



2016-17





Welcome to the Civitas Honors Program at Augustana University. We are delighted to have you join a select group of students dedicated to broadening and deepening their understanding of the world and their role as citizens of it.

Civitas is an honors program themed around the meaning and practice of responsible citizenship. We do not define “honors” as simply adding more books and papers to current courses. Our goal is not more academic work (though Civitas courses may require more work than some traditional courses), but rather more student engagement in work that digs deep into the issues of responsible citizenship. In Civitas courses, readings actively challenge you to think about citizenship at the local and global level, seminar discussions stimulate dialogue and debate about social responsibility and civic engagement, and papers and projects connect your thought to action and action to leadership. Your Civitas courses will give you the opportunity to work closely with professors who are eager to help you achieve your promise as a scholar and responsible member of society. You will get to know and work with peers who, like you, have chosen to be part of a unique and dedicated student community. The culmination of your Civitas experience, your senior “Vocation Project,” gives you the opportunity to connect your major(s) with the lessons of Civitas in an academic project central to your calling in the world beyond Augustana.

Civitas represents an elite opportunity for a select group of Augustana students. We welcome you to the program and look forward to working with you and your fellow Civitas classmates as you explore the role of responsible citizenship in today’s world

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 Augustana Civitas Honors Program invites students of exceptional quality to consider the role of citizenship at Augustana, in the United States, and in the 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 the values involved in leading a responsible life, the intersections between academic disciplines, and the opportunities for local, national, and global action in the name of responsible citizenship.

THE CURRICULUM

The Civitas honors program includes seven 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

While there is not a strict sequence of Civitas courses, students should do everything possible to complete 110, 200 and 201 by the end of their first semester sophomore year. In order to stay on track in the program, we expect students to have identified a topic and faculty advisor for their 395 Vocation Project by the end of their junior year.

Civitas 110 and **200** are honors sections of Augustana core courses, Religion 110 and English 200, 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 earned credits for a course equivalent to the 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 as a

freshman, you **must** take Civitas 200: It differs substantially from other English 200 courses and is connected thematically to other Civitas courses.

Civitas 201 is fulfilled by the course “Reading Augustana,” which is currently taught by professors in the English/Journalism and Sociology departments. It also incorporates guest lectures from 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 consecutively, and then replaced by new courses.

Some courses taught as Civitas 202-204 may be cross-listed with individual department offerings and as such can count toward that departmental major. Recent and current examples include Identity Conflict and World Politics (Civitas 202/Government 345), History of the American Press (Civitas 203/Journalism 290), and On Christian Liberty (Civitas 204/History 324). When you register for such courses, you should register under the CIVT course prefix, not the departmental prefix. (Civitas registration will automatically transfer to departmental requirements; departmental registration will not transfer to Civitas.)

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

Please note: Civitas courses **must** be taken for a letter grade; they **may not** be taken for an S/U (pass/fail) grade.

CIVITAS AND THE AUGUSTANA CORE CURRICULUM

If a student is graduating under the Augustana Plan: Civitas 110 and 200 fulfill the required Religion 110 and English 200 courses required. Civitas 201-204 may fulfill four Augustana core curriculum requirements, with the following exceptions:

- You cannot use two Civitas courses to replace both courses in core areas that require more than one course: Areas 1.3, 3.1, 3.2, 3.3, and 3.4

- These substitutions replace the “wildcard” option currently offered to non-Civitas students under the Augustana Plan; the “wildcard” does NOT apply to students in the Civitas program.

If a student is graduating under SOPHIA (Augustana’s new Core Curriculum):

- Freshmen Civitas students will be required to take FYS 110; They are not required to take FYS 111 as these requirements are met by the remaining Civitas curriculum.
- Civitas 110 and 200 fulfill the Humanities, Christian Tradition and Humanities, Literature requirements of SOPHIA.
- Civitas 201-204 will fulfill four of the 14 content areas of SOPHIA with the following exceptions:
 - You cannot use Civitas courses to replace both courses in core areas that require more than one course.
 - You may not use Civitas courses to replace Science of the Natural World.
- Civitas 395 will not meet any SOPHIA requirements, but may dovetail with departmental honors programs.

