

HIGHER EDUCATION EXCHANGE



2016

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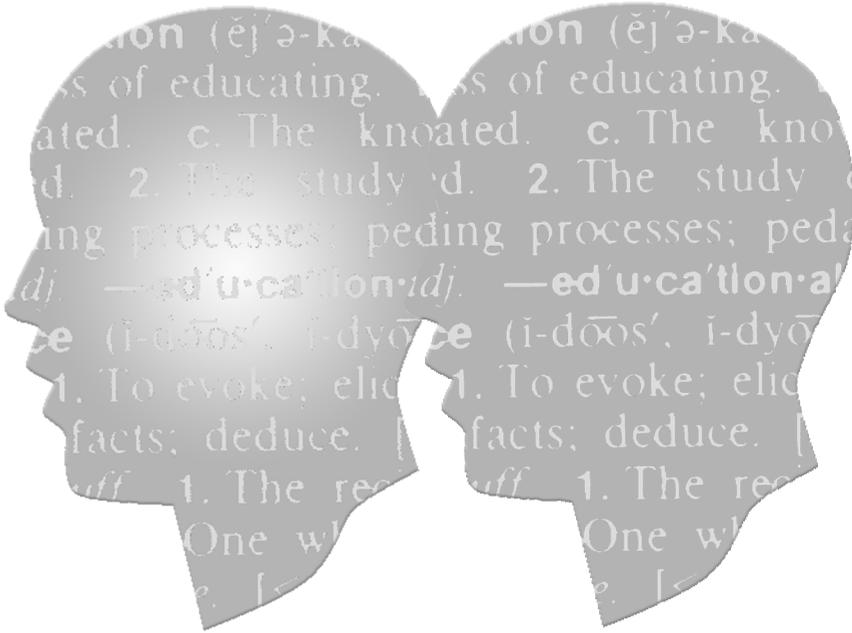
The *Higher Education Exchange* is founded on a thought articulated by Thomas Jefferson in 1820:

I know no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion by education.

In the tradition of Jefferson, the *Higher Education Exchange* agrees that a central goal of higher education is to help make democracy possible by preparing citizens for public life. The *Higher Education Exchange* is part of a movement to strengthen higher education's democratic mission and foster a more democratic culture throughout American society. Working in this tradition, the *Higher Education Exchange* publishes case studies, analyses, news, and ideas about efforts within higher education to develop more democratic societies.

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FOREWORD

Deborah Witte

This issue of the *Higher Education Exchange* turns a spotlight on the research of two of Kettering Foundation's many international colleagues who have been faculty at institutions of higher learning. As longtime readers know, Kettering has a history of interest in the question of the role of the university in a democracy, most explicitly its responsibility to educate young people for citizenship. As Kettering has discovered, this is not merely a US-focused research question; the question has also vexed others from countries around the globe who have engaged in research with the foundation over the past thirty years. Together, Kettering and its colleagues, both domestic and international, have wrestled with identifying the principles and practices of civic engagement and the ways engagement reveals the true responsibilities of citizenship.

While the *Higher Education Exchange* has regularly featured essays, articles, and research reports from US-based educators on this theme and others, from time to time there have been pieces from educators in other countries. The very first "international" piece to appear in *HEX* was an article by Alejandro Sanz de Santamaría, a university professor from Colombia. In his essay, he articulated his concerns about higher education this way: "I find myself deeply concerned about the kind of education for political life we provide through our teaching and research activities. I suspect that through these activities we are not educating people well to take their place in democracy." Rather than focus on creating additional activities to improve education for political life, Sanz de Santamaría suggested at the time that it is more urgent and important to work to transform the current formal education practices. For him, the accepted practices of conventional knowledge production inherent in a university's curriculum bring into question the legitimacy of such an approach. He asserts, "The knowledge we need to understand and to advance the sciences does not come from theories, it comes from participation." He remains convinced that it is only through his own personal self-education for political life that he can effectively recruit others to join him in a collective, continuous, and open process of education. The piece from Sanz de Santamaría is evidence of Kettering's early interest in and research on the role of faculty in engaging students.

More recently, Lorlene Hoyt, executive director of the Talloires Network, has written in *HEX* about her research on the various ways university civic engagement has manifested itself around the globe. Comparing and contrasting regions

of the world, Hoyt provides insight into the ways civic engagement is conceived, taught, and practiced. For some regions, university civic engagement is a strategy that has only emerged in the middle of the last century. For other regions, she discovered, universities have had a long history of collaborating with their local communities. No matter the approach, Hoyt suggests that all the universities and communities participating in the civic-engagement movement share a common vision, that of collective action for improving civic life.

