

# Acknowledgments

At the time of writing this report, the United States was grappling with four overlapping challenges—a public health crisis, an economic recession, continuing racial injustice, and a climate crisis. Addressing these public issues as a country is essentially asking every member of society the question of “What should we do?” To wrestle with these complex issues, one needs to develop knowledge, skills, values, and dispositions as an active and responsible civic agent, both individually and in collaboration with others. Especially in the age of social media and political polarization, the need to navigate through information overload and misinformation along with the sheer complexity of the issues highlight the importance of interdisciplinary knowledge, inquiry and critical thinking skills, empathy for others, willingness to consider multiple points of view, and the ability to weigh evidence and reject simplistic answers to complex questions. In both the short and long term, the education of young people in both formal and informal settings plays deeply consequential roles.

As we share this report with you, I am greatly indebted to many individuals whose contributions and insights made this report possible.

First and foremost, I thank the support and generosity of our funder, the William and Flora Hewlett Foundation. Dr. Kent McGuire and Ms. Dara Bevington were especially helpful throughout the process of development, review, and dissemination. The Foundation’s vision for education made this partnership particularly productive.

At the beginning of the project, the National Academy of Education (NAEd) convened an expert steering committee of interdisciplinary researchers and leaders in the civic space to lead the review and synthesis of research across disciplines to better understand the complexity of civic reasoning and discourse as well as the identification of learning principles and recommendations based on research to better prepare young people to engage in democratic decision-making processes. We were fortunate to have the following scholars and leaders to help guide this project: James A. Banks, University of Washington; Sarah Warshauer Freedman, University of California, Berkeley;

Kris D. Gutiérrez, University of California, Berkeley; Diana E. Hess, University of Wisconsin–Madison; Joseph Kahne, University of California, Riverside; Peter Levine, Tufts University; Na’ilah Suad Nasir, Spencer Foundation; Walter C. Parker, University of Washington; and Judith Torney-Purta, University of Maryland. Steering committee members chaired panels of experts who articulated the goals for each chapter and the research base that would inform each chapter in the report. The steering committee met for many calls and a 2-day hybrid workshop. They also provided reviews for and contributed to core chapters.

Based on the recommendations of each panel, writers were recruited to translate the ideas generated within the panels into the chapters in this report. I thank the dedicated panelists and writers who met to vet the core ideas taken up in these chapters and that have contributed greatly to this project.

Chapters	Chairs, Authors, and Panelists
Defining and Implementing Civic Reasoning and Discourse: Philosophical and Moral Foundations for Research and Practice	Peter Levine, Tufts University (Chair) Anthony Laden, University of Illinois at Chicago Jennifer Morton, University of North Carolina at Chapel Hill Sarah M. Stitzlein, University of Cincinnati*
Civic Reasoning and Discourse: Perspectives from Learning and Human Development Research	Carol D. Lee, Northwestern University (Co-Chair)* Na’ilah Suad Nasir, Spencer Foundation (Co-Chair)* Megan Bang, Spencer Foundation/Northwestern University Hyman Bass, University of Michigan Adria Carrington, Chicago Public Schools (retired)* Andrea A. diSessa, University of California, Berkeley Abby Reisman, University of Pennsylvania Leoandra Onnie Rogers, Northwestern University Alan H. Schoenfeld, University of California, Berkeley Natalia Smirnov, Independent Researcher* Margaret Beale Spencer, University of Chicago William F. Tate IV, University of South Carolina Elliot Turiel, University of California, Berkeley
From the Diffusion of Knowledge to the Cultivation of Agency: A Short History of Civic Education Policy and Practice in the United States	Walter C. Parker, University of Washington (Chair) James D. Anderson, University of Illinois at Urbana-Champaign Nancy Beadie, University of Washington* Zoë Burkholder, Montclair State University* Andrew Hartman, Illinois State University Rowan Steineker, Florida Gulf Coast University

Chapters	Chairs, Authors, and Panelists
Agency and Resilience in the Face of Challenge as Civic Action: Lessons Learned from Across Ethnic Communities	<p><i>Indigenous Peoples and Civics Education in the 21st Century</i></p> <ul style="list-style-type: none"> <li>• Megan Bang, Spencer Foundation/Northwestern University*</li> <li>• Bryan McKinley Jones Brayboy, Arizona State University*</li> </ul> <p><i>African American Education as Preparation for Civic Engagement, Reasoning, and Discourse</i></p> <ul style="list-style-type: none"> <li>• James D. Anderson, University of Illinois at Urbana-Champaign*</li> <li>• Carol D. Lee, Northwestern University*</li> <li>• Vanessa Siddle Walker, Emory University*</li> <li>• Joy Ann Williamson-Lott, University of Washington*</li> </ul> <p><i>Historicizing Latinx Civic Agency and Contemporary Lived Civics</i></p> <ul style="list-style-type: none"> <li>• Kris D. Gutiérrez, University of California, Berkeley (Chair)*</li> <li>• Cati V. de los Ríos, University of California, Berkeley*</li> <li>• Maribel Santiago, University of Washington*</li> </ul> <p><i>Asian American Exclusion and the Fight for Inclusion</i></p> <ul style="list-style-type: none"> <li>• Li-Ching Ho, University of Wisconsin–Madison*</li> <li>• Stacey J. Lee, University of Wisconsin–Madison*</li> </ul> <p><i>An Appalachian Spring: Hope and Resilience Among Youth in the Rural South</i></p> <ul style="list-style-type: none"> <li>• Deborah Hicks, Partnership for Appalachian Girls' Education*</li> </ul>
Civic Reasoning and Discourse Amid Structural Inequality, Migration, and Conflict	<p>James A. Banks, University of Washington (Co-Chair)</p> <p>Sarah Warshauer Freedman, University of California, Berkeley (Co-Chair)</p> <p>Thea Renda Abu El-Haj, Barnard College, Columbia University*</p> <p>Michelle J. Bellino, University of Michigan*</p> <p>Sarah Dryden-Peterson, Harvard University</p> <p>Roberto G. Gonzales, Harvard University</p> <p>Beth C. Rubin, Rutgers, The State University of New Jersey*</p>
Learning Environments and School/Classroom Climate as Supports for Civic Reasoning, Discourse, and Engagement	<p>Judith Torney-Purta, University of Maryland (Chair)*</p> <p>Carolyn Barber, University of Missouri-Kansas City*</p> <p>David Campbell, University of Notre Dame</p> <p>Christopher H. Clark, University of North Dakota*</p> <p>Carole L. Hahn, Emory University</p> <p>Deanna Kuhn, Teachers College, Columbia University</p>

