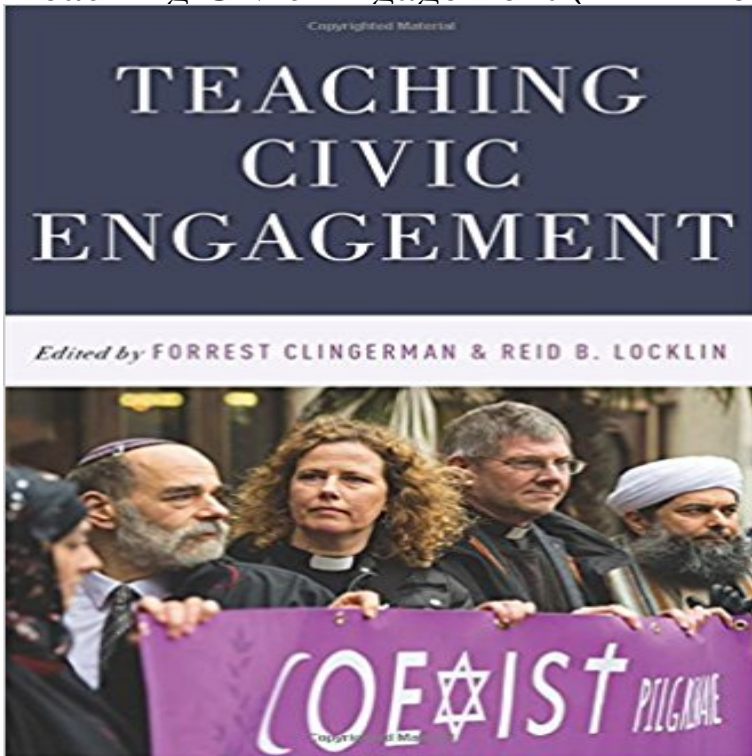


Teaching Civic Engagement (AAR Teaching Religious Studies)



Using a new model focused on four core capacities—intellectual complexity, social location, empathetic accountability, and motivated action—Teaching Civic Engagement explores the significance of religious studies in fostering a vibrant, just, and democratic civic order. In the first section of the book, contributors detail this theoretical model and offer an initial application to the sources and methods that already define much teaching in the disciplines of religious studies and theology. A second section offers chapters focused on specific strategies for teaching civic engagement in religion classrooms, including traditional textual studies, reflective writing, community-based learning, field trips, media analysis, ethnographic methods, direct community engagement and a reflective practice of ascetic withdrawal. The final section of the volume explores theoretical issues, including the delimitation of the civic as a category, connections between local and global in the civic project, the question of political advocacy in the classroom, and the role of normative commitments. Collectively these chapters illustrate the real possibility of connecting the scholarly study of religion with the societies in which we, our students, and our institutions exist. The contributing authors model new ways of engaging questions of civic belonging and social activism in the religion classroom, belying the stereotype of the ivory tower intellectual.

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