CIVITAS COURSES

Civitas 201: Deputyship

Deputyship is best defined as the act of serving others. As Bonhoeffer describes it, service is the fundamental element of the structure of responsible life, demonstrated “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 couples Bonhoeffer’s notion of deputyship to an exploration of the culture and the ecology of Augustana. 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.
- 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 is aided by a student teacher who has previously taken the course. The student teacher helps lead discussions, offers individual and/or group tutorials, holds office hours, is available for questions, and works with the professor on the structure of the class. 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

To Bonhoeffer, “pertinence” refers to responsible action that occurs in a real world; a world which operates by laws and conventions that need to be understood for that action to be meaningful. Courses offered under the Pertinence heading will 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 202 COURSES, 2011-2016

Lewis and Clark: Then and Now	Dr. Mullin (History), Dr. Spencer (Biology)
Human Reproduction	Dr. Diggins (Biology), Dr. Pederson (Religion)
Germes Gone Wild: The Influence of Disease on History	Dr. Eglund (Biology), Dr. Mullin (History)
Numb3rs: Modeling the Environment	Dr. Gregg (Mathematics), Dr. Lewis (Biology)
Who's Afraid of Modern Art?	Dr. Twa (Art)
Ethics and Ecology of Food	Dr. Matzner (Biology) Dr. Minister (Philosophy)
Identity Conflict & World Politics	Dr. Dondelinger (Government)
Taking our Medicine? Drugs & the Pharmaceutical Industry	Dr. Mays (Biology)
Effective Government: Oxymoron or Democratic Imperative	Dr. Wright (Nef Chair, Political Economy)
The Holocaust and Evil: A Case Study of Cruelty, Cowardice and Courage	Dr. Haar (Religion) Dr. Schotten (Government)

Civitas 203: Justice

Though Bonhoeffer doesn't actually use the term "Justice" 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, he writes, the responsible individual will follow her/his conscience and assume the guilt involved in assisting her/his fellow human beings. 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 203 COURSES, 2011-2016

History of the American Press	Dr. Miller (English/Journalism)
Che Guevara, the New Man and Transnational Justice	Dr. Cabrera (Spanish)
Justice and the Gift	Dr. Wentzel (Philosophy/Classics)
Justice is High (On Heroin): Policing the War on Drugs	Dr. Wright (Nef Chair, Political Economy)
Endless Revolution: Haitian History & Culture	Dr. Conover (History)
God, Suffering and Evil	Dr. Haar (Religion)
Justice and the State of Israel	Dr. Haar (Religion)
Energy and Ethics	Dr. Wells (Physics)
From Plato to Genesis to Job: The Quest for Justice	Dr. Haar (Religion) Dr. O'Hara (Philosophy/Classics)

Civitas 204: Freedom

Freedom, Bonhoeffer writes, is 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." From that personal freedom, the responsible individual acts in a way that follows the guidance of God. 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 204 COURSES, 2011-2016

The Power of Language	Dr. Rives-East (English)
Clash of Class and Capital	Dr. Pehl (History)
Eleutheria: Freedom & Literature	Dr. Hicks (English) Dr. Johnson (Government)
On Christian Liberty	Dr. Croghan (Religion)
Non-Western Music History & Literature	Dr. Pennington (Music)
American Gods: Faith, Freedom & National Identity	Dr. Pehl (History)
Politics and Literature	Dr. Johnson (Government)
Slavery Then and Now	Dr. Wright (Nef Chair, Political Economy)
The Global Soul and the Search for Home	Dr. Looney (English)

Civitas 395: Vocation: An Independent Learning Experience

For Bonhoeffer, Vocation is the place of responsibility, and involves living a life that answers both the call of Christ and the call of fellow human beings in the world. Vocation is not limited to the specific work of a given profession, but rather uses a profession to respond to the needs of humanity. As Bonhoeffer notes, "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."