The most recent piece by an international author in *HEX* tells the story of an experience with deliberative pedagogy in an Israeli classroom. In this case study, Idit Manosevitch, a faculty member at the Netanya Academic College, shared the competing narratives of two approaches to voter decision making, one a deliberative approach, the other politics-as-usual. While the political culture in Israel is saturated with political talk and debate, it often comes across as heated disputes that deepen divides, rather than contributing to problem solving. Manosevitch, by introducing a more deliberative, moderated style of “debate” to her students in the classroom, sought to change the existing mode of adversarial political talk toward a more thoughtful and considered deliberation. That she was able to introduce an alternative way of being politically active, and the subsequent affirmative response of her students, continues to inspire her teaching.

And so it is in this tradition of learning and exchanging across cultures and traditions that this issue of the *Higher Education Exchange* features the work of Telma Gimenez of Brazil and Denis Makarov of Russia, by way of Canada. They are just two of the many higher education professionals who have found that the theories and practices of deliberation readily lend themselves to inclusion in the classroom. Many other experiences have been written about in additional Kettering publications, such as the volume, *Collective Decision Making Around the World: Essays on Historical Deliberative Practices*, edited by Kettering Foundation program officer Ileana Marin, and *Importing Democracy: The Role of NGOs in South Africa, Tajikistan, and Argentina* by former Kettering program officer Julie Fisher.

For this issue of *HEX*, we include a piece by Telma Gimenez. Gimenez, an early member of the international network that has grown up around Kettering’s research on deliberation and student civic engagement, is a professor in the state university of Londrina in Brazil. A teacher of teachers, Gimenez works to promote citizenship education as integral to the standard curriculum. In “Deliberation and Institutional Political Cultures: A Brazilian Perspective,” Gimenez embraces the opportunity to reflect on the intersection of the personal and the institutional. She understands that her university is “living the

contradictions of an economic and political system that alienates and sidelines citizenship.” Yet she remains optimistic about her ability to have an impact on her students. She refuses to shy away from the tension inherent among research, teaching, and service in Brazil’s higher education institutions. She has pragmatic answers for herself and other faculty who share her convictions about the role of deliberation in student engagement.

Denis Makarov, a former professor at Moscow State Pedagogical University, presents a snapshot of nearly a decade of his research on deliberation in Russia in the article “An Island of Deliberation in an Authoritarian Environment: The Case of Russia.” Modeling his research on that of Katy Harriger and Jill McMillan (*Speaking of Politics*, published by the Kettering Press), Makarov worked with groups of students to introduce them to and gauge the impact of deliberative concepts and practices on their understanding of and engagement with democratic ideas. Makarov shares how the students at Moscow State Pedagogical University developed additional civic and political skills, broadened their experience and knowledge of deliberation, learned to negotiate conflicting positions, and developed tolerance and appreciation for others.

Makarov also studied how faculty were impacted by the introduction of deliberation into the curriculum. Faculty faced challenges of their own, such as resistance to change by some, societal stereotypes of education and learning, and a lack of knowledge and experience with deliberation. Makarov notes that despite all these challenges—the political climate within the country becoming an additional obstacle over time—students especially are optimistic about democracy and its future.

Also in this issue is an interview by David Brown with Leonard Cassuto, professor of English and American studies at Fordham University. Beginning from the thesis of his most recent book, *The Graduate School Mess: What Caused It and How We Can Fix It*, Cassuto and Brown explore the theme of professionalism and the future of graduate education. Cassuto suggests faculty have a responsibility to their students to expose them to a realistic assessment of their job prospects. Brown also prompts Cassuto to explore the tension around a university’s citizenship-education mission and its mission to encourage new research. Cassuto calls for reciprocal respect within the academy—made available by bringing the history of higher education to bear—as a way to address this tension.

Following the interview is an excerpt from David Brown’s newest book, *Assumptions of the Tea Party Movement: A World of Their Own*. Brown suggests a novel approach to the problems of professionalism, especially within the

academy. His solution is rooted in the idea of assumptions and ignorance. He posits that some people use their credentials to separate themselves from less educated “others.” These “others” tend to acquiesce to experts or those who are credentialed. This is, of course, problematic for civil society. Brown further suggests that ignorance needs to be acknowledged and embraced by everyone, even experts. He notes that key to any solutions are leaders who can work across various fields of knowledge, citizens who can explore issues for themselves, and amateurs who are willing to question expert advice.

