

Welcome to the Civitas Honors Program at Augustana. We are delighted to have you join a group of students dedicated to exploring an educational opportunity that both broadens and deepens your understanding of your place here and in the world beyond.

Civitas is not a program that defines “honors” by extra books read or extra papers written. This is not to say that you won’t be doing more work than you might in traditional core curriculum courses – you probably will be. But what Civitas courses try to provide is not simply more work, but more interesting work: readings and texts that actively challenge you to think, discussions that stimulate ideas, papers and projects that connect thought to action and action to leadership. And in the culmination of your Civitas experience, the individual learning experience, you bring all that to bear on a project in your major that allows you to push the specific direction you have followed at Augustana into the world you will create and occupy after you leave here.

In all your Civitas courses, you will have the opportunity to work closely with professors who are eager to help you achieve your promise as scholars and responsible members of society. And you will get to know and work with peers who, like you, have chosen to be part of a unique and dedicated student community. We look forward to your contributions to the program.

The Mission Statement

The Latin word “civitas” means, in its broadest sense, “citizenship”: the position of inhabiting a given place and exercising its inherent rights, privileges, and responsibilities. The honors program at Augustana College bearing that name invites students of exceptional quality to consider the role of citizenship at Augustana itself, in the United States, and in a global community. Based on the writing of Lutheran theologian Dietrich Bonhoeffer and drawing from Augustana’s core curriculum, Civitas provides its participants with a rigorous intellectual exploration of values involved in leading a responsible life, unique ways of thinking about junctures between disciplines, and challenging opportunities to develop those experiences into action locally, nationally, and globally.

The Curriculum

The Civitas honors program includes eight courses:

Civitas 110: Exploring the Christian Faith (honors section of Religion 110)

Civitas 200: The Literary Experience (honors section of English 200)

Civitas 201: Deputyship

Civitas 202: Pertinence

Civitas 203: Justice

Civitas 204: Freedom

Civitas 395: Vocation: An Individual Learning Experience

General Studies 492: Capstone

The courses are designed to be taken sequentially from freshman through senior year, although following this sequence exactly is neither necessary nor, in many cases, possible. You should, however, do everything possible to take 110, 200 and 201 by the end of your first semester sophomore year. It is also advisable to begin your 395 project during your junior year.

Civitas 110 and **200**, as honors sections of currently offered courses (Religion 110 and English 200), are taught by professors in the religion and English departments. Both courses use Bonhoeffer's essay "The Structure of Responsible Life" as a beginning of an exploration of ideas and writings that deal with varying notions of a responsible life.

*Please note: Some of you may have entered Augustana having already gained credits for the standard English 200 literature course. Those credits will count toward graduation and, if you are majoring in English, toward that major. However, if you are enrolled in Civitas, you **must** take Civitas 200: It differs substantially from other English 200 courses and is connected thematically to other Civitas courses.*

Civitas 201 is currently filled by the course "Reading Augustana," which has individual sections taught by professors in the English and sociology departments who are aided by several other professors and administrators throughout each term.

Civitas 202, 203, and 204 each feature a rotating selection of courses, either team-taught or taught by a single professor with visiting lectures/presentations from other professors and guests. Courses under each heading are offered for two years, in most cases consecutive, and then replaced by new courses.

The four courses labeled Civitas 201-204 count as general education courses: They can be substituted for any four courses in the core curriculum, with the following exception:

- You cannot use two Civitas courses to replace both courses in gen ed areas that require more than one course: Areas 3.2, 3.3, and 3.4.

Some courses taught as Civitas 202-204 may be crosslisted with individual department offerings and as such can count toward that departmental major. Recent and current examples include Reading Your Environment (Civitas 202/Biology 180), History of the American Press (Civitas 203/Journalism 290), and On Christian Liberty (Civitas 204/History 324).

Civitas 395 is an individual honors project conducted with a faculty advisor, usually from your major.

Capstone (GENL 492) is a requirement for all Augustana seniors. There is not a specific honors Capstone, due largely to scheduling matters. Civitas students taking Capstone courses in a given semester will meet with the Civitas director and/or members of the Civitas board twice during that semester to discuss their Capstones and the relationship they have to the rest of the Civitas curriculum.

