

Enlightenment From Ideological and Political Education Curriculum Carrier of North Carolina State University

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ABSTRACT

This paper focuses on the ideological and political education curriculum carrier of American higher education institutions, explores the specific types, main content, related content, application development, and problems of curriculum carrier in American colleges and universities, and proposes effective ways to expand the ideological and political education carrier of colleges and universities. The methods of literature review, content analysis, interdisciplinary research, comparative research and investigation are adopted. With the opportunity of visiting the United States during the study period, the author contacts with the colleagues of American higher education, and adopts the methods of observation, interview and questionnaire. The study shows that in the ideological and political education and management services for students, the Curriculum Center for Leadership and Civic Engagement of North Carolina State University innovates curriculum carrier, takes the advantages of the civic engagement program, the leadership program and the leadership and civic engagement ambassador program, integrates ideological and political education in the whole process of education, pays attention to students' subjective initiative in the whole education chain, and creates service-oriented learning as education elements. And then, three enlightenments have been brought to the ideological and political curriculum of China's colleges and universities, namely, the interaction between teachers and students in the classroom, the mutual complementation of inculcation and penetration, the unity of students' practice inside and outside the class, the unity of socialization and personalization, the innovation of curriculum carrier, the combination of service experience and teaching.

Keywords: carrier, curriculum carrier, North Carolina State University

I. INTRODUCTION

Founded by the State Council on March 7, 1887, North Carolina State University is a public research university located in Raleigh, North Carolina. As the carrier of ideological and political education, the Curriculum Center of Leadership and Civic Engagement of North Carolina State University combines the ideological and political education with management services of students, innovates the curriculum carrier, and penetrates the ideological and political content in the whole process of the curriculum, which has certain reference significance. The mission statement of the center is to "provide students with knowledge, tools and experience to practice social responsibility and leadership", and the vision statement is to "expect brave and reliable leaders to work together to build a world of social justice for all".

II. CIVIC ENGAGEMENT

A. Active citizenry series

The "active citizenry series" aim to enable participants to gradually understand the complex government system and guide students to learn to become part of the growing political world. Led by teachers and non-academic community members from all over North Carolina, the annual citizens' seminar aims to promote meaningful political dialogue between students and the government, and encourage students to participate in workshops, put forward personal opinions on political activities and try to take public action. (see "Table I")

TABLE I. THEMES OF "ACTIVE CITIZENRY SERIES"

Serial Number	Themes
1	How Does the American Government Actually Work? Theory vs. Practice
2	Political Polarization & Deliberative Dialogue
3	Media Literacy & Spotting Fake News
4	The Role of Interest Groups, NGOs, Lobbyists and PACs in Government
5	Electoral College & Voting
6	How to Stay Involved in Politics

As a new carrier of ideological and political courses, the "active citizenry series" will enable students to understand various government procedures, and enable them to apply the knowledge and become active participants in society. The course covers the role of the media in politics and how the Electoral College system works. In order to obtain the certificate of "active citizenship", participants need to participate in four project seminars and complete a citizen action plan. Students can build consensus, which will reduce the polarization. Also, students will have the opportunity to build a network of people who are passionate about civic education and are confident in their ability to reach out to community members after attending workshops.

B. Alternative service break

Alternative Service Break (ASB) is a unique learning experience in which students are directly involved in serving a community while immersed in its cultural atmosphere. The team is led by the students and accompanied by the instructor. Throughout the journey, team members participate in a variety of cultural, educational, recreational and reflective activities to improve their service experience. During the spring break, student groups volunteer in North Carolina, across the country, and around the world. Teams sponsored by leadership, civic engagement, and other campus partners focus on topics such as water quality and sanitation, affordable housing, youth education and empowerment, health clinics, global affairs, citizenship and environmental issues. And several other service tours give students the opportunity to serve others around the world.¹

"Active civic continuum" is a model developed by Break Away, a national non-profit organization, which shows the stages from "members" to "active citizens" participating in development and service work. In addition, there are team participant manual, Clifton strengths, mountain services, service in the mountains, first year student service break, etc.

