17 in ‘17
CCE’S SECOND GRADUATING CLASS

AN AWARD-WINNING COHORT OF
CIVICALLY ENGAGED SCHOLARS


3 University Scholars
2 Class Marshals
1 Active Member of the Armed Services
1 SU Board of Trustees Student Representative
Multiple Phi Beta Kappa Inductees
Multiple Renée Crown Honors Program & SU Department Senior Awards

THE 2017 CIVICALLY ENGAGED CITIZEN

Carolee Lantigua ‘17 HONORS (Political Science/Policy Studies/ CCE) is the winner of the first annual Civically Engaged Citizen Award for the CCE Senior who best epitomizes the spirit of the program. Carolee stands out for how she puts theories of deliberative and participatory citizenship into practice through her work on and off campus. Carolee did her CCE Sophomore Community Placement at Girls, Inc., wrote a CCE Junior Research Paper entitled “No Woman Left Behind? A Study of the Gender Dimension of Brain Drain and its Effect on Education within the Outsourcing Country,” and completed a CCE Senior Action Plan, “Sexual Assault Prevention through Gender Synchronized Programming.” A member of the Renée Crown Honors Program and College of Arts and Science Dean’s Team, she received the Runner-Up Award for Best Paper at the 2017 Maxwell Celebration of Undergraduate Excellence. She is now working on an MPA degree in the Maxwell School.
THE VIEW FROM 404C
Anne Mosher (Geography), CCE Faculty Chair

The Maxwell Program in Citizenship and Civic Engagement has been through some big changes since the last issue of The Civic Times (July 2015). Leadership transitions, two graduating classes, steady growth toward our target of 110 students in the major, a full calendar of program-related activities — CCE is up and running!

Founding Faculty Chair Dr. Paul Hagenloh (2012-5), Founding Program Coordinator Lisa Fasolo-Frishman (2013-5), Interim Faculty Chair Dr. Carol Faulkner (2015-6), and current Program Coordinator, Kate Canada, established a solid foundation for CCE. Together, they recruited some really talented students to the Classes of 2016 and ’17 who were willing to be pioneers, enlisted a roster of creative Maxwell faculty to design and teach the courses, found some generous patrons to help fund student research and work-study experiences, and began wiring CCE into an intricate local network of community partner organizations. The CCE Senior Action Plans and the post-graduation experiences our alumni are having stand as evidence why prospective students should add CCE as a second major. They also help make the case why community-based organizations might find CCE to be a good partner for addressing the question that activates civic life: “What can we do together to enhance the common good?”

As the CCE Advisory Board, Kate, and I dream, brainstorm, and continue building on the foundation laid by our predecessors, we’re also connecting CCE into national civic and community engagement networks. This past year we’ve learned that CCE is nationally unique—in design, content, mission, and vision. This program is attracting attention!

Everyone who played a part in creating CCE deserves kudos. Well done! This issue of The Civic Times is dedicated to you!

CCE Seniors Garner Top Awards

Two CCE students from our second graduating cohort received extra-special recognition from SU Chancellor Kent Syverud during Finals Week in Spring 2017. Farrell Greenwald Brenner ’17 HONORS (Women’s and Gender Studies/CCE) [pictured top] received the Chancellor’s Award for Public Engagement and Scholarship for her social justice advocacy work on campus and in the community. This included her CCE Sophomore Community Placement with the New York Civil Liberties Union and her CCE Senior Action Plan, “A Bigger Stage: Expanding a School-Community Arts Partnership” with the Syracuse City Ballet. Rachel Brown-Weinstock ’17 HONORS (Sociology/Policy Studies/CCE) [pictured below] received the Chancellor’s Citation for Excellence in Student Research at the undergraduate level. Rachel’s community-based participatory research focused on leveraging social media networks to enhance local youth opportunities in deindustrialized places. She applied this learning directly to a CCE Senior Action Plan entitled, “Glove to Glove: Institutionalizing and Exploring Expansion Opportunities for an Alumni Career Development Program.”

