Index

AAHE. See American Association of Higher Education
Abbott, Edith, 17, 52–53
academic publishing, evolution of, 344
Accelerated Schools Project, 407–408
ACLU. See American Civil Liberties Union
ACORN. See Association of Community Organizations for Reform Now
action inquiry model (AIM), 160
in engaged scholarship, 409
action research, ethnic studies and, 300–301
Action Research Team (ART) movement, 150–152
Action Without Borders, 399
activist scholarship, ethnic studies and, 300–301
activist-scholars, 261–262
Addams, Jane, 17, 45–46, 48, 54–55, 245–246, 252, 396. See also Feminist Pragmatism
community service models influenced by, 58–59
Dewey and, 52
educational approach to, 51
Feminist Pragmatism and, 51–53
methodologies of, 54–55
praxis of, 53–54
the self in, 52
HHSS and, 53–54
ACLU and, 57–58
American welfare state and, 59
humanist sociology and, 59
institution building through, 56–58
NAACP and, 57–58
restorative justice and, 63
specializations within, 58
Hull-House and, 52–54
lending arts program and, 57
pedagogical legacy of, 51
service learning and, 55–56
CO model for, 56
PAR and, 56
settlement house movement and, 45–46, 53–54
institutionalization of, 55
pedagogical practices of, 81
ADP. See American Democracy Project
adult learners, 229–230
in Citizenship Schools, 230
in community colleges, 231
community engagement by, 233
experiential nature of, 234–236
priorities for, 234
reconfirmation of identity and home through, 236–237
cultural studies and, 16–17
defined, 229
demographics for, 232–233
history of, 230–231
Manual Learning and, 230–231
needs of, 234–236
pedagogical approach to, 232
people of color as, 233
service learning with, 233–234
experiential nature of, 234–236
priorities for, 234
social capital of, 235–236
social compact for, 522–523
in 21st century, 232–233
in U.S., 230–231
African American studies, 132–133
African Americans
Blues Idiomatic Process and, 430
Citizenship Schools and, 57
HBCUs and
Black Power movement and, 64
community service traditions at, 65–66
community-engaged learning and, 17, 21
community-engagement at, 65–68
derevative relevance of, 66–67
defined, 64
establishment of, 64–65
funding of, 68–69
future challenges of, 67–68
goals and purpose of, 64
liberation from oppression through, 64
missions of, 65–66
Morrill Acts and, 64–65, 396
NCCU, 65, 68
Paine College, 65
Plessy v. Ferguson and, 65
political action at, xviii–xix
<table>
<thead>
<tr>
<th>Index</th>
<th>535</th>
</tr>
</thead>
<tbody>
<tr>
<td>service learning traditions at, 65–66</td>
<td>ART movement. See Action Research Team movement</td>
</tr>
<tr>
<td>SNCC at, 93</td>
<td>artful teaching, 132</td>
</tr>
<tr>
<td>Spelman College, 65</td>
<td>AsiaEngage, 391, 395</td>
</tr>
<tr>
<td>&quot;talented tenth&quot; and, 64</td>
<td>Asian American studies, 132–133</td>
</tr>
<tr>
<td>UNCF and, 68</td>
<td>assessment</td>
</tr>
<tr>
<td>hip-hop music and</td>
<td>of civic engagement, 186–188</td>
</tr>
<tr>
<td>community engagement through, 436–437</td>
<td>of civic outcomes, 186–188</td>
</tr>
<tr>
<td>as community-based problem solving, 427</td>
<td>of community engagement, 186–190</td>
</tr>
<tr>
<td>digital media and, 433–436</td>
<td>of service learning, 186–188</td>
</tr>
<tr>
<td>education curriculum and, 431–433</td>
<td>Association of Community Organizations for Reform Now (ACORN), 449</td>
</tr>
<tr>
<td>invisibility as theme in, 431–433</td>
<td>Association of Land-Grant Colleges, 76</td>
</tr>
<tr>
<td>Invisible Man and, 427–429</td>
<td>attention blindness, 37</td>
</tr>
<tr>
<td>literacy through, 431–433, 436–437</td>
<td>authentic relationships, 226–227</td>
</tr>
<tr>
<td>nihilism in, 426–427</td>
<td>avant-garde movement, 276</td>
</tr>
<tr>
<td>teleological foundation of, 427–429</td>
<td>Bailey, Liberty Hyde, 77, 80</td>
</tr>
<tr>
<td>youth culture and, 427, 430–431</td>
<td>Baker, Chris, 56</td>
</tr>
<tr>
<td>voter registration for, 96–97</td>
<td>Baker, Ella, 18, 94, 98, 148</td>
</tr>
<tr>
<td>voting barriers for, 95–96</td>
<td>Baldwin, R. J., 73–74</td>
</tr>
<tr>
<td>agape (self-empying love), 43</td>
<td>bandit economy, xvii</td>
</tr>
<tr>
<td>agency</td>
<td>Barber, Ben, 27</td>
</tr>
<tr>
<td>empowerment and, 418–419</td>
<td>Barrier-Williams, Fannie, 54</td>
</tr>
<tr>
<td>PES and, 365</td>
<td>Bateson, Gregory, 103</td>
</tr>
<tr>
<td>agricultural education programs. See land-grant colleges and institutions</td>
<td>BCCO. See broad-based community organizing</td>
</tr>
<tr>
<td>ahimsa (non-injury), 46</td>
<td>Bebelle, Carol, 531</td>
</tr>
<tr>
<td>AIM. See action inquiry model</td>
<td>Bell, David, 254</td>
</tr>
<tr>
<td>Alinsky, Saul, 148</td>
<td>Bell, Emma, 97</td>
</tr>
<tr>
<td>alternative communities, 278–279</td>
<td>beloved communities, 141–142</td>
</tr>
<tr>
<td>American Association of Higher Education (AAHE), 320</td>
<td>Bemidji community, 197</td>
</tr>
<tr>
<td>American Civil Liberties Union (ACLU), 57–58</td>
<td>benevolent self-transcendence, 17, 47</td>
</tr>
<tr>
<td>American Democracy Project (ADP), 120–121</td>
<td>Benjamin, Walter, 15–17</td>
</tr>
<tr>
<td>AmeriCorps, 23, 222, 396–397, 399</td>
<td>Berry, Wendell, 74–75, 80</td>
</tr>
<tr>
<td>Ando, Mang, 37–38</td>
<td>Beuys, Joseph, 276, 279</td>
</tr>
<tr>
<td>anthropology, 257, 261–262</td>
<td>Bevier, Isabel, 76</td>
</tr>
<tr>
<td>anti-colonialism, as foundational principle, 530–531</td>
<td>bias, 263</td>
</tr>
<tr>
<td>anti-racism, as foundational principle, 530–531</td>
<td>Black Power movement, 64, 290</td>
</tr>
<tr>
<td>applied professionalism, 261</td>
<td>Black Student Leadership Network (BSLN), 93</td>
</tr>
<tr>
<td>applied research, 264</td>
<td>#BlackLivesMatter, xviii</td>
</tr>
<tr>
<td>applied sociology, 51, 63</td>
<td>blended professionals, 378</td>
</tr>
<tr>
<td>Aquino, Laura, 501–502</td>
<td>Block, Sam, 97</td>
</tr>
<tr>
<td>art, artists and</td>
<td>Bloomgarden, Alan, 532</td>
</tr>
<tr>
<td>alternative communities and, 278–279</td>
<td>Blues Diatonic Process, 430</td>
</tr>
<tr>
<td>during Civil Rights Movement, 278–279</td>
<td>Boal, Augusto, 276</td>
</tr>
<tr>
<td>community and, 219–220</td>
<td>Bonner Program, 399</td>
</tr>
<tr>
<td>community relationships guided by, 220</td>
<td>Bott, Kevin, 282, 531</td>
</tr>
<tr>
<td>culture and, 220</td>
<td>Boyd, Rosangela, 246–247</td>
</tr>
<tr>
<td>as fundamental to freedom, 531</td>
<td>Boyer, Ernest, 18, 31–32, 81, 111, 113</td>
</tr>
<tr>
<td>IA and, 272, 276</td>
<td>on democratic engagement, 106–109</td>
</tr>
<tr>
<td>innovators, 276</td>
<td>on integrative scholarship, 100–106</td>
</tr>
<tr>
<td>movements, 276</td>
<td>interdisciplinarity in, 102</td>
</tr>
<tr>
<td>participatory theater, 272–273</td>
<td>on women-centered epistemology and,</td>
</tr>
<tr>
<td>politics and, 277</td>
<td>104–105</td>
</tr>
<tr>
<td>royal consciousness and, 278, 280</td>
<td>on literacy as human right, 111</td>
</tr>
<tr>
<td>social change through, 277</td>
<td>as reform critic, 99–100</td>
</tr>
<tr>
<td></td>
<td>on service learning, 115</td>
</tr>
<tr>
<td></td>
<td>Boyte, Harry, 27, 359, 397</td>
</tr>
</tbody>
</table>
Brady, Carol, 353–354
Bread and Puppet Theater, 276
Brecht, Bertolt, 276
Breckenridge, Sophonisba, 17, 52–53
broad-based community organizing (BBCO), 148
Brown, James, 428
Brown, Michael, xvii
Brueggemann, Walter, 277–278
on royal consciousness, 278, 280
Bryan, William Jennings, 31
Bryant, C. C., 95–96
BSDLN. See Black Student Leadership Network
Buddhism
ahimsa, 46
civil rights movement and, 46
community service traditions in, 43
Bullard, Robert, 304
Burgess, Ernest W., 52
business education, 315
Cabral, Amilcar, 199
Camp, Hank, 352
Campus Compact, 4, 22, 32–33, 372–373, 387–388
community service and, 113–114
service learning and, 116–117
as support organization, 398
university community engagement and, 387–388
Campus Engage, 389–390, 395
Campus Outreach Opportunity League (COOL), 22, 113, 399
campus-community engagement, 25–26
Campus Compact, 4, 22, 32–33, 372–373, 387–388
community service and, 113–114
service learning and, 116–117
in civic engagement movement, 81–82
humanities as influence on, 250
campus-community research, CCI, 350–358
community partnerships through, 354–355
competing models, 358
development of, 351–352
future of, 357–358
science shops and, 350, 357
social justice and, 352–354
sociology and, 351–352
campuses. See college campuses
Canada
labor education in, 85–88, 92
PEL program, 87–88
under WEA, 86–87
labor unions in, 85–86, 88–89
Canadian Alliance for Community Service Learning, 395
Canadian Auto Workers (CAW), 87–88
Cantor, Nancy, 247–248
capitalism, democracy and, 319–320
career development, for engaged scholars, 411
Caribbean Institute, 197
Cartwright, Chris, 530–531
Castile, Philando, xviii
catalytic action research, 148–150
CAW. See Canadian Auto Workers
CBOs. See community-based organizations
CBPR. See community-based participatory research
CBR. See community-based research
CCI. See Center for Community Initiatives
CCPH. See Community-Campus Partnerships for Health
Center for Community Initiatives (CCI), 350–351, 350–358
community partnerships through, 354–355
competing models, 358
development of, 351–352
future of, 357–358
science shops and, 350, 357
social justice and, 352–354
sociology and, 351–352
CEPs. See community engagement professionals
CES. See Cooperative Extension System
chameleon complex, 324–325
Chang, Jeff, 277
charitable giving. See zakat
Chavez, Cesar, 502
Chavis, Benjamin, 304
Chayko, Mary, 55–56
Chicago, Judi, 279
Chicago pragmatists, 52–53
Feminist Pragmatism and, 53
Chomsky, Noam, 504–505
Christian humanitarianism, 45–46
Christianity
civil rights movement and, 46
community service traditions in, 43
social justice work and, 44–45
Citizen Scholars Program (CSP), 442–443, 485, 488–491, 499
social justice and, 489
citizen voice, 424
citizenship
education and, 512–514
global, 323
higher education and, 512–514
limits of, 489–491
in women’s studies, 290
Citizenship Schools, 57
adult learners in, 230
popular education in, 512
civic agency, 169–170
critically reflective digital storytelling and, 175–177
democracy and, 523
civic development, 177–178