¹ [EB/OL]<https://leadandengage.dasa.ncsu.edu/active-citizenry-series/>

C. Civically engaged scholars

The program "Civically Engaged Scholars" provides opportunities for students to expand the role of services in life through a series of curriculum carriers such as skills training, leadership development and service learning projects. At the same time, students are encouraged to go beyond volunteerism and think about the contribution of civic engagement in student organizations, communities, undergraduate research and advocacy activities to broader and more active participation in society. This program aims to enrich students' service experience through reflection and recognition, and encourages students to continue to participate in civic engagement activities after graduation. Also, this program encourages students to explore and discover new ways to serve their academic and graduate careers by promoting civic engagement among universities, students and communities, as well as fostering engagement and relationships at the local and global levels. Students will complete 200 hours of civic engagement in four fields, and develop a series of abilities such as direct service ability, indirect service and capacity building, community research, publicity, etc. After having 200 hours of civic engagement, students will present and share experiences in the annual summit speech, and members of North Carolina and local communities will be invited to communicate directly with students and learn from their views and experiences.²

D. Mystery service Saturdays

"Mystery Service Saturdays" is a program about leadership and civic engagement, and students have the opportunity to explore the society and be a volunteer around North Carolina. Students will enter an unknown local service organization and provide help. After that, students will be taken to an interesting social event to explore the local culture of North Carolina and interact with people they have served.³

E. USC 298: introduction to civic engagement & social change

USC 298: Introduction to Civic Engagement & Social Change, as a one-hour introductory course, aims to give students a basic understanding of the key concepts and framework of civic engagement. Students will critically examine the relationship between the university and the community, the power structure, and develop a civic action plan to stimulate a more participatory society.

² [EB/OL]<https://leadandengage.dasa.ncsu.edu/asb/>

³ [EB/OL]<https://leadandengage.dasa.ncsu.edu/service/ces/>

III. LEADERSHIP PROGRAM

A. Leadership development certificate (LDP)

The leadership development program (LDP) provides 10 basic course modules designed to motivate students to see themselves as leaders and encourage them to be committed to developing their leadership skills. LDP recognizes students' practice of new leadership knowledge, and constantly reflects on their action and growth areas. In the process of attracting and cultivating new leaders, students can choose to obtain leadership certificates by participating in mentorship and leadership experience, and complete basic seminars and reflection reports. The slogan of the project is: "10 basic courses + leadership experience + tutor / coach + reflection = Leadership Certificate". This program is consisted of 10 modules: introduction to leadership, personal values, leading with your strengths, ethical decision making, strategic communication, team development, leading in a diverse environment, understanding and promoting change, personal leadership philosophy, equity & diversity course, etc.

B. One-time workshops

One-time workshop is consisted of the following modules: imposter syndrome, social responsible leadership, true colors, leading with love...languages, navigation ethics, leadership, and sustainability.

C. LeaderShape institute

The program "LeaderShape Institute" has developed into a well-known Youth Leadership Program in the United States, which is composed of a series of intensive and dynamic six-day courses. It is aimed at participants, institutions or workplaces who are interested in producing results in the organization and committed to honest leadership. All of the content of the course is related to four themes: community, inclusion, integrity and vision. To some extent, the work done in these six days is related to these concepts. The project organizes large-scale group activities and small-scale group exercises, promotes students to talk with each other and reflect on themselves, and encourages students to start to discover their most ingrained values and greatest passions, as well as how they work together to give meaning to their lives and work. At the same time, it encourage students to learn how to develop a vision and action plan to create lasting change, reflect on how personal styles and life experiences affect their leadership and interpersonal relationships, and strive to be a catalyst for positive change in the world.

D. Atlantic Coast Conference (ACC) leadership symposium

The purpose of the symposium is to build an ACC undergraduate community, to make students understand the relationship between global and local issues, and to work together to create innovative initiatives and improve students' global leadership. Student leaders will have the opportunity to learn by participating in education courses, keynote speeches, thematic content exploration, simulation and practical application, and work with other student leaders of ACC college to try to solve the practical problems faced by the university campus. In the process, it will promote students to learn about leadership and teamwork. The representatives can represent North Carolina State University, maintain the policies, standards and values of schools, have enough time to prepare for the seminar, actively participate in the seminar and communicate with other participants.⁴