Kettering program assistant Etana Jacobi provides a review of the recently published book *Publicly Engaged Scholars: Next Generation Engagement and the Future of Higher Education*, edited by Margaret Post, Elaine Ward, Nicholas Longo, and John Saltmarsh. *HEX* readers may recognize several of these names; both Longo and Saltmarsh, in particular, have previously contributed articles to *HEX*.

David Mathews, in the Afterword, provides a rich assessment of two categories of Kettering’s multinational research over the decades. The first is collaboration with NGOs from other countries, primarily through the Deliberative Democracy workshops. This series of workshops brings together individuals from around the world who are interested in what KF studies. The second is citizen diplomacy, another research area of interest to Kettering. This includes work in China, Russia, and Cuba. Mathews is able to explain how these seemingly disconnected programs are joined through a focus on citizens and what citizens can do to make a difference in society.

In closing, I think it is important in this season of political turmoil to recognize that it has become more evident by the day that Americans need a new way to talk and think about politics, government, and citizenship. Deliberative ideas, principles, and practices are more important than ever. As this journal is going to press, new research from professors Jill McMillan and Katy Harriger has just been released. A follow-up study to their Democracy Fellows experiment of 2000 (see the article by Denis Makarov in this issue for a Russian version of their research), their new research suggests that a deliberative intervention with students at Wake Forest University has had a lasting, positive impact on those who participated in the Democracy Fellows. This new research shows that ten years after graduating, compared with a control group not exposed to the principles, the Democracy Fellows expressed a multilayered view of citizenship that emphasizes participation and being informed; more willingness to talk with those who don’t share their beliefs; and a belief that they can have a say in what government does. Many also adapted the principles of deliberation for use in

organizations and institutions in their own lives. I personally take heart that research like this and other work by the foundation and its partners, especially in the program area of higher education, is more relevant than ever before. And I hope that this journal has been a small part of providing an outlet for the dissemination of research that truly does matter, and will continue to matter every day.



CONTRIBUTORS

DAVID W. BROWN is coeditor of the *Higher Education Exchange* and coedited two recent Kettering publications: *Agent of Democracy* and *A Different Kind of Politics*. He taught at Yale's School of Management and the New School's Milano Graduate School. Brown is the author of *Organization Smarts* (Amacom 2002), *The Real Change-Makers: Why Government is Not the Problem or the Solution* (Praeger 2011), and *America's Culture of Professionalism: Past, Present, and Prospects* (Palgrave Macmillan 2014). Brown has a forthcoming book, *Assumptions of the Tea Party Movement: A World of Their Own* (Palgrave Macmillan 2016).

LEONARD CASSUTO is the author or editor of eight books on American literature and culture, most recently *The Graduate School Mess: What Caused It and How We Can Fix It* (Harvard University Press, 2015), which was inspired by the monthly column "The Graduate Adviser," which he writes for the *Chronicle of Higher Education*. Other recent books include *The Cambridge History of the American Novel* (General Editor, 2011) and *The Cambridge Companion to Baseball* (2011), winner of the Best Anthology Award from the North American Society of Sports Historians. His book *Hard-Boiled Sentimentality: The Secret History of American Crime Stories* was nominated for an Edgar Award and named one of the Ten Best Books of 2008 in the crime and mystery category by the *Los Angeles Times*. Cassuto is also an award-winning journalist who writes on subjects ranging from science to sports. His website is www.lcassuto.com.

TELMA GIMENEZ, an associate professor at the State University of Londrina, is an applied linguist interested in citizenship education and democracy. She holds a PhD from Lancaster University (England) and was an International Fellow at the Kettering Foundation in 1997.

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DAVID MATHEWS, president of the Kettering Foundation, was secretary of Health, Education, and Welfare in the Ford administration and, before that, president of the University of Alabama. Mathews has written extensively on Southern history, public policy, education, and international problem solving. His books include *Politics for People: Finding a Responsible Public Voice*, *Reclaiming Public Education by Reclaiming Our Democracy*, and *The Ecology of Democracy: Finding Ways to Have a Stronger Hand in Shaping Our Future*.

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