(This chapter includes five sections, which were authored by five groups of authors.)

Chapters	Chairs, Authors, and Panelists
Rethinking Digital Citizenship: Learning About Media, Literacy, and Race in Turbulent Times	Joseph Kahne, University of California, Riverside (Chair)* Antero Godina Garcia, Stanford University* Sarah McGrew, University of Maryland* Nicole Mirra, Rutgers, The State University of New Jersey* Brendesha Tynes, University of Southern California*
Pedagogical Practices and How Teachers Learn	Diana E. Hess, University of Wisconsin–Madison (Chair)* Hilary G. Conklin, DePaul University* Tyrone Howard, University of California, Los Angeles* Jane C. Lo, Michigan State University* Paula McAvoy, North Carolina State University* Chauncey B. Monte-Sano, University of Michigan*

\* Denotes chapter author.

All of the chapters were sent out for review by invited external reviewers whose feedback was most helpful in revising the chapters. I thank external reviewers who provided feedback for specific chapters. Additionally, I want to thank four NAEed members who were involved in an internal review of the synthesis on behalf of the Academy: Judith Warren Little (University of California, Berkeley), who chairs the Standing Review Committee, recruited Michael J. Feuer (The George Washington University); Elizabeth Birr Moje (University of Michigan); and Glynda A. Hull (University of California, Berkeley) to review the introduction and the final chapter with recommendations on behalf of NAEed.

Chapters	Reviewers
Executive Summary, Introduction, and Recommendations for Practice, Policy, and Research	Michael J. Feuer, The George Washington University Glynda A. Hull, University of California, Berkeley Elizabeth Birr Moje, University of Michigan
From the Diffusion of Knowledge to the Cultivation of Agency: A Short History of Civic Education Policy and Practice in the United States	K. Tsianina Lomawaima, Arizona State University

Chapters	Reviewers
Agency and Resilience in the Face of Challenge as Civic Action: Lessons Learned from Across Ethnic Communities <i>(This chapter includes five sections. In addition to a full review by Gloria Ladson-Billings, each section was reviewed by an individual scholar in detail.)</i>	Gloria Ladson-Billings, University of Wisconsin–Madison  <i>Indigenous Peoples and Civics Education in the 21st Century</i> • Teresa McCarty, University of California, Los Angeles  <i>African American Education as Preparation for Civic Engagement, Reasoning, and Discourse</i> • Jacqueline Jordan Irvine, Emory University  <i>Historicizing Latinx Civic Agency and Contemporary Lived Civics</i> • Sonia Nieto, University of Massachusetts Amherst  <i>Asian American Exclusion and the Fight for Inclusion</i> • Hirokazu Yoshikawa, New York University  <i>An Appalachian Spring: Hope and Resilience Among Youth in the Rural South</i> • Shirley Brice Heath, Stanford University
Learning Environments and School/Classroom Climate as Supports for Civic Reasoning, Discourse, and Engagement	Judith Green, University of California, Santa Barbara
Pedagogical Practices and How Teachers Learn	Judith Green, University of California, Santa Barbara

In the development of this report, we were also fortunate to have the much valued input of the following key stakeholders, who participated in workshops and provided insights that helped shape the chapters (in alphabetical order): Jan Brennan, Education Commission of the States; Leo Casey, Albert Shanker Institute; Matthew Diemer, University of Michigan; William A. Galston, The Brookings Institution; Frank London Gettridge, National Public Education Support Fund; Cristina Groeger, Lake Forest College; Michael Hansen, The Brookings Institution; Tina L. Heafner, University of North Carolina at Charlotte; Justine Hipsky, Mikva Challenge; Emma Humphries, iCivics; Robyn Lingo, Mikva Challenge; Ted McConnell, Campaign for the Civic Mission of Schools; Voncia Monchais, Mikva Challenge; Lena Morreale Scott, University of Maryland; Lawrence M. Paska, National Council for the Social Studies; Donna Phillips, District of Columbia Public Schools; Tom Rudin, National Academies of Sciences, Engineering, and Medicine; Cathy Ruffing, Street Law, Inc.; Heidi Schweingruber, National Academies of Sciences, Engineering, and Medicine; Kathryn Wentzel, University of Maryland; and Jennifer Wheeler, Street Law, Inc.

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Carol D. Lee, Ph.D.  
Chair, Committee on Civic Reasoning and Discourse  
Professor Emeritus, Northwestern University  
President-Elect, National Academy of Education