*Please note: You may not take **any** Civitas course, **including your Capstone**, for an S/U (pass/fail) grade.*

Civitas-Specific Courses

Civitas 201: Deputyship

Deputyship, as Bonhoeffer describes it, is the fundamental element of the structure of responsible life, demonstrated, as he puts it, "most clearly in those circumstances in which a man is directly obliged to act in the place of other men.... He is not an isolated individual, but he combines in himself the selves of a number of human beings."

The course Reading Augustana brings Bonhoeffer's notion of deputyship to an understanding of the culture and the ecology of Augustana College. In so doing, the course addresses the following learning outcomes:

- Students will examine the concept of deputyship as it applies to both humanity and the environment people occupy.
- Students will consider that concept as it specifically relates to their place at Augustana College.
- Students will gain an understanding of Augustana from a number of different disciplinary and professional perspectives.
- Students will address Augustana and their place as deputies in it as they relate to the community and world outside the campus.

Each section of Reading Augustana also has a student teacher who has previously taken the course. The student teacher helps lead discussions, provides readings, and meets with students outside of class to answer questions, in addition to working with the course professor on individual class structure. The student teacher position is paid in accordance with what lab assistants are paid in the natural sciences. If you are interested in serving as a student teacher for Reading Augustana, please contact the Civitas director.

Civitas 202: Pertinence

Pertinence, as Bonhoeffer discusses it, offers the notion that responsible action occurs in a real world, which operates by laws and conventions that need to be understood. In the initial concept of Civitas, Pertinence provided the aegis under which courses in natural science, math, and quantitative social science could be offered. The heading, like all others, has expanded beyond that. Any course, however, offered under the Pertinence heading should address some or all of these outcomes:

- Students will demonstrate critical thinking skills that are discipline specific, which may include demonstrating scientific literacy, recognizing key theoretical concepts, and/or recognizing underlying assumptions in an argument.
- Students will focus on *pressing immediate* issues in a global context.
- Students will participate in lab experiences that emerge from topics under consideration.

Civitas 203: Justice

Though Bonhoeffer doesn't use the term "Justice" per se in "The Structure of Responsible Life," he clearly addresses the idea in his discussion of conscience and guilt. On the "extraordinary" occasions when laws of state violate the will of the living God and the living Christ, the responsible individual will follow her/his conscience and assume the guilt involved in assisting her/his fellow human beings. Initially, Justice served as the heading for Civitas courses based in the social sciences, though that is no longer exclusive. In any case, courses offered under the Justice heading should address some or all of these outcomes:

- Students will examine the relationship between positive or explicit laws and natural or metaphysical laws.
- Students will compare approaches to justice in different types of texts and different disciplines – e.g., philosophical/metaphysical treatments of justice vs. biblical/theological.
- Students will compare approaches to justice in different contexts of place and/or time.
- Students will investigate the relationship between intention and consequence in determining the justice of an act.

- Students will assess competing demands of different systems of justice (in Bonhoeffer’s words, “the clash of incompatible laws”) in choosing to act ethically.

Civitas 204: Freedom

Freedom, Bonhoeffer writes, is the both the source and result of responsibility: “The responsible man acts in the freedom of his own self, without the support of men, circumstances, or principles, but with a due consideration for the given human and general conditions and for the relevant questions of principle.” Acting from that personal freedom, the responsible individual acts in a way that follows the guidance of God. Originally designed to cover humanities-based courses, the Freedom heading now includes courses from across the three academic divisions. Courses offered under the Freedom heading should address some or all of these outcomes:

- Students will investigate the nature of freedom: Is freedom the same thing as liberty? Is it even possible to act freely?
- Students will consider whether freedom is a universal ideal and if so, to what degree.
- Students will examine the advantages and disadvantages of individual freedom, as well as the duties (if any) those who possess such freedom have toward those who do not.
- Students will explore the relationship between freedom, justice, peace, prosperity, security, and other human goods. Can – should – freedom be sacrificed for some other good, or is freedom the highest good?
- Students will consider how perspectives on freedom vary across cultures and academic disciplines, as well as over time.
- Students will address the ways in which one balances (or fails to) individual freedom against social responsibility.

