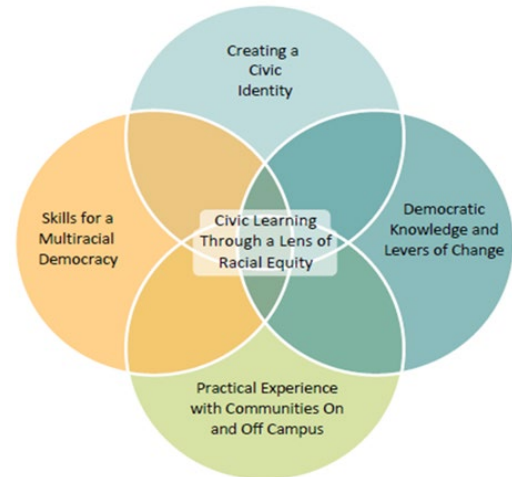


A Framework for Civic Learning Through a Lens of Racial Equity

This framework articulates what students need to learn for full and effective participation in civic life and public problem-solving for social change in a multiracial democracy. It is intended to serve as a guided pathway through students' entire curricular (including first-year, general education, majors, minors, and capstones) and co-curricular educational experience to prepare them to be productive change makers in their public and private lives. Toward this goal, we recognize the importance of community-engaged pedagogies, which effectively support the necessary knowledge, skills and practical experiences.



1. Creating a Civic Identity

To create a civic identity that builds community belonging in support of equitable and just engagement, students must understand their multiple identities, positionality within society, and the harmful effects of racism and white supremacy. Students need to ...

- a. Claim one's agency to address and respond to injustices in communities
- b. Create a sense of belonging to community and responsibility for the greater good
- c. Understand one's own multiple identities and how others interpret self
- d. Understand the variety of ways to make change within a community (community organizing, going to the media, activism, etc.)
- e. Build the capacity to engage in relationships where trust is formed while recognizing barriers caused by racism
- f. Recognize white privilege and its harmful effects on everyone
- g. Critically examine one's positionality in relation to self and society
- h. Recognize the centrality of race as a social construct and its impact on one's self
- i. Articulate a vision of a just and equitable society
- j. Leverage passion for social change into actions that benefit the community
- k. Understand the power of voice to make change and what limits voice for many
- l. Find and act as a role model for anti-racism and effective social action

2. Skills and Dispositions for a Multiracial Democracy

A multiracial democracy requires students to think critically, seek out multiple perspectives, engage with community and cultural leadership models, and understand intersectionality, privilege, and bias while conveying ideas across difference with empathy, compassion, and courage. Students need to ...

- a. Enhance critical thinking and evidence-based reasoning
- b. Develop digital, data, and media literacy
- c. Convey ideas across difference - orally and in writing
- d. Seek out and engage with multiple perspectives
- e. Listen attentively and with patience
- f. Practice reflective thinking
- g. Understand intersectionality, privilege, and bias
- h. Understand the histories and complexities of white saviorism

- i. Develop cultural humility, empathy, compassion, and courage to act in service of the greater good
- j. Understand and engage with multiple forms of culturally-based leadership models prevalent in communities of color
- k. Collaborate and negotiate

3. Democratic Knowledge and Levers of Change

By recognizing how U.S. and global political and social systems resist or support democratic change, students can better understand these forms of power and acknowledge historical and structural racism, develop critical advocacy skills to redistribute power, and promote transformative social change. Students need to ...

- a. Recognize the history of race and racism in the US and in the world and its impact on people of all races including white people in the present and the future
- b. Understand the US constitutional system—its achievements and its inherent limitations
- c. Understand the importance of voting, its history in this country, how laws are passed, how policy is created and implemented, and how it is under threat, etc.
- d. Honor the knowledge and cultural wealth of students/communities
- e. Understand how systems in society resist change or overcome obstacles to create change (political, social, environmental, economic, etc.)
- f. Acknowledge institutional and structural racism and other forms of discrimination and their impact
- g. Develop advocacy skills (surface versus root causes, coalition building, mobilization, developing tactics, supporting marginalized voices, oral and written communication, etc.)
- h. Recognize forms of power and learn how to redistribute power to make incremental and/or holistic change
- i. Understand the global role of democracies in promoting a just society and the rise of autocratic opposition to democracy that prevents full participation of the people
- j. Understand how to use policy for social change
- k. Recognize individual and intersectional social justice issues, including racism, climate justice, health equity, sexism, gender inequality, ageism, ableism, heterosexism, etc.

4. Practical Experience with Communities On and Off Campus

Student experiences with diverse partners are essential to addressing asset-based, community-defined issues and building authentic relationships that center BIPOC experiences and amplify the community's knowledge, skills, and talents. Students need to ...

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- a. Work with diverse partners on projects related to community-defined issues
- b. Interact with an asset-based focus
- c. Work **with** (not **on** or **for**) others to make a difference
- d. Prepare to go into community (training to do no harm)
- e. Develop authentic, equitable relationships with peers and community members
- f. Acknowledge and amplify the knowledge, skills, talents of the community with whom you work
- g. Work **across** racial difference in classroom settings and the community
- h. Understand the public relevance of disciplinary and interdisciplinary knowledge and centering BIPOC experiences