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CIVIC RESPONSIBILITY AS A CONDITION OF DEMOCRATIZATION OF SOCIETY

The concepts of civic responsibility and civic debt are probed in the article, their intercommunication and complementarity is analysed. It is shown the necessity of high level of civic responsibility for development of democratic principles of government.

Key words: civic responsibility, democracy, civic engagement, civic participation, civic duty.

At the center of democracy lies a respect for others. At the center of Ethical Culture is a respect for others. Both postulate a responsibility to others. Not for others but to others. Democracy, from the Greek *demos*, «the people»; and *kratein*, «to rule. » Here's the definition of democracy found in Microsoft's Encarta Encyclopedia. «Democracy, a political system in which the people of a country rule through any form of government they choose to establish» [11]. That definition was written by Professor Richard M. Pious of Columbia University. Three things are required for a democracy to exist. First, the people. Second, a territory, most often, and certainly within the context of civic responsibility, a geographic territory. And third, the government that is formed and serves democratically. That's the holy trinity of democracy; People, territory, government.

Every day, we hear folks talking about civil rights, but rarely do we hear anyone enter the arena of civil responsibilities. We are told that immigration is a civil rights issue, that requiring a voter ID is a civil rights issue, that gun control is a civil rights issue. What everyone fails to discuss is the fundamental truth that every right carries a corresponding responsibility. Citizens in a democracy not only have rights, they have the responsibility to participate in the political system that, in turn, protects their rights and freedoms. Attempting to define civic responsibility can be a daunting task because of frequently overlapping constructs, values, and interpretations. Indeed, the very mention of the term civic responsibility evokes notions of what it means to live in a democracy, in addition to the complementary ideas of citizenship,

social responsibility, civic engagement, and community involvement. In constructing a working definition of civic responsibility, we chose to depict it as an overarching concept that encompasses civic engagement and what it means to be a citizen. Civic responsibility means active participation in the public life of a community in an informed, committed, and constructive manner, with a focus on the common good [6].

Civic Responsibility is also defined as the «responsibility of a citizen» and is often referred to as civic duty. It is comprised of actions and attitudes associated with democratic governance and social participation. Civic responsibility can include participation in government, church, volunteers and memberships of voluntary associations. Actions of civic responsibility can be displayed in advocacy for various causes, such as political, economic, civil, environmental or quality of life issues.

Other examples of civic responsibility often exhibit some or all of the following characteristics:

- Addressing society's problems in an informed manner
- Showing respect as well as dissent for laws
- Recognizing the difference between legally defined and culturally defined citizenship
- Engaging in an active process that goes beyond passive citizenship
- Establishing a balance between rights and responsibilities
- Understanding the concept of the common good and who defines it
- Being able to negotiate differences
- Involving the community in decision-making processes
- Embracing the concept of participatory democracy
- Questioning governmental policies and practices
- Determining ways to alter public policy
- Exhibiting stewardship, i. e., being responsible for one's community
- Recognizing the value and human dignity of each person
- Reaching varying degrees of political awareness and advocacy, ranging from basic knowledge to developing a voice and making oneself heard [7].

Personal responsibilities refer to those responsibilities where the individual takes ownership for self, family, and community. Whereas civic responsibilities refer to the actions of a good citizen in a democracy in which the individual acts in a manner designed to promote the common good and to actively engage in the political process.

Civic responsibility is extremely important for democracy to succeed. When people engage in civic responsibility, they are upholding democratic values, many of these values were written in the Constitution of different

countries. Civic responsibility includes things like patriotism, truth, human rights, laws, tolerance, and due process. Civic responsibility is taught in schools to help children grow up to be responsible adults and to participate in both their government and community.

Civic means, «of, relating to, or belonging to a city, a citizen, or citizenship, municipal or civil society». Responsibility refers to «the state or quality of being responsible or something for which one is responsible such as a duty, obligation or burden». The concepts of civic responsibility and civic engagement are often used simultaneously with each other. Sometimes they are used interchangeably, other times as separate and distinct concepts. There is, unfortunately, no dictionary definition for «civic engagement.» But the dictionary does define the words «civic» and «engaged,» and these definitions could be combined to provide a framework for understanding. That definition might read:

Civic: relating to community; connected with the duties and obligations of belonging to a community;

Engagement: to involve someone in an activity, or to become involved or take part in an activity.

