

September 12, 2018

General Studies Selection Committee,

It's my pleasure to submit this application for the Cultural and Diversity general studies course designation for CPP 194: National Service and American Democracy. Over the past 14 months, I have worked closely with Service Year Alliance, an advocacy organization dedicated to making a year of service a common expectation and opportunity for all young Americans, to develop a course for the Global Freshman Academy which launched this Fall. This course would be offered as a part of our permanent course catalog to students and also serve as an academic companion to the thousands of service corps members serving in National Service programs across the United States.

In supporting the higher education accessibility efforts of the EdPlus team, we identified the Cultural and Diversity general studies designation as a crucial tool for relaying our message that cultural identity is crucial to understanding and participating in civic engagement in American Democracy. I developed the curriculum for this course with the conviction that the study of cultural identity and diversity are imperative to understanding how to maximize civic engagement efforts within the contemporary United States. Knowing that the objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States, our goal has been to design a course that underscores that American Democracy is a living breathing system, shaped by those who engage. We demonstrate this by breaking down civic engagement into two components: social engagement and political engagement. Throughout the course, students examine case studies of historical and contemporary examples in which women and minority groups have mobilized, engaged, and transformed the political and social community around them.

This course provides an in-depth study of civic engagement using culture-specific contributions of women and minority groups. In module one, students examine the Women's Christian Temperance Union's engagement in the Women's suffrage movement as a mechanism to mobilize around prohibition. Students discuss the contemporary #MeToo movement, originated by women of color protesting sexual harassment, comparing these efforts of mobilization aided by cultural identity and experience to their own civic engagement interests. In module four, we analyze the social, political, and psychological dimensions of cultural identity through our study of the collaboration of Filipinos and Chicanos in the founding of the United Farm Workers of America and subsequent organized protests that resulted in real life changes for farm workers. Students are challenged to apply these relations to their own civic identity, pushed to understand how cultural identity can connect and divide individuals and groups of people. This conversation is not only relevant but timely, in light of our current cultural and political climates.

These historical and contemporary examples of cultural identity and civic engagement serve as a foundation for students to understand the power of social capital and their own abilities to mobilize their civic identities within their service program or community. Our desire is to provide the necessary context and tools that promote awareness and appreciation for the essential nature of cultural diversity within civic engagement both politically and socially. Our students will be empowered by the stories of women and minority groups that took action to make their voices heard and changed policy and culture; bettering American Democracy and American society.

We are excited to have the opportunity to be a part of shaping a student's appreciation for cultural diversity and believe this course is an excellent addition to the current portfolio. I am eager to attend a meeting to provide more detail, showcase examples from the course, or answer any questions the committee might have.

Thank you for your time and consideration.

Sincerely,



Dr. Jonathan Koppell
Dean of the College of Public and Community Solutions

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

College/School College of Public Service and Community Solution: Department/School College-level

Prefix: CPP Number: 194 Title: National Service and American Democracy Units: 3

Course description: **In this 3-credit hour civic engagement course, students will learn about the history of American Democracy and Civic Engagement, while developing their own civic identity through hands-on democracy in action assignments. In this course we will examine the rich history of civic engagement as it applies to different races, sexes, genders, and religions. This knowledge will help students understand the what, why, and how of getting involved and making a difference in public service.**

Is this a cross-listed course? No If yes, please identify course(s): _____

Is this a shared course? No If so, list all academic units offering this course: _____

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent-numbered course with topics? No

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. _____ (Required)

Requested designation: Cultural Diversity in the United States—C **Mandatory Review:** Yes

Note- a separate proposal is required for each designation.

Eligibility: Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2018 Effective Date: October 1, 2017

For Spring 2019 Effective Date: March 10, 2018

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Bridget Healy E-mail Bridget.Healy@asu.edu Phone 602-496-2442

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Cynthia Lietz Date: 9/12/18

Chair/Director (Signature):

Cynthia Lick

Arizona State University Criteria Checklist for

CULTURAL DIVERSITY IN THE UNITED STATES [C]

Rationale and Objectives

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups, including, but not limited to, American Indians, Latinos, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[C] CRITERIA		
CULTURAL DIVERSITY IN THE UNITED STATES		
YES	NO	Identify Documentation Submitted
		1. A Cultural Diversity course must meet the following general criteria:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The course must contribute to an understanding of cultural diversity in contemporary U.S. Society.
		2. A Cultural Diversity course must then meet at least one of the following specific criteria:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States. *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc. **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Latinos, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.