Since graduating, Brenner has been working as a program specialist for the Hudson Valley LGBTQ Community Center. Brown-Weinstock is a graduate student fellow in the Sociology PhD program at Princeton University. Congratulations, Farrell and Rachel! Thank you for being such collaborative members of CCE’s social and intellectual community!
SENIOR ACTION PLANNING

Successful community-based projects begin with a seemingly simple question: “What do I (the student)—and my community partner(s)—want the world and civic life to look like when our work together is complete?” For the first two CCE cohorts—now 38 alumni—this question posed serious challenges. No models to follow, just a promise in the program’s promotional materials that during senior year each student would “design, and possibly begin to implement, an action plan that demonstrates both an understanding of, and commitment to, improving social, economic and/or political conditions at the local, state, federal or global level.” Luckily, the students had Dr. Bill Coplin and Dr. Peter Wilcoxen—both SU Meredith Professors of Teaching Excellence—to help them figure this out in MAX 401: Action Plan Workshop.

“Coplin” has inspired generations of Policy Studies students to go into the community to apply skills learned in SU classrooms. His “tough love” approach cajoling CCE students to engage with community “players” rankled some 401 students, but his persistence is a big reason why many of the first CCE Senior Action Plans translated idealistic dreams into implemented realities. “Wilcoxen” played an equally important role here, too. His years of experience supervising community-based capstone projects in the Maxwell MPA Program instilled in 401 students the idea that “making course corrections” is essential to this kind of work. Panic is not an option. Being a nimble critical thinker is a requirement. The first two senior cohorts heard this, rose to the occasion, and benefited from a classroom chemistry that works. Among the first Senior Action Plans were a communications strategy for a local literacy organization, a volunteer management system for a community cultural arts center, an initiative to get the SU campus bookstore to cut back on its use of plastic bags, and a public safety project that got $92,000-worth of CCTV cameras installed in the near-campus neighborhood. Now that we’ve seen these outcomes, we’re able to understand better what CCE students are capable of creating and can adjust to ensure more of those outcomes in the future.

Thank you, Classes of ‘16 and ‘17 and Professors Coplin and Wilcoxen for bringing the CCE Senior Action Plan experience to life!

2017 Action Plan Awards

This year CCE presented three Senior Action Plan Awards.

The Award for Best Action Plan went to an ambitious and “high bar”-setting project completed by Berenice Rodríguez ‘17 (International Relations/CCE), called “Small Repairs, Big Changes: The Dairy Worker Housing Initiative.”

Gabriella Mednick ‘17 (International Relations/CCE) and Seth Quam ‘17 HONORS (Geography/CCE) also implemented projects that earned them CCE Meritorious Achievement in Action Planning Awards. Mednick’s Fall 2016 Action Plan was entitled: “Gleaning, An Emergency Food Systems Response to Increase Produce Availability.” Quam implemented his Spring 2017 Action Plan, “Don’t Cancel that Class: Expanding Sexual and Relationship Violence Prevention on Campus” with the SU Office of Health Promotion.

Congratulations to you all!
JUNIOR RESEARCH

Every CCE Senior Action Plan builds on careful, evidence-based study of a “world’s problem” (a societal issue). Dr. Amy Lutz (Sociology) designed MAX 302: Civic Engagement Research Seminar as a venue where 12 to 17 CCE juniors can do this work each semester. In this graduate-style seminar, students learn how social scientists describe, explain and model real-world problems. They also engage the academic literature, carry out independent original research, grapple with research ethics, make a public poster presentation, design a “one-pager,” become adept at giving a CCE research-related “elevator speech,” and discover the philosophical differences between traditional social science research and the community-based research approach that CCE stresses.

CCE Senior Action Plans, we contend, should respond to community needs and desires. They should not impose things onto the community in naïve or idealistic fashion. CCE juniors, therefore, must listen to local community-based organizations (CBOs) and government agencies because they are staffed by civic agents who have deep knowledge and years of practical experience. As Juniors, 302 students return to their Sophomore Community Placement organizations to learn from CBO leaders about local societal problems and attempted interventions. Each student broaches a question, too. Does the CBO have an interest in continuing a partnership with the student for their Senior Action Plan? That’s the premise and promise of 302: solid grad-style community-based research on which a CCE Senior Action Plan can be based.

THE POWER OF THE MAX 302 POSTER AND ELEVATOR SPEECH

“I personally saw good connections between everything we were doing [in 302] and how it all gradually built into well-researched action plan ideas. I was able to articulate months of work in my elevator speech in an effective manner. This helped me realize just how far I had come from my original ideas and early one-pagers. For me, the resulting poster was a way of synthesizing everything into a comprehensive and professional display that I will use to move forward with my action plan ideas . . . I have a much clearer understanding of what to do at North Side [Learning Center].” Dina Eldawy ’19 HONORS (IR/CCE)

Join us for the FALL 2017 CCE Junior Research Poster Session: Tuesday, 12/5/17, 3-4:30 pm, Suite 405, Nancy Cantor Warehouse. Dinner follows at 4:45 pm. RSVP to kscanada@maxwell.syr.edu by 12/1/17.