Or simply, «Civic engagement is the involvement in an activity related to community, often connected with duties and obligations» [18]. Civic engagement or civic participation also has been defined as «Individual and collective actions designed to identify and address issues of public concern» [4]. Civic engagement has many elements, but in its most basic sense it is about decision making, or governance over who, how, and by whom a community's resources will be allocated. The principle of civic engagement underscores the most basic principle of democratic governance, i. e. that sovereignty resides ultimately in the people (the citizenry). Civic engagement is about the right of the people to define the public good, determine the policies by which they will seek the good, and reform or replace institutions that do not serve that good [9]. Civic engagement can take many forms— from individual volunteerism to organizational involvement to electoral participation. It can include efforts to directly address an issue, work with others in a community to solve a problem or interact with the institutions of representative democracy. Another way of describing this concept is the sense of personal responsibility individuals should feel to uphold their obligations, as part of any community. «Youth civic engagement» has identical aims, only with consideration for youth voice.

A study published by the Center for Information and Research on Civic Learning and Engagement at Tufts University, divided civic engagement

into 3 categories: civic, electoral, and political voice [8]. Scholars of youth engagement online have called for a broader interpretation of civic engagement that focuses on the purpose behind current institutions and activities and include emerging institutions and activities that achieve the same purposes [12]. These civic engagement researchers suggest that the reduction of civic life into small sets of explicitly electoral behaviors may be insufficient to describe the full spectrum of public involvement in civic life. Civic participation consists of behaviors, attitudes, and actions that reflect concerned and active membership in a community. This includes the more traditional electoral citizenship activities, such as voting, serving on nonprofit boards or school boards, as well as less traditional forms of political participation, such as community organizing and social activism. It includes participation in small neighborhood-based efforts and the larger national and international movements.

Civic responsibility dates to ancient Rome whose citizens wanted to contribute to Roman society. Civic responsibility may have started with Lucius Quinctius Cincinnatus in 519 BC.

Although civic responsibility has existed for centuries in society, it was officially sanctioned as a blueprint for democracy in 1787 by the ratification of the United States Constitution. The Constitution declared, «We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States» [18].

In the 18th and 19th centuries and through the 1930s, civic responsibility in America was tied to a commonwealth perspective. From voluntary fire departments to the public arts to the Civilian Conservation Corps (CCC) of the 1930s and 1940s, citizens participated in projects that shaped communities and ultimately the nation. Due to civic responsibility, citizenship was understood in terms of the labors of ordinary people who created goods and undertook projects to benefit the public, as opposed to the high-minded, virtuous and leisure activities of gentlemen. This kind of civic identity helped create an important balance between pursuit of individual wealth and the creation of public things [2].

In the 1960s, community responsibility and civic responsibility became more popular. The Cold War and nuclear threats were common fears that coalesced citizens of the United States [19]. Combined with opposition to the war in Vietnam, grassroots organizations to fight environmental pollution

and college campus protest demonstrations, citizens learned the value of expressing civic responsibility through civil disobedience. People relied on each other in order to correct injustice and achieve greatness in the nation.

During the 1960s, 62.8 percent of Americans voted in presidential elections. People were involved in political organizations and community action groups because modern technology allowed more free time to society [19]. Participation proved successful in the Civil Rights Movement lead by Martin Luther King and later failed in the 1980s with the Equal Rights Amendment initiative.

In the 1980s and 1990s, many organizations lost membership. For example, new memberships for the organization of Business and Professional Women declined 89 percent by the end of 1997. Memberships for the Parent Teachers' Association (PTA) declined 60 percent, memberships for the League of Women Voters declined 61 percent and memberships for the National Association for the Advancement of Colored People (NAACP) saw a 46 percent decrease in membership [20].

In 2001, 44 percent of American adults volunteered in organizations compared to 55 percent in 1999. Financial donations declined in 2001 with 89 percent of American households giving an average of \$1,620 compared to 70 percent with an average of \$1,075 in 1999 (Independent Sector 1999, Independent Sector 2001).

Today in the USA there is a great number of organizations which are engaged in the questions of civil responsibility/

AmeriCorps is a network of national service programs enabling more than 50,000 Americans to meet critical needs in education, public safety, health and the environment. The members serve more than 2,100 non-profits, public agencies and faith-based organizations. AmeriCorps was created in 1993 and is part of the Corporation for National and Community Service.

