

# Journal of General Education

The *Journal of General Education* endeavors to open a space for scholarship deeply committed to educating a generation of citizens who are capable of putting freedom into practice in ways that enrich the world we share.

@JGenEdu

## Call for Papers: Civic Engagement in General Education

The *Journal of General Education*, in partnership with AASCU's [American Democracy Project](#) (ADP) and the [Association for General and Liberal Studies](#) (AGLS), invites submissions for a special issue scheduled for publication in 2019. Dr. Margaret M. Mulrooney (James Madison University; [mulroomm@jmu.edu](mailto:mulroomm@jmu.edu)) and Dr. William J. McKinney (Indiana University; [wjmckinn@iu.edu](mailto:wjmckinn@iu.edu)) will be co-editors for this special issue.

The term Civic Engagement is everywhere in higher education. On many campuses, it serves as a synonym for some form of reciprocal, community based, service-learning. However, it should also encompass efforts to advance the knowledge, skills, and dispositions needed for effective political participation in a representative democracy. Due to a growing body of scholarship that highlights the political disaffection of American youth aged 18-30, colleges and universities have greatly expanded the range of curricular and co-curricular approaches to civic learning, broadly. At the same time, new attention is focused on the enduring value of general and liberal studies programs, that is, the part of a baccalaureate degree that historically prepared people for life in a free society. Demographic shifts, economic uncertainties, technological disruptions, and ideological divisions are challenging faculty and administrators alike to revamp traditional pedagogies, rethink distributive models, and restructure core curricula around essential learning outcomes. This special issue will contribute to the ongoing dialogue about civic engagement and liberal education by fusing the two together.

Examples of appropriate topics include but are not limited to the following:

- How civic learning is embedded in your institution's core curriculum or general education program (or how you are redesigning the program to include it).

- Innovative pedagogical practices that explicitly advance civic skills—practices like deliberative dialogue, debate, role-playing, social media, and civic technologies.
- The relationship between voter registration and voter education; the nature of co-curricular and curricular partnerships, such as projects involving student affairs and academic affairs.
- General education program courses, assignments, outcomes that explicitly connect service-learning, experiential learning, or community engagement to political or democratic engagement.
- Methods used to measure civic learning/democratic learning—authentic, embedded assessment vs self-report? Are you using NSSE or NSLVE?
- Whether and how civic content and courses are impacted by state mandates, regional accrediting bodies, transfer articulations, town-gown relations
- The process by which faculty developed civic learning outcomes; whether those outcomes reflected certain disciplinary perspectives or battles on campus

**We encourage submissions from activists, researchers, instructors, administrators, and students alike. The guest editors will happily give feedback on potential submissions.**

### **How to Submit**

Please visit <http://www.editorialmanager.com/jge/> to create an author profile. The online system will guide you through the steps to upload your article for submission to the editorial office. Select “Special Issue Article” from the Article Type drop down menu to assure your submission is reviewed correctly.

Manuscripts for submission should be typed double-spaced throughout, including block quotations and references, and pages should be numbered consecutively, with notes grouped in one section at the end (endnotes). Footnotes are not permitted. To ensure anonymity, authors' names and affiliations should appear on a separate cover page, and all information identifying authors should be stripped from the manuscript. Please refer to the JGE Author Submission Guidelines for full formatting instructions.

Submissions preferably should not exceed 25 pages. An abstract (150-250 words) is required with all submissions. Upon acceptance, a 60-word biography will be requested for each author.

Deadline for submission: March 1, 2019

Submission questions can be directed to: Bethany Laursen, Editorial Assistant, JGE ([laursen3@msu.edu](mailto:laursen3@msu.edu))

*Please contact us if you wish to be considered as a potential reviewer for this issue.*