Civitas 395: Vocation: An Independent Learning Experience

For Bonhoeffer, Vocation is the place of responsibility, a calling to life that both answers the call of Christ and the call of fellow human beings in the real world. That calling does not respond simply to the specifics involved in a given profession but to the whole of humanity that might be addressed by one’s work: “Vocation is responsibility and responsibility is a total response of the whole man to the whole of reality; for this very reason there can be no petty and pedantic restricting of one’s interests to one’s professional duties in the narrowest sense.”

For Civitas 395, your calling is a project that represents the culmination of your work in the honors program and Augustana. It should be a project that indicates the direction you want to follow in life, professionally and personally, when you leave here. As a result, it will more likely than not be done in your major. For those with a major that has a senior honors project as an element of its curriculum, your Civitas 395 project can do double duty. You must work with a specific faculty advisor who should help you establish the nature of the project and guide you through its disciplinary requirements.

Registration and fees

To register for Civitas 395, you must first fill out a form from the registrar’s office, which can be found at www.augie.edu/registrar. This form is similar to the forms used for independent study and scholarship registration, although the Civitas form asks you to state explicitly how your project represents the mission and goals of Civitas as a whole. You will also be asked how many credits you wish to register for: You can register for anywhere from zero to four credits, depending upon the limitations of your schedule. Please only register for zero credits if registering for one credit puts you into an overload. Zero credit projects will still be graded.

Finally, you need to have your project advisor, your academic advisor and the director of Civitas sign the registration form.

The project itself

Civitas 395 projects should represent professional work in the specific discipline in which you are working. Obviously, this will vary from discipline to discipline. Projects in the humanities and the less quantitative social sciences will tend to be research papers of some 25-35 pages, with proper style and documentation, that could be published in an appropriate journal. Work in more quantitative fields may well be shorter in writing with much more tabular/graphic information; fine arts projects may include some sort of presentation/exhibit in combination with writing. You need to establish with your advisor at the start of the project what the definition of “professional work” is in that particular field/discipline.

Public presentation

In addition to the written work you do, you will need to present your Civitas 395 work in a public forum. This could range from an academic conference to an invited lecture/discussion to a series of chapel homilies. The most convenient forum for many will be the Augustana Symposium, a gathering each spring that celebrates the best work being done by students here. Again, however, a number of other venues might present themselves as preferable. What is required in any case is that there be public notice of the presentation (if on campus or in Sioux Falls) or an audience ensured as the result of the presentation being part of a larger event.

The Civitas essay

Finally, the project must be accompanied by an essay of some 3-5 pages that addresses how it speaks to the mission and goals of the Civitas program, and, as such, to the ideals of vocation expressed in Bonhoeffer’s work. That essay is submitted to the director of Civitas, along with a final copy of the project. (In a very few cases, the project itself may successfully incorporate the goal of the essay; however, any exception to the required Civitas essay must be approved by the Civitas director prior to the completion of the project.)

Grading

The Civitas director is ultimately responsible for the grade you receive for Civitas 395 – which is to say that s/he is the one who tells the registrar that you got your A (so we hope). However, the project itself is graded by your faculty advisor, who will forward that grade to the Civitas director. Once s/he has received and approved your accompanying Civitas essay, that grade will be sent to the registrar for inclusion on your transcript. This may seem convoluted, but it serves you best in the end to have the person most familiar with your work be its primary evaluator, while the person most familiar with Civitas evaluates how the project works with the program as a whole.

Funding

Funding is available to help cover expenses, including travel, lodging, food, supplies, and other research needs, incurred as you work on your project. If you find such funding necessary, you will need to fill out a form available from the Civitas director. Again, your project director will need to approve your funding request. As a rule, you should consider a maximum request of \$1,000, although overseas travel may mandate a greater amount. Applications for funding are reviewed by the Civitas board and are subject to change as the board may mandate. Once your request is approved, please be sure to keep any and all receipts pertaining to your award. Disbursal of the stipend should be handled directly through Carol Spillum in the business office.