The Center for Civic Education was founded in 1964 and is based in Los Angeles, California. The origin of the Center can be traced to the interdisciplinary Committee on Civic Education formed at the University of California. The Center strives to produce educational material with a focus on Civic Responsibility. The organization has two main offices located in Los Angeles, California and Washington, D.C. The Center is the creator of «We the People,» an instructional program on the history and principles of American constitutional democracy for elementary, middle and high school students. The program is a required part of the curriculum in many schools.

The Corporation for National and Community Service was founded in 1993 and oversees AmeriCorps, Learn and Serve and Senior Corps. It

provides Americans of all ages and backgrounds the opportunity to serve their communities and country.

Learn and Serve America supports service-learning programs in schools and community organizations and help nearly one million students from kindergarten through college meet community needs, improve academic skills and learn habits of good citizenship. Learn and Serve grants are used to create new programs or replicate existing programs, as well as provide training and development to staff, faculty, and volunteers.

Peace Corps was founded in 1961 by President John F. Kennedy with the purpose to promote world peace and friendship. Three simple and challenging goals comprise the Peace Corps mission: helping the people of interested countries in meeting their need for trained men and women, helping promote a better understanding of Americans on the part of peoples served and helping to promote a better understanding of other peoples on the part of all Americans.

The Points of Light Foundation & Volunteer Center National Network engages and mobilizes millions of volunteers to help solve serious social problems in thousands of communities. Through a variety of programs and services, the Foundation encourages people from all walks of life (businesses, nonprofits, faith-based organizations, low-income communities, families, youth, and older adults) to volunteer for this organization.

Senior Corps is a network of programs tapping the experience, skills and talents of older citizens to meet community challenges. Through three programs—Foster Grandparents, Senior Companions and RSVP (the Retired and Senior Volunteer Program)—more than half a million Americans age 55 and over assist local nonprofits, public agencies and faith-based organizations in carrying out their missions.

The United Way is the nation's leading agency that «invests in and activates the resources to make the greatest possible impact in communities across America» (United Way, 2003). The United Way brings communities together to raise money, provide volunteers and gain support for non-profit agencies.

According to the sociological research conducted by GFK company at the request of the Ukrainian Foundation for Democracy «People First» in 2011, 9% of the population are ready to participate in the solution of at least one problem of their community in the role of organizers or activists, another 39%—in the role of simple participants. From 32% to 37% of citizens aged over 18 are ready to participate in such kinds of work as improvement of streets, environmental protection, preservations of green zones in cities,

improvement of the ecological situation [10]. That is, it is possible to clearly track the problem of a low level of responsibility and attraction of citizens to public life of the country, with their rather firm individual desire to join the solution of specific problems of their communities.

In an ideal society, everyone shares the beliefs that these civic responsibilities are essential and all are more than eager to do their part. Often troubles arise with this, especially with civic responsibilities that are made law like military service. When a person does not believe in the value of the civic duty or has a conflicting interest with it (i. e. Religion), a lot of trouble can come about. What are often called «conscientious objectors» have caused large stirs in the past over their refusal to participate in mandatory military situations.

The overarching similarity I see is that all social structures on every level have defined or implied civic responsibilities. They seem to always flow in line with the values of the majority those participating, and evolve as the societies standards evolve. Even societies with in societies have contrary standards. For example a corporation may have expectations of working on government holidays that are set aside by the government to encourage remembrance and to promote civic responsibilities.

The ease with which a society produces volunteers for civil services can speak volumes about the cohesiveness of that society. People are more likely to volunteer to things they feel are important and necessary. In the event a large portion of the society does not feel a duty to a civic service, the question arises whether that service is best for the society. This can lead to a lot of very intense debates and sometimes to civil disobedience or revolution.

The importance of civic responsibility is paramount to the success of democracy and philanthropy. By engaging in civic responsibility, citizens ensure and uphold certain democratic values. Those values or duties include justice, freedom, equality, diversity, authority, privacy, due process, property, participation, truth, patriotism, human rights, rule of law, tolerance, mutual assistance, self restraint and self respect. Schools teach civic responsibility to students with the goal to produce responsible citizens and active participants in community and government.

Civic responsibility is tied to the philanthropic sector in many ways. By citizen and corporate participation, nonprofit organizations prosper from their giving of time and money.

Service learning directly relates to civic responsibility and ties to the philanthropic sector by students learning through the completion of projects within communities.

Service learning is a way in which people learn civic responsibility. Through service learning, citizens participate in projects to help or serve the needs of other people. By getting their hands dirty and actually doing work, citizens experience the value and impact of giving to people and learn to be productive members of society.