Civitas 395 represents the culmination of your work in the honors program and Augustana. Ideally, your vocation project will couple your academic major and professional goals with the themes of the Civitas program (Deputyship, Pertinence, Justice, Freedom, and Vocation). It should be a project that explores the personal and professional directions central to your calling in the world beyond Augustana. Vocation projects may be merged with specific departmental honors theses.

You must work with a specific faculty advisor (typically in your major) who will help you establish the nature of the project and guide you through its disciplinary requirements. Ideally you should have a faculty advisor and thesis project identified by the end of your junior year.

Registration

Registering for Civitas 395 requires you to fill out a form available from the registrar's office. This form includes space for a title and brief overview of your Vocation Project that will ask you to explain how your project represents the mission and goals of the Civitas program. You will also need to identify the number of credit hours you wish to earn for the project. Although the level of work and rigor remain the same for all Vocation Projects, Civitas promotes schedule flexibility by allowing students to take CIVT 395 for 1-4 credit hours. If registering for one credit puts you into an overload, fees for that credit will be waived. Finally, you need to have your project advisor, your academic advisor and the director of Civitas sign the registration form.

Please note: *Variable credit enrollment is simply to provide optimal flexibility for student scheduling; the level of academic work and rigor remain the same regardless of how many credit hours you identify in your 395 registration.*

The Vocation Project

While the substance and format of your Vocation project is relatively flexible, your Civitas 395 project should represent professional work in your major or a specific vocation you intend to pursue. Obviously, projects 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 that mirror work that could be published in an appropriate academic journal. Work in more quantitative fields may well be shorter in writing with much more tabular/graphic information such as a professional poster. Fine arts projects may include some sort of presentation/exhibit in combination with writing. You should work with your project advisor to establish how the project will mirror professional work in a specific discipline. **In order to stay on track for graduation, you should have a project defined by the end of your junior year.**

Public presentation

Civitas students are required to present their Vocation Project 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 Arthur Olson Student Research Symposium, a conference each spring that celebrates the best work of the Augustana student body, but any number of other venues might also be acceptable. All presentations require public notice of the presentation (if on campus or in Sioux Falls) and/or an audience ensured as the result of the presentation being part of a larger event.

The Civitas essay

The third requirement of Civitas 395 is an essay of 3-5 pages that specifically addresses how your project speaks to the mission, goals and themes of the Civitas program and the ideals of vocation expressed in Bonhoeffer's work. Essays should include specific reference to Bonhoeffer's "Structure of Responsible Life" and specifically tie the themes of the Civitas program (Deputyship, Pertinence, Justice and Freedom) to your vocation project. Excellent essays will also connect your Vocation Project to the lessons, debates, concepts, or themes of your specific Civitas courses.

You should submit your essay to the director of Civitas **no later than May 1** of the year in which you are completing 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.) Examples of this essay can be found on the Augustana website at www.augie.edu/academics/civitas-honors-program/civitas-395-sample-essays.

Essays will be evaluated on an S/U basis. Unsatisfactory essays may be revised and resubmitted to the Civitas director for approval.

Grading

Vocation projects are graded by your faculty advisor, who is the person most familiar with professional work in your field of study. Faculty advisors forward project grades to the Civitas director, who will in turn forward the grade on to the registrar for inclusion on your transcript once s/he has received and approved your Civitas essay.

Archiving

Civitas students are invited and encouraged to archive their Vocation project in the Mikkelsen Library's Student Research Repository. This electronic archive houses a variety of student research from academic departments across the curriculum. In order for your project to be included in the archive, you will need to fill out a permission form available from the library, which will need to be signed by both you and your project advisor and submitted to the Civitas director.