civic engagement
assessment of, 186–188
community service and, 112
defined, 112
democratic engagement compared to, 100, 106–109
e-portfolios and, 188
ethnic studies and, 294–295
higher education and, 118–121, 149–150
Talibores Declaration on, 118–119
history of, 1, 17
humanities and, 244, 250–251
labor education and, 81–82
monetization of, 532
as movement, xviii, 18, 81–82
class and, 81–82
democratic engagement, 177–178
defined, 168–169
for students, 169–170
civic identity, 169–170
civic learning, 7, 169–170
civic growth
conceptualization of, 169–170
critical reflection and, 172–173
defined, 168–169
for students, 169–170
civic identity, 169–170
critically reflective digital storytelling and, 175–177
civic learning, 7, 169–170
critically reflective digital storytelling and, 175–177
service learning and, 178
civic mindedness. See civic engagement; civic
growth; democracy; global service
learning; social compact
civic missions, 184–186
civic outcomes
assessment of, 186–188
through rubrics, 186–188
defined, 184–185
in higher education, 184–186
through institutional mission statements, 184–186
of service learning, 185–186
civil rights. See also Historically Black Colleges
and Universities
Citizenship Schools and, 57
community engagement and, 94–98
defined, 326–327
education and, 65
HBCUs and, 94
Civil Rights Movement
religious influences on, 46
role of song in, 278–279
women’s studies and, 283–284
Clark, Septima, 18, 57, 148
class. See also socioeconomic class
civic engagement movement and, 81–82
community engagement and, 65–68, 81–82, 304
education and, 82
environmental justice and, 304
labor education and, 82, 89
recollecting of, 531
relationships influenced by, 227
CLAYSS. See Latin American Center for
Service Learning
CO model. See community organizing model
Coates, Rodney, 471
CODE-PSID. See Community-Oriented
Design and Evaluation Process for Sustainable Infrastructure and Development
cognitive consonance, 260
Colk, Kathleen, 298
collaboration. See also community
partnerships; partnerships
in CBR
pedagogy and, 161
public scholarship and, 159
through IPS, 418
university-community, 119–120
college campuses. See also campus-community
engagement
political action on, xviii–xix
for UNSIF, 196–198
college extension services, 1–2
CES and, 71–72
inherited idea of, 74–75
through land grant institutions, 71
prophets for, 77–78
College For Every Student, 408
College: The Undergraduate Experience in America (Boyer), 101–106
Collier, John, 1–2
Collins, Randall, 241
colonal colleges, 21
Combining Service and Learning (Kendall), 115
commoditizing community assets, 417
Commons, John, 84
communities of commitment, 220
community, communities and
alternative, 278–279
art and, 219–220
CBR benefits for, 163–164
partnerships, 127–128
polities and, 64
UNSIF and, 199–200
community colleges
community-engaged learning in, 21
democratic engagement in, 107
community development, 419–420
community engagement
academic freedom and, 34
by adult learners, 233
experiential nature of, 234–236
priorities for, 234
reconfirmation of identity and home through, 223
applied professionalism and, 261
assessment of, 186–188
for quality of experiences, 188–190
through rubrics, 186–188
boundary crossing prisms for, 128–129
classification of, 119–120
code-switching prisms for, 128–129
consistency of, 189
democratic possibilities of, 379
democratic spaces and, 501, 506
dialogic approach to, 20
early roots of, 21–22, 30–33
engaged pedagogy and, 82–83
through ethnic studies, 295–297, 299, 301–302
evolution of academic publishing in, 344
by faculty, 21–26
feedback for, 189–190
future of, 527–533
at HBCUs, 65–68
higher education and, 23–24, 109, 446–447, 449–450
systems of power in, 446–447
through hip-hop music, 436–437
history of, 1
humanities and, 244
inclusion and, 128
institutionalization of, 23–24
as interdiscipliary, 256
for just and equitable world, 491–496
land-grant colleges and institutions and, 72–73
negotiation of, 223–224
neoliberalism and, 475–478
subversion of, 480–481
by non-traditional students, 263
origins of, 21–22, 26–27, 30–33
Peace Movement and, 26–27
peer interactions and, 189
as political education, xix
through pre-professional programs, 315–316
professional training and, 312
proliferation of, xvii–xviii
the public and, 257–258, 261
purpose of, 25–26
race and class in, 65–68, 304
rationalization of, 474–475
religious influences on, 31
roots of, 26–27
scholarship and, 99–100, 243
public, 262
scope of, 257
service learning and, 8
social good and, 261
in social sciences, 256–257, 259–260
future of, 262–264
STEM and, 307
TDC and, 120–121
technology and, 224–225
transformative, 500–509
democratic spaces, 501, 506
environmental sustainability in, 508
multicultural community building in, 506–507
partnerships and, 503
teatro methodology and, 503–505
as transformative, 500–509
community engagement professionals (CEPs)
associations for, 370–375
Campus Compact and, 4, 22, 32–33, 372–373, 387–388
community service and, 113–114
service learning and, 116–117
CCPH and, 372
Engagement Scholarship Consortium and, 373
function of, 370
IA, 272, 276, 374–375, 398
PAGE program, 374
NSEE and, 4, 114, 183, 371
orientation clusters, 378–379
professionalization of, 376–381
role of, 375–376
staff for, 375–378
community justice, 136–137
community leadership, 21, 301, 455
community organizing (CO) model, 56
community partnerships, 127–128. See also art, artists and
catalytic action research and, 148–150
through CCI, 354–355
conceptualization of, 148–150
defined, 147
ecologies of, 150–155
ARTs and, 150–152
democratic, 149
Mercado de los Sueños, 152–155
at Northern Arizona University, 150–152
after Hurricane Katrina, 224, 226
for intercultural incompetence, 215
negotiations as part of, 221
power dynamics in, 222–223
public work and, 147, 151
community relationships
art as guide for, 220
communities of commitment and, 220
historical tracking of, 221–222
negotiations as part of, 221
technology as influence on, 224–225
community service
Addams as influence on, 58–59
Buddhism and, 43
Campus Compact and, 113–114
Christianity and, 43
civic engagement and, 112
ethnic studies and, 300–301
at HBCUs, 65–66
Islam and, 43
Judaism and, 43
neoliberalism as influence on, 473
NSEE and, 4, 114
religion and, 42–43
SNCC and, 93
community studies, 132–133
community trust. See confianza
community voice, 417, 425
community-based learning, in women’s studies,
290
community-based organizations (CBOs),
305
community-based participatory research
(CBPR), 159
ethics of, 159
transformational effect of, 160
community-based research (CBR)
AIM and, 160
benefits from, 162
in colleges and universities, 163
for communities, 163–164
in higher education, 163
for students, 162
defined, 158
ecological university and, 158
ethics of, 159
future applications for, 164
in higher education, 163
as pedagogy, 160–162
collaboration in, 161
PAR and, 161
social change through, 161–162
as public scholarship, 159–160
collaboration in, 159
social changes among youth and, 160
YPAR, 160
reciprocity in, 159
community-based research, environmental
justice and, 304–305
Community-Campus Partnerships for Health
(CCPH), 372, 398
community-engaged learning, 8
in community colleges, 21
HBCUs and, 17, 21
religious traditions and, 17
social responsibility and, 17
community-engaged research, 129
community-engaged scholarship, 344–345
Community-Oriented Design and Evaluation
Process for Sustainable Infrastructure and Development (CODE-PSID),
419–420, 425
competence. See intercultural competence
confianza (community trust), 328–329
conscientization (critical consciousness), 139
Constantino, Renato, 40
constructivist pedagogy, 198
