

# **Civic Education Research Conference**

**Centre for Policy and Practice**  
William D. Morgan, Director

**September 26-28, 2005**

**Reno Hilton  
Reno, Nevada**

**Co-sponsored by  
Democratic Dialogue at the University of Ottawa**

**Conference Program  
\$10**

**Centre for Policy and Practice**  
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# Table of Contents

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<b>Conference Information</b>	<b>3</b>
<b>Program Overview</b>	<b>7</b>
<b>Keynote Speaker</b>	<b>8</b>
<b>Explanation of Session Formats</b>	<b>9</b>
<b>Participation Instructions</b>	<b>10</b>
<b>Reno City Map</b>	<b>11</b>
<b>Reno Hilton Restaurants</b>	<b>12</b>
<b>Restaurant Recommendations</b>	<b>13</b>
<b>Conference Meals</b>	<b>16</b>
<b>Hotel Meeting Space Maps</b>	<b>18</b>
<b>Numerical Overview of Panels &amp; Roundtables</b>	<b>20</b>
<b>Daily Program Schedule of Events</b>	<b>23</b>
<b>Index of Participants</b>	<b>42</b>

# Conference Information

## Reno Hilton

Housed in the shadow of the snow-capped Sierra Nevada Mountains, the Reno Hilton has become northern Nevada's most complete destination resort. The Reno Hilton is one of the ten largest hotels in the country and offers the largest hotel rooms in the city of Reno. From fine dining and top-name entertainers to dazzling stage spectaculars, the Reno Hilton offers it all under one roof.

Hotel amenities include: Nine restaurants, four lounges, northern Nevada's largest casino, over 20 stores in the shopping promenade, health spa and club complete with climbing wall, the largest pool in the city, 50 lane bowling facility, huge video arcade, kids' adventure center, pottery painting studio, aquatic golf driving range staffed with professional instructors, indoor golf simulator, mini golf, go-karts, Ultimate Rush thrill ride, on-site sports equipment rental, free self-parking, business center, high-speed internet access, on-site auto and motorcycle rental, free airport shuttle, tour desk, currency exchange and wedding chapel. The Reno Hilton has it all!

Maps of the Reno Hilton meeting rooms are located on page 18 of the program. All events are fully wheelchair accessible.

## On-Site Conference Registration

Everyone participating in the conference must register. The conference registration center is on the Casino Level, outside the Grand Salon. Registration fees are discounted by \$50 if the attendee is a registered guest of one of the conference hotels. For those who have not pre-registered, registration fees are as follows:

- Student: \$365, or \$315 if registered at conference hotel.
- Professional: \$415, or \$365 if registered at conference hotel.

## Panel Meeting Rooms

Panel Sessions will be held on the Mezzanine Level that includes the following locations: Shasta 1 & 2, Sierra 1 & 2, and Cascade 1 & 2. You may reach these areas by taking the escalators to the Mezzanine Level, and turning right, meeting rooms are straight ahead. You may also reach the Mezzanine Level via the guest elevators. Please follow the conference signs.

## Meeting Room Locations

### Mezzanine Level

- Shasta 1 and 2
- Sierra 1 and 2
- Cascade 1 and 2

## Roundtable Location

Roundtables will be held in the McKinley Room on the Mezzanine Level. Roundtables are scheduled during the same time slots as the panels. Authors are assigned to roundtables and will present their information twice during the 105 minute session. This is an opportunity for people to meet and freely discuss the topic. Please browse the roundtables sessions throughout the day.

## **Dining Room**

Meals will all be served in Reno Room on the Casino Level, near registration. Meals served during the conference include: Sunday lunch, 12:30 pm – 1:45 pm; Monday breakfast from 7:30 am – 8:30 am; Monday lunch, 12:30 pm – 1:45 pm; Tuesday breakfast from 7:30 am – 8:30 am. A daily menu is printed later in the conference program. If you requested special dietary options upon registration please let your server know and present your meal ticket.

## **Coffee Station**

Complimentary coffee and refreshments will be available Sunday and Monday at 3:45 pm in the Grand Salon on the Casino Level, outside of registration.

## **Ground Transportation and Parking**

*Airport Shuttle:* The Reno Hilton offers a free airport shuttle from the Reno-Tahoe International Airport that operates daily. The Hilton shuttle may be picked-up outside of baggage claim and runs every half hour. The shuttle departs the main entrance of the Hotel on the top and bottom of the hour and runs from 5:00 am until 11:30 pm. It departs the airport from the North door of the baggage claim area at 15 minutes past and 45 minutes past the hour and is marked with the Reno Hilton logo. The Hotel is located 1.5 miles from the Reno/Tahoe International Airport. No need to make reservations for the shuttle.

*Bus:* Citifare Buses operate 24 routes with operating times varying with routes. Citifare buses do not operate on Sunday. Exact change is required. For schedules and fares please see the Citifare website at <http://www.rtcwashoe.com/transportation/citifare/> or contact Citifare customer service at (775) 348-7433.

The Airport Minibus provides daily passage from Reno-Tahoe International Airport to downtown Reno for \$2.65 for one-way service and \$5.30 for round-trip. Shuttles depart from the airport baggage area every half hour and run from 5:00 am to 12:00 midnight. To arrange pickup for return to the airport, call (775) 323-3727. We recommend that you call the night prior to your departure.

*Taxicabs:* Taxis service is available. From the airport to downtown Reno the cost is approximately \$15.00. Taxis are the most convenient way to get around Reno and are always available outside the airport and hotel.

Reno/Sparks Cab	(775) 333-3333
Whittlesea Checker	(775) 322-2222
Yellow Cab	(775) 355-5555

*Auto Rental:* Rental Cars are available at the Airport and the Reno Hilton Hotel. Discounted automobile rentals are available through Avis. Reservations may be made online at the Avis Conference website or by calling 1-800-331-1600. Please be sure to reference AWD #B136000 when making your automobile rental reservations. This is a great option if you want to drive to Lake Tahoe!

*Parking:* Parking lots are located on all sides of the Hotel. Complimentary valet parking is located at the main entrance to the Hotel.

## **Tours of Reno/Lake Tahoe**

### ***Discover Lake Tahoe, Carson & Virginia Cities***

Experience the color and history of these cities while you explore the surrounding sierras and gaze upon the alpine lake's pristine beauty on this fully narrated sight seeing tour. Journey past Squaw Valley, site of the 1960 Winter Olympics, then experience the breathtaking beauty of Emerald Bay, one of America's most photographed locations, at the scenic overlook on the south end of the bay. Next, you will travel on to South Lake Tahoe, where you will have two hours on your own to eat lunch, ride the Heavenly Valley Gondola, or just enjoy the town. From South Lake Tahoe, you'll travel Highway 50 to Carson City and your driving tour of Carson City where you will see the Governor's Mansion, Legislative buildings and other mansions of a bygone era in this unique Capital City. Then we head up into the Pine Nut Mountains and Virginia City, the Liveliest Ghost Town in the West. Here you will have 1.5 hours to explore the rip-roarin' saloons, turn-of-the-century mansions, working mines, museums and a wide variety of shops and restaurants before you are returned to your hotel with memories that will last a lifetime. Tour length 8.5 hours – daily departs between 7:30 am and 8:15 am depending upon your hotel. \$34 Per person.

### ***National Automobile Museum***

If classic cars are your passion, then this museum is an absolute must-see. The 100,000-square-foot building houses one of the largest collections of antique automobiles to be found anywhere. The cars are grouped by age in street settings appropriate to their time. These real-life backdrops include everything from Burma Shave signs to old gas pumps. See the cars that were originally a part of the Harrah collection including a Cadillac that belonged to Elvis Presley. Admission is \$7.50 adults; \$6.50 seniors; \$2.50 children 6-18; under age five admitted free. Phone: (775) 333-9300. Open hours: 9:30 am - 5:30 pm Monday – Saturday; 10:00 am – 4:00 pm Sunday.

### ***National Wildhorse and Burro Center***

If you've ever wanted to see a wild mustang up close and personal, then this is the place. Nevada is home to more wild horses than any other state. Unfortunately, there isn't enough food and water to sustain all of them, and this facility is here to give them a helping hand. The Bureau of Land Management rounds up approximately 4,000 of these critters per year, brings them to the center for good food and medical treatment, and prepares them for adoption to good homes. The fee for a wild horse is \$125, and you must maintain the animal for one year before you are given title. Contrary to popular misconception, the mustangs can be domesticated and many become excellent ranch and pleasure horses. You will find this facility about 15 miles north of Sparks on the way to Pyramid Lake. Phone: (775) 475-2222. 8:00 am – 4:00 pm Monday – Friday, closed holidays.

### ***Nevada Museum of Art***

This museum has evolved into a major art attraction since it humbly began in 1931. Three galleries house both the permanent collection and changing exhibits. The artful display of the photographs and paintings that comprise the exhibits will leave you mesmerized. The exhibits change on a monthly basis and frequently include the works of some of the most famous artists in the world such as Rodin and Miro. Admission: \$5 Adults; \$3 Seniors and Students; \$1 Children ages 6-12. Phone: (775) 329-3333. Open hours: 10:00 am - 4:00 pm Tuesday, Wednesday, and Friday; 10:00 am – 7:00 pm Thursday; 12:00 noon – 4:00 pm Saturday - Sunday; closed Monday & holidays.

### ***Ponderosa Mine Tour***

This is family fun for everyone in the heart of downtown Virginia City. See the complete underground mine workings of an authentic gold and silver mine. Experienced miners will guide you through tunnels as you descend deep into the shaft. You will see the actual tunnels, crosscuts, drifts and various tools that the miners used in the old Comstock. One can experience what life was really like for these men as they lived their short and hard lives hundreds of feet below the earth. Admission for adults is \$4 and \$1.50 for children under 12. Phone: (775) 847-0757. Open Hours: 10am-5:30pm daily; tours depart every 35-minutes.

### ***Reno Tahoe Sky Tours***

Flights depart the Circus Circus and the reservation desk is located on the mezzanine level of the hotel. For \$40 per person, a 12-minute flight will take you over the Reno-Truckee Meadows area. Your pilot is very knowledgeable on the history and demographics of the city. A 45-minute ride will show not only Reno, but Lake Tahoe, Truckee and Donner for \$160 per passenger. Phone: (775) 323 2359. Open hours: dawn-dusk daily weather conditions permitting.

### **Emergencies**

Urgent messages for conference participants can be directed to the Conference Registration/Information desk on the Casino Level during conference hours. Messages will be relayed to conference participants as quickly as possible and will be posted on the message board. The Reno Hotel switchboard number is (800) 501-2651.

### **Message Board**

A message board will be located near the conference registration/information desk on the Casino Level.

### **Audio Visual Equipment**

Overhead projectors are provided in all panel meeting rooms. If you encounter problems with the audio visual equipment during the conference please call (812) 219-0959 or contact the conference registration desk.

### **Safety in the City**

Please exercise caution in Reno, just as in any other city. A few simple precautions include removing your badge outside the conference site – don't look like a tourist! Keep all valuables out of sight: don't display expensive jewelry, cameras, bags, and other items that might draw attention. Avoid pickpockets: wallets should be kept in front pockets and purses worn across the shoulder. Better still, wear a money pouch underneath your clothing. Stick to well-lit, well-traveled streets. Always lock your car.

### **About the Centre for Policy and Practice**

The Centre for Policy and Practice is an independent, nonpartisan organization that supports research and its application to real world questions. Staff at the Centre have experience organizing research conferences as well as practitioner oriented conferences with anywhere from 300 to 3,000 attendees. This work is interdisciplinary in nature and includes faculty from Education, Political Science, Sociology, Psychology, Anthropology, Criminology, and Public Policy as well as Area Studies experts and practitioners and policy makers interested in research and best practices.

**Conference on Civic  
Education Research**

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**Program Overview**

**Sunday, September 26**

8:00 am – 6:00 pm	Registration	Casino Level
12:30 pm – 1:45 pm	Lunch	Reno Room, Casino Level
2:00 pm – 3:45 pm	Panels, Roundtables	Mezzanine Level
3:45 pm	Coffee and Refreshments	Grand Salon, Casino Level
4:00 pm – 5:45 pm	Panels, Roundtables	Mezzanine Level

**Monday, September 27**

7:30 am – 8:30 am	Breakfast	Reno Room, Casino Level
7:00 am – 5:00 pm	Registration	Casino Level
8:30 am – 10:15 am	Panels, Roundtables	Mezzanine Level
10:30 am – 12:15 pm	Panels, Roundtables	Mezzanine Level
12:30 pm – 1:45 pm	Lunch	Reno Room, Casino Level
	<i>A Rallying Cry for Civic Education Research</i>	
	<b>Richard G. Niemi</b> , University of Rochester	
2:00 pm – 3:45 pm	Panels, Roundtables	Mezzanine Level
3:45 pm	Coffee and Refreshments	Grand Salon, Casino Level
4:00 pm – 5:45 pm	Panels, Roundtables	Mezzanine Level

**Tuesday, November 28**

7:30 am – 8:30 am	Breakfast	Reno Room, Casino Level
7:00 am – 11:00 am	Registration	Casino Level
8:30 am – 10:15 am	Panels, Roundtables	Mezzanine Level
10:30 am – 12:15 pm	Panels, Roundtables	Mezzanine Level

All Roundtable Sessions are located in the McKinley Room on the Mezzanine Level.

## Keynote Speaker

### **A RALLYING CRY FOR CIVIC EDUCATION RESEARCH**

**Richard G. Niemi**, *University of Rochester*

Monday, September 27 at 12:30 pm

Reno Room, Casino Level

Richard G. Niemi is Don Alonzo Watson Professor of Political Science at the University of Rochester, where he has taught for 35 years and has served as Department Chair, Associate Dean, and Interim Dean. He is coauthor or coeditor of *Vital Statistics on American Politics 2003-2004*; *Comparing Democracies 2*; *Controversies in Voting Behavior*, 4<sup>th</sup> ed.; *Term Limits in the State Legislatures*; *Civic Education: What Makes Students Learn?*; and other books. He has written numerous articles on political socialization, voting, and legislative districting. He is currently working on three multi-investigator projects about term limits, usability issues surrounding electronic voting technologies, and college student voting.

## **Explanation of Session Formats**

### **Panels**

Panels provide each author an opportunity to present an abbreviated version of his or her paper. Feedback and comments will be provided by the discussant, followed by comments, questions, and discussion including the audience. Having three to five papers assigned to a session allows approximately five minutes for the chair to introduce the session, 10-15 minutes per author presentation, 20 minutes of feedback, and 20 minutes of discussion with the audience. Authors should have 35 copies of the paper and CV handouts if appropriate.

### **Panel Discussions**

These are different in that panelists do not prepare papers. They make brief introductory remarks before engaging in ad hoc give and take for which they may have prepared themselves but which cannot be predicted or entirely controlled.

### **Roundtables**

These allow maximum interaction with the presenters by eliminating the formal didactic presentation. Individual presenters are assigned numbered tables in a large meeting room where interested persons may gather for discussion with the presenter about his or her paper or project. This format is particularly appropriate for papers addressing topics best pursued through extensive discussion. Authors are encouraged to bring copies of the full paper or summaries and to remain available for discussion throughout the session. Each roundtable will take place twice.

## **Participation Instructions**

### **Panel Chairs**

The Chair is responsible to introduce each paper and the authors as well as the discussant(s). In addition, the chair is responsible to manage the time for each presentation and to insure that the discussion is polite and productive. If no panel chair is present, the author of the first paper should insure that the presentations keep to the allotted time.

### **Panel Discussants**

Discussants provide feedback on the panel's research papers, pointing out both the strengths of the paper and areas of improvement. They may also try to place the paper in a broader research context and discuss trends and themes.

### **Roundtable Presenters**

All roundtables meet in the McKinley Room on the Mezzanine Level, and each roundtable takes place at its assigned table. There are from two to five roundtables that take place in any given time slot. The person(s) who propose the topic serve(s) as the facilitator(s). Topics will be presented twice during the session time which gives attendees an opportunity to attend two separate roundtables during the same session.

There are two types of roundtables. The first has no specific paper that has been prepared, but instead is a conversation facilitated by the person(s) who proposed the topic. The second has a paper that is presented by the author(s). In both cases only about ten minutes should be a presentation, with the remaining time spent with discussion.

# Reno Map

## Reno Hilton Restaurants

**Andiamo** – Lightly prepared Italian cuisine. Cozy old-world atmosphere. Subdued, adjacent cocktail lounge. (775) 789-2267 Reservations Recommended.

**Asiana** – Chinese, Thai, and Japanese dishes. Sushi bar with all-you-can-eat specials. Imported Asian beer & sake. (775) 789-2268

**Aspen Lounge** – Live piano music.

**Chevy's Fresh Mex** – Fresh Mexican food. All ingredients prepared on site. Full line of specialty margaritas. Separate Bar & Lounge area. Complete American breakfast menu offered mornings. Open 24 hours. (775) 789-2269

**Escalator Bar** – Get a limited edition funcup filled with a delicious tropical drink for only \$5.75 - You keep the glass. Video gaming machines with 5 modes of play. Open 24 hours.

**Garage Night Club** – Dual bars. Live music. Cigar bar. Pool tables. Comfortable seating. Hours: Sunday - Tuesday 8 pm – 1 am Wednesday – Saturday 6 pm – 4 am (775) 789-2677

**Java Coast** – Complete coffee house. Breakfasts and baked goods available. Soups, sandwiches, & light snacks offered. Open 24 hours.