ASILE PATIN ’18
(African-American Studies/CCE)

Asile Patin started her own cosmetics business during sophomore year and immediately began researching how to leverage this work for the common good— as a social entrepreneur. That led to a summer research project in Paris on black businesses and social mobility as well as to a presentation at the 2017 National Council of Black Studies Conference. Her paper was called “Don’t Buy Where You Can’t Work: A Black American Protest Movement of the Great Depression.” In MAX 302, she researched minority-owned businesses in Syracuse and made a poster that generated intense conversation. All this bodes well for a solid Action Plan during senior year!
CCE CAMPUS LEADERS

Syracuse University is home to dozens of student organizations that work to make campus and the world a better place. In them, CCE students find leadership opportunities, too. For example, Arva Hassonjee ’19 HONORS (IR/CCE) and Vicky Chan ’19 (IR/CCE) [pictured left] are Co-President and Community Service and Outreach Chair, respectively, of Oxfam at SU, an organization aligned with Oxfam International’s mission and current campaigns. Another student, Jared Birchmore ‘18 (SOC/ CCE) is President of Nourish International Syracuse, an organization working to end poverty through sustainable development initiatives. Birchmore is pictured lower left with children at an Uganda elementary school where Nourish members helped improve sanitation and basic hygiene practices.

Some of the current CCE students who have held campus leadership roles over the past few years include Taryne Chatman ’18 (African American Studies/CCE), President of the Student African American Society; Emily Gallagher ’18 (IR/HST/CCE), President of the SU Residence Hall Association last year; Rachel Mitchell ’18 (SOC/PAF/CCE), President of the Lambda Theta Alpha Latin Sorority; Brian Sever ’19 (PSC/CCE), Vice President for Lambda Chi Alpha Fraternity; Caitlin Mogan ’20 (Undecided/CCE), Fundraising Chair for Relay for Life of SU; and Priya Penner ’20 (PSC/CCE), President of the Disability Student Union.

FUN FACT: 82% of Class of 2016 and ’17 CCE students had semester-long off-campus learning experiences.

CCE IN WASHINGTON AND AROUND THE WORLD!

Each semester (including summers) ten or so CCE students are either at one of SU Abroad’s seven overseas centers, away on one or more of SU’s 60-plus study abroad partner programs or taking part in the Maxwell in Washington Semester at the Center for Strategic and International Studies (CSIS) think tank.

Local and regional sightseeing, homestays in some locations, traditional classroom instruction, and internships with government agencies, nongovernmental and nonprofit organizations round out these off-campus experiences. Tomas Manriquez-Hernandez ’17 (Political Philosophy/CCE), Michelle Kincaid ’18 HONORS (IR/CCE) and Sarah Hewitt ’18 (IR/CCE) [pictured at right in Quito, Ecuador] participated in the SU Santiago Program during Spring 2017. “Having the opportunity to intern abroad allowed me to put my Spanish to use in a professional setting, see how nonprofit organizations in other countries function, and helped me see the importance of civic engagement at a global level,” Hewitt said about her time at Espacio Público, a Santiago think tank. Sarah Buell ’18 (IR/CCE) and Meredith Coccoluto ’18 HONORS (ECN/IR/CCE)—[pictured at right in London]—both spent a year away, first doing SU Abroad and then doing Maxwell in Washington. “Being abroad and in DC helped me understand more about how civic issues are connected to, and impacted by, national issues all over the U.S. This is definitely helpful for pursuing my action plan,” Coccoluto said. Buell observed that “being abroad taught me the importance of understanding the local community [while] DC taught me the importance of policy as well as about how non-government actors can change it.”

