

Teaching for Civic Engagement: Doing Good Well

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“We’ve been doing civically engaged work for 20–30...years. How come we’re losing? Why is it that we’re a more unjust country than we were?”

--E. Hartman, MJCSL, 2013

Doing Good Well

- ▶ *What* have we learned?
- ▶ *So what* does it mean?
- ▶ *Now what* do we do about it?

1.

How can participation in community engagement enhance students' understanding and appreciation of difference?

Of power and privilege?

Of systemic oppression?

Strategies

- ▶ Social change orientation
- ▶ Work to redistribute power
- ▶ Develop authentic relationships

2.

What are the campus–community partnerships of the future?

Transactional vs. Transformative Partnerships 1

Criteria	Transactional	Transformative
Basis of Relationship	Exchange-based and utilitarian	Focus on ends beyond utilitarian
End goal	Satisfaction with exchange	Mutual increase in aspirations
Purpose	Satisfaction of immediate needs	Arouses needs to create larger meaning

Transactional vs. Transformative Partnerships 2

Criteria	Transactional	Transformative
Roles played by partners	Managers	Leaders
Support of existing institutional goals	Accepts institutional goals	Examines institutional goals
Boundaries	Works within systems to satisfy interests of partners	Transcends self-interests to create larger meaning

Transactional vs. Transformative Partnerships 3

Criteria	Transactional	Transformational
Partner identity	Maintains institutional identity	Changes group identity in larger definition of community
Scope of commitment	Limited time, resources, personnel to specific exchanges	Engages whole institutions in potentially unlimited exchanges

--Enos & Morton in Jacoby, 2003

3.

How can we help students develop a global perspective through local community engagement?

“...sentimental concern for newly discovered poverty south of the border combined with total blindness to much worse poverty at home justified such benevolent excursions...”

I. Illich, “To Hell With Good Intentions,” 1968

Higher education is “one of the few public spaces left where students can learn the power of questioning authority, recover the ideals of engaged citizenship, and expand their capacities to make a difference.”

--H. Giroux, cited in B. Jacoby, *Civic Engagement in Higher Education*, 2009

“You could be the grain of sand that turns us in the right direction.”

--Pete Seeger

Thank you!

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