College students have the opportunity to participate in Alternative Spring Break (ASB). Trips are scheduled during university spring breaks. Students travel to various agencies throughout the country and participate in projects such as assisting at low-income day care centers, clearing park paths and serving food at homeless shelters. Some schools also require students to participate in service learning as a class or degree requirement.

Volunteering is a form of civic responsibility, which involves the giving of time or labor without the expectation of monetary compensation. Many people volunteer through local churches, animal shelters or food banks. Volunteering allows citizens the opportunity to share their skills and talents as well as the to learn new skills while helping those in need of assistance.

Civic Education is a method in which to teach civic responsibility. According to the Center of Civic Education, it is a way to promote and enlighten responsible citizenry committed to democratic principles. Civic education is a means to actively engage people in the practice of democracy in the United States and other countries.

Unlike a dictatorship, a democratic government exists to serve the people, but citizens in democracies must also agree to abide by the rules and obligations by which they are governed. Democracies grant many freedoms to their citizens including the freedom to dissent and criticize the government. Citizenship in a democracy requires participation, civility, and even patience.

In a recent study, students who participated in service learning even one time appear to have made gains in knowledge of and commitment to civic engagement when compared to non-service learners. Campus Compact, a coalition of nearly 1200 college presidents (as of 2013) promotes the development of citizenship skills by creating community partnerships and providing resources to train faculty to integrate civic and community-based learning into the curriculum. Building on the acceptance of service learning and civic engagement in higher education, The Carnegie Foundation for the Advancement in Teaching created the Political Engagement Project in 2003 to develop the political knowledge and skills of college-aged students. The American Democracy Project (ADP) was launched in the same year by the American Association of State Colleges and Universities (AASCU).

The American Democracy Project was joined by the American Democracy Commitment, a partnership of community colleges, to sponsor an annual national conference focused on higher education's role in preparing the next generation of informed, engaged citizens. The American Democracy Project also sponsors campus-based initiatives including voter registration, curriculum revision projects, and special days of action and reflection, such as the MLK Day of Service. In a report entitled, *A Crucible Moment: College Learning and Democracy's Future* issued in 2012 by the National Task Force on Civic Learning and Democratic Engagement, a joint project of the U.S. Department of Education and the American Association of Colleges and Universities, the authors argue that higher education must serve as an intellectual incubator and socially responsible partner in advancing civic learning and democratic engagement. The report recommends four basic steps to build civic minded institutions:

1. Foster a civic ethos across the campus culture.
2. Make civic literacy a core expectation for all students.
3. Practice civic inquiry across all fields of study.
4. Advance civic action through transformative partnerships [15].

These higher education-based initiatives endeavor to build in college students, a politically engaged identity while enhancing the capacity to evaluate the political landscape and make informed decisions about participation in democracy. As evidenced by the growth in coalitions, professional development opportunities and civic education research, institutions of higher education and their association partners are committed to help prepare the next generation of citizens to become tomorrow's «Stewards of Place.»

In January 2012, the U.S. Department of Education issued a road map and a call to action entitled *Advancing Civic Learning and Engagement in Democracy* that offers nine steps to enhancing the Department of Education's commitment to civic learning and engagement in democracy. These steps include:

1. Convene and catalyze schools and post-secondary institutions to increase and enhance high-quality civic learning and engagement
2. Identify additional civic indicators.
3. Identify promising practices in civic learning and democratic engagement—and encourage further research to learn what works.
4. Leverage federal investments and public-private partnerships.
5. Encourage community-based work-study placements.
6. Encourage public service careers among college students and graduates.

7. Support civic learning for a well-rounded K–12 curriculum.

8. Engage Historically Black Colleges and Universities and other Minority-Serving Institutions—including Hispanic Serving Institutions, Asian American and Native American Pacific Islander–Serving Institutions, and Tribal Colleges and Universities—in a national dialogue to identify best practices.

9. Highlight and promote student and family participation in education programs and policies at the federal and local levels. »

Democratic citizens recognize that they not only have rights, they have responsibilities. They recognize that democracy requires an investment of time and hard work—a government of the people demands constant vigilance and support by the people.

Under some democratic governments, civic participation means that citizens are required to serve on juries, or give mandatory military or civilian national service for a period of time. Other obligations apply to all democracies and are the sole responsibility of the citizen—chief among these is respect for law. Paying one’s fair share of taxes, accepting the authority of the elected government, and respecting the rights of those with differing points of view are also examples of citizen responsibility. Democratic citizens know that they must bear the burden of responsibility for their society if they are to benefit from its protection of their rights.