IV. THE LEADERSHIP AND CIVIC ENGAGEMENT AMBASSADOR PROGRAM

As a curriculum innovation carrier of the leadership center, the "leadership and civic engagement ambassador program" is composed of a group of students who actively participate in and are eager to deal with social justice issues and are interested in leaders and service affairs. Ambassadors help students understand the programs sponsored by the "leadership and civic engagement ambassador program" through assisting in activities hosted by leadership and civic engagement, participating in service projects, and acting as representatives of the leadership and civic engagement office. This program helps students find a way to positively influence the campus, develop and strengthen their professional network, and engage in interesting transaction processing experience, which will prepare them for their future career.⁵

The "leadership and civic engagement ambassador program" provides students with a variety of opportunities of services and leadership. The goal of the program is to cultivate a responsible, active and effective leadership community, and students will become activists, philanthropists, researchers and social innovators. At the same time, it radiates more students and helps them improve their communication, leadership or problem-solving skills. Team building is a key skill needed by all disciplines in life. These student ambassadors will help students develop these skills through such "ambassador courses" in the form of team building seminars.

⁴ [EB/OL] <https://leadandengage.dasa.ncsu.edu/mystery-service-saturday/>

⁵ [EB/OL] <https://leadandengage.dasa.ncsu.edu/leadership/acc/>

V. COMPARISON OF THE CURRICULUM CARRIERS OF IDEOLOGICAL AND POLITICAL EDUCATION BETWEEN CHINA AND THE UNITED STATES

A. *Characteristics of the curriculum carrier of Ideological and political education in American Universities*

1) *Integrating ideological and political education into the whole process of education:* There is no independent ideological and political education in American colleges and universities. Its goal, content and practice are integrated into the whole growth and development of students. And it has the characteristics of permeating throughout the whole process. The education of ideological, political, moral and individual psychological quality of college students is integrated into the education process of all parties, depends on academic and non academic education activities, and emphasizes the connection and influence of all-round development of students. There is no special work team of ideological and political education in American colleges and universities. Its development tasks are integrated into the activities of all the staff in academic and administrative departments, and the corresponding educational and development goals are reflected and implemented in academic and non-academic, classroom and extracurricular, campus and community, teaching, research and service, and management activities.

2) *Paying attention to students' subjective initiative in the whole chain of education:* American colleges and universities pay attention to the diversification of value orientation, and focus on the diversification of students' development goals with different social, cultural backgrounds and experiences. Ideological and political education of colleges and universities focuses on improving students' value discrimination ability. The colleges and universities will introduce a large number of value elements into the relevant course carriers, guide students to obtain relevant information with the help of educators and make conclusions through self-judgment, emphasize practicality and highlight the educational function of campus / community / social life. The leadership and civic engagement curriculum in North Carolina has practical characteristics. It attaches great importance to the cultivation of students' leadership in daily life, and more importantly, the development of leadership in civic engagement. The relevant curriculum focuses on the connection between social reality and the actual needs of students.

3) *Building service learning as the total element of education:* Service learning is an effective practice exploration in the process of ideological and political

education in American higher education, and related curriculum carriers also carry out different levels of promotion in combination with activities. Service learning has a significant impact on the cultivation of citizen's sense of responsibility, the understanding of social phenomena, and the development of personal leadership and innovative thinking. In order to make ideological and political education of American colleges and universities close to reality, close to the public, and stick to educators, it can improve students' civic awareness, promote the cultivation of social responsibility, and thus become the key element of ideological and political education.

B. *Challenges faced by the carriers of ideological and political courses in colleges and universities in China*

1) *Lack of teacher-student dialogue and value review:* In recent years, in the ideological and political classroom, the lecturers always occupy the position and discourse system in school education, and there is no effective dialogue and communication between college students and teachers. Part of the reason is that the "Internet +" era has brought about obvious post-modern characteristics of communication between people. Students have entered the era of post-reading collectively in the classroom. The propagation of information technology not only affects the development of society, but also affects school education imperceptibly. The "paperless" caused by the post-modern reading based on the network has a great impact on the traditional paper-based curriculum carrier, but also occupies a large number of students' classroom time. Fragmented reading and shallow reading have a negative impact on the overall development of human beings. There is a lack of effective communication carrier between students and teachers, and curriculum content and form can't compete with the network content carrier. For the contemporary college students who are in the stage of forming and consolidating values, it is the key link of urgent need and thinking to have ideological collision and personality exploration with ideological and political teachers. At present, the ideological and political class of colleges and universities in China lacks an important link for students to examine their own and others' positions, beliefs and values through the dialogue with teachers.