**Johnny Rockets** – Classic, contemporary American cooking. Vintage, 50's diner atmosphere. Singing staff. Clear viewing of SuperBook sports action.

**Lindy's** – Breakfast, lunch, dinner, and desserts always offered. Smoke-free dining environment. Traditional American coffee-shop fare. Open 24 hours. (775) 789-2245

**Port of Subs** - Made-fresh-to-order sandwiches. Port of Subs also offers a breakfast sandwich, hot sandwiches, fresh salads, and chips.

**Pylon Bar** – Actual working airplanes suspend from ceiling. Adjacent to the SuperBook. Video gaming machines with 5 modes of play. Hours: 11:00 am – 3:00 am

**Round Table Pizza** - This relaxed restaurant chain offers an affordable variety of thin and thick crust pizzas, all available with a multitude of toppings, as well as a sampling of Italian favorites.

**TCBY Yogurt** - Serving up cones and smoothies in a variety of flavors, TCBY is perhaps best known for its spectrum of sprinkles and toppings. Yogurts are available in low-fat and sugar-free versions as well.

**The Lodge Buffet** – Action Cooking Stations. Crab, Shrimp and Prime Rib Nightly. International Entrees, Salad Bar, Pizza Oven. Pastry Bar with Make-Your-Own Sundae Station. All-you-care-to-eat. Breakfast Buffet and Weekend Brunch. (775) 789-2000

**The Steak House** – Comprehensive continental menu includes beef, seafood, lamb, & duck. Tableside service prepares signature dishes at your seat. Elegant wine list. (775) 789-2270 Reservations Recommended.

## **Restaurant Recommendations**

### **American Cuisine**

**Aunt Sticky's BBQ Company** - 1201 California Avenue, Reno. (775) 324-7427

**Claim Jumper Restaurant** - 4905 S. Virginia Street, Reno. (775) 829-0200

**EJ's Jazz Cafe** - 17 S. Virginia Street, Reno. (775) 324-9900

**Flowing Tide Pub** - 10580 N. McCarran Boulevard, Reno. (775) 747-7707

**Joe's Diner** - 6350 S. Virginia Street, Reno. (775) 853-3777

**Louis Basque Corner** – 301 E. 4th Street, Reno. (775) 323-7203

**Mimi's Cafe** - 5090 Keitzke Ln, Reno. (775) 448-9882

**Moxie's** - 4792 Caughlin Parkway, Reno. (775) 826-2665

**Porky's Southwest Restaurant and Bar** - 3372 S. McCarran Boulevard, Reno. (775) 825-3777

**Red Robin Restaurant** - 4999 Kietzke Lane, Reno. (775) 825-7246

**Sage Creek Grill & Taproom** - 5851 S. Virginia St, Reno. (775) 829-4611

**Scruples Bar and Grill** - 91 W. Plumb Lane, Reno. (775) 322-7171

**Silver Peak Brewery** - 124 Wonder Street, Reno. (775) 324-1864

**South Side Cafe** - 6770 S. Virginia Street, Reno.

**Sullivan's Sports Bar & Grill** - 1290 E. Plumb Lane, Reno. (775) 829-7854

**The Garden Restaurant** - 2999 S. Virginia Street, Reno. (775) 826-9711

### **Continental Cuisine**

**Brick's** – 1695 S. Virginia Street, Reno. (775) 786-2277

**Café Soleil** – 4796 Caughlin Parkway, Reno. (775) 828-6444

**Skyline Café** – 300 S. Skyline Boulevard, Reno. (775) 825-5611

**Washoe Grill** – 4201 W. 4th Street, Reno. (775) 786-1323

### **French Cuisine**

**4th Street Bistro** – West 4th Street, Reno. (775) 323-3200

## **Indian Cuisine**

**A Taste of India** - 315 E. Moana Lane, Reno. (775) 825-3008

**Indian Garden** - 1565 S. Virginia St., Reno. (775) 337-8002

## **Italian Cuisine**

**Casale's Halfway Club** - 2501 E. 4th St., Reno. (775) 323-3979

**Johnny's Ristorante Italiano** - 4245 W. 4th St., Reno. (775) 747-4511

**La Strada Italian Restaurant** - 345 N. Virginia St., Reno. (775) 786-5700

**Portofino Italian Restaurant** - 1470 S. Virginia St., Reno. (775) 329-9979

**Viaggio Italian Cuisine** - 2309 Keitzke Ln., Reno. (775) 828-2708

**Zozo's Ristorante** - 2446 Lakeside Dr., Reno. (775) 829-9449

## **Mexican Cuisine**

**Albita's Mexican Restaurant** - 1280 Terminal Way, Reno. (775) 348-7333

**Antojitos Mexican Restaurant** - 3374 Kietzke Ln., Reno. (775) 829-1537

**Bertha Miranda's Mexican Restaurant** - 336 Mill St., Reno. (775) 786-9697

**Beto Mexican Food** - 575 W. 5th St, Reno. (775) 324-0632

**Buenos Grill** - 3892-A Mayberry, Reno. (775) 787-8226

**Cantina Los Tres Hombres - Reno** - 7111 S. Virginia, Reno. (775) 852-0202

**El Adobe Cafe** - 55 W. Arroyo, Reno. (775) 327-4422

**El Borracho Restaurant & Lounge** - 1601 S. Virginia St., Reno. (775) 322-0313

**Hacienda Restaurant and Bar** - 10580 N. McCarran Blvd., Reno. (775) 746-2228

**Marisico's El Pescador Restaurant** - 499 E. Plumb Ln., Reno. (775) 323-0500

**Micasa Too** - 2205 W. 4th St., Reno. (775) 323-6466

## **Asian Cuisine**

**A Taste of Thai** - 6135 Lakeside Dr., Reno. (775) 828-6400

**Asian Garden** - Plumb & Virginia, Reno. (775) 825-5510

**Bankok Cuisine** - 55 Mt. Rose St., Reno. (775) 322-0299

**Blue Sky Chinese Restaurant** - 585 E. Moana Ln., Reno. (775) 826-1991

**Cafe de Thai** - 3314 S. McCarran Blvd., Reno. (775) 829-8424

**Chinese Duck House** - 2960 S. Virginia St., Reno. (775) 829-7001

**Genghis Kahn Kitchen** - 3702 S. Virginia St. H-2, Reno. (775) 829-8868

**Kim Son Chinese/Vietnamese Restaurant** - 102 E. 2nd St., Reno. (775) 322-2226

**Little Saigon** - 239 W. 2nd St., Reno. (775) 337-8887

**Palais de Jade** - 960 W. Moana Ln., Reno. (775) 827-5233

**Pick Up Stix** - 191 Damonte, Reno. (775) 853-9934

**Rickshaw Paddy** - 4944 S. Virginia St., Reno. (775) 828-3225

**Seoul Restaurant** - 1999 S. Virginia St., Reno. (775) 829-2115

**Sushi & Teri Restaurant** - Smithridge Plaza, Reno. (775) 827-9191

**Sushi Club** - 294 E. Moana, Reno. (775) 828-7311

**Two Guys From Hong Kong** - 6015B S. Virginia St., Reno. (775) 851-3030

**Woo Chon** - Smithridge Plaza, Reno. (775) 825-2552

## **Steakhouses**

**Bricks Restaurant & Wine Bar** - 1695 S. Virginia St., Reno. (775) 786-2277

**Famous Murphy's Restaurant** - 3127 S. Virginia St., Reno. (775) 827-4111

**Jeremiah's Steakhouse** - 880 E. Plumb Ln., Reno. (775) 827-2080

**JM Restaurant & Grill** - 1885 S. Virginia St., Reno. (775) 329-8003

**Liberty Belle Saloon & Restaurant** - 4250 S. Virginia St., Reno. (775) 825-1776

**Michael Bros Steakhouse** - 6395 S. McCarran Blvd., Reno. (775) 828-3511

**Rapsallion Seafood House & Bar** - 1555 S. Wells Ave, Reno. (775) 323-1211

**Ruby River Steakhouse** - 2750 S. Virginia St., Reno, (775) 827-4007

**The Chop House** – 1555 S. Wells Avenue, Reno. (775) 333-6503

## Conference Meals

### Lunch

Sunday, September 26

12:30 pm – 1:45 pm

Reno Hilton Hotel, Reno Room, Casino Level

*Romaine Lettuce with Medley of Tomatoes and Marinated Vegetables*

*Served with Champagne Vinaigrette*

*Freshly Baked Rolls with Butter*

*Fresh Seasonal Vegetables*

*Grilled Filet Mignon with Shiitake Mushroom Sauce*

*Served with Roasted Garlic Whipped Potatoes*

*Fresh Fruit Tart - Short Bread Crust, Custard and Seasonal Fruit*

*Coffee, Decaffeinated Coffee, Hot Tea, Iced Tea, and Milk*

### Break

Sunday, September 26

3:45 pm

Reno Hilton Hotel, Grand Salon, Casino Level

*Whole Fresh Fruit*

*Sliced Lemon Poppy Seed, Carrot Nut, Banana Nut and Cranberry Breads*

*Coffee Cake*

*Pretzels*

*Coffee and Decaffeinated Coffee*

*Served with Chocolate Shavings, Whipped Cream, Sugar and Cinnamon Sticks*

### Breakfast

Monday, September 27

7:30 am – 8:30 am

Reno Hilton Hotel, Reno Room, Casino Level

*Fritata made with Egg Beaters, Lean Ham & Roasted Peppers*

*Served with Warm Fruit Compote*

*Fruit Filled Danish, Muffins and Croissants*

*Orange Juice*

*Coffee, Decaffeinated Coffee and Hot Teas*

**Lunch with Richard G. Neimi**

Monday, September 27

12:30 pm – 1:45 pm

Reno Hilton Hotel, Reno Room, Casino Level

*Romaine and Field Greens with Strawberries, Mandarin Oranges and Walnuts*

*Served with Honey Lime Herb Dressing*

*Freshly Baked Rolls with Butter*

*Fresh Seasonal Vegetables*

*Chicken Piccata with Lemon Caper Sauce served with Blended Wild Rice*

*Jim Beam Pecan Pie with Chocolate Sauce*

*Coffee, Decaffeinated Coffee, Hot Tea, Iced Tea, and Milk*

**Break**

Monday, September 27

3:45 pm

Reno Hilton Hotel, Grand Salon, Casino Level

*Whole Fresh Fruit*

*Chocolate Brownies*

*Almond and Chocolate Biscotti*

*Trail Mix*

*Coffee and Decaffeinated Coffee*

*Served with Chocolate Shavings, Whipped Cream, Sugar and Cinnamon Sticks*

**Breakfast**

Tuesday, September 28

7:30 am – 8:30 am

Reno Hilton Hotel, Reno Room, Casino Level

*Croissant Sandwich with Scrambled Eggs, Ham and Swiss Cheese*

*Assorted Miniature Fruit Filled Danish and Muffins*

*Fruit Turnovers*

*Sliced Bagels with Cream Cheese*

*Chilled Orange, Tomato and Cranberry Juices*

*Coffee, Decaffeinated Coffee, Assorted Herbal and Regular Teas*

\* If you requested special dietary options upon registration please let your server know and present your meal ticket.

# Hotel Meeting Space



# Numerical Overview of Panels and Roundtables

- |    |                                                                                                  |    |                                                                                                                                             |
|----|--------------------------------------------------------------------------------------------------|----|---------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | <b>MORAL EDUCATION</b><br>Sierra 1, Mezzanine Level<br>Sunday 2:00 pm                            | 18 | <b>NATIONAL PROGRAMS AND CIVIC EDUCATION</b><br>Cascade 1, Mezzanine Level<br>Monday 4:00 pm                                                |
| 2  | <b>ETHICS AND EDUCATION</b><br>Shasta 1, Mezzanine Level<br>Sunday 4:00 pm                       | 19 | <b>THEORY AND CIVICS</b><br>Sierra 2, Mezzanine Level<br>Sunday 2:00 pm                                                                     |
| 3  | <b>EXPERIENTIAL EDUCATION</b><br>Cascade 2, Mezzanine Level<br>Monday 8:30 am                    | 20 | <b>RESEARCH AND MEASUREMENT</b><br>Cascade 1, Mezzanine Level<br>Sunday 4:00 pm                                                             |
| 4  | <b>CIVIC EDUCATION IN THE HISPANIC COMMUNITY</b><br>Shasta 1, Mezzanine Level<br>Monday 10:30 am | 21 | <b>TEXTBOOKS AND CIVIC EDUCATION</b><br>Shasta 1, Mezzanine Level<br>Tuesday 8:30 am                                                        |
| 5  | <b>CHARACTER EDUCATION IN ELEMENTARY SCHOOLS</b><br>Sierra 1, Mezzanine Level<br>Monday 4:00 pm  | 22 | <b>UNDER REPRESENTED GROUPS AND CIVIC ED</b><br>Sierra 2, Mezzanine Level<br>Monday 2:00 pm                                                 |
| 6  | <b>SERVICE LEARNING IN THE COLLEGE CLASSROOM</b><br>Shasta 2, Mezzanine Level<br>Sunday 2:00 pm  | 23 | <b>CIVIC EDUCATION IN HIGH SCHOOL - I</b><br>Shasta 1, Mezzanine Level<br>Monday 4:00 pm                                                    |
| 7  | <b>SERVICE LEARNING ON CAMPUS</b><br>Sierra 1, Mezzanine Level<br>Sunday 4:00 pm                 | 24 | <b>CIVIC EDUCATION IN HIGH SCHOOL - II</b><br>Sierra 1, Mezzanine Level<br>Tuesday 8:30 am                                                  |
| 8  | <b>SERVICE LEARNING ON CAMPUS</b><br>Shasta 2, Mezzanine Level<br>Monday 8:30 am                 | 25 | <b>CIVIC EDUCATION IN PRIMARY SCHOOLS</b><br>Sierra 2, Mezzanine Level<br>Tuesday 10:30 am                                                  |
| 9  | <b>SERVICE LEARNING IN SCHOOLS</b><br>Sierra 2, Mezzanine Level<br>Monday 10:30 am               | 26 | <b>STUDENT VALUES</b><br>Cascade 1, Mezzanine Level<br>Monday 2:00 pm                                                                       |
| 10 | <b>CHARACTER EDUCATION</b><br>Shasta 2, Mezzanine Level<br>Monday 10:30 am                       | 27 | <b>HISTORICAL ISSUES AND CIVIC EDUCATION</b><br>Shasta 1, Mezzanine Level<br>Tuesday 10:30 am                                               |
| 11 | <b>DEMOCRATIC EDUCATION IN COLLEGE</b><br>Shasta 1, Mezzanine Level<br>Sunday 2:00 pm            | 28 | <b>SOCIAL ISSUES AND CIVIC EDUCATION</b><br>Cascade 1, Mezzanine Level<br>Monday 8:30 am                                                    |
| 12 | <b>SERVICE LEARNING</b><br>Shasta 1, Mezzanine Level<br>Monday 2:00 pm                           | 29 | <b>CIVIC ATTITUDES OF YOUNG ADULTS</b><br>Shasta 2, Mezzanine Level<br>Tuesday 10:30 am                                                     |
| 13 | <b>DEMOCRATIC EDUCATION AND POLITICS</b><br>Shasta 2, Mezzanine Level<br>Sunday 4:00 pm          | 30 | <b>PROGRAMS AT COLLEGES</b><br>Sierra 1, Mezzanine Level<br>Monday 10:30 am                                                                 |
| 14 | <b>RELIGION AND CIVIC EDUCATION</b><br>Shasta 1, Mezzanine Level<br>Monday 8:30 am               | 31 | <b>PANEL DISCUSSION: THE ROLES OF POLITICAL CONTEXT AND INSTITUTIONS ON CIVIC EDUCATION</b><br>Shasta 2, Mezzanine Level<br>Tuesday 8:30 am |
| 15 | <b>GLOBAL CONTEXT OF CIVIC EDUCATION</b><br>Sierra 2, Mezzanine Level<br>Tuesday 8:30 am         | 32 | <b>K-12 PRACTICES AND CIVIC OUTCOMES</b><br>Sierra 1, Mezzanine Level<br>Monday 2:00 pm                                                     |
| 16 | <b>CURRENT EVENTS AND CIVIC EDUCATION</b><br>Shasta 2, Mezzanine Level<br>Monday 2:00 pm         | 33 | <b>PANEL DISCUSSION: ESTABLISHING AN INTERDISCIPLINARY TEAM FOR EXAMINING SOCIAL RESPONSIBILITY IN SCHOOL</b>                               |
| 17 | <b>DEMOCRATIC SCHOOLS</b><br>Cascade 1, Mezzanine Level<br>Monday 10:30 am                       |    |                                                                                                                                             |