Course Prefix	Number	Title	General Studies Designation
CPP	194	National Service and American Democracy	C

Explain in detail which student activities correspond to the **specific** designation criteria.

Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Example-See 2b. Compares 2 U.S. cultures	Example-Compares Latino & African American Music	Example-See Syllabus Pg. 5
1.a. The course must contribute to an understanding of cultural diversity in contemporary U.S. society	Case studies in each module which focus on women, African Americans, Jewish Americans, Disabled Veterans, Latinx, and the intersectionality of political and social engagement via social capital and community engagement.	See syllabus for assigned case study readings in Modules 1, 2, 3, and 4.
2.a. In-depth study of culture-specific elements	The course investigates cultural experiences, and contributions of individuals, groups, and National/social service/political organizations in history that have influenced American Democracy and American society. Specifically the contributions of women, African Americans, Jewish Americans, Native Americans, Disabled Veterans, and Latinx. Fundamentally students are asked to examine American identity and civic identity, reflecting on its change over time through the activism and engagement of diverse groups of people	Syllabus pr.g 2 Learning Objective #4, #6, #7, #8 Syllabus pg.6-7 Case #1 Woman's Christian Temperance Union. The mobilization and civic engagement of Christian women in the temperance and suffrage movement. Syllabus pg. 7-8 Case #2 #MeToo movement. Contributions of women of color in creating the #MeToo movement as an examination of contemporary mobilization and civic engagement of women and their allies.

		<p>Syllabus pg. 8-9 Case #1 The Voting Rights Act of 1965. Civic Engagement and mobilization of African Americans that resulted in the seminal piece of legislation designed to eliminate racial discrimination in voting.</p> <p>Syllabus pg. 10 Interview with Dede Devine, CEO of Native American Connections. Discussion of how nonprofit organizations include both political and social engagement, and how through this engagement Native American Connections has garnered the financial freedom to create treatment programs that integrate Native American medicine and tradition and affordable housing opportunities.</p> <p>Syllabus pg. 11 Case #1 Jewish Family and Children's Service. Materials explore the contributions of Phoenix Jewish Americans social service contributions to the valley. This example is used to explore social service organizations with religious affiliations.</p> <p>Syllabus pg. 11 Case #2 Disabled American Veterans (DAV). Materials explore the intersection of identities in veterans and the unifying identity of shared experience. Materials examine the advocacy of disabled veterans throughout US history and their contributions to the Americans with Disabilities Act (ADA).</p> <p>Syllabus pg. 13 Case #1 United Farm Workers of America (UFW). With supporting lecture from Dr. Koppell, the materials, in this case, examine how Filipinos and Mexicans combined civic engagement efforts to advocate for the rights of farm workers.</p>
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		<p>Syllabus pg. 13-14 Dr. Koppell Lectures on constructing identity and overcoming the identity divide. Discusses case examples throughout the previous four modules, helping students understand how identity can mobilize and divide in American Democracy.</p> <p>Syllabus pg. 14 Interview with Congressman Ed Pastor. In this interview. Congressman Pastor discusses his identity as a Mexican-American running for elected office and how identities contribute to mobilizing a community to effect social change</p>
<p>2.c. Study of the social, economic, political, or psychological dimensions</p>	<p>Through module assignments, students examine the social and political dimensions of identity and civic engagement within the framework of American Democracy and National Service. They demonstrate their understanding of intersectionality through the development of a civic action ePortfolio, built throughout the course.</p>	<p>Syllabus pg. 3-4 Civic Action ePortfolio Assignment descriptions. 6 ePortfolio posts designed to help students examine their identities, their community, and their desired social and political engagement.</p> <p>Syllabus pg. 4 Civic Engagement, Identity, and Group Mobilization Paper. Designed to identify a community organization that represents one of the following identities: race, gender, age, sexuality, class, (dis)ability, employment type, familial role and examine their influence and community mobility within the framework of social and political civic engagement.</p>

Course Catalog Description:

In this 3-credit hour civic engagement course, students will learn about the history of American Democracy and Civic Engagement, while developing their own civic identity through hands-on democracy in action assignments. In this course we will examine the rich history of civic engagement as it applies to different races, sexes, genders, and religions. This knowledge will help students understand the what, why, and how of getting involved and making a difference in public service.