COOL. See Campus Outreach Opportunity
League
Cooperative Extension System (CES), 71–72
corporate hegemony, 89, 470, 485–486, 530
corporatization, of higher education, 82,
474–475
covert racism, 471
Cox, Laverne, 462
Cox, William E., 67
Cracking the Code, 140–141
critical consciousness. See conscientization
critical identity studies, 289
critical pedagogy, 132–133
critical race theory, 132–133, 140
critical reflection
civic growth and, 172–173
conceptualization of, 170–174
through critical storytelling, 174–177
power and, 174
in critical theory, 172–173
critically reflective digital storytelling and,
175–177
power and, 177
storyboarding in, 176
student voice in, 176–177
DEAL Model, 173–174
defined, 171–172
digital storytelling and, 175–177
GSL and, 323
service learning and, 168, 170
critical service learning, 5–6, 132–133
in pre-professional programs, 309
UNSIF and, 194
critical storytelling, 174–177
power and, 174
critical theory, 172–173
GSL and, 323–324
critical thinking, 171–172
critically reflective digital storytelling,
175–177
power and, 177
storyboarding in, 176
student voice in, 176–177
cross-cultural collaboration, with GSL, 324
cross-cultural interaction. See intercultural interactions
cross-cultural partnerships, in GSL, 322–323, 328–329
A Crucible Moment: College Learning and
Democracy’s Future, 121
Cruz, Nadinne, xix, 20–21, 33–41
Cruz, Phil de la, 501–502
CSP. See Citizen Scholars Program
cultural difference, 204, 206
pedagogy and, 207
service learning and, 215
cultural humility, 208–209, 213
cultural studies
adult learners and, 16–17
history of, 15–17
culture
art and, 220
intercultural competence and
defined, 206–207
service learning and, 215
Dada movement, 276
dana (giving without concern for recognition), 43
Daniels, Kisha, 17
DART. See Direct Action Research Training Center
Day, Dorothy, 45–46, 48
DEAL Model, of critical reflection, 173–174
Deardorff Process Model of Intercultural
Competence, 210–212
Debord, Guy, 276
Deegan, Mary Jo, 17, 530
democracy
capitalism and, 319–320
civic agency and, 523
civil learning in, 7
community engagement and, 379
grown citizens as part of, 486
Feminist Pragmatism and, 51–52
higher education and, 23, 32, 120–121
The Democracy Commitment (TDC), 120–121
democratic. See also democratic engagement;
democratic spaces
citizenship, 82–83
learning, 150, 522
democratic ecologies, 149
democratic engagement
Boyer on, 106–109
civic engagement compared to, 100, 106–109
in community colleges, 107
process of, 107
purpose of, 107
democratic learning, 514
democratic spaces, 279, 443
community engagement and, 501, 506
social change and, 501
social justice through, 501
DeNose, Dan, 365–366
deprofessionalization, 310, 316, 320
development. See also community development
aim of, 327–328
capability approach to, 417
as theory, 328–329
Development, Relief, and Education for Alien
Minors (DREAM) Act, 151–152
Dewey, John, 32, 35, 51–52, 63, 104, 252, 396
Addams and, 52
on experiential learning, 81
Hull-House and, 52
dharma (right conduct), 43
digital diploma mills, 475–476
digital media, hip-hop music and, 433–436
digital storytelling, critically reflective, 175–177
power and, 177
storyboarding in, 176
student voice in, 176–177
direct action, 94
Direct Action Research Training Center
(DART), 148
disability studies, 289
discrimination, under neoliberalism, 487
Dolgon, Corey, 55–56, 304–307, 531–532. See also Center for Community Initiatives
on communities of commitment, 220
Donahue, David, 530–531
Dorothy Doctrine of Engaged Scholarship, 254
DREAM Act. See Development, Relief, and
Education for Alien Minor Act
Dream Revival, 282
Du Bois, W. E. B., 64
Dumping in Dixie: Race, Class, and
Environmental Quality (Bullard), 304
East Michigan Environmental Action Council,
196–197
Eatman, Timothy K., 33, 120, 279, 282
ecoFeminist Pragmatism, 58
ecological university, 158
Economic Empowerment and Global Learning
Project (EEGLP), 418–424
citizen voice and, 424
CODE-PSID framework, 419–420, 425
community development and, 419–420
core lessons from, 423
international projects, 421–423
national projects, 420–421, 425
economics, 257, 259, 264–265
service learning in, 260
ecosystems, 532
of knowledge, 30
Edelman, Marian Wright, 93
Edgerton, Russell, 22
education. See also higher education; labor
education; popular education
citizenship and, 512–514
civil rights and, 65. See also Historically Black Colleges and Universities
class and, 82
as commodity, 493–494
emancipatory, 201
healing racism in, 201–202
methodology of, 198
pedagogy of, 198
for people of color, 201
extension education programs, 1–2
CES and, 71–72
inherited idea of, 74–75
through land grant institutions, 71
prophets for, 77–78
Feminist Pragmatism and, 51–52
hip-hop music and, 431–433
liberatory, 35, 195–196
multicultural, 132–135
race and, 65
religion and, 3, 17, 26
“separate but equal” doctrine for, 65
as social compact, 516–517, 519, 521
social justice, 132–133
educational maintenance organizations (EMOs), 474
EEGLP. See Economic Empowerment and Global Learning Project
Ehrenreich, Barbara, xviii
Ehrlich, Thomas, 372–373, 486
Elliott, Charles, 31
Ellison, Julie, 120, 247–248, 250
Ellison, Ralph, 155–156, 427–429
Ely, Richard, 84
emancipatory education, 201
healing racism in, 201–202
methodology of, 198
pedagogy of, 198
for people of color, 201
EMOs. See educational maintenance empowerment. See also Economic Empowerment and Global Learning Project
agency and, 418–419
engaged learning, social sciences and, 260
engaged literacy, 111, 248–249
engaged pedagogy, xvii
community engagement and, 82–83
environmental justice and, 307
institutionalization of, xvii–xviii
engaged scholars
career development for, 411
development of, 405–406
mentoring of, 405–406
publishing and, 404, 410–412
support for, 405–410
engaged scholarship, 99–100, 243
action inquiry testing in, 409
career development and, 411
creation of opportunities for, 406–407
Dorothy Doctrine, 254
environmental justice and, 307
through evaluation research, 409–410
through policy and practice, 409
publishing and, 404, 410–412
purpose of, 404, 407–410
Engagement Australia, 388–389
Engagement Scholarship Consortium, 373
environmental justice, 304–307
class and, 304
community-based research and, 304–305
engaged pedagogy and, 307
engaged scholarship and, 307
at HBCUs, 304–305
race and, 304
research areas for, 307
service learning and, 304–305
environmental racism, 225–226, 305
environmental sustainability, 508
eportfolios, 188
ethical leaders, 184
ethics
of CBPR, 159
of CBR, 159
ethnic studies, 295–297
action research and, 300–301
activist scholarship and, 300–301
civic engagement and, 294–295
community engagement through, 295–297,
299, 301–302
community service and, 300–301
Indigenous Knowledge and, 295, 297–300
interdisciplinary approach to, 298–300
political organization through, 295–297
service learning and, 294–295
settlement colonialism in, 294, 297
ethnorelativism, 214
evaluation research, 409–410
Evans, Stephanie, 93
experiential learning, 6, 39
Dewey on, 81
within support organizations, 400
experimental colleges, 30–31
extension education programs, 1–2
CES and, 71–72
inherited idea of, 74–75
through land grant institutions, 71
prophets for, 77–78
faculty, at colleges and universities
community engagement by, 21–26
ideal service framed by, 461
MJCSL and, 345
promotion of, 360–361
rewards, 359
faculty, at colleges and universities (cont.)
tenure as reward for, 360–361
whiteness and, 287
Fair Trade Learning (FTL), 322–323, 325
fairness. See tzedakah
Fanon, Frantz, 194–195
Federal Emergency Relief Act (FERA), 84
feedback, for community engagement, 189–190
feminism, 257
history and practice of, 530