Everyone misses these students while they are away from campus, but we enjoy living vicariously through their communications “back home.” It’s also fun seeing how they’ve been transformed by the experience when they return!
CCE students start thinking about their Junior Research Projects and Senior Action Plans during the Sophomore Community Placement. For our first three graduating classes (2016-2018), that placement was part of MAX 301: Justice, Ethics and Citizenship. CCE Founding Faculty Chair Paul Hagenloh realized, however, that students would have a more meaningful experience if the placement was its own 3-credit course. Thus after two years of planning, CCE launched MAX 310: Community Placement in Fall 2016 with CCE Faculty Chair Anne Mosher and Program Coordinator Kate Canada as the instructors. Students spend 8 to 10 hours per week working at a community organization of their choice. They use the course textbook, Kelly LeRoux and Mary Feeney’s Nonprofit Organizations and Civil Society in the United States, as a lens to interpret this experience, and record their observations and compare notes on MAX 310’s private Blackboard blogsite. A highlight each semester is Maxwell Dean David Van Slyke’s visit to class during which he discusses with students their common experiences studying, and working in, the nonprofit sector (see photo above from Spring 2017).

CCE students take the lead in finding the placement. After a one-on-one advising session with Kate shortly after course registration, they do independent background research on several community organizations, make contact with ones that interest them, and talk to other faculty and students before deciding. Kate says that “I’ve come to realize that students are generally on two tracks: one where they know what policy issue they are interested in and are looking for an organization related to that particular interest, and another where they are more interested in the process [of how an organization operates] and we work to find an organization with innovative and different approaches.” After the course begins, Kate and Dr. M. visit the organizations and Kate follows up at the end of the semester. A lot of CCE staff time thus goes toward helping students foster community relationships that will last beyond sophomore year. It also takes the willingness of community partners to host CCE students—some of whom you’ll see listed on the left. To them, CCE says: THANK YOU!
JUSTICE, ETHICS AND CITIZENSHIP: SETTING CCE’S INTELLECTUAL TONE

Anyone who has attended an event in Maxwell Auditorium will be familiar with the statue of George Washington in the Maxwell Foyer. Embossed on the wall behind him is the Athenian Oath: “We will ever strive for the ideals and sacred things of the city, both alone and with many; We will unceasingly seek to quicken the sense of public duty; We will revere and obey the city’s laws; We will transmit this city not only not less, but greater, better and more beautiful than it was transmitted to us.”

Washington, Abraham Lincoln in the Maxwell Courtyard [see cover photo], and the Oath inspired the faculty who created CCE, but so too did the words of the Maxwell School’s founder, George Maxwell. They can be found on a plaque on the left-hand side of the vestibule before you enter the Maxwell Foyer from the Courtyard. Through active phrasing—“to teach,” “to cull,” “combine,” “make up,” “duties,” “diffusion”—he conveyed the idea citizenship isn’t simply a status that one holds. Democratic citizenship is something that one does—by abiding the rule of law, being a good neighbor, volunteering, voting, writing letters to the editor, protesting, organizing campaigns and initiatives, running for office, becoming a public servant or nonprofit employee, or serving in the military. Since the 1920s, the School has expanded this view of citizenship beyond a domestic US context to include “global citizenship.”

We engage—head on—the tensions between private self-interest and communitarianism that together makes civic life “greater, better and more beautiful.” No matter who leads MAX 301: Justice, Ethics and Citizenship—Founding CCE Chair Paul Hagenloh (History), Professor Junko Takeda (History), Interim CCE Chair Carol Faulkner (History), Professor Kristi Andersen (Political Science), and now—Professor Mark Rupert (Political Science), this ethos forms the framework for understanding the CCE experience. Being a civically engaged citizen is very hard work, especially when some members of society are excluded from fully exercising their “rights and duties and . . . value” as citizens (a problem of justice). The decisions we make—as individuals and as communities—about civic life can also have negative consequences for others (a problem of ethics). Reading, discussing, deliberating, and writing reflectively about both classics and newer works, written from conservative, liberal and radical perspectives—that’s MAX 301 and the “Maxwell Way.”

CCE Faculty Chair Anne Mosher (seated, center) attended the 2017 Summer Institute for Civic Studies for two weeks in June at Tufts University. Led by Dr. Karol Soltan, University of Maryland (back row, fourth from right) and Dr. Peter Levine, Tufts (back row, far right), this annual seminar explores advanced interdisciplinary theories of civic life and their relationship to contemporary democratic practices. Immediately after the Institute, Dr. M attended the 3-day annual Frontiers of Democracy conference at Tufts. Both experiences helped her see CCE and Maxwell in new ways!
Since the Last Issue of the Civic Times . . .