- Sierra 1, Mezzanine Level  
Monday 8:30 am
- 34 YOUTH ENGAGEMENT IN DEMOCRACY: VOTING, PARTICIPATION AND CIVIC EDUCATION**  
Shasta 2, Mezzanine Level  
Monday 4:00 pm
- 35 SECONDARY ANALYSIS OF THE IEA CIVIC EDUCATION DATA AND CEDARS (CIVIC EDUCATION DATA AND RESEARCHER SERVICES)**  
Cascade 1, Mezzanine Level  
Tuesday 10:30 am
- 36 PANEL DISCUSSION: CHALLENGES OF RESEARCHING THE EFFECTS OF CIVIC EDUCATION IN EMERGING DEMOCRACIES**  
Sierra 2, Mezzanine Level  
Monday 8:30 am
- 37 PANEL DISCUSSION: DEVELOPING MODEL ASSESSMENTS FOR CITIZENSHIP EDUCATION**  
Sierra 2, Mezzanine Level  
Monday 4:00 pm
- 38 PANEL DISCUSSION: ASSESSING CIVIC ENGAGEMENT AND LEADERSHIPOM ADOLESCENT PROGRAMS: CHALLENGES AND POSSIBILITIES**  
Sierra 1, Mezzanine Level  
Tuesday 10:30 am
- 39 CRIME AND CIVIC EDUCATION**  
Cascade 2, Mezzanine Level  
Monday 10:30 am
- 40 ALL STARS PROJECT**  
Cascade 1, Mezzanine Level  
Tuesday 8:30 am
- 101 ROUNDTABLE: DECLARATION OF INTERDEPENDENCE**  
McKinley Room, Table 1, Mezzanine Level  
Sunday 2:00 pm
- 102 ROUNDTABLE: NO CHILD LEFT BEHIND**  
McKinley Room, Table 2, Mezzanine Level  
Sunday 2:00 pm
- 103 ROUNDTABLE: LITERATURE AND CIVIC EDUCATION**  
McKinley Room, Table 1, Mezzanine Level  
Sunday 4:00 pm
- 104 ROUNDTABLE: PRIVATE SCHOOLS AND PUBLIC OBLIGATIONS**  
McKinley Room, Table 2, Mezzanine Level  
Sunday 4:00 pm
- 105 ROUNDTABLE: CONDUCTING DIGITAL FIELDWORK IN A COLLABORATIVE COMMUNITY**  
McKinley Room, Table 1, Mezzanine Level  
Monday 8:30 am
- 106 ROUNDTABLE: CITIZEN'S LEADERSHIP ROLE IN DEVISING PUBLIC POLICY**  
McKinley Room, Table 1, Mezzanine Level  
Monday 2:00 pm
- 107 ROUNDTABLE: NEITHER ANGELS NOR WOLVES - EXPLORING PUBLIC ETHICS**  
McKinley Room, Table 1, Mezzanine Level  
Monday 10:30 am
- 108 ROUNDTABLE: AVOIDED TERRAIN IN POLITICAL EDUCATION**  
McKinley Room, Table 2, Mezzanine Level  
Monday 2:00 pm
- 109 ROUNDTABLE: CULTIVATING THE AMERICAN ETHICAL VOICE**  
McKinley Room, Table 2, Mezzanine Level  
Monday 10:30 am
- 110 ROUNDTABLE: LEARNING THROUGH SERVICE: FOSTERING DEMOCRACY IN THE CLASSROOM**  
McKinley Room, Table 4, Mezzanine Level  
Monday 2:00 pm
- 111 ROUNDTABLE: CIVIC CAPABILITY: WHY CIVIC COMPETENCE IS NOT ENOUGH**  
McKinley Room, Table 2, Mezzanine Level  
Monday 8:30 am
- 112 ROUNDTABLE: EXPLOERING THE PROCESS OF CIVIC ENGAGEMENT**  
McKinley Room, Table 1, Mezzanine Level  
Monday 4:00 pm
- 113 ROUNDTABLE: PROFESSIONAL DEVELOPMENT AND MEETINGS**  
McKinley Room, Table 1, Mezzanine Level  
Tuesday 8:30 am
- 114 ROUNDTABLE: THE INTERNET AND CIVIC EDUCATION**  
McKinley Room, Table 2, Mezzanine Level  
Monday 4:00 pm
- 115 ROUNDTABLE: YOUTH LEADERSHIP**  
McKinley Room, Table 2, Mezzanine Level  
Tuesday 8:30 am
- 116 ROUNDTABLE: FAMILY INVOLVEMENT**  
McKinley Room, Table 1, Mezzanine Level  
Tuesday 10:30 am
- 117 ROUNDTABLE: DEFINING THE NEW TEACHING AND LEARNING COMMUNITY: TRADITIONAL IMPROVISATION AND NARRATIVE COMMUNITY**  
McKinley Room, Table 3, Mezzanine Level  
Monday 8:30 am
- 118 ROUNDTABLE: MAKE A DIFFERENCE: AMERICA'S GUIDE TO VOLUNTEERING AND COMMUNITY SERVICE**  
McKinley Room, Table 3, Mezzanine Level  
Monday 10:30 am
- 119 ROUNDTABLE: MEASURING CIVIC ENGAGEMENT**  
McKinley Room, Table 3, Mezzanine Level  
Monday 4:00 pm

- 120 ROUNDTABLE: CORRUPTION AND CIVIC EDUCATION**  
McKinley Room, Table 3, Mezzanine Level  
Tuesday 8:30 am
- 121 ROUNDTABLE: CIVICS EDUCATION, MANDATORY VOLUNTEERING AND CIVIC ENGAGEMENT**  
McKinley Room, Table 3, Mezzanine Level  
Sunday 2:00 pm
- 122 ROUNDTABLE: THE PARADOX OF CITIZENS' TRAINING IN DEMOCRACY: DYNAMICS AND CHALLENGES**  
McKinley Room, Table 4, Mezzanine Level  
Monday 10:30 am
- 123 ROUNDTABLE: CONSTRUCTING AN AMERICAN PAIDEIA: THE PAST AND FUTURE OF MULTICULTURAL CIVIC EDUCATION**  
McKinley Room, Table 4, Mezzanine Level  
Monday 8:30 am
- 124 ROUNDTABLE: ASSET-BASED COMMUNITY ENGAGEMENT**  
McKinley Room, Table 2, Mezzanine Level  
Tuesday 10:30 am
- 125 ROUNDTABLE: BEST PRACTICES ACROSS DISCIPLINES**  
McKinley Room Table 3, Mezzanine Level  
Tuesday 10:30 am
- 126 ROUNDTABLE: CIVIC EDUCATION AND SOCIAL CAPITAL**  
McKinley Room, Table 4, Mezzanine Level  
Tuesday 8:30 am
- 127 ROUNDTABLE: STUDENT LEADERSHIP DEVELOPMENT**  
McKinley Room, Table 4, Mezzanine Level  
Tuesday 10:30 am
- 128 ROUNDTABLE: THE MIKVA CHALLENGE'S URBAN YOUTH CIVIC ENGAGEMENT PROGRAM MODEL**  
McKinley Room, Table 4, Mezzanine Level  
Monday 4:00 pm
- 129 ROUNDTABLE: EXPLORING CONTEMPORARY ISSUES AND SOCIAL RESPONSIBILITY THROUGH ART**  
McKinley Room, Table 3, Mezzanine Level  
Monday 2:00 pm
- 130 ROUNDTABLE: PEOPLE NETWORKING FOR ANTI CORRUPTION IN THAILAND**  
McKinley Room, Table 5, Mezzanine Level  
Tuesday 8:30 am
- 131 ROUNDTABLE: FROM TALK TO ACTION**  
McKinley Room, Table 5, Mezzanine Level  
Tuesday 10:30 am
- 132 ROUNDTABLE: LEARNING FOR POLITICAL PARTISANSHIP IN THE US**  
McKinley Room, Table 5, Mezzanine Level  
Monday 4:00 pm

# Conference on Civic Education Research

Reno, Nevada  
September 26-28, 2004

**Sunday, September 26 – 12:30 pm – 1:45 pm**

**LUNCHEON**

Reno Room on the Casino Level

**Sunday, September 26 – 2:00 pm – 3:45 pm**

**1 MORAL EDUCATION**

**Room** Sierra 1, Mezzanine Level, Sunday 2:00 pm

**Chair** Tom L. Sharpe, *University of Nevada-Las Vegas*

**Paper** **The Connections between Wealth Equity, Moral Responsibility and Education**

**Marghi A. Hagen**, *Arizona State University*

Overview: This paper conceptualizes and articulates a theoretical framework which suggests that social justice, equitable education and moral responsibility are deeply and contextually intertwined with wealth and wage equity.

**Paper** **The Measure of Moral Exemplars: Educating toward a Variety of Activist Roles**

**Jason E. Nelson**, *University of Washington*

Overview: Moral education aims to foster exemplary moral development, and examining major types provides a nuanced understanding of the moral qualities of different roles exemplifying commitment to social justice.

**Paper** **Moral Education in the Digital Age**

**Edward E. Tywoniak**, *Saint Mary's College of California*

Overview: This paper is a philosophical inquiry into the nature of technical systems through anecdotal observations on civic engagement, moral education and service learning as practiced at Saint Mary's College of California.

**Paper** **The Children Behind the Test Scores: Two Year Case Studies and Snow's Aptitude Theory**

**Patricia A. Wade**, *University of Iowa*

**Kathy L. Schuh**, *University of Iowa*

Overview: The academic lives of three male students in a fifth-sixth grade classroom are examined from qualitative and quantitative perspectives. Educators can facilitate student progress by examining multiple pieces of information from multiple perspectives.

**Disc.** Tom L. Sharpe, *University of Nevada-Las Vegas*  
Carolyn N. Stevenson, *East-West University*

**6 SERVICE LEARNING IN THE COLLEGE CLASSROOM**

**Room** Shasta 2, Mezzanine Level, Sunday 2:00 pm

**Chair** W. David Wakefield, *California State University Northridge*

**Paper** **You Learn How to Act: The Impact of Service Learning with Elders on beginning Nursing Students**

**Ellen K. DeLuca**, *Lynchburg College*

**Patty J. Hale**, *Lynchburg College*

**Linda Andrews**, *Lynchburg College*

Overview: This paper describes a project in which faculty linked with two agencies to facilitate student communication with elders. Quantitative and qualitative data suggest that service learning assists students to improve oral communication skills.

**Paper** **Learning From Them: Service Learning, Foster Children and Teacher Education**

**John J. Halcon**, *California State University San Marcos*

Overview: Results show that foster kids benefit from one-on-one tutoring and future teachers learn from them.

**Paper** **Service-Learning and Academic Literacy: Linking Writing Students, Research and the Community**

**Mary C. Hutchinson**, *Penn State University*

Overview: This paper will provide an overview of the implementation of service-learning into a basic writing curriculum and examine its impact on students, particularly on their understanding of the community and the development of academic writing skills.

**Paper** **Utilizing Service Learning to Develop Cultural Competence in Emerging Teachers**

**Nancy J. Meltzoff**, *Pacific University*

Overview: This case study details the use of a service learning project to increase the cultural competence of emerging secondary school teachers. The paper builds upon foundation of cultural competence literature and includes interviews and paper excerpts.

**Disc.** W. David Wakefield, *California State University Northridge*

- 11**     **DEMOCRATIC EDUCATION IN COLLEGE**  
**Room**   Shasta 1, Mezzanine Level, Sunday 2:00 pm  
**Chair**   **John L. Linantud**, *University of Houston Downtown*  
**Paper**   **All Things Considered: Systematic Processing, Political Knowledge, and Electoral Decisions**  
**David C. Barker**, *University of Pittsburgh*  
 Overview: This paper seeks to understand what difference it makes if voters systematically consider a representative range of salient criteria before choosing a candidate.
- Paper**   **Exploring the Political Lives of College Students: The Political Engagement Project Survey**  
**Elizabeth Beaumont**, *Carnegie Foundation*  
 Overview: Preliminary results from a pre- and post- survey of 1000+ undergraduates participating in twenty-one college courses and programs that try to foster students' political knowledge, skills, motivation, and participation.
- Paper**   **Making Students Civic: Socialization, Mobilization, or Education?**  
**Giacomo Gambino**, *Muhlenberg College*  
 Overview: Making Americans civic in the past was more the result of socialization and political mobilization, rather than education. This paper proposes an historically rooted model of civic education that draws upon past efforts of political mobilization.
- Paper**   **Debates: The Ideal Pedagogical Tool in the Classroom?**  
**Mir Z. Husain**, *University of South Alabama*  
 Overview: The paper will examine the utility of "Debates" as a pedagogical technique in the classroom. An analysis of the strengths and weaknesses of this strategy will be presented. The paper will conclude with a "Checklist for Assessing Student Debates."
- Paper**   **Making the Least Dangerous Branch More Understandable**  
**Priscilla H. Zotti**, *United States Naval Academy*  
 Overview: The goal of this paper is to present strategies and resources to make the study of the judiciary integral to the understanding of American democracy.
- Disc.**   **Richard J. Helldobler**, *California University of Pennsylvania*  
**Anne L. Schneider**, *Arizona State University*
- 19**     **THEORY AND CIVICS**  
**Room**   Sierra 2, Mezzanine Level, Sunday 2:00 pm  
**Chair**   **Melanie J. Blumberg**, *California University of Pennsylvania*  
**Paper**   **Toward a Sentimental Civics: Emotion, Education, and Liberal Political Theory**  
**Christopher H. Anderson**, *University of Hartford*  
 Overview: This is a theoretical argument for understanding civic education as sentimental

training. While we sometimes dismiss appeals to emotion as manipulation, it is emotional dispositions that do much to make us the good or bad citizens that we are.

- Paper**   **Rethinking Progressivism as Democratic Learning**  
**Emery J. Hyslop-Margison**, *Ball State University*  
 Overview: In this paper, I evaluate various critiques of progressivism and rethink the movement in terms of its contributions to democratic learning.
- Paper**   **Liberal Theory and Civic Virtue**  
**Jayson R. MacLean**, *University of Ottawa, Canada*  
 Overview: Theorists are divided over the effect that differing conceptions of liberal democracy might have in determining the role of civic education. This paper argues that the pivotal issue is the characterization of the virtues by liberal theories.
- Disc.**   **John F. Freie**, *LeMoyne College*  
**Philip T. Neisser**, *SUNY Potsdam*
- 101**    **ROUNDTABLE: DECLARATION OF INTERDEPENDENCE**  
**Room**   McKinley Room, Table 1, Mezzanine Level  
 Sunday 2:00 pm  
**Rndtbl.** **Declaration of Interdependence**  
**Nelson L. Noggle**, *C.A.E.P. [Centers for the Advancement of Educational Practices]*  
 Overview: This is a presentation to be followed by open discussion. It focuses on the responsibility each of us have as a member of this growing global society. It calls upon the discussants to bridge the gaps caused by their significant biases.
- 102**    **ROUNDTABLE: NO CHILD LEFT BEHIND**  
**Room**   McKinley Room, Table 2, Mezzanine Level  
 Sunday 2:00 pm  
**Rndtbl.** **Does the "No Child Left Behind" Law give Teachers the Means to Implement Academic Standards?**  
**Kathryn I. Dziekan**, *NYIT, Western Connecticut State University, Univ of Bridgeport*  
 Overview: Over 40 graduate students believed schools need academic standards but did not believe the "'No Child Left Behind" Law was realistic and found it difficult to implement. These students came up with suggestions to meet academic standards.
- Rndtbl.** **Pluralism in No Child Left Behind Act**  
**Ting Zhang**, *George Mason University*  
 Overview: This paper uses pluralist democracy theory of policy design to examine the No Child Left Behind law, and finds that all the key concepts of pluralist democracy apply through out NCLB, but the US society is not a pluralist democracy society.

**121**     **ROUNDTABLE: CIVICS EDUCATION, MANDATORY VOLUNTEERING AND CIVIC ENGAGEMENT**

**Room**     McKinley Room, Table 3, Mezzanine Level  
Sunday 2:00 pm

**Rndtbl.**   **Civics Education, Mandatory Volunteering and Civic Engagement: Double Cohort Students in Ontario**

*Ailsa Henderson, Wilfrid Laurier University*  
*Steven Brown, Wilfrid Laurier University*  
*Kimberly Ellis-Hale, Wilfrid Laurier University*  
*Mark Pancer, Wilfrid Laurier University*  
Overview: This paper examines the impact of introducing civics classes and mandatory volunteering on civic engagement. The paper argues that satisfaction with volunteering experience emerges as a significant predictor of civic engagement among young people.

**Sunday, September 26 – 3:45 pm**  
**COFFEE AND REFRESHMENTS**  
Grand Salon on the Casino Level

**Sunday, September 26 – 4:00 pm – 5:45pm**

**2**     **ETHICS AND EDUCATION**

**Room**     Shasta 1, Mezzanine Level, Sunday 4:00 pm  
**Chair**     *Marilyn Johnston, The Ohio State University*

**Paper**     **Longitudinal Study of Levels of Moral Reasoning of Undergraduate Students in an Irish University**

*Jim Gleeson, University of Limerick, Ireland*  
*Joanne O' Flaherty, University of Limerick, Ireland*  
Overview: This paper discusses the relationship between students' levels of moral reasoning as measured by the Defining Issues Test and certain variables e.g. gender, third level course and social class. Possible explanations for the findings are discussed.

**Paper**     **The Influence of Ethical Values in Life and at Work**

*Victor M. Mercader, University of South Florida*  
Overview: The study analyzes the ethical values that people hold during their life and the influence in life and at work. Results and conclusions are referred to college students emphasizing the importance, usefulness, benefits, acquired origin, perspectives, and application of ethical values related to self, family, work, society, education, and demographics.

**Paper**     **The Model Student Ethics Program in the Miami-Dade Public Schools**

*Robert A. Meyers, Miami-Dade Commission on Ethics and Public Trust*

Overview: The Miami-Dade Ethics Commission, created to provide community ethics education, has embarked on a pilot program in the local schools to teach ethical decision-making to meet State law to mandating character education in the public schools.