Hull-House and, 52
race and, 289–290
radical, 290
university studies on, 289
whiteness and, 289–290
Feminist Pragmatism
Addams and, 51–53
methodologies of, 54–55
praxis of, 53–54
the self for, 52
Chicago pragmatism and, 53
defined, 51–52
democracy and, 51–52
education and, 51–52
institution building and, 56–58
nonviolence and, 51–52
pacifism as defining characteristic of, 54
peace movements inspired by, 53–54
social behavior in, 52
social justice movements influenced by,
53–54
FERA. See Federal Emergency Relief Act
Fernando Pedraza, Jose, 504–505
First Morrill Act, 64–65
Fluxus, 276
Foucault, Michel, 75
Francis (Pope), 42–43
Frankle, Barbara S., 67
free speech movement, 30
freedom, 531
Freire, Paulo, 35, 194–195, 351–352, 396, 489
Fryshman, Bernard, 232
FTL. See Fair Trade Learning
Fulfilove, Mindy, 272
Futurism, 276
Galura, Joe, 341
Gandhi, Mahatma, 46
Gard, Robert, 279
Gardner, John, 22
Garner, Eric, 205
gender studies. See also women’s studies
history of, 283
whiteness and, 289–290
G.I. Bill, 396
Gilligan, Carol, 104–105
giving without concern for recognition. See dana
Gladden, Washington, 46
global change agents, 184
global citizenship, 323
global networks, for university community
engagement, 385–392
global service learning (GSL)
chameleon complex and, 324–325
as community-driven service experience,
321–328
critical reflection and, 323
critical theory tradition and, 323–324
cross-cultural collaboration with, 324
cross-cultural partnerships in, 322–323,
328–329
defined, 321, 323
on development, 327–329
FTL and, 322–323, 325
global citizenship and, 323
historical thinking in, 325–326
human rights and, 326
pedagogy and, 328–329
power and, 328–329
reciprocity in, 322
states and, 323–324
structural violence and, 326–327
student learning and, 325
Goldrick-Rab, Sarah, 495
Gonzalez, Eddie, 505
GSL. See global service learning
Hackett, Bobby, 113, 399
Hall, G. Stanley, 52
Hamer, Fannie Lou, 98
Harkavy, Ira, 22
Hartley, Matt, 18, 120
Haslam, Bill, 531
Hatch Act, 396
Hayes, Curtis, 97
HBCUs. See Historically Black Colleges and
Universities
Headstart, 24
HHSS. See Hull-House school of sociology
hidden transcripts, 17
higher education. See also adult learners;
Historically Black Colleges and
Universities (HBCUs); pre-professional
programs, in higher education; students;
Universidad Sin Fronteras; workers
colleges
access to, through legislation, 396
affordability of, 477
associations, 370–375, 394–396. See also
support organizations
CCPH and, 372
Engagement Scholarship Consortium, 373
NSEE and, 4, 114, 183, 371
CBR in, 163
citizenship and, 512–514
<table>
<thead>
<tr>
<th>Index</th>
<th>543</th>
</tr>
</thead>
<tbody>
<tr>
<td>civic engagement and, 118–121, 149–150</td>
<td>invisibility as theme in, 431–433</td>
</tr>
<tr>
<td>Talloires Declaration on, 118–119</td>
<td>Invisible Man and, 427–429</td>
</tr>
<tr>
<td>civic missions in, 184–186</td>
<td>literacy through, 431–433, 436–437</td>
</tr>
<tr>
<td>civic outcomes in, 184–186</td>
<td>nihilism in, 426–427</td>
</tr>
<tr>
<td>college extension services, 1–2</td>
<td>teleological foundation of, 427–429</td>
</tr>
<tr>
<td>CES and, 71–72</td>
<td>Hironimus-Wendt, Robert J., 51, 63</td>
</tr>
<tr>
<td>inherited idea of, 74–75</td>
<td>Historically Black Colleges and Universities (HBCUs)</td>
</tr>
<tr>
<td>through land grant institutions, 71</td>
<td>Black Power movement and, 64</td>
</tr>
<tr>
<td>prophets for, 77–78</td>
<td>civil rights and, 94</td>
</tr>
<tr>
<td>as commodity, 493–494</td>
<td>community service traditions at, 65–66</td>
</tr>
<tr>
<td>community engagement and, 23–24, 109,</td>
<td>community-engaged learning and, 17, 21</td>
</tr>
<tr>
<td>systems of power in, 446–447</td>
<td>community-engagement at, 65–68</td>
</tr>
<tr>
<td>corporatization of, 82, 474–478</td>
<td>contemporary relevance of, 66–67</td>
</tr>
<tr>
<td>A Crucible Moment: College Learning and</td>
<td>defined, 64</td>
</tr>
<tr>
<td>Democracy’s Future and, 121</td>
<td>environmental justice at, 304–305</td>
</tr>
<tr>
<td>cultural change within, 120</td>
<td>establishment of, 64–65</td>
</tr>
<tr>
<td>democracy linked with, 23, 32</td>
<td>funding of, 68–69</td>
</tr>
<tr>
<td>democratic engagement and, 31, 71–78</td>
<td>future challenges of, 67–68</td>
</tr>
<tr>
<td>democratic purpose of, 120–121</td>
<td>goals and purpose of, 64</td>
</tr>
<tr>
<td>democratic spaces through, 443</td>
<td>liberation from oppression through, 64</td>
</tr>
<tr>
<td>digital diploma mills, 475–476</td>
<td>missions of, 65–66</td>
</tr>
<tr>
<td>future of, 28–29</td>
<td>Morrill Acts and, 64–65, 396</td>
</tr>
<tr>
<td>under G.I. Bill, 396</td>
<td>NCCU, 65, 68</td>
</tr>
<tr>
<td>under Hatch Act, 396</td>
<td>Paine College, 65</td>
</tr>
<tr>
<td>immigrant workers in, 478–480</td>
<td>Plessy v. Ferguson</td>
</tr>
<tr>
<td>institutionalization of community</td>
<td>and, 57</td>
</tr>
<tr>
<td>engagement in, 23–24</td>
<td>political action at, xviii–xix</td>
</tr>
<tr>
<td>labor movement and, 82</td>
<td>service learning traditions at, 65–66</td>
</tr>
<tr>
<td>learning outcomes, 132, 134–137</td>
<td>SNCC at, 93</td>
</tr>
<tr>
<td>community justice and, 136–137</td>
<td>Spelman College, 65</td>
</tr>
<tr>
<td>multicultural community building,</td>
<td>“talented tenth” and, 64</td>
</tr>
<tr>
<td>134–135, 137</td>
<td>UNCF and, 68</td>
</tr>
<tr>
<td>self-awareness in, 134</td>
<td>history, as social science, 257</td>
</tr>
<tr>
<td>service responsibility and, 135–136</td>
<td>Hogarth, Richard, 15–16</td>
</tr>
<tr>
<td>social awareness in, 134</td>
<td>Hogg, Charlotte, 246–247</td>
</tr>
<tr>
<td>social justice and, 136–137</td>
<td>Hollander, Elizabeth, 20–26, 32, 34, 372–373</td>
</tr>
<tr>
<td>social responsibility and, 135–136</td>
<td>The Holy Earth (Bailey), 80</td>
</tr>
<tr>
<td>under Morrill Act, 64–65, 396</td>
<td>Honnet, Ellen Porter, 114</td>
</tr>
<tr>
<td>neoliberalism and, 475–478</td>
<td>hooks, bell, 489, 495</td>
</tr>
<tr>
<td>public good of, 424</td>
<td>Horton, Myles, 18, 57, 148, 489</td>
</tr>
<tr>
<td>reform critics of, 99–100</td>
<td>House, Son, 527</td>
</tr>
<tr>
<td>skills gap and, 514</td>
<td>Hull-House, 52</td>
</tr>
<tr>
<td>under Smith-Lever Act, 396</td>
<td>Hull-House school of sociology (HHSS),</td>
</tr>
<tr>
<td>as social compact, 516–517, 519, 521</td>
<td>53–54</td>
</tr>
<tr>
<td>transformation of, 99, 466–467</td>
<td>ACLU and, 57–58</td>
</tr>
<tr>
<td>Higher Education Opportunity Act, 396</td>
<td>American welfare state and, 59</td>
</tr>
<tr>
<td>high-impact community-based learning,</td>
<td>humanist sociology and, 59</td>
</tr>
<tr>
<td>188–189</td>
<td>institutional building through, 56–58</td>
</tr>
<tr>
<td>high-impact educational practices, 397</td>
<td>NAACP and, 57–58</td>
</tr>
<tr>
<td>high-status knowledge, 310</td>
<td>restorative justice and, 63</td>
</tr>
<tr>
<td>hip-hop music</td>
<td>specializations within, 58</td>
</tr>
<tr>
<td>African American youth culture and, 427,</td>
<td>lending arts program and, 57</td>
</tr>
<tr>
<td>430–431</td>
<td>Hull-House Maps and Papers (Addams),</td>
</tr>
<tr>
<td>as community-based problem solving, 427</td>
<td>54–55</td>
</tr>
<tr>
<td>digital media and, 433–436</td>
<td>human rights, defined, 326</td>
</tr>
<tr>
<td>education curriculum and, 431–433</td>
<td>humanist sociology, 59</td>
</tr>
<tr>
<td>civic engagement and, 244, 250–251</td>
<td>humanities</td>
</tr>
</tbody>
</table>
humanities (cont.)
of campus-communities, 250
critiques of, 245, 254
engaged literacy and, 248–249
as fundamental to freedom, 531
historical roots of, 245–246, 254
purpose of, 273–274
Hurricane Katrina, 224, 226
Hurst, E. E., 96–97