Study Abroad

We encourage you to take advantage of study abroad opportunities, particularly as they might apply to a potential Civitas 395 project. In addition to the numerous study abroad programs offered by the college, Augustana is a member of the Principia Consortium, a group of some 25 honors programs at similar institutions working with the University of Glasgow in Scotland. Civitas students can join their counterparts from other colleges in a semester-long honors program in Glasgow that includes an interdisciplinary course on the Scottish Enlightenment (which can be applied to Civitas 202, 203, or 204) and two or three courses in their fields of interest. The program is based and administered out of Berry College in Georgia; for more information on the Principia Consortium and the Glasgow program, please visit <http://www.berry.edu/provost/honors/glasgow.asp>.

Academic Requirements

Civitas students are required to maintain an overall grade point average of 3.0. If at the end of your freshman year you have a GPA of less than 3.0, you will be given a semester to improve your GPA to the required level. Failure to do so will result in your dismissal from the program. An overall GPA under 3.0 any semester thereafter will constitute grounds for dismissal.

Civitas is an honors program based on the notion of citizenship, participating responsibly in the life of the community. As such, we encourage you to be involved in as many aspects of Augustana life as possible, whether in student organizations, residence hall leadership, volunteer activities on or off campus, or other venues. We also expect you to be involved in Civitas activities, including student meetings, guest lectures, and student presentations.

Civitas Track 2

As incoming members of this Civitas class, you are all considered to be Track 1 Civitas students. There is, however, a Track 2 option for students not admitted as freshmen. Those interested in joining Civitas after their freshman year may do so, as long as they are maintaining at least a 3.0 GPA and have a professor provide a written recommendation to the Civitas director. Track 2 students are exempt from taking Civitas 110 and 200; they must, however, take Civitas 201-204, Civitas 395, and a Capstone course. If you know of someone who might be interested in joining the Civitas program as a sophomore, please pass on this information.

Student Gatherings

All Civitas students are invited to participate in the Third Thursday gatherings, held at 10 a.m. on the third Thursday of each month in the Center for Western Studies board room (CWS 108). This is an opportunity for you to meet with the director and faculty involved with the program to share fellowship and ideas. Refreshments will be provided. Students-only meeting may also be scheduled for various Tuesdays throughout the year. All Civitas students are invited to join the Civitas Facebook group, a students-only group which will provide, in addition to indiscriminate gossip and cruel humor, information about upcoming Civitas events and meetings.

Who runs Civitas (2010-11)

Civitas Director

Jeffrey Miller (English/Journalism) x5431; miller@augie.edu

Civitas office: Center for Western Studies 106

Civitas Board

Paul Eglund (Biology)

Scott Fish (Modern Foreign Languages /French)

Olivia Lima (Psychology)

Karen Mahan (Education)

Stephen Shum (Computer Science)

Lindsay Twa (Fine Arts /Art)

Lisa Brunick (Mikkelsen Library)

Joni Krueger (Academic Affairs Office/Registrar)

Michael Wanous (Academic Affairs Office/Associate Dean)

Nancy Davidson (Admissions Office)

Harry Thompson (Director, Center for Western Studies)

Geoffrey Dipple (History, Former Civitas Co-director)

Janet Blank-Libra (English/Journalism, Stanley Olson Chair of Moral Values)

Teaching Faculty

Janet Blank-Libra, English/Journalism (Civitas 200, f/s)

Corey Conover, History (Civitas 203, f)

Chris Croghan, Religion (Civitas 204, f)

Geoffrey Dipple, History (Civitas 204, f)

Debbie Hanson, English/Journalism (Civitas 203, s)

Mary Isaacson, Nursing (Civitas 203, s)

Olivia Lima, Psychology (Civitas 204, f)

Jeffrey Miller, English/Journalism (Civitas 201, f/s; Civitas 204, i)

Darcie Rives-East, English/Journalism (Civitas 204, f)

Richard Swanson, Religion (Civitas 110, f/s)

Bill Swart, Sociology (Civitas 201, f)

Lindsay Twa, Fine Arts/Art (Civitas 203, f; Civitas 204, s)

Robert Wright, Nef Scholar of Political Economy (Civitas 203, i)