2) *Lack of micro description of students' ideological and political education:* The diversity of ideological and political courses directly leads to the complexity of educational objectives. However, the ideological and political education objectives in China

are relatively "macro" and "single", lacking the description and evaluation of the growth and career development of college students. The ideological and political situation of college students has the dynamic, continuous, diversified and multi-level characteristics, which requires both macro and micro description. It is required to cover the focus and content of ideological and political education in colleges and universities in many aspects, such as students' life, learning, communication, culture, etc. By influencing students' communication, judgment, behavior, reflection, evaluation and understanding, colleges and universities can help them achieve great development and progress in spirit, morality, society, culture, etc., and further explore the new connotation of ideological and political course carrier.

3) *Lack of cultural connotation and humanity color:* The current network course carrier has become the mainstream carrier or main carrier of the course. It carries most of the teaching information with its unique advantages in technology and performance, which has a great impact on teachers, learners and teaching methods. In the era of post-reading, the network information overflows and the paper course carrier is greatly impacted and denied, and the public has followed the emerging technologies blindly. The network era has a negative impact on the overall development of human beings, especially the deviation and indifference in the development of knowledge and thinking. The lack of humanity caused by the development of information technology is common in the ideological and political classroom. The spiritual regression caused by the progress of technological tools makes the ideological and political course carriers lack life and humanistic characteristics.

C. *Enlightenment from ideological and political course carrier in American Universities*

1) *Interaction between teachers and students in class: inculcation and infiltration:* A series of courses of "leadership and civic engagement center" of North Carolina not only include the concept teaching in traditional classroom, but also include the practical experience teaching in the field. Concept teaching focuses on the teachers' knowledge points to make students understand the basic theory; practical experience focuses on the process of setting goals, service activities and feedback thinking, internalizing knowledge in students' hearts, and highlighting the role of environment and background. On the one hand, students experience the real world and real problems, try to solve problems to approach the society, pay

attention to the society and ultimately change the society.

2) *Students' practice in and out of class: the unity of socialization and individuation:* The sociality of the community service project is reflected in the real environment. It pays attention to the cultivation of students' comprehensive quality and ability. It requires students to take the initiative to take social responsibility, shape new teams through communication and leadership training and grow together with them. In the course of service, the initiative research, self-service, observation, the ability of handling contradictions, full feedback and so on can mobilize the initiative of students, which is conducive to tapping their own environmental characteristics and cultivating their creative awareness, so as to realize the overall unity of the true, good and beautiful sense of "self". Practice in and out of class will further broaden students' horizons. Also, it will promote people effectively examine human development and the problems they face in their own thoughts, and achieve the integration of socialization and personalization.

3) *Innovation of course carrier: combination of service experience and teaching:* In addition to the knowledge infusion in the first classroom on campus, ideological and political education needs to approach the society, embrace the society and insight into the society. How to solve the lack of service experience in ideological and political courses in colleges and universities in China, and how to combine courses, services and reflection closely are the questions that need to be answered by innovative course carriers. Service experience is a process, learning and thinking is the goal. Service experience not only emphasizes the function of social service, but also connects the school curriculum content with the real society, community politics and students' life, so as to be close to students' life. In the service experience, students have exercised the abilities of interpersonal communication, leadership and team cooperation, accumulated real learning experience, thought about life problems and social status, cultivated the ability to think bravely, and enhanced the sense of social responsibility and citizenship.

VI. CONCLUSION

Based on the comparative analysis of the characteristics and advantages of the carriers of ideological and political education in the United States, this paper discusses the ways to improve the effectiveness of the carriers of ideological and political education in colleges and universities of China. On the premise of persisting in the basic framework of China's

socialist political system and realizing the overall goal of ideological and political education, it dialectically analyzes, draws on and absorbs the useful experience of ideological and political education in American colleges and universities, provides rational thinking for expanding the effective carrier of ideological and political education in Chinese universities, and uses the new carrier of ideological and political education to run the ideological and political work through the whole process of higher education and teaching, so as to create a new situation for the development of higher education in China on the way to the globalization of higher education.

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