IA. See Imagining America
IAF. See Industrial Areas Foundation
IARSLCE. See International Association for Research on Service Learning and Community Engagement

ideal community partnerships, 462
ideal learning space, 463–466
ideal service experience, 460–463
faculty framing of, 461
 privilege and, 461
structural inequality and, 460
whiteness and, 461
ideal students, 459–460
ideals, idealism and, 458–459
identity development theories, 132–133
IFYC. See Interfaith Youth Corp
Ihrike, Junko, 505
Imagining America (IA), 272, 276, 374–375, 398
PAGE program, 374
as support organization, 398
immigrant workers
in higher education, 478–480
research group on, 470–472
silent raids on, 483
immigration, 149–150, 197, 230, 295–296, 471–472
Indiana Early Literacy Grant Program, 407–408
Indiana Project on Academic Success, 407–408
Indigenous Environmental Network, 197
Indigenous Knowledge, 295, 297–300
Industrial Areas Foundation (IAF), 148
inequality. See structural inequality
innovation, in PES, 365
Institute for Juvenile Research, 56–57
Integrating Service and Academic Study (ISAS), 32–33
integrative learning, 101–102
integrative scholarship, 100–106
interdisciplinarity in, 102
women-centered epistemology and, 104–105
intercultural competence
community partnerships for, 215
cultural difference and, 204, 206
pedagogy and, 207
service learning and, 215
cultural humility and, 208–209, 213
culture and
defined, 206–207
service learning and, 215
Deardorff Process Model of Intercultural Competence, 210–212
defined, 207–208
ethnorelativism and, 214
frames of reference for, 208–209
among global leaders, 204–205
historical development of, 204–205
international interventions in support of, 216
strategies for, 210–213
intercultural interactions, 209–210
intercultural transformation, 209–210
disorienting dilemma in, 210
interdisciplinary public scholarship (IPS), 416
collaborative engagement through, 418
commoditizing community assets in, 417
community voice and, 417
defined, 416
EEGLP, 418–424
citizen voice and, 424
CODE-PSID framework, 419–420, 425
community development and, 419–420
core lessons from, 423
international projects, 421–423
national projects, 420–421, 425
public good of higher education and, 424
purpose of, 417–418
as transformative, 417
interdisciplinary scholarship
interpretive experience and, 103
public, 159–160, 416–420
Interfaith Youth Corp (IFYC), 47–48
International Association for Research on Service Learning and Community Engagement (IARSLCE), 373–374, 398
International Partnership for Service Learning (IPSL), 320
interpretive experience, 103
Invisible College, 397–398
Invisible Man (Ellison, Ralph), 427–429
IPS. See interdisciplinary public scholarship
IPSL. See International Partnership for Service Learning
ISAS. See Integrating Service and Academic Study
Islam
right movements and, 46
community service traditions in, 43
Isocrates, 254
Ithiong, Larry, 501–502
James, William, 52, 57
Jameson, Frederic, 490
Jay, Gregory, 248–249
Johnson, Carina, 303
Johnson, Glenn, 304–307
**Index**