Class of 2016: L to R: Willow Faulkner (IR), Michelle Sczpanski (PRL/PAF), Lucy Mansour (PSC), Ben Bashaw (ANT), Hermela Dereje (IR), Elizabeth Hayes (GEO), Heather Rounds (MES), Sharon Kang (PAF), Mary Rachel Keville (IR), Brooke Ross (PAF; back), Jesse Nichols (HON/IR/PRL; front), Karen Castro (IR/LAS), Alexander Lynch (PSC; back), Jessica Faunce (HON/PSC; front), Andrea Lopez Merced (IR), Alexandra Doney (HON/PSC/PAF), Kwame Phipps (PSC), Adriana Curto (IR). Not pictured: Jason Ashley (PSC), Luke Foley (HST), Ishrat Momin (HON/IR/PAF).

Interim Faculty Chair Dr. Carol Faulkner, Program Coordinator Kate Canada, and CCE Supporter Jonathan Snow (John Ben Snow Foundation) at the 2016 CCE Senior Class Dinner.

Civic Leadership Alumni Series 2017: “From Syracuse University Undergraduate to Changemaker in Time of Crisis.” L to R: Cassie Schmitt ‘18 (PSC/CCE), Andrew Schwab ’03 (HIS/PAF)—Chief of Advocacy, Alliance Community Health Plans, Amma Felix ’95 (AAS/PSY)/’01 (MPA), VP, Strategy and Secretary of the Corporation, United Negro College Fund, Danielle Cummings ’89 (ENG), Chancellor and Director of Communications, Catholic Diocese of Syracuse, Taryne Chatman ’18 (AAS/CCE).

Dr. M recruiting the SU Class of 2024 at Libertyville HS outside of Chicago.
CCE recruits high school seniors directly into the program. On campus, we welcome applications up through the middle of first semester of sophomore year.

The incoming 1st-year class (2021) is our largest high school yield yet! The Class of 2018 is also our first graduating cohort to include high school recruits.

Class of 2018 members celebrate successful MAX 302 poster presentations at the Fall 2016 End-of-Semester Dinner.

Farrell Greenwald Brenner ’17 HONORS (WGS/CCE) delivers the 2017 Commencement Address.

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Dr. Anne Mosher, Faculty Editor
Sarah Hewitt ’18 (IR/CCE) Student Editor
Syracuse University
Maxwell School of Citizenship and Public Affairs & The College of Arts and Sciences
The CCE Advisory Board and Teaching Staff, 2016-2018

Kristi Andersen, Political Science, Chapple Family Professor of Citizenship and Democracy Emerita (MAX 301)

Rebecca Bostwick, Lerner Center for Public Health Promotion

John Burdick, Anthropology

Kate Canada, CCE Program Coordinator (MAX 310)

Matthew Cleary, Political Science, International Relations Program (MAX 132)

*William Coplin, Policy Studies (MAX 401)

Carol Faulkner, History, Associate Dean for Academic Affairs, Past CCE Faculty Chair (MAX 301)

Catherine Gerard, Maxwell Program for the Advancement of Research on Conflict and Collaboration (PARCC)

*Paul Hagenloh, History, Founding CCE Faculty Chair (MAX 132)

Pamela Heintz, SU Mary Ann Shaw Center for Public and Community Service

*Mary Lovely, Economics

*Amy Lutz, Sociology

*Robert McClure, (Honorary Board Member) Political Science, Public Affairs, Chapple Family Professor of Citizenship and Democracy Emeritus, Maxwell Undergraduate Signature Experience Committee Chair

*Anne Mosher, Geography, CCE Faculty Chair (MAX 310, MAX 302)

Tina Nabatchi, Public Administration and International Affairs

Grant Reeher, Political Science, Campbell Public Affairs Institute

Mark Rupert, Political Science, Chapple Family Professor of Citizenship and Democracy, (Maxwell Course Coordinator, MAX 123, MAX 301)

Jonnell Robinson, Geography

Mark Schmeller, History (MAX 301)

Junko Takeda, History

Margaret Susan Thompson, History (MAX 302)

*Peter Wilcoxen, Public Administration, Center for Environmental Policy Analysis (MAX 401)

*CCE Founding Faculty on the “Maxwell Undergraduate Signature Experience Committee” (2010)

CCE Alumni Notes: Back to School

These CCE alumni are in school! Please let us know if you are, too.

