

**1****Building capacity for civic learning and engagement [Texto impreso] : an emerging infrastructure in the academic arts and humanities in the United States / Donna Heiland, Mary Taylor Huber**

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación.

References: p. 271-272 : 36 refs.

American higher education has always articulated a civic mission as part of its purpose: colleges and universities educate students for life in a democratic society and provide that society with citizens who ensure that it thrives in turn. This essay maps the development of a national infrastructure for civic learning and engagement in American higher education, with a focus on the mid-1980s onward, when-after a period of relative eclipse-this work gained new coherence and momentum. Beginning with that moment of eclipse, when an intensified and professionalized research mission threatened to overshadow higher education's civic commitments, we adumbrate briefly the countermovements that allowed the civic mission of colleges and universities to reassert itself. We then discuss the civic engagement networks that have emerged over the past three decades, and more recent partnerships and projects that have expanded understanding of higher education's civic commitment in the 21st century.

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1. Arts and humanities 2. Civic engagement 3. Community partnerships 4. Higher education 5. Infrastructure 6. Projects 7. Research 8. Scholarship of engagement 9. Scholarship of teaching and learning

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**2****Civic engagement and the arts and humanities [Texto impreso]: a UK perspective / Tony Gallagher**

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References: p. 296 : 7 refs.

Higher education in the UK is in a state of flux and this is having particular impact on the humanities. On the one hand, the pressure to support a STEM agenda is seen by some as forcing higher education down a narrow economic agenda, while government requirements for assessing the social and economic impact of research have raised concerns about excessive utilitarianism and a downgrading of 'disinterested enquiry'. This paper argues that these concerns may be misplaced. The research impact agenda has the potential to promote more socially engaged research and more democratic engagement in the creation and dissemination of knowledge. In the US, concerns about the democratic role of higher education more often seem to focus on the student experience. By contrast, in the UK concerns about citizenship education and democratic participation more often focus on high school students, perhaps because university students are more likely to have a formal role in institutional governance. This paper concludes that the papers in this forum have a very American feel, but the issues they address resonate on a much wider scale.

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1. Arts and humanities 2. Civic engagement 3. Comparative 4. Research impact 5. UK 6. US

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**3****Civic engagement and the arts and humanities [Texto impreso]: an Australian perspective / Adrian Jones**

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References: p. 302-304 : 27 refs.

An Australian scholar in the Arts and Humanities responds to recent US models emphasizing civic-engaged learning as a way to renew the humanities in undergraduate education. Policy contexts and curriculum initiatives of kindred trends in recent Australian undergraduate education in the humanities are contrasted in this essay. The Australian experience reiterates the worth of a turn towards engaging undergraduates in active learning contexts which take them out of classrooms and libraries.

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1. Australia and USA 2. Civic-engaged learning 3. Enquiry-based learning 4. Value of humanities education 5. Work-integrated learning

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**The ecology of arts and humanities education [Texto impreso]: bridging the worlds of universities and museums / Margaret Salazar-Porzio**

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación.

References: p. 290-292 : 41 refs.

In recent years, colleges and universities have been talking seriously about civic learning, but other stakeholders, particularly public arts, culture, and humanities institutions, must be part of the conversation in order to create a context for learning that develops the skills of graduates in robust ways that reflect the full promise of liberal education. This piece places museums within the ecology of higher education through the experiences of faculty, curators, and students in one of the most museum-rich regions in the nation, Washington, DC. Students bridge the worlds of higher education and museums as research fellows, interns, and young professionals. Their experiences provide a window into thinking about the roles of faculty and curator mentors and the importance of finding the intersections between higher education and museums in the ecology of arts and humanities learning and practice.

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1. Arts and humanities 2. Experiential learning 3. Higher education 4. Mentorship 5. Museums 6. Partnerships 7. Public history

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5

**A step away from complacent knowing [Texto impreso] : reinvigorating democracy through the humanities / Caryn McTighe Musil**

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación.

References: p. 257-259 : 36 refs.

"A step away from complacent knowing" argues that the humanities have long been understood as enhancing civic life and human intellectual and moral development. At moments when democratic societies seem at risk, however, such as the birth of the new US Republic, the aftermath of World War II, and in the face of an anemic twenty-first-century American democracy, the humanities have been deployed with special urgency to cultivate democratic values and practices. The 2012 report, *A Crucible Moment: College Learning and Democracy's Future*, underscores how central the humanities are in such a stratified, diverse, and globally linked world. The report both cited and launched a vibrant creativity within the academy. Civically enriched, student-centered humanities designs illuminate a path for reinvigorating democracy while also rejuvenating the humanities themselves.

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1. Campus/community partnerships 2. Democracy 3. Humanities 4. Pluralism 5. Social justice