

## “Educated Citizens Needed”: Curricular Development for Service Learning through Aequora

This paper shares my experiences as the coordinator of an Aequora site run by undergraduate Classics students at a public school with a liberal arts mission that is tied to civic outcomes. As this paper will show, I have found that the Paideia Institute’s Aequora curriculum and mission of accessibility provide a sturdy foundation from which faculty can build a service learning program in which students can fully participate as mentors and educators of the Classics, and through which they can explore citizenship as agents of change in their community.

My institution aims to produce educated citizens through service learning, civic engagement, and transformative experiences embedded in the curriculum. And indeed, over three-fourths of students report involvement in some type of civic engagement during their time at the University.

In fact, recently the Classics program has been considering revising its major requirements to include a civic engagement activity. Within such a culture of enthusiasm for community involvement, and in consultation with scholarship of civic engagement in higher education (Ehrlich 2000; Kuh 2008; Jacoby 2013; AAC&U; and SENCER), I have developed a versatile service learning Classics curriculum that guides students in identifying and achieving their own intended outcomes as teachers of Aequora, and fosters their journey to become engaged citizens.

Since Fall 2016, undergraduate Classics students have run the Aequora site in a rural community with a population around 18,000. Our site is unique in that we teach shorter Aequora lessons to fourth-graders at a local public elementary school during the school day, allowing us to use Aequora to complement and enhance the required grammar and literacy standards with the help of the classroom instructor. Also unique is that the undergraduate Aequora teachers receive

academic credit in a corresponding service learning, independent study course – the focus of this paper.

This course has been designed and honed over five semesters to guide student participation in civic engagement as an academic discipline through the lens of Classics. Every semester, I work one-on-one with students to create course content that is suited to their academic and career pursuits. Course components closely align the service activity of teaching Aequora with academic and community-oriented content, such as: scholarly readings on civic engagement, reading Classical texts pertaining to citizenship, reflecting on accessibility and elitism in service learning and Classics (Butterworth 2015; Kitchell 2015), undergoing classroom observations, pedagogical data gathering, journaling, and self-reflection.

In this paper, I will share my resources, syllabi, methods of evaluation (including the AAC&U's Civic Engagement VALUE Rubric) and advice for faculty interested in developing a Classics-oriented service learning curriculum. Ultimately, I wish to demonstrate how Aequora, alongside other examples of outreach in the Classics (Stewart 2015; Wright 2016; Monaco 2017), represents a new pathway toward training students in the field to be engaged, educated citizens.

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