- Rachel Brown-Weinstock ’17 HONORS (SOC/PAF/CCE), Sociology MA/PhD Program, Princeton University
- Hermela Dereje ’16 (IR/CCE), Masters in International Affairs, Maxwell School, Syracuse University
- Jessica Faunce ’16 HONORS (PSC/CCE), Northeastern University Law School
- Davida Hawkes ’17 (PAF/CCE), Syracuse University Law School
- Carolee Lantigua ‘17 HONORS (PSC/PAF/CCE), Masters in Public Administration, Maxwell School, Syracuse University
- Kelsey Leeper ’17 (PSC/CCE), Entrepreneurship Master’s Program, Syracuse University
- Richard Miller III ’17 (PAF/CCE), Syracuse University Law School

Please email your updates to citizenship@maxwell.syr.edu. We can’t wait to hear from you!
CCE Alumni Notes: Making a Civic Life after SU

Life after graduation? Scary, right? Not so much for current CCE students when they know what CCE alum are doing now. Please keep us updated about what YOU are doing so we can feature you in the next Civic Times.

**Jason Ashley, ‘16 (PSC/CCE)** is at Greenberg Quinlan Rosner in Washington, DC— an opinion research and strategic consulting firm, providing research and analytical support to U.S. political and issue campaigns, nonprofits, and corporations.

**Karen Castro, ‘16 (IR/LAS/CCE)** just started a job at Hagerty Consulting, an emergency management consulting firm in Illinois, working as a recovery consultant addressing natural disasters and providing clients with emergency management services.

**Adriana Curto, ‘16 (IR/CCE)** travelled to Morocco this September to work as a Youth Development Peace Corps volunteer. During her 27 months abroad, she is going to be living in a youth or women’s center and helping to promote leadership training that addresses the expressed needs of the Moroccan people.

**Willow Faulkner, ‘16 (IR/CCE), ‘17 (MPA)** is working in Ghana at an organization called Pencils of Promise that builds schools and is committed to ensuring that children have access to quality education. Willow is a member of the impact and development team.

**Alex Lynch, ‘16 (PSC/CCE)** created a CCE Action Plan to increase security in SU off-campus neighborhoods. After parlaying his project into a year of employment with SU DPS, he has recently been hired by NYPD as a Crime Analyst.

**Mary Rachel Keville, ‘16 (IR/CCE)** serves as a member of AmeriCorps Serve NY VISTA. She is at the Matt Urban Hope Center running their Workforce Development Program.

**Michelle Sczpanski, ‘16 (PR/PAF/CCE)** winner of the CCE Class of 2016 John Ben Snow Merit Award is now a Codes, Data and Planning Liaison for the City of Syracuse, Department of Neighborhood and Business Development.

**Ishrat Momin, ‘16 HONORS (IR/PAF/CCE)** is Associate Event Planner, U.S. Green Building Council, Washington D.C. She recently returned from doing project work for Greenbuild India.

*Please email your updates to citizenship@maxwell.syr.edu. We can’t wait to hear from you!*
We Need You!

Today CCE is a vibrant academic program on the SU campus—thanks to our students, staff, faculty, community partners, and supporters. For AY2017-18 we received three grants for program enhancement projects:

- a $20,000 National Science Foundation grant for 3 Maxwell faculty and 2 CCE students to study how to enhance the student pipeline from high school social studies into social science programs in higher education.

- a $10,000 grant from the John Ben Snow Foundation to fund 2018 summer experiences for 8 to 10 students—for study abroad, living expenses associated with unpaid internships, and independent research.

- a $5,000 grant from Campus Compact to fund 7 CCE students to write a deliberative democracy sourcebook and then design a campus-wide event for 2018—inspired by lacrosse and the Haudenosaunee Great Law of Peace.

These grants add to the CCE student experience but we want to do more. In the next five years, wouldn’t it be great if CCE could:

- lead SU students from all income levels on regularly scheduled civic engagement study tours to places like Washington, DC and Reykjavik, Iceland—where we have strong organization and agency partnerships and amazing case studies to explore?

- mentor CCE majors as they help design and run a Maxwell Summer Democracy Institute for high school students from many backgrounds?

- establish an undergraduate “civic design collaboratory” where students, faculty, and community-based organizations—here and abroad—could do ongoing projects together?

Those are just a few ideas CCE is discussing, but we need help pursuing them. Please consider contributing to Give to Maxwell, and designating a gift for “CCE.” No amount is too small. And on behalf of the 87 majors in the program, we say THANK YOU!