<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>545</td>
</tr>
</tbody>
</table>

---

**Judaism**
- civil rights movement and, 46
- community service traditions in, 43
- Jumpstart, 24
- justice
  - community, 136–137
  - restorative, 63
- social
  - Feminist Pragmatism as influence on, 53–54
  - learning outcomes and, 136–137
  - religion and, 44–47

**Kallen, Horace**, 83–84

**Kaprow, Allan**, 276, 279

**Keller, Evelyn Fox**, 104–105

**Kelley, Florence**, 17, 52–55

**Kelley, Robin D. G.**, 17

**Kendall, Jane**, 5–6, 115

**Kennedy, Donald**, 114

**Kennedy, John F.**, 94, 278

**King, Martin Luther, Jr.**, 46, 57, 94, 141, 197
- knowledge creation, 364–366
- knowledge transfer, 446

**Knowles, Malcolm**, 232. *See also* adult learners

**Kuhn, T. S.**, 104

**labor education. *See also* workers colleges; workers' education**
- in Canada, 85–88, 92
- PEL program, 87–88
- under WEA, 86–87
- civic engagement and, 81–82
- class and, 82, 89
- contemporary, 88–90
- decline of, 85
- in new labor colleges, 89
- radical social movements and, 85
- in U.S., 83–85, 89–90

**labor movement**
- decline of, 85
- higher education and, 82
- role of workers' colleges in, 82
- labor unions, 87–88. *See also* labor education
- in Canada, 85–86, 88–89

**Ladner, Dorie**, 97

**land-grant colleges and institutions, 21, 71–73**
- community engagement and, 72–73
- extension education programs through, 71

**Ladner, Dorie, 97**

**Lang, Eugene**, 399

**Lappe, Frances Moore**, 221–222

**Lapping, Mark**, 20–21, 26–29

**Latin American Center for Service Learning (CLAYSS)**, 388
- leadership development, 201. *See also* community leadership
- League of Women Voters, 57–58
- Learn and Serve America, 396–397