There is a saying in free societies: «you get the government you deserve. » For democracy to succeed, citizens must be active, not passive, because they know that the success or failure of the government is their responsibility, and no one else’s. In turn, government officials understand that all citizens should be treated equally and that bribery has no place in a democratic government.

In a democratic system, people unhappy with their leaders are free to organize and peacefully make the case for change—or try to vote those leaders out of office at established times for elections.

Democracies need more than an occasional vote from their citizens to remain healthy. They need the steady attention, time, and commitment of large numbers of their citizens who, in turn, look to the government to protect their rights and freedoms.

Citizens in a democracy join political parties and campaign for the candidates of their choice. They accept the fact that their party may not always be in power.

Citizenship is learned through education, socialization, exposure to politics, public life, and day-to-day experiences. Citizenship is more than voting or

fulfilling public obligations. It is not only choosing officials and using the system; citizenship involves making and shaping the system's structures and rules.

Below you will find several rights and responsibilities that all citizens should exercise and respect. Some of these responsibilities are legally required of every citizen, but all are important to ensuring that freedom and prosperity of a democracy.

Rights	Responsibilities
Freedom to express yourself.	Support and defend the Constitution.
Freedom to worship as you wish.	Stay informed of the issues affecting your community.
Right to a prompt, fair trial by jury.	Participate in the democratic process.
Right to vote in elections for public officials.	Respect and obey federal, state, and local laws.
Right to apply for federal employment.	Respect the rights, beliefs, and opinions of others.
Right to run for elected office.	Participate in your local community.
	Freedom to pursue «life, liberty, and the pursuit of happiness.»
	Pay income and other taxes honestly, and on time, to federal, state, and local authorities.
	Serve on a jury when called upon.
	Defend the country if the need should arise.

Civic engagement is the sense of connectedness that citizens feel with others, a willingness to serve their community and engage in community problem-solving. It can take many forms-- from making charitable contributions to volunteering, from voting to campaigning for candidates or issues to serving on local boards, committees, and councils.

The pressures of time, money, and family commitments can negatively affect civic engagement. For instance, citizens who work full-time and experience long commutes have less time available for community service and civic activities. By contrast, part-time employees and citizens who live and work in small towns volunteer at greater rates. Senior citizens, who tend to be retired or part-time workers, contribute more average volunteer hours than other age groups.

Social stratification and community divisions along the lines of income, race, ethnicity, and religion can make civic engagement more difficult.

Educational levels attendance are strongly correlated with civic engagement and philanthropic giving.

Political engagement-- or lack thereof-- is a big factor in voter turnout. According to Thomas Patterson in *The Vanishing Voter*, since 1960 the type of citizen who votes less often has been gradually replacing the type who votes more often-- with the decline in participation concentrated among low-income citizens. Voter turnout is also affected, among other factors, by the office being voted on, convenience of registration, and voter educational level, age, and attitude.

What Can Citizens Do

In a word: Participate! Citizens can become involved through activities as simple as voting, donating to a community-based organization, or attending a public meeting. Other possibilities involve a range of greater time commitments, such as volunteering with a neighborhood organization, or joining a local volunteer fire department, or serving on a local government commission, committee, or task force.

In the end civil responsibility is really just a reflection of the values of whatever group of people adopt them. Not all people will fall in line with them but if a vast majority is on board with a civic duty, it is most likely correct for that society. It is the responsibility of a citizen; the cost of membership to the society of which you are a member.

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Внучко С. М. Громадянська відповідальність як чинник демократизації суспільства

Досліджуються поняття громадянської відповідальності та громадянського обов'язку, аналізується їхній взаємозв'язок та взаємодоповнюваність. Доводиться необхідність існування серед населення високого рівня громадянської відповідальності для демократизації суспільства.

Ключові слова: громадянська відповідальність, демократія, громадянська активність, громадянська участь, громадянський обов'язок.

Внучко С. М. Гражданская ответственность как фактор демократизации общества

Исследуются понятие гражданской ответственности и гражданского долга, анализируется их взаимосвязь и взаимодополняемость. Обосновывается необходимость существования среди населения высокого уровня гражданской ответственности для демократизации общества.

Ключевые слова: гражданская ответственность, демократия, гражданская активность, гражданское участие, гражданский долг.

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