Funding

Funding is available to help cover expenses, including travel, lodging, food, supplies, and other research needs incurred as part of your Vocation project. Funding requests are typically due March 15, and requests can either be retro- or proactive. You should consider a maximum request of \$1,000, although overseas travel may receive greater funding (typically the cost of airfare). Funding requests are reviewed by the Civitas committee and are subject to change as deemed necessary. Funds are dispersed only after expenses are incurred and receipts are provided to the Civitas director.

Please note: *Stipends are intended to be paid after completion of the funding period. It is possible, in exceptional cases, to get stipend funds as an advance; that request, however must be made in the application for funding.*

STUDY ABROAD

We encourage you to consider the numerous study abroad opportunities offered by Augustana, particularly as they might apply to a potential Civitas 395 project. In addition, Augustana holds

membership in the Principia Consortium, a group of some 25 honors programs at similar institutions working with the University of Glasgow in Scotland. This allows Civitas students to join honors students 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 study. 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 www.berry.edu/provost/honors/glasgow.asp. Funding is available for travel to and from study abroad projects being used for Civitas 395 (see on page 10).

ACADEMIC AND CO-CURRICULAR REQUIREMENTS

Civitas students are required to maintain an overall grade point average of 3.0. Your GPA will be reviewed at the end of your freshman year and every semester afterward. If your GPA falls below 3.0, you will be given one semester probation to bring 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 after a probationary semester will constitute grounds for dismissal.

Civitas is an honors program based on the notion of citizenship and responsible participation 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 participate in Civitas activities, including student meetings, guest lectures, and student presentations.

CIVITAS TRACK 2

Incoming freshmen join the Civitas program as Track 1 Civitas students. Students who are not admitted to Civitas as first semester freshman may join the honors program under the Track 2 option when space is available. Track 2 admission requires a minimum Augustana GPA of 3.0 and a written recommendation from an Augustana professor. Applications for Track 2 enrollment should be made to the Civitas director. Track 2 students are exempt from taking Civitas 110 and 200 if they have already taken the equivalent Augustana core course. They must, however, take Civitas 201-204, and Civitas 395, and it is highly recommended that they take Civitas 110 and/or 200 if they have not taken the Augustana core equivalent.

CIVITAS STUDENT ACTIVITIES

The Civitas program offers its students a variety of student life opportunities throughout the year. These activities are both academic and social and are intended to build and enhance an honors cohort and promote student and faculty interaction. Events will be announced via email and Facebook. All Civitas students are invited to join the Civitas Facebook group, a students-only group which will provide information about upcoming Civitas events and meetings as well as a forum to present questions and discuss ideas.

THE CIVITAS COMMITTEE AND FACULTY

Civitas Director

William J. Swart (Sociology), 605.274.5329; william.swart@augie.edu
Civitas Office: Center for Western Studies 106

Civitas Committee

Jetty Duffy-Matzner (Chemistry)
Scott Fish (Modern Foreign Language/French)
Benjamin Jeppsen (Psychology)
Carl Olimb (Mathematics)
Matthew Pehl (History)
Dan Workman (Fine Arts/Theatre)
Deb Hagemeyer (Mikkelsen Library)
Richard Swanson (Religion; Chair of Moral Values)
Harry Thompson (Director, Center for Western Studies)
Nancy Davidson (Office of Admission)
Joni Krueger (Office of Academic Affairs/Registrar)

Teaching Faculty, 2016-17

Janet Blank-Libra (English/Journalism)
Richard Swanson (Religion)
Joe Dondelinger (Government & International Affairs)
Murray Haar (Religion)
Paul Eglund (Biology)
Robert Wright (Nef Family Chair of Political Economy)
Jeffrey Miller (English/Journalism)
Sandra Looney (English/Journalism)
Craig Spencer (Biology)
Michael Mullin (History)
Pilar Cabrera (Modern Foreign Language/Spanish)

For more information contact:

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