**Lee, Herbert**, 96

**Lee, Herbert, 96**

**Lending Arts Programs, 57**

**Lewin, Kurt**, 158
- liberation sociology, 51
- liberatory education, 35, 195–196
literacy, 111
through hip-hop music, 431–433, 436–437
Liu, Goodwin, 2
Lovell-Troy, Larry, 51, 63
Lyon, Ernest, 30
Ma’an Arab University Alliance for Civic Engagement, 390
Macleann, Annie Marion, 52–53
Madelonis, Barbara, 495, 499
Maeroff, Gene, 103
mainstreaming, 23
of service learning, 35, 117–118
of workers’ education movement, 84
The Making of the English Working-Class
(Thompson), 15–16
Manlapit, Pablo, 501–502
Manual Learning, 230–231
Mariscal, Blanca, 504
Market of Dreams. See Mercado de los Sueños
Marshall, John, 341
Martin, Trayvon, xviii, 197
Marx, Karl, 194–195
Maurin, Peter, 45–46
McClain, Mildred, 305–306
McClintock, Barbara, 104–105
McDew, Chuck, 18
McDowell, Mary, 52–53
McGowan, Thomas, 18
McIntosh, Peggy, 140–141
McKnight/Kretzman Asset Based Community Development model, 25
McLaurin, Charles, 97
Meacham, Shuaib, 531
Mead, George Herbert, 51, 104
Mead, Helen Castle, 54
medical education, 314
Meisel, Wayne, 113, 399
Mendes, Carlos, 504–505
mentoring, 405–406
Mercado de los Sueños (Market of Dreams), 152–155
Mezirow, Jack, 39
Michigan Journal of Community Service Learning (MJCSL)
adverse consequences of success of, 346
early history of, 341–342
future of, 347
legacy of, 343–346
community-engaged scholarship, 344–345
evolution of academic publishing, 344
faculty development, 345
public profile of, 342
staffing for, 342–343
Mill, John Stuart, 416
Mills, C. Wright, 63, 351–352
Mimms, Maxine, 523
mindfulness, 227
minorities. See African Americans; people of color
minority-serving institutions (MSIs), 66. See also Historically Black Colleges and Universities
Mitchell, Tania, 530–532
MJCSL. See Michigan Journal of Community Service Learning
Moore, Amzie, 95
Morrill Act, 64–65, 396
Morton, Keith, 507
Moses, Bob, 18, 93–98, 148, 530–531
MSIs. See minority-serving institutions
multicultural community building, 134–135, 137
in transformative community engagement, 506–507
multicultural education, 132–135
Muste, A. J., 18
NAACP. See National Association for the Advancement of People nation, defined, 323–324
National Association for the Advancement of Colored People (NAACP), 57–58
National Center for Learning and Civic Engagement (NCLCE). See National Center for Service Learning
National Center for Public Service Internships (NCPSL), 4
National Center for Service Learning (NCSL), 4
National Consumers’ League (NCL), 57–58
national networks, for university community engagement, 385–392, 395
National Society for Experiential Education (NSEE), 4, 114, 183, 371
National Society for Internships and Experiential Education (NSIEE), 397–398
National Women’s Studies Association (NWSA), 283–284
nation-state, de
Native American studies, lack of institutional support for, 288
NCCU. See North Carolina Central University
NCL. See National Consumers’ League
NCPSL. See National Center for Public Service Internships
NCSL. See National Center for Service Learning
neoliberalism, 149
community engagement and, 475–478
subversion of, 480–481
discrimination under, 487
dissolution of democracy and, 487
higher education and, 475–478
ideology of, 473–474
NGOs and, 473–474
public education under, 487
racism under, 487
rising inequality under, 486–487
unstable ways of living and, 487
volunteer service and, 473
New Jim Crow Movement, 197–198
new labor colleges, 89
new professoriate, 364
New Taylorism, 310, 313
Newman, Frank, 113–114
NGOs. See non-governmental organizations
nihilism, in hip-hop music, 426–427
Noble, David, 475–476
non-governmental organizations (NGOs), 473–474
non-injury. See ahimsa
nontraditional higher education. See Universidad Sin Fronteras
non-traditional students, 27–28, 521
adult learners, 229–230
in Citizenship Schools, 230
in community colleges, 231
community engagement by, 233–237
cultural studies and, 16–17
defined, 229
demographics for, 232–233
history of, 230–231
Manual Learning and, 230–231
needs of, 234–236
pedagogical approach to, 232
people of color as, 233
service learning with, 233–236
social capital of, 235–236
in 21st century, 232–233
in U.S., 230–231
community engagement by, 263
nonviolence. See also Gandhi, Mahatma; King, Martin Luther, Jr.; Feminist Pragmatism and, 51–52
North Carolina Central University (NCCU), 65, 68
NSEE. See National Society for Experiential Education
NSIEE. See National Society for Internships and Experiential Education
NWSA. See National Women’s Studies Association
objectivity, in research, 129
Occupy Wall Street, xviii
OLE framework
emancipatory education, 201
healing racism, 201–202
methodology of, 198
pedagogy of, 198
for people of color, 201
leadership development, 201
organizational development, 197–198
“One,” 428
organizational development, 197–198
orientation clusters, for CEPs, 378–379
Orr, Catherine, 283, 285–295, 310
pacifism. Feminist Pragmatism and, 54
Padilla, Reynaldo, 197
PAGE. See Publicly Active Graduate Education
Paid Education Leave (PEL) program, 87–88
Paine College, 65
Pakistan Chapter of Talloires Network (PCTN), 391–392
Palmer, Parker, 104–105
Papp, Daniel, 246
PAR. See participatory action research
Park, Clara Cahill, 54
Park, Robert E., 52
Parks, Rosa, 57
Parsons, Talcott, 15
participatory action research (PAR), 56
participatory theater, 272–273
partnerships
community, 127–128
ideal, 462
transformative community engagement and, 503
through university community engagement, 391
Patel, Eboo, 47–48
Payne, Charles, 93
PCTN. See Pakistan Chapter of Talloires Network
Peace Corps, 26
Peace Movement, 26–27
Feminist Pragmatism as influence on, 53–54
peace studies, 257
pedagogy
adult learners and, 232
CBR as, 160–162
collaboration in, 161
PAR and, 161
social change through, 161–162
constructivist, 198
critical, 132–133
cultural difference and, 207
engaged, xviii, 307
institutionalization of, xvii–xviii
GSL and, 328–329
of learning, 35
popcorn, 198
service learning, 7–8, 132–133
whiteness-centered, 132, 139–141
Pedraza, Fernando, 504–505
PEL program. See Paid Education Leave program
People Improving Communities through Organizing (PICO), 148
people of color as adult learners, 233
emancipatory education for, 201
ideal learning spaces and, 463–466
publicly-engaged scholars, 363–364
service learning and, 141
PES. See publicly-engaged scholarship
Peters, Scott, 17–18, 277
Phillips, Susan, 303
PICO. See People Improving Communities through Organizing
Plessy v. Ferguson, 65
political action
on college campuses, xviii–xix
community engagement and, xviii–xix
at HBCUs, xviii–xix
by service learning pioneers, 3
political education, community engagement as, xviii–xix
political rights, 326–327
political science, 257
politics. See also political action
art and, 277
community, 64
service learning and, 486–488
dissolution of democracy and, 487
for inequality, 486–487
public education and, 487
racism and discrimination, 487
unstable ways of living and, 487
Pollack, Seth, 7–8
popcorn pedagogy, 198
popular education, 82, 89, 158, 296
in Citizenship Schools, 512
possibility models, 462–463
postcolonial studies, 289
Poulsen, Susan J., 114
power. See also systems of power
through critical storytelling, 174
through critically reflective digital storytelling, 177
GSL and, 328–329
pragmatism. See also Feminist Pragmatism
Chicago, 52–53
ecofeminist, 58
prophetic, 58
pre-professional programs, in higher education, 309–311
community engagement through, 315–316
conceptual model of, 311
critical service learning in, 309
high-status knowledge and, 310
service learning and, 312–315
in business education, 315
future considerations for, 315–317
in medical education, 314
New Taylorism, 310, 313
outcomes of, 312–313
in teacher education, 313–314
social responsibility of, 309, 312–313
pre-professionals, professionals compared to, 309–310
privilege, 446
in ideal service experience, 461
professional training
community engagement and, 312
service learning and, 312–315
in business education, 315
future considerations for, 315–317
in medical education, 314
New Taylorism, 310, 313
outcomes of, 312–313
in teacher education, 313–314
professionalization of CEPs, 376–381
depprofessionalization and, 310, 316, 320
pre-professionals and, 309–310
of research practices, 257
of teaching, 257
professionals blended, 378
pre-professionals compared to, 309–310
Project Pericles, 399
Project South, 196
promotion and tenure, for faculty
decline of, 24
as reward, 360–361
prophetic pragmatism, 58
psychology, 291, 320
applied, 53–54
psychology, applied, 53–54
the public, 257–258, 261
public archeology, 257–258
public good, of higher education, 424
public scholars, 257–258
public scholarship
CBR as, 159–160
collaboration in, 159
social changes among youth and, 160
YPAR, 160
community engagement and, 262
public sociology, 51
public work, 147, 151
publications. See Michigan Journal of Community Service Learning
Publicly Active Graduate Education (PAGE), 374
publicly-engaged scholars, 159–160
diversity of, 363–364
publicly-engaged scholarship (PES) agency and, 365
artifacts of, 366
conjoint living and, 364–366
rubrics, in assessment of outcomes, 186–188
“Rule of the People,” 31
Rumsfeld, Donald, 223–224
Rustin, Bayard, 94–95
Ryan, Francis, 84–85
SAHECEF. See South African Higher Education Community Engagement Forum
Saltmarsh, John, 18, 22, 120
Sanctuary City movement, xviii
Sanders, Bernie, 533
scholars
activist, 261–262
CSP, 442–443, 485, 488–491, 499
social justice and, 489
genre engaged
career development for, 411
development of, 405–406
mentoring of, 405–406
publishing and, 404, 410–412
support for, 405–410
people of color and, 363–364
publicly-engaged, 159–160, 363–364
diversity of, 363–364
scholarship
activist, ethnic studies and, 300–301
Boy on, 100–106
community engagement and, 99–100, 243
community-engaged, 344–345
engaged, 99–100, 243
action inquiry testing in, 409
career development and, 411
creation of opportunities for, 406–407
Dorothy Doctrine, 254
environmental justice and, 307
through evaluation research, 409–410
through policy and practice, 409
publishing and, 404, 410–412
purpose of, 404, 407–410
institutionalization of, xvii–xviii
integrative, 100–106
interdisciplinarity in, 102
women-centered epistemology and, 104–105
interdisciplinary
interpretive experience and, 103
public, 159–160, 416–420
IPS, 416. See also Economic Empowerment and Global Learning Project
collaborative engagement through, 418
commoditizing community assets in, 417
community voice and, 417
defined, 416
public good of higher education and, 424
purpose of, 417–418
as transformative, 417
PES
agency and, 365
artifacts of, 366
conjoint living and, 364–366
defined, 360
innovation in, 365
knowledge creation through, 364–366
new professoriate and, 364
operationalization of, 360–362
public good and, 359
reciprocity in, 364–366
relevance of, 362–363
rigor of, 365
risks of, 362–363
urgency of, 362–363
public, 159–160
CBR as, 159–160
community engagement and, 262
scholarship of engagement, 99–100
Schön, Donald, 27, 33–34
Schott, Linda, 57
Science, Technology, Engineering and Mathematics (STEM), 307
science shops, 350, 357
SCLC. See Southern Christian Leadership Conference
Scobey, David, 244, 247–248
Scott, Fred Newton, 245
Scott, James, 17
Second Morrill Act, 64–65
self-awareness, 134
self-emptying love. See agape
“separate but equal” doctrine, 65
service, sustainability and, 68
service learning. See also global service learning; Michigan Journal of Community Service Learning
Addams and, 55–56
with adult learners, 233–234
experiential nature of, 234–236
priorities for, 234
artful teaching and, 132
assessment of, 186–188
through rubrics, 186–188
beloved communities and, 141–142
best practices for, 206
Boyer on, 115
Campus Compact and, 116–117
civic engagement and, 8, 112–113
civic learning and, 178
civic outcomes of, 185–186
civil learning and, 7
community engagement and, 8
as community-engaged learning, 8
counter stories of, 139–141
course construction, 132–133
critical, 5–6, 132–133
in pre-professional programs, 309
UNSIF and, 194
critical race theory and, 140
critical reflection and, 168, 170
cultural difference and, 204, 215
culture and, 215
decolonizing, 40, 199, 201, 300
defined, 5, 51
Deweyian school, 3
dialogic approach to, 20
in economics, 260
environmental justice and, 304–305
eportfolios and, 188
ethnic studies and, 294–295
experiential learning and, 6
federal funding of, 115
framers of, 5–8
future of, 8–10, 527–533
good practice principles in, 133
growth and dispersion of, 116–118
GSL
chameleon complex and, 324–325
as community-driven service experience, 321–328
critical reflection and, 323
critical theory tradition and, 323–324
cross-cultural collaboration with, 324
cross-cultural partnerships in, 322–323, 328–329
defined, 321, 323
on development, 327–329
FTL and, 322–323, 325
global citizenship and, 323
historical thinking in, 325–326
human rights and, 326
pedagogy and, 328–329
power and, 328–329
reciprocity in, 322
states and, 323–324
on structural violence, 326–327
student learning and, 325
at HBCUs, 65–66
history of, 1–5, 17
ideal framing of, 466–467
institutionalization of, 466
mainstreaming of, 35, 117–118
from 1984–1989, 113–114
NSEE and, 183
origin stories for, 26–27
outcomes from, 132, 134–137
community justice and, 136–137
multicultural community building, 134–135, 137
self-awareness, 134
service responsibility, 135–136
social awareness, 134
social justice, 136–138
social responsibility, 135–136
Peace Movement and, 26–27
pedagogification of, 7–8, 132–133
people of color and, 141
personal entry point into, 3
pioneers in, 1–5
political action by, 3
religion and, 3, 26
religious influence on, 3
politics and, 486–488
dissolution of democracy and, 487
for inequality, 486–487
public education and, 487
racism and discrimination, 487
unstable ways of living and, 487
proliferation of, xvii–xviii
purpose of, 7–8, 25–26
“real world” experience through, 24
roots of, 26–27
sequence of, 137–139
social justice approach to, 173, 204
social reform and, 51
support organizations and, 396–397
as transformative, 466–467
valid learning through, 7
values-oriented character, 6
volunteer service differentiated from, 6
as whiteness-centered, 139–143
Wingspread conference on, 3, 7, 114, 116–117, 163
Service Learning Asia Network, 395
service responsibility, learning outcomes and, 135–136
Service-Learning: A Movement’s Pioneers
Reflect on its Origins, 1, 3–4
settlement house movement, 45–46, 53–54. See also Hull-House
institutionalization of, 55
pedagogical practices of, 81
SFEE. See Society for Field Experience Education
Shankleton, Cris, 343
Shor, Ira, 500–501
Signon, Robert, 5–6, 81
silent raids, on immigrant workers, 483
Situationist International, 276
skills gap, 514
Smith, Hilda, 84
Smith, Ruby Green, 73, 76
Smith-Lever Act, 71, 396
SNCC. See Student Nonviolent Coordinating Committee
Soakai, Ellen, 298
Soakai, Kisina, 298
Soakai, Veiongo, 298
social action, through democratic spaces, 501
social actors, 184
mission of, 396
NSIEE, 397–398
principles and practices of, 399–401
reciprocity among, 400
revenue sources for, 397
service learning and, 396–397
Talloires Network and, 398
sustainability
community development and, 419–420
environmental, 508
service and, 530
systems of power, 259, 317, 446–447, 486