**Paper**     **A Study of the Relation between Moral Judgment and Emotional Intelligence**

*Maria Platsidou, University of Macedonia, Greece*

Overview: This study investigates the relation between moral thought and EI in adolescents. They were classified in high-, medium-, low-EI groups. The high-EI group had higher moral judgment than the other groups but no difference in the level of moral thought

**Disc.**     *Marilyn Johnston, The Ohio State University*

**7**     **SERVICE LEARNING ON CAMPUS**

**Room**     Sierra 1, Mezzanine Level, Sunday 4:00 pm  
**Chair**     *Melanie J. Blumberg, California University of Pennsylvania*

**Paper**     **Peak Experiences: Bridging the Gap between Service-learning and Student-centered Learning**

*Salena M. Brody, Collin County Community College*

*Betsy T. Brody, Collin County Community College*

Overview: In an effort to bridge the gap between student-centered and service-learning approaches to pedagogy, this paper presents data on student peak experiences and suggests ways for service-learning practitioners to better incorporate student needs.

**Paper**     **It's All Text: Enhancing Service-learning through Media Literacy Education**

*Robert E. Koulish, Goucher College*  
*Stephanie A. Flores-Koulish, Loyola College in Maryland*

Overview: Service-learning offers a strong schema for civic education but a weak framework for critical analysis. Following critical media literacy's textual analysis, we portray community as text and offer a methodology for deconstructing service experience.

**Paper**     **An Evaluation of An Academic Service-Learning Model on Learning, Personal and Social Outcomes**

*Lori N. Simons, Widener University*  
Overview: A dominant-less-dominant quantitative-quantitative research method was used to evaluate an academic service-learning model on learning, social and personal outcomes between service-learning and nonservice-learning students.

**Paper** **What I Do Is Different: Promoting Service Learning in the University and the Community**  
**Heather C. Tomlins**, *The University of Montana*  
**Tara B. Keller**, *The University of Montana*  
Overview: In order to promote an Office for Civic Engagement with many and varied stakeholders and programs, we conducted a study of marketing strategies to increase awareness and involvement among community partners, University faculty and students.

**Disc.** **Melanie J. Blumberg**, *California University of Pennsylvania*

**13** **DEMOCRATIC EDUCATION AND POLITICS**

**Room** Shasta 2, Mezzanine Level, Sunday 4:00 pm  
**Chair** **John E. Finn**, *Wesleyan University*  
**Paper** **Gerrymandering, the Constitution and Representative Democracy**  
**James E. Lennertz**, *Lafayette College*  
Overview: This paper will analyze three dimensions of the U.S. Supreme Court's recent rejection of an unconstitutional political gerrymandering case: majority rule versus individual rights, the vitality of representative government, and race and politics.

**Paper** **Schools as Political Battlegrounds: Institutional Design as Democratic Education**  
**Kenyatha V. Loftis**, *University of Michigan*  
Overview: Do students interpret their school environments as political spaces? This paper is a first-cut overview of exploratory research on the ways in which students discuss the connections between their school environments and the world of politics.

**Disc.** **John E. Finn**, *Wesleyan University*

**20** **RESEARCH AND MEASUREMENT**

**Room** Cascade 1, Mezzanine Level, Sunday 4:00 pm  
**Chair** **Stephen E. Bennett**, *University of Southern Indiana*  
**Paper** **Defining and Measuring Civic Skills: New Developments**  
**Mary K. Kirlin**, *California State University Sacramento*  
Overview: This paper presents a preliminary proposal for assessing the presence of nine discrete civic skills including new communication, organizing, critical thinking and collective decision making.

**Paper** **The Art of Associating: The Positive Impact of Peers on Civic Participation**  
**Casey A. Kloffstad**, *Harvard University*  
Overview: Using data from a new survey of first year undergraduates at the University of Wisconsin-Madison, this paper shows that peers have a significant impact on how students participate in civic life.

**Paper** **Trust and Confidence...Or Distrust and Fear? Benchmarking for Civic Education in the Baltics**  
**David E. McNabb**, *Pacific Lutheran University*  
**Judith A. Ramaglia**, *Pacific Lutheran University*  
Overview: This study measured attitudes of a sample of young adults in three post-Communist countries. The purpose of the study was to evaluate the effectiveness of civic education programs in eliminating citizen cynicism.

**Disc.** **Stephen E. Bennett**, *University of Southern Indiana*

**103** **ROUNDTABLE: LITERATURE AND CIVIC EDUCATION**

**Room** McKinley Room, Table 1, Mezzanine Level Sunday 4:00 pm  
**Rndtbl.** **Teaching Civic Involvement Through Stories**  
**Steve Frantzich**, *U.S. Naval Academy*  
Overview: A discussion of the stories in the second edition of CITIZEN DEMOCRACY (Rowman and Littlefield, 2004), and an explanation how the stories and the model can be used in the classroom.

**Rndtbl.** **The Death of Socrates: A Drama about Liberty and Civic Virtue**  
**Bruce Payne**, *Duke University*  
Overview: Socrates' refusal to escape unjust punishment in Plato's "Crito," represents an ancient, intriguing, and solvable mystery. It offers one of the first great and greatest discussions of civic responsibility in the face of injustice.

**104** **ROUNDTABLE: PRIVATE SCHOOLS AND PUBLIC OBLIGATIONS**

**Room** McKinley Room, Table 2, Mezzanine Level Sunday 4:00 pm  
**Rndtbl.** **Private Schools and Public Obligations**  
**Steven L. Jones**, *Grove City College*  
Overview: Sectarian schools have always been criticized for promoting sub-national attachments at the expense of national unity. This paper, to the contrary, argues that such institutions are essential to the production of a healthy public sphere.

**Monday, September 27 – 7:30 am – 8:30 am**

**BREAKFAST**

Reno Room on the Casino Level

**Monday, September 27 – 8:30 am – 10:15 am**

**3 EXPERIENTIAL EDUCATION**

**Room** Cascade 2, Mezzanine Level, Monday 8:30 am

**Chair** **Eden H. Segal**, *University of Maryland*

**Paper** **Is It Either/Or?: Can Civic Education and Career Education Coexist?**

**Nancy C. Northrop Wolanski**, *Johnson & Wales University*

Overview: This paper will examine the effectiveness of integrating civic and career education to address the disconnect between student focus on “getting a good job” and institutional public service mission, using a case study and student responses.

**Paper** **Forests and Trees: The Academic Component of Experiential Education**

**Robert F. Pecorella**, *St. John's University-- Department of Government & Politics*

Overview: Political science programs that include government internships are given “life” by reality. This paper argues that to be truly effective, however, experiential education requires a coterminous and complementary academic component.

**Paper** **Breaking Boundaries: The Role of Internships in Promoting Service Learning in College**

**Carolyn N. Stevenson**, *East-West University*

Overview: This multiple-case study provides a description and explanation of the role internships in the promotion of service learning at colleges without formal service learning programs.

**Disc.** **Boris E. Ricks**, *University of Southern California*  
**Eden H. Segal**, *University of Maryland*

**8 SERVICE LEARNING ON CAMPUS**

**Room** Shasta 2, Mezzanine Level, Monday 8:30 am

**Chair** **Emily M. Sweitzer**, *California University of Pennsylvania*

**Paper** **National and Campus Struggles in Defining Service-Learning**

**Lydia F. Bell**, *University of Arizona*

Overview: This study examines definitions of service-learning, gleans terms and concepts that are used in most definitions nationwide, and uncovers current frustrations of service-learning practitioners as they work to define the term on their campuses.

**Paper** **Connecting the Dots of the Academic Triangle: Combining Teaching, Research, and Service**

**Walter R. Huber**, *Muskingum College*

Overview: This paper examines the opportunities of combining teaching, research, and service in a

meaningful fashion and highlights the inherent challenges of such an approach.

**Paper** **Service Learning Scholars Project: How One University Institutionalized Service Learning**

**Sandra J. Jordan**, *Murray State University*

Overview: This paper uses case study methodology to focus upon how one public university shifted campus values, faculty reward systems, and student expectations to make room for civic engagement through service learning.

**Paper** **Civic Engagement: It's Academic!**

**Dean P. McGovern**, *Montana Campus Compact*

Overview: This paper presents a model of the Engaged Campus which emerged from data generated in a study of chief academic officers at fifteen colleges and universities.

**Disc.** **Patricia Owen-Smith**, *Oxford College of Emory University*

**Emily M. Sweitzer**, *California University of Pennsylvania*

**14 RELIGION AND CIVIC EDUCATION**

**Room** Shasta 1, Mezzanine Level, Monday 8:30 am

**Chair** **Dale S. Kuehne**, *Saint Anselm College*

**Paper** **Children, Education, and Religion in Contemporary Liberal Polities**

**David G. Leitch**, *University of California, San Diego*

Overview: This paper examines the problems that come up in developing a just educational policy that both respects religious pluralism and the demands of a liberal democracy.

**Paper** **Speaking into Sacred Silence**

**Jason E. Nelson**, *University of Washington*

Overview: Democratic education must teach about rights and their limits. An area often neglected is the place of religion in the public square. How we address this issue in schools is key to how citizens can work together across differences.

**Paper** **The Role Models of Christian and Muslim University Students**

**Maria Platsidou**, *University of Macedonia, Greece*

Overview: The study aims to investigate: (i) the role models of Christian and Muslim university students, (ii) the impact they acknowledge on their personality by them, and (iii) the factors that may interpret the variant responses of the two groups.

**Disc.** **Dale S. Kuehne**, *Saint Anselm College*

**28 SOCIAL ISSUES AND CIVIC EDUCATION**

**Room** Cascade 1, Mezzanine Level, Monday 8:30 am

**Chair** **Eileen G. Jones**, *US Dept of HHS*

**Paper** **Schools, Seniors, and Sewers in the City - The Unthinkable Solution**

**Kevin J. McCarthy**, *University of Colorado*

Overview: While one group administers the schools, another group provides services to the

elderly, and yet another cares for the streets and sewers. There is a solution, unthinkable to most, that can save our cities.

**Paper** **Cultivating Civic Engagement and Critical Analysis of Social Issues through Service Learning**

**Sandra L. Mahoney**, *University of Pacific*  
**John F. Schamber**, *University of Pacific*

Overview: This study assessed the benefits of a service learning experience in a university's first-year general education seminar devoted to civic engagement and critical analysis of social issues. Implications for curriculum design and assessment are discussed.

**Paper** **The Values and Realities of Welfare in Promoting Civic and Social Capital**

**Roger V. Patulny**, *Social Policy Reserach Centre, University of New South Wales*

Overview: Civic skills work through the realities of inequality and welfare. International data suggests that social capital is polarizing within Anglo-liberal welfare regimes, high amongst the educated, and low amongst and towards a stigmatised lower class.

**Disc.** **Elizabeth R. Sierra-Zarella**, *Syracuse University*

**33** **PANEL DISCUSSION: ESTABLISHING AN INTERDISCIPLINARY TEAM FOR EXAMINING SOCIAL RESPONSIBILITY IN SCHOOL**

**Room** Sierra 1, Mezzanine Level, Monday 8:30 am

**Panel** **Jeffrey W. Cornett**, *University of Northern Iowa*  
**William Gaudelli**, *University of Central Florida*  
**Sandra L. Robinson**, *University of Central Florida*

**Edward H. Robinson**, *University of Central Florida*

**Stephen Sivo**, *University of Central Florida*

Overview: Issues in establishing an interdisciplinary research team to address questions of the impact of law related education, character education, conflict resolution and service learning will be discussed and findings and methodological issues presented.

**36** **PANEL DISCUSSION: CHALLENGES OF RESEARCHING THE EFFECTS OF CIVIC EDUCATION IN EMERGING DEMOCRACIES**

**Room** Sierra 2, Mezzanine Level, Monday 8:30 am

**Panel** **Suzanne R. Soule**, *Center for Civic Education*  
**Stephen Finkel**, *University of Virginia*  
**Murray Print**, *University of Sydney*

Overview: This panel discussion offers researchers an opportunity to discuss study design and implementation strategies on topics from sampling to obtaining equivalent control groups on adults and youth in emerging democracies.

**105** **ROUNDTABLE: CONDUCTING DIGITAL FIELDWORK IN A COLLABORATIVE COMMUNITY**

**Room** McKinley Room, Table 1, Mezzanine Level  
Monday 8:30 am

**Rndtbl.** **Conducting Digital Fieldwork in a Collaborative Community Learning Environment**

**Mark J. Szymanski**, *Pacific University*

Overview: This paper analyzes a collaborative digital fieldwork project. High school students, teachers, and community members created curriculum and digital resources to support current and future historical and digital scientific fieldwork.

**111** **ROUNDTABLE: CIVIC CAPABILITY: WHY CIVIC COMPETENCE IS NOT ENOUGH**

**Room** McKinley Room, Table 2, Mezzanine Level  
Monday 8:30 am

**Rndtbl.** **Civic Capability: Why Civic Competence is Not Enough**

**Elena Pia Castilleja**, *Columbia University*

Overview: Failure to recognize the complex nature of the capacity of citizens has undermined schools' ability to foster it. Building on the influential work of Nie, Junn and Stehlik-Barry, I identify two distinct aspects of civic capacity: civic capability and civic competence. The characteristics identified by the authors of *Education and Democratic Citizenship in America* as comprising the two dimensions of democratic citizenship – democratic enlightenment and political engagement – are undeniable qualities of democratic citizenship, nevertheless they constitute only one of two factors of civic capacity, which I refer to as civic competence. The model presented in this paper calls – and defines – another indispensable enabling factor: civic capability.

**117** **ROUNDTABLE: DEFINING THE NEW TEACHING AND LEARNING COMMUNITY: TRADITIONAL IMPROVISATION AND NARRATIVE COMMUNITY**

**Room** McKinley Room, Table 3, Mezzanine Level  
Monday 8:30 am

**Rndtbl.** **Defining the New Teaching and Learning Community: Traditional Improvisation and Narrative Community**

**Richard L. Biffle, III**, *University of Denver*

**Pamela B. Thompson**, *University of Denver*

Overview: Our work employs elements of Blues music, providing analogies to the 'voices' of community and invites dialogue related to emerging definitions of teaching and learning communities.

**123**     **ROUNDTABLE: CONSTRUCTING AN AMERICAN PAIDEIA: THE PAST AND FUTURE OF MULTICULTURAL CIVIC EDUCATION**

**Room**    McKinley Room, Table 4, Mezzanine Level  
Monday 8:30 am

**Rndtbl.** **Constructing an American Paideia: The Past and Future of Multicultural Civic Education**

**Terri B. Davis**, *Lamar University*

Overview: This paper outlines the historical role of multicultural education in producing an American paideia -- an ideal national public culture -- and demonstrates the continued significance of multicultural education in the 21st century.

**Jo Ann Bludau**, *Sweet Home ISD*  
**Christine Brown**, *Sweet Home ISD*  
**Doug Wozniak**, *Sweet Home ISD*  
**Sharon Jaks**, *Sweet Home ISD*

Overview: As part of a School-Community Grant, Sweet Home ISD, a rural district, is engaged in thoughtfully organized meaningful service experiences. This session shares strategies to develop partnerships, leadership and curriculum based on community needs.

**Paper**    **Promoting Civic Engagement through Youth Involvement in Tribal Community Economic Development**

**Deborah A. Loesch-Griffin**, *Turning Point, Inc.*  
**Alyssa Rye**, *Center for Program Evaluation and Partnership Development*

**Annette Ballentine**, *Center for Program Evaluation and Partnership Development*

**John Moddrell**, *McDermitt Combined School*

Overview: The study examines the efficacy of student roles in facilitating the revitalization of tribal communities and their relationship to students' civic and academic development. Multiple measures will be discussed.

**Paper**    **Socioeconomic Differences in Service-Learning Implementation and Perceived Impacts: The 2004 NYLC-State Farm Growing to Greatness National Principal's Survey**

**Marybeth E. Neal**, *National Youth Leadership Council*

Overview: Principals of high poverty, non-white majority schools are most likely to rate service-learning as "very positive" in the areas of academic achievement and engagement. These and other survey findings suggest a special role for service-learning in narrowing the achievement gap.

**Disc.**     **Baiming Liu**, *Westat*  
**J.B. Watson**, *Stephen F. Austin State University*

**Monday, September 27 – 10:30 am – 12:15 pm**

**4**        **CIVIC EDUCATION IN THE HISPANIC COMMUNITY**

**Room**    Shasta 1, Mezzanine Level, Monday 10:30 am

**Chair**    **Michael E. Orok**, *Albany State University*

**Paper**    **Hispanic Women in Pictures, Words, and Practice**

**Debra D. Andrist**, *University of St. Thomas*

Overview: Visual and literary representations send messages to viewers and readers about self-images and images of others. Study of those messages, and the results, illuminate all sorts of cultural baggage, one of the phenomena by which socialization occurs.

**Paper**    **Chicano Education and Service Learning**

**Nancy Porrás-Hein**, *California State University, Fullerton*

**Julie E. Stokes**, *California State University, Fullerton*

Overview: Commentary on "community service" being received by "...those deemed disadvantaged" from "... those who are wealthier and more privileged," is expanded upon by having Chicanos studying Chicano history while doing "service learning".

**Paper**    **Financial Literacy and Civic Participation Service Learning Model: Latino Community-University Partners**

**Barbara J. Robles**, *LBJ School of Public Affairs*

Overview: Research describing a service learning program designed to train Latino university students as financial literacy and technical assistance providers for Latino community based organizations in working poor and low-income Latino communities.

