

# EDUCATING FOR AMERICAN ★ DEMOCRACY

## STAKEHOLDER BRIEF FOR HIGHER EDUCATION FACULTY

**T**his brief is meant for college and university faculty who, in one way or another, teach students who may one day be teachers of history or civics. You may encounter such students as undergraduates satisfying general education requirements or as students majoring in your field. This brief is meant to solicit your commitment, as a scholar and as an instructor, to preparing your students to teach an engaged and integrated version of American history and civics, as proposed in the *EAD Roadmap*.

### WHAT THE *EAD ROADMAP* OFFERS

**T**he *EAD Roadmap* represents the consensus of a large, ideologically diverse, and multi-disciplinary team of scholars and practitioners about what to teach in U.S. history and civics (from K–12) and how to teach it: both content and pedagogy.

It is not a curriculum, a standards document, or a textbook, but we hope it will influence each of those over time. It should be useful to you as you consider what and how future teachers of civics and history need to learn. In particular, it can help identify high-priority content for courses. Perhaps it will influence the directions of your scholarship as well.

We the People

### PREPARING FUTURE HISTORY AND CIVICS TEACHERS

The ultimate success of EAD rests with the classroom teachers who will implement its recommended integrated and inquiry-based approach to teaching civics and American history. This approach is effective but also demanding; it necessarily requires that teachers have robust history and civics content knowledge, and that they view these topics and disciplines as intricately connected. To this end, we suggest that you design your courses in such a manner that both cultivates integrated knowledge and models effective approaches to EAD-style teaching.



VISIT

[www.educatingforamericandemocracy.org](http://www.educatingforamericandemocracy.org)  
to download a copy of the Roadmap.

For more specific information about what you can do, click on “Take Action,” and look for the stakeholder brief that best matches your role. For comments or questions, please contact us at [EAD@iCivics.org](mailto:EAD@iCivics.org).

## ENGAGING WITH SCHOOLS

**As a scholar and an educator, you have opportunities to be directly involved with history and civics in K–12 schools.**

The *EAD Roadmap* outlines demanding, complex content for K–12 students. Faculty in colleges and universities can partner with schools to support that content in a variety of ways: providing talks, symposia, events, accessible public writing, guided tours, curated exhibitions, and a range of other engagement opportunities for current teachers, their students, or both. The *Roadmap* helps a college-level educator identify high priorities for K–12 schools. We hope post-secondary educators will also work to support these K–12 priorities in their own scholarly and disciplinary organizations.

## CONDUCTING ALIGNED RESEARCH

**The research undergirding the *EAD Roadmap* documents that, since the 1960s, K–12 history and civic education and the academic disciplines of history and political science have drifted apart.**

The topics of greatest interest to college-level scholars are not heavily represented in K–12 curricula, nor do many scholars work to advance knowledge on some of the topics that are essential to schooling young people to take the reins of our constitutional democracy and, therefore, essential to the *Roadmap*. Scholars can help to narrow the gap by communicating their findings to teachers and students and by conducting new research of value both to their academic disciplines and to teachers and writers of K–12 texts and instructional materials. In this vital work, the *EAD Roadmap* offers a guide to priorities.

## ADVOCATING FOR EAD-ALIGNED CONTENT AND METHODS

**As a higher education faculty member, you can also advocate for policies on your campus, and possibly in your community, or state as well as resources to support excellent history and civics at all levels.**

On your own campus, policies and resources should support EAD-aligned coursework and programs for both future teachers and others. EAD-aligned coursework may generate increased numbers of majors in history, political science, and other disciplines, since it is difficult to envision an EAD-effective third-grade teacher who only took one social studies methods course and perhaps only one or two undergraduate courses in history and/or political science. Such reinvigorated undergraduate programs could, in turn, create more students who seek to become the EAD-aligned educators the United States so badly needs.

## A SPECIAL NOTE FOR EDUCATION FACULTY

**If you are a preservice teacher education faculty member whose primary mission is to train prospective history and civics teachers, we hope you will prepare your students to teach an integrated version of history and civics, as proposed in the *EAD Roadmap*, in a way that reflects the instructional approaches framed in its *Pedagogy Companion*.**

This involves both infusing integrated history and civics content into methods courses and providing instruction and clinical experiences that emphasize the instructional approaches framed in the *Pedagogy Companion*.



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