Talbot, Marion, 52–53
“talented tenth,” 64
Talloires Declaration, 118–119
Talloires Network, 385–387, 394
PCTN, 391–392
as support organization, 398
Tamney, Joe, 351
Taylor, Shawn, 83–84
TDC. See The Democracy Commitment
Teach For America (TFA), 222, 310
teacher education, 313–314
Teatro Campesino, 276
teatro methodology, 503–505
technology, community engagement influenced by, 224–225
tenure, as faculty reward, 360–361
TFA. See Teach For America
Theory of Change, 201, 203
Thomas, William L., 52
Thompson, E. P., 15–16
Tocqueville, Alexis de, 43–44
Toxic Wastes and Race in the United States
(Chavis), 304
trans studies, 289
transformative community engagement, 500–509
democratic spaces and, 501, 506
social change and, 501
social justice through, 501
environmental sustainability in, 508
multicultural community building in,
506–507
partnerships and, 503
Teatro Campesino and, 276
Tzedekah (righteousness and fairness), 43
UNCF. See United Negro College Fund
union education. See labor education; labor unions
United Negro College Fund (UNCF), 68
United States (U.S.)
adult learners in, 230–231
labor education in, 83–85, 89–90
workers’ education in, 83–85
Universidad Sin Fronteras (UNSIF)
academic structure, 194–195
campuses for, 196–198
Caribbean Institute, 197
as community-centered, 199–200
critical service learning and, 194
curriculum for, 199–200
decolonizing process with, 201
development history of, 195–196
East Michigan Environmental Action
Council, 196–197
as educational concept, 193
emancipatory education and, 198, 201
methodology of, 198
Indigenous Environmental Network, 197
liberatory education through, 195
long-term educational impact of, 200–202
New Jim Crow Movement, 197–198
OLE framework
emancipatory education, 198, 201–202
leadership development, 201
organizational development, 197–198
Project South, 196
race and, 201
regeneration of shared histories, 201, 203
social justice and, 194, 201
Southwest Workers Union, 196
Theory of Change and, 201, 203
university community engagement
AsiaEngage, 391, 395
Campus Compact, 387–388
Campus Engage, 389–390, 395
Canadian Alliance for Community Service
Learning, 395
CLAYSS, 388
Engagement Australia, 388–389
future directions for, 392–393
global networks for, 385–392
Ma’an Arab University Alliance for Civic
Engagement, 390
national networks for, 385–392, 395
partnerships through, 391
purpose of, 385
regional networks for, 385–392, 395
scope of, 385
Service Learning Asia Network, 395
social responsibility and, 391
social solidarity through, 387
Talloires Network for, 387–394, 397
PCTN, 391–392
University Without Borders. See Universidad
Sin Fronteras
university-community collaboration,
119–120
The Unsettling of America (Berry), 74–75
UNSIF. See Universidad Sin Fronteras
urban research, 361–362
urban studies, lack of institutional support for,
288