**Disc.**     **Boris E. Ricks**, *University of Southern California*

**9**        **SERVICE LEARNING IN SCHOOLS**

**Room**    Sierra 2, Mezzanine Level, Monday 10:30 am

**Chair**    **J.B. Watson**, *Stephen F. Austin State University*

**Paper**    **Building Community Partnerships Through Service Learning in a Rural Setting**

**10**       **CHARACTER EDUCATION**

**Room**    Shasta 2, Mezzanine Level, Monday 10:30 am

**Chair**    **Robert D. Shumer**, *University of Minnesota*

**Paper**    **Partnerships in Character Education**

**Leonard C. Beckum**, *WestEd*

**Janine Mozee**, *WestEd*

**John Carr**, *WestEd*

**Jane Christianson**, *WestEd, Washo County Schools*

Overview: The Nevada Character Education Project is a partnership of the Nevada DOE, Washoe County Schools, and WestEd to implement a character education program embedded in existing curricula, to research its effectiveness, and to develop a replicable model.

**Paper** **Character Education and Academic Achievement: A Correlational Study**  
**Jacques S. Benninga**, *California State University Fresno*  
**Marvin W. Berkowitz**, *University of Missouri, St. Louis*

Overview: A random selection of the 681 elementary schools applying in 2000 for California's Distinguished Schools Award were scored for character education implementation. Results were correlated with both SAT9 and API rankings over a four-year period.

**Paper** **Character Education Through Categorizing and Understanding Ethical Dilemmas**

**Ernest J. Zarra, III**, *California State University, Bakersfield*

Overview: Secular postmodern ethics and morality challenge students' values on campus. Positive character development remains difficult in such environments. Students can benefit from being equipped to categorize and understand ethical and moral situations.

**Disc.** **Robert D. Shumer**, *University of Minnesota*

## **17** **DEMOCRATIC SCHOOLS**

**Room** Cascade 1, Mezzanine Level, Monday 10:30 am

**Chair** **Anita Bohn**, *Illinois State University*

**Paper** **Lord of the Flies or Peter Pan: Freedom and its Limits at a Democratic School**

**Shira Knossov**, *University of Haifa, Israel*

Overview: This study examines the manifestation of values of freedom in an Israeli democratic school, analyzes their effect on the relationship between adults and children within school and assesses their actual limits due to adults' perceptions of childhood.

**Paper** **Building Informed and Active Citizenship: Lessons in Relationships, Personal Growth, and Community**

**Anand R. Marri**, *Teachers College, Columbia University*

Overview: This paper explores how a high school teacher's curriculum and pedagogy helped a racially and economically diverse group of students build a democratic community in the classroom through a focus on relationships and personal growth.

**Paper** **Evaluation of a Democratic Governance-based Model of High School Civic Education**

**Hugh McIntosh**, *Catholic University of America*  
**Sheldon H. Berman**, *Hudson Public Schools*

Overview: Results are presented from the first two years of a 5-year research project (questionnaires, focus groups, interviews, voting data collection) evaluating a comprehensive approach to civic engagement being implemented at a high school in Hudson, MA.

**Paper** **Personalization in Small, Democratic Schools Requires a Conception of Human Formation**

**Cherlyn M. Pijanowski**, *Small Schools Project/Small Schools Coaches*

*Collaborative/Coalition of Essential Schools, NW Center*

Overview: My interdisciplinary research suggests that the "curriculum" for personalization must include a conception of human formation since the relational practices embedded in such a conception are instrumental to both student development and democracy.

**Disc.** **Anita Bohn**, *Illinois State University*

**Seneca Bock**, *Community Capacity Builders*

## **30** **PROGRAMS AT COLLEGES**

**Room** Sierra 1, Mezzanine Level, Monday 10:30 am

**Chair** **Walter R. Huber**, *Muskingum College*

**Paper** **A Multidisciplinary Approach to Civic Education, Leadership, and Community Leadership**

**Melanie J. Blumberg**, *California University of Pennsylvania*

**Emily M. Sweitzer**, *California University of Pennsylvania*

**Richard J. Helldobler**, *California University of Pennsylvania*

**Jesse G. Hereda**, *California University of Pennsylvania*

**Margo Wilson**, *California University of Pennsylvania*

**Robert Mehalif**, *California University of Pennsylvania*

**Greg Harrison**, *California University of Pennsylvania*

**Michele Pagen**, *California University of Pennsylvania*

Overview: The case study documents the creation and activities of Cal Campaign Consultants, an innovative, multidisciplinary organization established to give students practical experience in designing and managing political campaigns.

**Paper** **A Stance in the World: Lehigh University's Global Citizenship Program**

**Hannah W. Stewart-Gambino**, *Lehigh University*  
**Magdalena Grudzinski-Hall**, *Lehigh University*

Overview: This paper will explore the objectives and discuss the challenges in effective tools for measuring Global Citizenship at Lehigh University.

**Paper** **The Meaning of Civic Engagement: A University Case Study**

**Michele K. Wolff**, *University of Maryland, Baltimore County*

Overview: This study explores definitions of civic engagement and their implications on perceptions of civic engagement in relation to one's role, for funding and resource allocation, priority setting, and program design and implementation.

Disc. **Walter R. Huber**, *Muskingum College*  
**Suzanne E. Rocheleau**, *Drexel University*

**39** **CRIME AND CIVIC EDUCATION**

Room Cascade 2, Mezzanine Level, Monday 10:30 am

Chair **Elizabeth R. Sierra-Zarella**, *Syracuse University*

Paper **The National Crime Victimization Survey and Public Policy**

**Shannan M. Catalano**, *Bureau of Justice Statistics*

Overview: Crime is frequently cited as one parameter of social being. This presentation discusses the manner in which the National Crime Victimization Survey may inform discussions regarding the nature and extent of crime.

Paper **Social Issues Surrounding Incarceration in the U.S.**

**Judith P. DeVries**, *DePaul University*

Overview: A syllabus and larger context discussion

Paper **Location and Localization of Crime in Nigeria: A Need for Community Police**

**Michael Folami**, *Adekunle Ajasin University*

Overview: This paper, argues that community oriented crimes such as homicide, sexual assault, burglar, theft, robbery, etc should be handled by the community police since most of the perpetrators are members of the community. Community efforts are needed to burst these types of crimes while crimes such as assassin, terrorism, international scam etc should be left in the hand of the Federal Police. Consequently, this paper categorized crime (based on the level of perpetration) into two: community oriented crime, and international crime. This paper, therefore, recommended the creation of community police largely made of vigilante group members.

Disc. **Elizabeth R. Sierra-Zarella**, *Syracuse University*

**107** **ROUNDTABLE: NEITHER ANGELS NOR WOLVES - EXPLORING PUBLIC ETHICS**

Room McKinley Room, Table 1, Mezzanine Level  
Monday 10:30 am

Rndtbl. **Neither Angels nor Wolves: Exploring Public Ethics through Interactive Simulation?**

**James E. Lennertz**, *Lafayette College*

Overview: We will consider simulation design and implementation questions focused on the public ethical dimensions of recent examples: an Osama bin Laden mock trial, a War Powers Act/Iraq moot court, and 2004 presidential campaign advertising.

**109** **ROUNDTABLE: CULTIVATING THE AMERICAN ETHICAL VOICE**

Room McKinley Room, Table 2, Mezzanine Level  
Monday 10:30 am

Rndtbl. **Cultivating the American Ethical Voice**

**Rosanna Pittella**, *Monmouth University*

Overview: Imagine a world in which the powerful global American voice included the vocabulary of universal ethics. This presentation shows how the tone and timbre of the American ethical voice can be enriched early and throughout academic life.

**118** **ROUNDTABLE: MAKE A DIFFERENCE: AMERICA'S GUIDE TO VOLUNTEERING AND COMMUNITY SERVICE**

Room McKinley Room, Table 3, Mezzanine Level  
Monday 10:30 am

Rndtbl. **America's Guide to Volunteering and Community Service**

**Arthur I. Blaustein**, *University of California, Berkeley*

Overview: Valuable information for everyone inspired to give back to their communities.

**122** **ROUNDTABLE: THE PARADOX OF CITIZENS' TRAINING IN DEMOCRACY: DYNAMICS AND CHALLENGES**

Room McKinley Room, Table 4, Mezzanine Level  
Monday 10:30 am

Rndtbl. **The Paradox of Citizens' training in Democracy: Dynamics and Challenges**

**Pankaja Kulabkar**, *Sir Ratan Tata Trust*

Overview: Training citizens for empowering them and to strengthen democracy and governance often leads to a paradox. This study focuses on efforts in India on citizens' training in governance, by taking FDR as a case study.

**Monday, September 27**

**12:30 pm – 1:45 pm**

**LUNCHEON AND KEYNOTE ADDRESS**

Reno Room on the Casino Level

**A RALLYING CRY FOR CIVIC EDUCATION RESEARCH**

**Richard G. Niemi**, *University of Rochester*

**Monday, September 27 – 2:00 pm – 3:45 pm**

**12 SERVICE LEARNING**

**Room** Shasta 1, Mezzanine Level, Monday 2:00 pm

**Chair** **George F. Kain**, *Western Connecticut State University*

**Paper** **Community Partner Assessment**

**Beatrice A. Coleman**, *Central Washington University*

Overview: Community partner assessment is a critical component of programmatic course-based academic service learning assignments.

**Paper** **Learning In and Out of the Classroom: A Model for the Implementation/Evaluation of Service-Learning**

**George F. Kain**, *Western Connecticut State University*

Overview: Evaluation of a service-learning experiment in a Criminal Justice course utilizing a Solomon four-group design. Found that the methodology chosen was critical to significant findings.

**Paper** **Building with the Family in Mind**

**Tara B. Keller**, *Habitat for Humanity of Missoula/A.L.I.V.E.*

Overview: Community-based research was used within the Habitat for Humanity organization in order to gain knowledge and suggestions from the partner families in order to increase the capacity and sustainability of the Habitat for Humanity program.

**Disc.** **George F. Kain**, *Western Connecticut State University*

**16 CURRENT EVENTS AND CIVIC EDUCATION**

**Room** Shasta 2, Mezzanine Level, Monday 2:00 pm

**Chair** **Elizabeth R. Sierra-Zarella**, *Syracuse University*

**Paper** **An Inquiry into Young People's Perceptions and Attitudes Associated with Operation Iraqi Freedom**

**Liba H. Engel**, *Queens College, CUNY*

Overview: This study examines the processes of young people's attitudes towards Operation Iraqi Freedom. Each elementary education student teachers will conduct a qualitative study of their students using a focused ethnographic methodology.

**Paper** **High School Students' Understanding of Current Events and Related Contemporary Public Policy Issues**

**Joseph O'Brien**, *University of Kansas*

**Patrick Egan**, *University of Kansas*

Overview: This session will report the results of an exploratory study to assess the impact on student learning of following a contemporary public policy issue in the news using an Internet site (<http://trackcurrentevents.org>).

**Paper** **Kudzu on My Constitution: The Creeping of A Conservative Agenda**

**Azadeh Farrah Osanloo**, *Arizona State University*

Overview: The many discourses surrounding 9/11 place existing civic education in a tenuous space within the current political climate. In light of this, my research will examine the following central questions: Why, especially now, is civic education important?

**Paper** **Civic Education in War Times: Historical Perspective on Contemporary Events**

**David Saxe**, *Penn State University*

Overview: War has been constant companions to our national civic life throughout American history. As seen through the lens of American history textbooks, this presentation explores how education has been used to create civic cultures in the past and present.

**Disc.** TBA

**22 UNDER REPRESENTED GROUPS AND CIVIC ED**

**Room** Sierra 2, Mezzanine Level, Monday 2:00 pm

**Chair** **W. David Wakefield**, *California State University Northridge*

**Paper** **Culture and Class Constructs Informing Social Change in Colleges and University Settings**

**John R. Goss, III**, *Shenandoah University and Conservatory*

Overview: This study addressing conflict reveals constructs defining race relations. Policy sets rational, linear rules, but ignores affective, emotional processes of the problem. A developmental model is proposed founded on perspective-differences.

**Paper** **A Self-Study of My Teaching: Creating Democracy and Social Justice by Listening to Minority Voices**

**Marilyn Johnston**, *The Ohio State University*

Overview: In a 4-year self-study research project within a graduate course that has explicit social justice objectives, I met separately with the students of color as my cultural consultants . . .

**Paper** **Civic Orientation Predictors of Black Students by Institutional Type: An Exploratory Study**

**Joe L. Lott, Jr.**, *Louisiana State University*

Overview: This study examines if attending a predominantly White institution or a historically Black institution affects Black students' sense of civic responsibility. Factor analysis and multiple regression are the primary data analytic techniques.

**Paper** **The Brotherhood: Measuring the Effectiveness of an Afrocentric Male Mentoring Program**

**Shelby T. Wyatt**,

Overview: This paper reports research on the treatment effect of an Afrocentric male mentoring program.

**Disc.** **Michael E. Orok**, *Albany State University*

**26** **STUDENT VALUES**  
**Room** Cascade 1, Mezzanine Level, Monday 2:00 pm  
**Paper** **Popular Culture and Civic Engagement of Youth**  
**Tricia Gallagher-Geurtsen**, *Utah State*  
**Gregg Jorgensen**, *Utah State University*  
**Scott Shoemate**, *Utah State University*  
 Overview: In this paper presentation we will describe results of a mixed methods study that considers the impact of popular media on the civic engagement of youth.

**32** **K-12 PRACTICES AND CIVIC OUTCOMES**  
**Room** Sierra 1, Mezzanine Level, Monday 2:00 pm  
**Chair** **Judith Torney-Purta**, *University of Maryland*  
**Paper** **School and Classroom Correlates of Early Adolescents' Civic Knowledge and Participation: Analysis from the IEA Civic Education Study**  
**Carolyn H. Barber**, *University of Maryland, College Park*  
 Overview: This analysis use data from the IEA Civic Education Study to examine how eighth and ninth graders' democratic experiences in schools and classrooms are related to their levels of civic knowledge and to their present and expected civic engagement.

**Paper** **Not Too Young to Be an Active Citizen: Strategies, Outcomes and Assessments for Civic Development in Elementary School**  
**Bernadette Chi**, *East Bay Conservation Corps*  
**Carolyn Gramstorff**, *East Bay Conservation Corps Charter School*  
 Overview: This case study describes the strategies used to promote civic outcomes in an elementary charter school with an explicit mission to prepare active citizens. We present a draft conceptual framework with age-appropriate measures for civic development.

**Paper** **The California Civic and Political Index: A Study of High School Seniors' Capacities, Commitments and Opportunities to Learn**  
**Joe Kahne**, *Mills College*  
**Ellen Middaugh**, *TBA*  
 Overview: We examine the ways high schools do and do not support the development of seniors' civic and political capacities and commitments. We also discuss our broader strategy for measuring civic outcomes and for leveraging changes in policy and practice.

**Disc.** **Judith Torney-Purta**, *University of Maryland*

**106** **ROUNDTABLE: CITIZEN'S LEADERSHIP ROLE IN DEVISING PUBLIC POLICY**  
**Room** McKinley Room, Table1, Mezzanine Level  
 Monday 2:00 pm

**Rndtbl.** **Citizen's Leadership Role in Devising Public Policies**  
**Rivka Amado**, *UC Berkeley*  
 Overview: The call for democratic citizenship requires citizens to take an active part

**108** **ROUNDTABLE: AVOIDED TERRAIN IN POLITICAL EDUCATION**  
**Room** McKinley Room, Table 2, Mezzanine Level  
 Monday 2:00 pm

**Rndtbl.** **Avoided Terrain in Political Education: Where Democracy and Psyche Meet**  
**Cherlyn M. Pijanowski**, *Small Schools Project/Small Schools Coaches Collaborative/Coalition of Essential Schools, NW Center*  
 Overview: This paper enters territory largely avoided in educational research and liberal democratic theory. I move between political and psychoanalytic theories to show why democracy and character education need a psyche-wise theory of human formation.

**110** **ROUNDTABLE: LEARNING THROUGH SERVICE: FOSTERING DEMOCRACY IN THE CLASSROOM**  
**Room** McKinley Room, Table 4, Mezzanine Level  
 Monday 2:00 pm

**Rndtbl.** **Learning Through Service: Fostering Democracy in the Classroom**  
**Marty Reep**, *Lompoc Unified School District, CA*  
 Overview: Participate in activities and dialogue about using Service Learning and Civic Responsibility to engage students, colleagues, and community partners.

**129** **ROUNDTABLE: EXPLORING CONTEMPORARY ISSUES AND SOCIAL RESPONSIBILITY THROUGH ART**

**Room** McKinley Room, Table 3, Mezzanine Level  
 Monday 2:00 pm  
**Rndtbl.** **Exploring Contemporary Issues and Social Responsibility through Art**  
**Shifra Teitelbaum**, *youTHink*  
 Overview: Experience youTHink, a program that uses the power of art and music to foster critical thinking, engage diverse learners, and serve as a tool for social change. Learn how to get youTHink Music for Positive Change CD and teacher's guide – FREE.

