waiting for your turn to talk? Our guest, a veteran of the Iraq War, practices how to truly listen to others") lasts about twenty minutes. Greater Good Center at Berkeley has many other resources. https://greatergood.berkeley.edu/podcasts/item/what_does_it_take_to_really_listen_to_someone_active_listening

Lived Civics: Let's Go There: Making a Case for Race, Ethnicity and a Lived Civics Approach to Civic Education. Detailed breakdown of the necessity to provide quality and tailored education for students of color and to create safe practices that ensure their lived experiences are not only heard but incorporated into the overall conversation and teachings of civics. https://static1.squarespace.com/static/5e20c70a7802d9509b9aeff2/t/5e66cd4feddd0f57bb759f21/1583795568756/L

Teaching History. This website has a plethora of resources for teaching about key events/themes in American history, based on primary documents. Each "unit" has been curated by a historian and includes women, indigenous populations, populism, racism, as well as the founding, and so forth. https://teachingamericanhistory.org/

## NOTE

1. While this term is most often associated with Glenn Singleton, author of *Courageous Conversations about Race* (2014), we apply it to the broad range of issues that divide us Singleton, G. E. (2014). *Courageous conversations about race: A field guide for achieving equity in schools*. Corwin Press.

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