**Monday, September 27 – 3:45 pm**  
**COFFEE AND REFRESHMENTS**  
 Grand Salon on the Casino Level

**Monday, September 27 – 4:00 pm – 5:45 pm**

- 5**      **CHARACTER EDUCATION IN  
ELEMENTARY SCHOOLS**
- Room** Sierra 1, Mezzanine Level, Monday 4:00 pm  
**Chair** **Tom L. Sharpe**, *University of Nevada-Las Vegas*  
**Paper** **Observed Assessment of Peer Behavior in  
Elementary Students/Related to Free/Reduced  
Lunch Programs**  
**Jimmilea G. Berryhill**, *Jubilee Christian College*  
Overview: This paper analyzes data concerning character education program implementation in Arkansas public schools in relation to free/reduced lunch programs.
- Paper** **Love on Wheels**  
**Kathy J. Fuller**, *Pacific Oaks College*  
Overview: As society moves toward a more inclusive environment, it is important for children to understand the richness of diversity. This study looks at how children approach a dialogue on disabilities through the implementation of Animal Assisted Therapy.
- Paper** **Teaching Positive Social Behavior to Children  
and Youth**  
**Tom L. Sharpe**, *University of Nevada-Las Vegas*  
**Daniel Balderson**, *University of Nevada-Las Vegas*  
Overview: A challenge in our society is the violent and disruptive behavior among children and youth. The behaviorally-based treatments of Sharpe & Balderson are shown with documentation support of the immediate and long term remediation of these challenges.
- Paper** **The Perfect Storm: When Character Education,  
Service-Learning, and Civic Education Collide**  
**Robert D. Shumer**, *University of Minnesota*  
Overview: This session presents a study of a fourth grade classroom focused on using evaluation as a unifying activity to connect character education, service-learning, and civic education. Student developed rubrics produced a "perfect" classroom.
- Disc.** **Jacques S. Benninga**, *California State University Fresno*  
**Lori N. Simons**, *Widener University*

- 18**      **NATIONAL PROGRAMS AND CIVIC  
EDUCATION**
- Room** Cascade 1, Mezzanine Level, Monday 4:00 pm  
**Chair** **Patrice Preston-Grimes**, *Emory University*  
**Paper** **Bridging the Research and Policy Divide: The  
Juvenile Justice Educational Enhancement  
Program**  
**Thomas G. Blomberg**, *Florida State University, School of Criminology and Criminal Justice*  
**George B. Pesta**, *Florida State University, School of Criminology and Criminal Justice*  
Overview: This paper describes the Juvenile Justice Educational Enhancement Program's

development, operations, research and methods for guiding juvenile justice education policy and practice.

- Paper** **Civic Participation in Americal K-12 Public  
Education: An Overview of Communities and  
Schools**  
**Marilyn Smith**, *Reading is Fundamental*  
Overview: This paper provides a snapshot of contemporary civic involvement in American schools, demonstrating the enormous array of community organizations and individuals that devote considerable energy to enrich American public schools.
- Paper** **The Transmission, Acquisition, & Creation of  
Civic Culture: AmeriCorps Serving a  
Pluralistic Society**  
**Guy Michael Trombley**,  
Overview: Withdrawal of youth people from civic life threatens a stable and future democratic way of life (Barber, 1993, Boyte, 1996). The research context is a partnership between an AmeriCorps Service program and 10 non-profit agencies.
- Disc.** **Patrice Preston-Grimes**, *Emory University*

- 23**      **CIVIC EDUCATION IN HIGH SCHOOL -  
I**
- Room** Shasta 1, Mezzanine Level, Monday 4:00 pm  
**Chair** **Michael J. Carbone**, *Muhlenberg College*  
**Paper** **Learning to Use Research to Effect Community  
Change: Youth Civic Efficacy and Civic Skills**  
**Jerusha Osberg**, *Stanford University*  
**Karen Strobel**, *Stanford University*  
**Josh Corngold**, *Stanford University*  
Overview: We explore how adolescents' sense of civic efficacy changes after learning to use research techniques to address community problems. These skills help youth become more thoughtful about the complexities involved in enacting community-wide change.
- Paper** **Politics: The Missing Link of Responsible Civic  
Education**  
**Kenneth S. Stroupe**, *University of Virginia Center for Politics*  
Overview: A quasi-experimental cluster sampling research designed to measure attitudes, beliefs, skill and knowledge related to politics and political participation among American high school students.
- Paper** **Finding Predictors of Internal Political Efficacy  
Among High School Seniors**  
**Eric J. Sundberg**, *Hofstra University*  
Overview: Survey data demonstrate that attentiveness to news media is a stronger predictor of political efficacy among high school seniors than is exposure to teachers who encourage discussion of controversial political issues.
- Disc.** **Michael J. Carbone**, *Muhlenberg College*

- 34**      **YOUTH ENGAGEMENT IN DEMOCRACY: VOTING, PARTICIPATION AND CIVIC EDUCATION**  
**Room**    Shasta 2, Mezzanine Level, Monday 4:00 pm  
**Chair**    **Murray Print**, *University of Sydney*  
**Paper**    **Youth Engagement in Democracy: Voting, Participation and Civic Education**  
**Murray Print**, *University of Sydney*  
 Overview: Western democracies are experiencing a significant decline in youth civic engagement. This is clearly evident in youth voting. This paper explores this phenomenon, and its implications for sustainable democracies, across three countries - the US, Britain and Australia and examines what responses civic education is and can make.
- Paper**    **Youth Electoral Study**  
**Larry Saha**, *Australian National University*  
 Overview: In response to the decline in youth participation in Australian democracy, a major national research study is exploring why youth are disengaging from civic participation and voting. The Youth Electoral Study has focused through a national survey of some 4,000 young people completing school (17-18) about registering on the electoral roll, the reasons for their behavior and the implications of disengagement for the future.
- Paper**    **Preparation for Wise Citizenship: A Study of Liberal Arts Education Practices and Outcomes**  
**Nathan K. Lindsay**, *Center for the Study of Higher and Postsecondary Education, University of Michigan*  
**Cherry Danielson**, *Center of Inquiry in the Liberal Arts, Wabash College*  
 Overview: This presentation outlines the design of a multi-institution, long-term study of collegiate learning experiences associated with the achievement of seven liberal arts outcomes that focus on intellectual, moral, and character development.
- Disc.**    **Murray Print**, *University of Sydney*
- 37**      **PANEL DISCUSSION: DEVELOPING MODEL ASSESSMENTS FOR CITIZENSHIP EDUCATION**  
**Room**    Sierra 2, Mezzanine Level, Monday 4:00 pm  
**Panel**    **Judith Torney-Purta**, *University of Maryland*  
**Francene Engel**, *American Institutes for Research*  
**Margaret Branson**, *Center for Civic Education*  
 Overview: The ECS National Center for Learning and Citizenship and Center for Civic Education are developing model assessments for citizenship education. A draft of our assessment framework will be presented for audience discussion.
- 112**     **ROUNDTABLE: EXPLOERING THE PROCESS OF CIVIC ENGAGEMENT**  
**Room**    McKinley Room, Table 1, Mezzanine Level  
 Monday 4:00 pm  
**Rndtbl.** **Exploring the Process of Civic Engagement: A Phenomenological Case Study**  
**Deborah L. Reno**, *North Carolina State University*  
 Overview: The case study suggests collaborative experiences can enhance civic engagement. Findings imply youth and adults' experiences were more meaningful when specific attributes were present within small group experiences and felt valued within the process.
- 114**     **ROUNDTABLE: THE INTERNET AND CIVIC EDUCATION**  
**Room**    McKinley Room, Table 2, Mezzanine Level  
 Monday 4:00 pm  
**Rndtbl.** **Online Democracy? Exploring Democracy and Education in Web-based Teacher Preparation**  
**William Gaudelli**, *University of Central Florida*  
 Overview: To what extent can online modalities promote democratic practices in education? This self-study examines a Web-enhanced course for democratic teaching.
- Rndtbl.** **Strengthening Accountability Mechanism of People Network on Anti Corruption**  
**Benjamas Siripatra**, *Senior Fellow of JHU*  
 Overview: Network of civil society on anti corruption using media, research Website and forum promoted public awareness. Project supported by ADB.
- 119**     **ROUNDTABLE: MEASURING CIVIC ENGAGEMENT**  
**Room**    McKinley Room, Table 3, Mezzanine Level  
 Monday 4:00 pm  
**Rndtbl.** **Measuring Civic Engagement: Tools for Assessing Your Community's Civic Health**  
**Kelley T. O'Brien**, *North Carolina Education Consortium*  
**Carrie Donovan**, *The Center for Information & Research on Civic Learning & Engagement*  
 Overview: Learn best practices in evaluating civic engagement in your state, including youth civic engagement indicators, data sources on voter turnout & age appropriate indicators.

**128**    **ROUNDTABALE: THE MIKVA  
CHALLENGE'S URBAN YOUTH CIVIC  
ENGAGEMENT PROGRAM MODEL**

**Room**    McKinley Room, Table 4, Mezzanine Level  
Monday 4:00 pm,

**Rndtbl.** **The Mikva Challenge's Urban Youth Civic  
Engagement Program Model**

**Brian Brady**, *Mikva Challenge*

**Zoe Mikva**, *Mikva Challenge*

**Mia Henry**, *Mikva Challenge*

Overview: The Mikva Challenge focuses on authentic student action and energizes youth involvement in the political process. The scale and success of Mikva Challenge's current engagement in Chicago suggest a set of best practices in urban youth civic engagement.

**132**    **ROUNDTABLE: LEARNING FOR  
POLITICAL PARTISANSHIP IN THE US**

**Room**    McKinley Room, Table 5, Mezzanine Level  
Monday 4:00

**Rndtbl.** **Learning for Political Partisanship in the US**

**Janet Youngblood**, *SUNY at Stony Brook*

Overview: Democratic education in the US needs a new curriculum that recenters political learning in participation in political parties. Without wider participation the system is not audited and the system has degenerated into autocracy.

**Tuesday, September 28 – 7:30 am – 8:30 am**

**BREAKFAST**

Reno Room on the Casino Level

**Tuesday, September 28 – 8:30 am – 10:15 am**

**15 GLOBAL CONTEXT OF CIVIC EDUCATION**

**Room** Sierra 2, Mezzanine Level, Tuesday 8:30 am

**Chair** **Mir Z. Husain**, *University of South Alabama*

**Paper** **Education for Democracy in Ukraine: Students Learning through a US-UA Civic Education Project**

**Alden W. Craddock**, *Bowling Green State University*

**James E. Harf**, *University of Tampa*

Overview: The paper describes the results of a recent study of 1000 middle school students in Ukraine. In addition, the paper examines the relationship between teaching practice and student performance in civic education in Ukraine.

**Paper** **Rightist Lads? Young People's Attitudes towards Extreme Right in Flanders (Belgium)**

**Stefaan F. Fiers**, *Katholieke Universiteit Leuven*

Overview: In a country where 24 percent of the population vote for the extreme right party it is crucial to investigate the attitudes of young adolescents towards that party. We did a survey among 283 16- to 18-year olds, to find that out.

**Paper** **Civic Education in Transitional Economies: Adapting U.S. Models to Fit Local Conditions**

**Alison E. Price-Rom**, *American Councils for International Education*

**Liudmila K. Mikhailova**, *American Councils for International Education*

Overview: Two studies will examine civic education training for teachers and women NGO leaders in seven transitional, post-communist countries. The studies will examine the way in which civics education is adapted by teachers and women NGO leaders.

**Disc.** **Mir Z. Husain**, *University of South Alabama*

**21 TEXTBOOKS AND CIVIC EDUCATION**

**Room** Shasta 1, Mezzanine Level, Tuesday 8:30 am

**Chair** TBA

**Paper** **Textbooks and Philosophers on the Problematic Distinction between Citizens and Non-Citizens**

**Jennifer R. Christenson**, *Harvard Graduate School of Education*

Overview: This paper uses a high school civics textbook, United States law, and political theory to examine the often blurry distinction between citizens and non-citizens. It presents a new

framework for more clearly defining the nature of citizenship.

**Paper** **The American Founding, American Government Textbooks, and Civic Education**

**James L. Franke**, *Kansas State University*

**Laurie M. Bagby**, *Kansas State University*

Overview: The most widely used college-level introductory American government textbooks are evaluated with respect to their treatment of the American Founding and the implications of this treatment for civic education.

**Paper** **Buried in the Back Page of Textbooks: Content Materials About the Soviet Union During the Cold War**

**Anatoli Rapoport**, *Purdue University*

Overview: This paper describes printed materials about the Soviet Union that were published in the 1940's - 1960's and could be used in the Social Studies classroom.

**Disc.** TBA

**24 CIVIC EDUCATION IN HIGH SCHOOL - II**

**Room** Sierra 1, Mezzanine Level, Tuesday 8:30 am

**Chair** **Yao Abotchi**, *iEARN / Togo -- iEARN / US*

**Paper** **Civics Education: The Key to Political Literacy and Re-engagement?**

**Pauline E. Beange**, *University of Toronto*

Overview: Using a case study analysis, this project provides insight into civics education as a policy tool to build political capacity among youth. Of specific note are the norms and suggested modes for democratic participation embedded in the civics program.

**Paper** **Pace's PC2004: Political Literacy, Democratic Education and Civic Engagement in Large Simulations**

**Christopher J. Malone**, *Pace University*

**Gregory Julian**, *Pace University*

Overview: An overview of mock presidential nominating conventions attended by roughly 650 students from high schools in New York City and Westchester County.

**Paper** **Experiential Education as a Predictor of Academic Achievement in Secondary American Government**

**Kathryn Obenchain**, *University of Nevada, Reno*

**Bob Ives**, *University of Nevada, Reno*

**Launie Gardner**, *TMCC High School*

**Amber Lathrop**, *University of Nevada, Reno*

**Stephanie Hartman**, *University of Nevada, Reno*

Overview: The purpose of this study is to examine the relationships between an experiential education approach to instruction on civic academic outcomes, as well as civic attitudes and behaviors in traditionally structured secondary school settings.

- Paper** **A Civics Mosaic: A Comparative Approach to the Study of Political Systems**  
**Margaret S. Branson**, *Center for Civic Education*  
**Stephen L. Schechter**, *Council for Citizenship Education, Russell Sage College*  
 Overview: Our students know little about other political systems. This paper presents the philosophical and pedagogical case for the secondary school study of civics in comparative perspective. This paper then sets forth the scope of such a course of study.
- Disc.** **Yao Abotchi**, *iEARN / Togo -- iEARN / US*
- 31** **PANEL DISCUSSION: THE ROLES OF POLITICAL CONTEXT AND INSTITUTIONS ON CIVIC EDUCATION**
- Room** Shasta 2, Mezzanine Level, Tuesday 8:30 am  
**Panel** **Carl F. Pinkele**, *Ohio Wesleyan University*  
 Overview: A discussion of the roles of political context and political institutions in civic engagement and civic education.
- 40** **ALL STARS PROJECT**
- Room** Cascade 1, Mezzanine Level, Tuesday 8:30 am  
**Panel** **Gail Elberg**, *All Stars Project, Inc.*  
 Overview: The All Stars Project is the award winning volunteer program for the largest inner-city youth development/supplemental education program in the country. Using performance as a tool of growth, we have discovered that the activity of building community, of constantly changing and creating that community, is the critical developmental activity that is itself civic education. The linking of human development and community building is fundamental to developing social capital. We see young people transform from “angry kids with an attitude” to young adults who want to give back to their community. I will share the All Star’s 35 year social experiment and our breakthroughs as it relates to civic education.
- 113** **ROUNDTABLE: PROFESSIONAL DEVELOPMENT AND MEETINGS**
- Room** McKinley Room, Table 1, Mezzanine Level  
 Tuesday 8:30 am
- Rndtbl.** **Planning in Practice: Practice in Planning**  
**Jim W. Kusch**, *University of New Brunswick*  
**Charly L. Ryan**, *King Alfred College Winchester UK*  
 Overview: The paper is an account of planning and practice in tri-national fashion. How do three professors from three different continents organize and carry out a two-week conference that focuses on science education and action research? show the complexity of planning in practice; show the variety of outcomes for the people involved in the Events; and, suggest ways that models of planning for action research might be revised.
- Rndtbl.** **Citizen Involvement for a Better Community**  
**Kirk C. Sorenson**, *Florida Atlantic University*  
 Overview: This paper focuses on the development of a public participation workshop whereby citizen-based tools, strategies, and resources are offered to citizens and public sector professionals.
- 115** **ROUNDTABLE: YOUTH LEADERSHIP**
- Room** McKinley Room, Table 2, Mezzanine Level  
 Tuesday 8:30 am
- Rndtbl.** **Youth-Led Research, the Internet, and Civic Engagement**  
**Peter L. Levine**, *CIRCLE/University of Maryland*  
 Overview: High School students conduct sophisticated community-based research and give away the results on the Web.
- Rndtbl.** **Relationship of Leadership Skills, Volunteer and Extracurricular Activities to Civic Engagement**  
**Tracey T. Manning**, *Academy of Leadership, University of Maryland*  
 Overview: In a study of over 400 diverse high school students, transactional and transformational leadership skills, along with extracurricular activities and volunteer experiences, influence civic engagement intentions and general civic values.
- 120** **ROUNDTABLE: CORRUPTION AND CIVIC EDUCATION**
- Room** McKinley Room, Table 3, Mezzanine Level  
 Tuesday 8:30 am
- Rndtbl.** **Corruption in Educational Management of Thailand: A Case Study in Lower Northern Region**  
**Rattana Buosonte**, *American Evaluation Association*  
 Overview: This research was about corruption in educational management of Thailand. The results were low and moderated levels. The corrupt behavior were caused by life attitudes, opportunities to corrupt, and social recognition.
- Rndtbl.** **The New Anti-Corruption Paradigm in Korea: Focused on Anti-corruption Education**  
**Young J. Kim**, *SoongSil University*  
 Overview: In this paper, the author emphasizes that the anti-corruption education for the adults can be a developmental engine for responsible public officials that can be connected with norms of behavior. Therefore, the author argues that the public service can be most effective if it is legal, ethical, and effective. The methodology for this research refers to the integrative approach that may combine both of the quantitative and qualitative angles.

**126**    **ROUNDTABLE: CIVIC EDUCATION AND SOCIAL CAPITAL**

**Room**    McKinley Room, Table 4, Mezzanine Level  
Tuesday 8:30 am

**Rndtbl.** **Civic Education and Social Capital: Creating an Engaged Community**

**Elaine Rizzo**, *Saint Anselm College*  
**Maria McKenna**, *Saint Anselm College*  
**Elizabeth Ossoff**, *Saint Anselm College*  
**Karen Couture**, *Keene State College*  
Overview: This presentation explores the interrelationship among social capital, civic education and civic engagement. Using data from a national survey, we examine how an understanding of social capital can inform the development of civic education programs.

**130**    **ROUNDTABLE: PEOPLE NETWORKING FOR ANTI CORRUPTION IN THAILAND**

**Room**    McKinley Room, Table 5, Mezzanine Level  
Tuesday 8:30 am

**Rndtbl.** **People Networking for Anti Corruption in Thailand**

**Benjamas Siripatra**, *Local Development Institute*  
Overview: This project has 5,000 people in partnership to mobile platform, broadcasting on TV and radio of local corruption. This project is supported by ABD.

**Tuesday, September 28 – 10:30 am – 12:15 pm**

**25**    **CIVIC EDUCATION IN PRIMARY SCHOOLS**

**Room**    Sierra 2, Mezzanine Level, Tuesday 10:30 am  
**Chair**    **Melanie B. Kolbye**, *American School Counselor Association, Mineola ISD, Mineola Elementary, Mineola, TX*

**Paper**    **Urban Children as Agents of Change in their Community**  
**Claire B. Gallagher**, *Georgian Court University*  
Overview: The "Our Town" project was a program for urban at-risk children who were asked to identify a need in their community and address it through the design of a neighborhood intervention.

**Paper**    **The Role of the Teacher in Creating Community: Developing Expectations, Democracy, and Warmth in th**  
**David S. McCabe**, *University of California Riverside*  
Overview: This paper examines the notion of community and its relevance to the field of teaching as well as the influence community has on student perceptions of schooling, self concept and relationships with their peers and their teacher.

**Paper**    **The Use of Special Programs in Developing Critical Citizens**

**Juanita C. Simmons**, *University of Missouri*  
**James C. Jupp**, *University of Texas at Austin*  
Overview: Using narrative inquiry, "The Use of Special Programs in Developing Critical Citizens" articulates a process for critical program vision, design, and articulation.

**Disc.**    **Iftikhar Ahmad**, *Long Island University*

**27**    **HISTORICAL ISSUES AND CIVIC EDUCATION**

**Room**    Shasta 1, Mezzanine Level, Tuesday 10:30 am  
**Chair**    **John R. Goss**, *Shenandoah University and Conservatory*

**Paper**    **Was the "Greatest Generation" Always "Great"?**

**Stephen E. Bennett**, *University of Southern Indiana*  
Overview: Americans who came of age during the 1930s and 1940s have high rates of political engagement which have been held up to the young as exemplars. Do nationwide surveys from the 1950s indicate they were always so politically engaged?

**Paper**    **Civic Education in the South before Brown, 1930-1954**

**Patrice Preston-Grimes**, *Emory University*  
Overview: This paper examines how scholars and educators defined civic education theory differently for Whites and African Americans before the Brown vs. Board of Education decision, with focus on its meanings and significance for Southern public schools.

**Disc.**    **John R. Goss**, *Shenandoah University and Conservatory*

**29**    **CIVIC ATTITUDES OF YOUNG ADULTS**

**Room**    Shasta 2, Mezzanine Level, Tuesday 10:30 am  
**Chair**    TBA

**Paper**    **What if they Held an Election and No One Came?**

**Steve Frantzich**, *U.S. Naval Academy*  
Overview: An empirical analysis of the 2000 and 2002 election results, focusing on political participation of younger voters, with particular emphasis on the impact of the Internet.

**Paper**    **Apprentice Citizens: The Political Attitudes and Behaviors of Young Adults in Europe, Japan, and US**

**Jon D. Miller**, *Northwestern University*  
**Linda G. Kimmel**, *Northwestern University*  
Overview: A cross-national study of political socialization during young adulthood (ages 18-30).

**Paper** **A Snapshot of Civic Participation in a Small New England Town**  
**Elizabeth P. Ossoff**, *Saint Anselm College*  
**Dale S. Kuehne**, *Saint Anselm College*  
 Overview: A survey and focus group investigation of a small town in southern NH reveals an electorate that is well informed but disconnected from civic life. Suggestions are made for both the adult and youth populations as to how to remedy this situation.

**Disc.** TBA

**35** **SECONDARY ANALYSIS OF THE IEA CIVIC EDUCATION DATA AND CEDARS (CIVIC EDUCATION DATA AND RESEARCHER SERVICES)**

**Room** Cascade 1, Mezzanine Level, Tuesday 10:30 am  
**Chair** **Mark H. Lopez**, *CIRCLE, University of Maryland*  
**Paper** **See Jane Run: Women Candidates as Political Role Models for Adolescents**  
**David Campbell**, *University of Notre Dame*  
**Christina Wolbrecht**, *University of Notre Dame*  
 Overview: Does the presence of female political role models increase the political engagement of young women? We use both time series (Monitoring the Future, 1976 to 2001) and cross sectional (Civic Education Study, 1999) data to examine this possibility.

**Paper** **Negative Attitudes towards Immigrants: Explaining Factors in Four Countries**  
**Vera Husfeldt**, *University of Goettingen, Germany*

Overview: By means of data from samples in Denmark, Germany, Switzerland, and the USA it is shown through multilevel logistic regression approaches that attitudes towards immigrants can be related to several characteristics.

**Paper** **Democratic School Participation and Civic Attitudes among Adolescents in Twenty-Eight Countries**

**Judith Torney-Purta**, *University of Maryland, College Park*

**Carolyn H. Barber**, *University of Maryland, College Park*

Overview: This study explores the relationship between school democratic experiences and civic engagement cross-nationally and within countries. This presented analysis is an example of work being conducted by the CEDARS center at the University of Maryland.

**Disc.** **Mark H. Lopez**, *CIRCLE, University of Maryland*

**38** **PANEL DISCUSSION: ASSESSING CIVIC ENGAGEMENT AND LEADERSHIPOM ADOLESCENT PROGRAMS: CHALLENGES AND POSSIBILITIES**

**Room** Sierra 1, Mezzanine Level, Tuesday 10:30 am  
**Panel** **Tracey T. Manning**, *Academy of Leadership, University of Maryland*

**Wendy M. Wheeler**, *The Innovation Center for Community and Youth Development*

**Mark Kushner**, *Leadership Public Schools*

Overview: Civic education programs empower youth to be active citizens and work with others to solve social problems. This panel discusses practical strategies to assess these leadership and civic engagement outcomes and demonstrate program effectiveness.

**116** **ROUNDTABLE: FAMILY INVOLVEMENT**

**Room** McKinley Room, Table 1, Mezzanine Level  
 Tuesday 10:30 am

**Rndtbl.** **The Spadoni College of Education Community Spring Festival**

**Jessie M. Brown**, *Coastal Carolina University*

Overview: The Community Spring Festival is a civic engagement event designed to bring children and families to campus for learning and fun activities. Sixty-four students wrote successful activity proposals; and there were over 250 student event volunteers. 130 students returned a survey designed to determine their degree of satisfaction with the event.

**Rndtbl.** **Parental Involvement and Professional Autonomy: A Case Study of a Public School**

**Elizabeth M. Nix**, *University of Baltimore*

Overview: How can school staff incorporate parents into the decision-making process? How can a public school operate under a Board? This case study examines a public school in Baltimore and proposes an innovative governance framework for charter schools.

**124** **ROUNDTABLE: ASSET BASED COMMUNITY ENGAGEMENT**

**Room** McKinley Room, Table 2, Mezzanine Level  
 Tuesday 10:30 am

**Rndtbl.** **Asset-Based Community Engagement**  
**Byron P. White**, *Xavier University*

Overview: Participants will learn to apply a model for engagement that is driven primarily by the assets and strengths of community stakeholders, rather than by their needs and deficiencies.

**125**    **ROUNDTABLE: BEST PRACTICES  
ACROSS DISCIPLINES**

**Room**    McKinley Room, Table 3, Mezzanine Level  
Tuesday 10:30 am

**Rndtbl.** **Service Learning: Best Practices Across  
Disciplines**

**Julie R. Marty**, *California State University,  
Bakersfield*

**Beth Rienzi**, *California State University,  
Bakersfield*

**Kaye Bragg**, *California State University,  
Bakersfield*

**BJ Moore**, *California State University, Bakersfield*

Overview: This roundtable will present an overview of the Service Learning program at California State University, Bakersfield. Best practices from disciplines of General Education, Political Science, Psychology, and Public Administration, including assessment of student outcomes.

**127**    **ROUNDTABLE: STUDENT  
LEADERSHIP DEVELOPMENT**

**Room**    McKinley Room, Table 4, Mezzanine Level  
Tuesday 10:30 am

**Rndtbl.** **Student Leadership Development in Higher  
Education Coordinating Boards**

**Helen Janc**, *George Washington University*

Overview: This roundtable discussion serves to address student leadership development in the statewide higher education coordinating boards, as well as to bring attention to student engagement in educational policy-making.

**131**    **ROUNDTABLE: FROM TALK TO  
ACTION**

**Room**    McKinley Room, Table 5, Mezzanine Level  
Tuesday 10:30 am

**Rndtbl.** **From Talk to Action: Connecting Students  
from the Classroom to the**

**Patricia Carlson**, *University of Nebraska at  
Omaha*

**Paul Sather**, *University of Nebraska at Omaha*

**Barbara Weitz**, *University of Nebraska at Omaha*

Overview: This workshop will build knowledge and skills in the use of service learning by reviewing research, techniques for connecting course objectives to service learning assignments, and a planning model for work with community partners.

# Index of Participants

- Abotchi, Yao** Panel 24, Tue 8:30 am, Sierra 1  
**Ahmad, Iftikhar** Panel 25, Tue 10:30 am, Sierra 2  
**Amado, Rivka** Roundtable 106, Mon 2:00 pm, McKinley  
**Anderson, Christopher H.** Panel 19, Sun 2:00 pm, Sierra 2  
**Andrews, Linda** Panel 6, Sun 2:00 pm, Shasta 2  
**Andrist, Debra D.** Panel 4, Mon 10:30 am, Shasta 1  
**Bagby, Laurie M.** Panel 21, Tue 8:30 am, Shasta 1  
**Balderson, Daniel** Panel 5, Mon 4:00 pm, Sierra 1  
**Ballentine, Annette** Panel 9, Mon 10:30 am, Sierra 2  
**Barber, Carolyn H.** Panel 32, Mon 2:00 pm, Sierra 1  
**Barber, Carolyn H.** Panel 35, Tue 10:30 am, Cascade 1  
**Barker, David C.** Panel 11, Sun 2:00 pm, Shasta 1  
**Beange, Pauline E.** Panel 24, Tue 8:30 am, Sierra 1  
**Beaumont, Elizabeth** Panel 11, Sun 2:00 pm, Shasta 1  
**Beckum, Leonard C.** Panel 10, Mon 10:30 am, Shasta 2  
**Bell, Lydia F.** Panel 8, Mon 8:30 am, Shasta 2  
**Bennett, Stephen E.** Panel 20, Sun 4:00 pm, Cascade 1  
**Bennett, Stephen E.** Panel 27, Tue 10:30 am, Shasta 1  
**Benninga, Jacques S.** Panel 10, Mon 10:30 am, Shasta 2  
**Benninga, Jacques S.** Panel 5, Mon 4:00 pm, Sierra 1  
**Berkowitz, Marvin W.** Panel 10, Mon 10:30 am, Shasta 2  
**Berman, Sheldon H.** Panel 17, Mon 10:30 am, Cascade 1  
**Berryhill, Jimmilea G.** Panel 5, Mon 4:00 pm, Sierra 1  
**Biffle, III, Richard L.** Roundtable 117, Mon 8:30 am, McKinley  
**Blaustein, Arthur I.** Roundtable 118, Mon 10:30 am, McKinley  
**Blomberg, Thomas G.** Panel 18, Mon 4:00 pm, Cascade 1  
**Bludau, Jo Ann** Panel 9, Mon 10:30 am, Sierra 2  
**Blumberg, Melanie J.** Panel 19, Sun 2:00 pm, Sierra 2  
**Blumberg, Melanie J.** Panel 7, Sun 4:00 pm, Sierra 1  
**Blumberg, Melanie J.** Panel 30, Mon 10:30 am, Sierra 1  
**Bock, Seneca** Panel 17, Mon 10:30 am, Cascade 1  
**Bohn, Anita** Panel 17, Mon 10:30 am, Cascade 1  
**Brady, Brian** Roundtable 128, Mon 4:00 pm, McKinley  
**Bragg, Kaye** Roundtable 125, Tue 10:30 am, McKinley  
**Branson, Margaret S.** Panel Discussion 37, Mon 4:00 pm, Sierra 2  
**Branson, Margaret S.** Panel 24, Tue 8:30 am, Sierra 1  
**Brody, Betsy T.** Panel 7, Sun 4:00 pm, Sierra 1  
**Brody, Salena M.** Panel 7, Sun 4:00 pm, Sierra 1  
**Brown, Christine** Panel 9, Mon 10:30 am, Sierra 2  
**Brown, Jessie M.** Roundtable 116, Tue 10:30 am, McKinley  
**Brown, Steven** Roundtable 121, Sun 2:00 pm, McKinley  
**Buosonte, Rattana** Roundtable 120, Tue 8:30 am, McKinley  
**Campbell, David** Panel 35, Tue 10:30 am, Cascade 1  
**Carbone, Michael J.** Panel 23, Mon 4:00 pm, Shasta 1  
**Carlson, Patricia** Roundtable 131, Tue 10:30 am, McKinley  
**Carr, John** Panel 10, Mon 10:30 am, Shasta 2  
**Castilleja, Elena Pia** Roundtable 111, Mon 8:30 am, McKinley  
**Catalano, Shannan M.** Panel 39, Mon 10:30 am, Cascade 2  
**Chi, Bernadette** Panel 32, Mon 2:00 pm, Sierra 1  
**Christenson, Jennifer R.** Panel 21, Tue 8:30 am, Shasta 1  
**Christianson, Jane** Panel 10, Mon 10:30 am, Shasta 2  
**Coleman, APR, Beatrice A.** Panel 12, Mon 2:00 pm, Shasta 1  
**Cornett, Jeffery W.** Panel Discussion 33, Mon 8:30 am, Sierra 1  
**Corngold, Josh** Panel 23, Mon 4:00 pm, Shasta 1  
**Couture, Karen** Roundtable 126, Tue 8:30 am, McKinley  
**Craddock, Alden W.** Panel 15, Tue 8:30 am, Sierra 2  
**Danielson, Cherry** Panel 34, Mon 4:00 pm, Shasta 2  
**Davis, Terri B.** Roundtable 123, Mon 8:30 am, McKinley  
**DeLuca, Ellen K.** Panel 6, Sun 2:00 pm, Shasta 2  
**DeVries, Judith P.** Panel 39, Mon 10:30 am, Cascade 2  
**Donavon, Carrie** Roundtable 119, Mon 4:00 pm, McKinley  
**Dzikan, Kathryn I.** Roundtable 102, Sun 2:00 pm, McKinley  
**Egan, Patrick** Panel 16, Mon 2:00 pm, Shasta 2  
**Elberg, Gail** Panel 40, Tue 8:30 am, Cascade 1  
**Ellis-Hale, Kimberly** Roundtable 121, Sun 2:00 pm, McKinley  
**Engel, Liba H.** Panel 16, Mon 2:00 pm, Shasta 2  
**Engle, Francene** Panel Discussion 37, Mon 4:00 pm, Sierra 2  
**Fiers, Stefaan F.** Panel 15, Tue 8:30 am, Sierra 2  
**Finkel, Stephen** Panel Discussion 36, Mon 8:30 am, Sierra 2  
**Finn, John E.** Panel 13, Sun 4:00 pm, Shasta 2  
**Flores-Koulisch, Stephanie A.** Panel 7, Sun 4:00 pm, Sierra 1  
**Folami, Michael** Panel 39, Mon 10:30 am, Cascade 2  
**Franke, James L.** Panel 21, Tue 8:30 am, Shasta 1  
**Frantzych, Steve** Roundtable 103, Sun 4:00 pm, McKinley  
**Frantzych, Steve** Panel 29, Tue 10:30 am, Shasta 2  
**Freie, John F.** Panel 19, Sun 2:00 pm, Sierra 2  
**Fuller, Kathy J.** Panel 5, Mon 4:00 pm, Sierra 1  
**Gallagher, Claire B.** Panel 25, Tue 10:30 am, Sierra 2  
**Gallagher-Geurtsen, Tricia** Panel 26, Mon 2:00 pm, Cascade 1  
**Gambino, Giacomo** Panel 11, Sun 2:00 pm, Shasta 1  
**Gardner, Launie** Panel 24, Tue 8:30 am, Sierra 1  
**Gaudelli, William** Panel Discussion 33, Mon 8:30 am, Sierra 1  
**Gaudelli, William** Roundtable 114, Mon 4:00 pm, McKinley  
**Gleeson, Jim** Panel 2, Sun 4:00 pm, Shasta 1  
**Goss, John R.** Panel 27, Tue 10:30 am, Shasta 1  
**Goss, III, John R.** Panel 22, Mon 2:00 pm, Sierra 2  
**Gramstorff, Carolyn** Panel 32, Mon 2:00 pm, Sierra 1  
**Grudzinski-Hall, Magdalena** Panel 30, Mon 10:30 am, Sierra 1  
**Hagen, Marghi A.** Panel 1, Sun 2:00 pm, Sierra 1

**Halcon, John J.** Panel 6, Sun 2:00 pm, Shasta 2  
**Hale, Patty J.** Panel 6, Sun 2:00 pm, Shasta 2  
**Harf, James E.** Panel 15, Tue 8:30 am, Sierra 2  
**Harrison, Greg** Panel 30, Mon 10:30 am, Sierra 1  
**Hartman, Stephanie** Panel 24, Tue 8:30 am, Sierra 1  
**Helldobler, Richard J.** Panel 11, Sun 2:00 pm, Shasta 1  
**Helldobler, Richard J.** Panel 30, Mon 10:30 am, Sierra 1  
**Henderson, Ailsa** Roundtable 121, Sun 2:00 pm, McKinley  
**Henry, Mia** Roundtable 128, Mon 4:00 pm, McKinley  
**Hereda, Jesse G.** Panel 30, Mon 10:30 am, Sierra 1  
**Huber, Walter R.** Panel 8, Mon 8:30 am, Shasta 2  
**Huber, Walter R.** Panel 30, Mon 10:30 am, Sierra 1  
**Husain, Mir Z.** Panel 11, Sun 2:00 pm, Shasta 1  
**Husain, Mir Z.** Panel 15, Tue 8:30 am, Sierra 2  
**Husfeldt, Vera** Panel 35, Tue 10:30 am, Cascade 1  
**Hutchinson, Mary C.** Panel 6, Sun 2:00 pm, Shasta 2  
**Hyslop-Margison, Emery J.** Panel 19, Sun 2:00 pm, Sierra 2  
**Ives, Bob** Panel 24, Tue 8:30 am, Sierra 1  
**Jaks, Sharon** Panel 9, Mon 10:30 am, Sierra 2  
**Janc, Helen** Roundtable 127, Tue 10:30 am, McKinley  
**Johnston, Marilyn** Panel 2, Sun 4:00 pm, Shasta 1  
**Johnston, Marilyn** Panel 22, Mon 2:00 pm, Sierra 2  
**Jones, Eileen G.** Panel 28, Mon 8:30 am, Cascade 1  
**Jones, Steven L.** Roundtable 104, Sun 4:00 pm, McKinley  
**Jordan, Sandra J.** Panel 8, Mon 8:30 am, Shasta 2  
**Jorgensen, Gregg** Panel 26, Mon 2:00 pm, Cascade 1  
**Julian, Gregory** Panel 24, Tue 8:30 am, Sierra 1  
**Jupp, James C.** Panel 25, Tue 10:30 am, Sierra 2  
**Kahne, Joe** Panel 32, Mon 2:00 pm, Sierra 1  
**Kain, George F.** Panel 12, Mon 2:00 pm, Shasta 1  
**Keller, Tara B.** Panel 7, Sun 4:00 pm, Sierra 1  
**Keller, Tara B.** Panel 12, Mon 2:00 pm, Shasta 1  
**Kim, Young J.** Roundtable 120, Tue 8:30 am, McKinley  
**Kimmel, Linda G.** Panel 29, Tue 10:30 am, Shasta 2  
**Kirlin, Mary K.** Panel 20, Sun 4:00 pm, Cascade 1  
**Klofstad, Casey A.** Panel 20, Sun 4:00 pm, Cascade 1  
**Knossov, Shira** Panel 17, Mon 10:30 am, Cascade 1  
**Kolbye, Melanie B.** Panel 25, Tue 10:30 am, Sierra 2  
**Koulish, Robert E.** Panel 7, Sun 4:00 pm, Sierra 1  
**Kuehne, Dale S.** Panel 14, Mon 8:30 am, Shasta 1  
**Kuehne, Dale S.** Panel 29, Tue 10:30 am, Shasta 2  
**Kulabkar, Pankaja** Roundtable 122, Mon 10:30 am, McKinley  
**Kusch, Jim W.** Roundtable 113, Tue 8:30 am, McKinley  
**Kushner, Mark** Panel Discussion 38, Tue 10:30 am, Sierra 1  
**Lathrop, Amber** Panel 24, Tue 8:30 am, Sierra 1  
**Leitch, David G.** Panel 14, Mon 8:30 am, Shasta 1  
**Lennertz, James E.** Panel 13, Sun 4:00 pm, Shasta 2  
**Lennertz, James E.** Roundtable 107, Mon 10:30 am, McKinley  
**Levine, Peter L.** Roundtable 115, Tue 8:30 am, McKinley  
**Linantud, John L.** Panel 11, Sun 2:00 pm, Shasta 1  
**Lindsay, Nathan K.** Panel 34, Mon 4:00 pm, Shasta 2  
**Liu, Baiming** Panel 9, Mon 10:30 am, Sierra 2  
**Loesch-Griffin, Deborah A.** Panel 9, Mon 10:30 am, Sierra 2  
**Loftis, Kenyatha V.** Panel 13, Sun 4:00 pm, Shasta 2  
**Lopez, Mark H.** Panel 35, Tue 10:30 am, Cascade 1  
**Lott, Jr., Joe L.** Panel 22, Mon 2:00 pm, Sierra 2  
**McLean, Jayson R.** Panel 19, Sun 2:00 pm, Sierra 2  
**Mahoney, Sandra L.** Panel 28, Mon 8:30 am, Cascade 1  
**Malone, Christopher J.** Panel 24, Tue 8:30 am, Sierra 1  
**Manning, Tracey T.** Roundtable 115, Tue 8:30 am, McKinley  
**Manning, Tracey T.** Panel Discussion 38, Tue 10:30 am, Sierra 1  
**Marri, Anand R.** Panel 17, Mon 10:30 am, Cascade 1  
**Marty, Julie R.** Roundtable 125, Tue 10:30 am, McKinley  
**McCabe, David S.** Panel 25, Tue 10:30 am, Sierra 2  
**McCarthy, Kevin J.** Panel 28, Mon 8:30 am, Cascade 1  
**McGovern, Dean P.** Panel 8, Mon 8:30 am, Shasta 2  
**McIntosh, Hugh** Panel 17, Mon 10:30 am, Cascade 1  
**McKenna, Maria** Roundtable 126, Tue 8:30 am, McKinley  
**McNabb, David E.** Panel 20, Sun 4:00 pm, Cascade 1  
**Mehalif, Robert** Panel 30, Mon 10:30 am, Sierra 1  
**Meltzoff, Nancy J.** Panel 6, Sun 2:00 pm, Shasta 2  
**Mercader, Victor M.** Panel 2, Sun 4:00 pm, Shasta 1  
**Meyers, Robert A.** Panel 2, Sun 4:00 pm, Shasta 1  
**Middaugh, Ellen** Panel 32, Mon 2:00 pm, Sierra 1  
**Mikhailova, Liudmila K.** Panel 15, Tue 8:30 am, Sierra 2  
**Mikva, Zoe** Roundtable 128, Mon 4:00 pm, McKinley  
**Miller, Jon D.** Panel 29, Tue 10:30 am, Shasta 2  
**Moddrell, John** Panel 9, Mon 10:30 am, Sierra 2  
**Moore, BJ** Roundtable 125, Tue 10:30 am, McKinley  
**Moze, Janine** Panel 10, Mon 10:30 am, Shasta 2  
**Neal, Marybeth E.** Panel 9, Mon 10:30 am, Sierra 2  
**Neisser, Philip T.** Panel 19, Sun 2:00 pm, Sierra 2  
**Nelson, Jason E.** Panel 1, Sun 2:00 pm, Sierra 1  
**Nelson, Jason E.** Panel 14, Mon 8:30 am, Shasta 1  
**Nix, Elizabeth M.** Roundtable 116, Tue 10:30 am, McKinley  
**Noggle, Nelson L.** Roundtable 101, Sun 2:00 pm, McKinley  
**Northrop Wolanski, Nancy C.** Panel 3, Mon 8:30 am, Cascade 2  
**O'Flaherty, Joanne** Panel 2, Sun 4:00 pm, Shasta 1  
**Obenchain, Kathryn** Panel 24, Tue 8:30 am, Sierra 1  
**O'Brien, Joseph** Panel 16, Mon 2:00 pm, Shasta 2  
**O'Brien, Kelley T.** Roundtable 119, Mon 4:00 pm, McKinley  
**Orok, Michael E.** Panel 4, Mon 10:30 am, Shasta 1  
**Orok, Michael E.** Panel 22, Mon 2:00 pm, Sierra 2  
**Osanloo, Azadeh Farrah** Panel 16, Mon 2:00 pm, Shasta 2  
**Osberg, Jerusha** Panel 23, Mon 4:00 pm, Shasta 1  
**Ossoff, Elizabeth P.** Roundtable 126, Tue 8:30 am, McKinley  
**Ossoff, Elizabeth P.** Panel 29, Tue 10:30 am, Shasta 2  
**Owen-Smith, Patricia** Panel 8, Mon 8:30 am, Shasta 2  
**Pagen, Michele** Panel 30, Mon 10:30 am, Sierra 1  
**Pancer, Mark** Roundtable 121, Sun 2:00 pm, McKinley  
**Patulny, Roger V.** Panel 28, Mon 8:30 am, Cascade 1  
**Payne, Bruce** Roundtable 103, Sun 4:00 pm, McKinley  
**Pecorella, Robert F.** Panel 3, Mon 8:30 am, Cascade 2

**Pesta, George B.** Panel 18, Mon 4:00 pm, Cascade 1  
**Pijanowski, Cherlyn M.** Panel 17, Mon 10:30 am, Cascade 1  
**Pijanowski, Cherlyn M.** Roundtable 108, Mon 2:00 pm, McKinley  
**Pinkele, Carl F.** Panel Discussion 31, Tue 8:30 am, Shasta 2  
**Pittella, Rosanna** Roundtable 109, Mon 10:30 am, McKinley  
**Platsidou, Maria** Panel 2, Sun 4:00 pm, Shasta 1  
**Platsidou, Maria** Panel 14, Mon 8:30 am, Shasta 1  
**Porras-Hein, Nancy** Panel 4, Mon 10:30 am, Shasta 1  
**Preston-Grimes, Patrice** Panel 27, Tue 10:30 am, Shasta 1  
**Price-Rom, Alison E.** Panel 15, Tue 8:30 am, Sierra 2  
**Print, Murray** Panel Discussion 36, Mon 8:30 am, Sierra 2  
**Print, Murray** Panel 34, Mon 4:00 pm, Shasta 2  
**Ramaglia, Judith A.** Panel 20, Sun 4:00 pm, Cascade 1  
**Rapoport, Anatoli** Panel 21, Tue 8:30 am, Shasta 1  
**Reep, Marty** Roundtable 110, Mon 2:00 pm, McKinley  
**Reno, Deborah L.** Roundtable 112, Mon 4:00 pm, McKinley  
**Ricks, Boris E.** Panel 3, Mon 8:30 am, Cascade 2  
**Ricks, Boris E.** Panel 4, Mon 10:30 am, Shasta 1  
**Rienzi, Beth** Roundtable 125, Tue 10:30 am, McKinley  
**Rizzo, Elaine** Roundtable 126, Tue 8:30 am, McKinley  
**Robinson, Edward H.** Panel Discussion 33, Mon 8:30 am, Sierra 1  
**Robinson, Sandra L.** Panel Discussion 33, Mon 8:30 am, Sierra 1  
**Robles, Barbara J.** Panel 4, Mon 10:30 am, Shasta 1  
**Rocheleau, Suzanne E.** Panel 30, Mon 10:30 am, Sierra 1  
**Ryan, Charly L.** Roundtable 113, Tue 8:30 am, McKinley  
**Rye, Alyssa** Panel 9, Mon 10:30 am, Sierra 2  
**Saha, Larry** Panel 34, Mon 4:00 pm, Shasta 2  
**Sather, Paul** Roundtable 131, Tue 10:30 am, McKinley  
**Saxe, David** Panel 16, Mon 2:00 pm, Shasta 2  
**Schamber, John F.** Panel 28, Mon 8:30 am, Cascade 1  
**Schechter, Stephen L.** Panel 24, Tue 8:30 am, Sierra 1  
**Schneider, Anne L.** Panel 11, Sun 2:00 pm, Shasta 1  
**Schuh, Kathy L.** Panel 1, Sun 2:00 pm, Sierra 1  
**Segal, Eden H.** Panel 3, Mon 8:30 am, Cascade 2  
**Sharpe, Tom L.** Panel 1, Sun 2:00 pm, Sierra 1  
**Sharpe, Tom L.** Panel 5, Mon 4:00 pm, Sierra 1  
**Shoemate, Scott** Panel 26, Mon 2:00 pm, Cascade 1  
**Shumer, Robert D.** Panel 10, Mon 10:30 am, Shasta 2  
**Shumer, Robert D.** Panel 5, Mon 4:00 pm, Sierra 1  
**Sierra-Zarella, Elizabeth R.** Panel 28, Mon 8:30 am, Cascade 1  
**Sierra-Zarella, Elizabeth R.** Panel 39, Mon 10:30 am, Cascade 2  
**Sierra-Zarella, Elizaabeth R.** Panel 16, Mon 2:00 pm, Shasta 2  
**Simmons, Juanita C.** Panel 25, Tue 10:30 am, Sierra 2  
**Simons, Lori N.** Panel 7, Sun 4:00 pm, Sierra 1  
**Simons, Lori N.** Panel 5, Mon 4:00 pm, Sierra 1  
**Siripatra, Benjamas** Roundtable 114, Mon 4:00 pm, McKinley  
**Siripatra, Benjamas** Roundtable 130, Tue 8:30 am, McKinley  
**Sivo, Stephen** Panel Discussion 33, Mon 8:30 am, Sierra 1  
**Smith, Marilyn** Panel 18, Mon 4:00 pm, Cascade 1  
**Sorenson, Kirk C.** Roundtable 113, Tue 8:30 am, McKinley  
**Soule, Suzanne R.** Panel Discussion 36, Mon 8:30 am, Sierra 2  
**Stevenson, Carolyn N.** Panel 1, Sun 2:00 pm, Sierra 1  
**Stevenson, Carolyn N.** Panel 3, Mon 8:30 am, Cascade 2  
**Stewart-Gambino, Hannah W.** Panel 30, Mon 10:30 am, Sierra 1  
**Stokes, Julie E.** Panel 4, Mon 10:30 am, Shasta 1  
**Strobel, Karen** Panel 23, Mon 4:00 pm, Shasta 1  
**Stroupe, Kenneth S.** Panel 23, Mon 4:00 pm, Shasta 1  
**Sundberg, Eric J.** Panel 23, Mon 4:00 pm, Shasta 1  
**Sweitzer, Emily M.** Panel 8, Mon 8:30 am, Shasta 2  
**Sweitzer, Emily M.** Panel 30, Mon 10:30 am, Sierra 1  
**Szymanski, Mark J.** Roundtable 105, Mon 8:30 am, McKinley  
**Thompson, Pamela B.** Roundtable 117, Mon 8:30 am, McKinley  
**Teitelbaum, Shifra** Roundtable 129, Mon 2:00 pm, McKinley  
**Tomlins, Heather C.** Panel 7, Sun 4:00 pm, Sierra 1  
**Torney-Purta, Judith** Panel 32, Mon 2:00 pm, Sierra 1  
**Torney-Purta, Judith** Panel Discussion 37, Mon 4:00 pm, Sierra 2  
**Torney-Purta, Judith** Panel 35, Tue 10:30 am, Cascade 1  
**Trombley, Guy Michael** Panel 18, Mon 4:00 pm, Cascade 1  
**Tywoniak, Edward E.** Panel 1, Sun 2:00 pm, Sierra 1  
**Wade, Patricia A.** Panel 1, Sun 2:00 pm, Sierra 1  
**Wakefield, W. David** Panel 6, Sun 2:00 pm, Shasta 2  
**Wakefield, W. David** Panel 22, Mon 2:00 pm, Sierra 2  
**Watson, J.B.** Panel 9, Mon 10:30 am, Sierra 2  
**Weitz, Barbara** Roundtable 131, Tue 10:30 am, McKinley  
**Wheeler, Wendy M.** Panel Discussion 38, Tue 10:30 am, Sierra 1  
**White, Byron P.** Roundtable 124, Tue 10:30 am, McKinley  
**Wilson, Margo** Panel 30, Mon 10:30 am, Sierra 1  
**Wolbrecht, Christina** Panel 35, Tue 10:30 am, Cascade 1  
**Wolff, Michele K.** Panel 30, Mon 10:30 am, Sierra 1  
**Wozniak, Doug** Panel 9, Mon 10:30 am, Sierra 2  
**Wyatt, Shelby T.** Panel 22, Mon 2:00 pm, Sierra 2  
**Youngblood, Janet** Roundtable 132, Mon 4:00, McKinley  
**Zarra, III, Ernest J.** Panel 10, Mon 10:30 am, Shasta 2  
**Zhang, Ting** Roundtable 102, Sun 2:00 pm, McKinley  
**Zotti, Priscilla H.** Panel 11, Sun 2:00 pm, Shasta 1