Course Information

Faculty

Name: Dr. Jonathan Koppell

Office: UCENT 780

Phone: (602) 496-1114

Email address: Koppell@asu.edu

Office hours: Mondays, 12pm-12pm via Google Hangout

Course Number and Title

CPP 194: National Service and Democracy

Credits

3 credit hours

Course Catalog Description

In this 3-credit hour civic engagement course, students will learn about the history of American Democracy and Civic Engagement, while developing their own civic identity through hands-on democracy in action assignments. In this course we will examine the rich history of civic engagement as it applies to different races, sexes, genders, and religions. This knowledge will help students understand the what, why, and how of getting involved and making a difference in public service.

Course Prerequisites

None.

Course Overview

This course explores how civic engagement has shaped American Democracy and American identity throughout history and in the present day. In this course, the distinctiveness of American democracy and the role of civic engagement and social capital in mobilizing groups to take political or social action. Specifically, we will examine how the many different identities that each American has (i.e. gender, race, sexuality, religion, (dis)ability, employment type) affects how people come together in groups to bring about social change as well as the type of action pursued. Additionally, we will consider how identities can be constructed for the purposes of mobilization. At the conclusion of this course, you will have an idea of how to apply what you care about to a specific pathway, focusing your efforts on how to make a difference given your specific interests and identities.

Course Materials

Textbook

Required

OpenStax textbooks – Books are available to students electronically via Canvas free

Title: *American Government*

Authors: Glen Krutz and Sylvie Waskiewicz
Digital Textbook: 780
Publisher: OpenStax by Rice University
Language: English
ISBN-10: 1-947172-19-0
ISBN-13: 978-1-938168-05-5

Additional items will be provided online through the learning management software.

Computer Requirements

- Desktop or laptop computer within the last 5 years.
- Reliable Internet access.
- Web browser updated to the most recent version (supported browsers)
- Adobe Acrobat Reader (free)
- Audio speakers attached or built into the computer
- Word processing software ([free to students](#))
- Webcam, smartphone, and/or other digital video recording device.
- (optional) Citation software, such as [RefWorks](#) Zotero, Mendeley, or Endnote. This will make your research and paper-writing experience much easier.

Course Learning Objectives

- Define key terms such as: civic engagement, identity, political engagement, social engagement, democracy, government, social capital, federalism, voting processes, nonprofit organization, civil society, interest groups, mobilization, and lobbying.
- Explain why American democracy is unique and how social capital works in American society.
- Compare and contrast the types of political engagement and social engagement.
- Describe the tensions in American society related to identity (i.e., gender, race, class, sexuality, religion, (dis)ability, employment type).
- Explain the critical role that social service organizations play in American democracy.
- Explain how service work creates an identity and contributes to community building.
- Explain the relationship between identity, community building, and mobilization.
- Evaluate your identity based on the categories discussed in this course and examine how it influences your pathway to civic engagement.
- Identify and explain how you intend to pursue one of the six public service pathways.
- Analyze a public service organization based on concepts such as identity, civic engagement, political engagement, social engagement, social capital, and mobilization.

Assignments and Evaluation Procedures

Discussion Boards

In several lessons within each module, you will be asked to respond to discussion questions (the number of questions will vary per module). The discussion questions are generally associated with the Cases and the Interviews with Public Figures. Generally, you will be asked to answer one or two questions.

In your response to each question, you must:

- Write one to two paragraphs;
- Include examples from the assigned materials for that lesson as support;
- Use proper grammar and punctuation;
- Insert citations as needed in either MLA or APA style.

Quizzes

There are 5 quizzes, one for each Module. Each quiz is open book, but must be completed by you (see the Academic Integrity section). The quizzes include 10 to 15 questions, which may be multiple choice, multiple answer, or true/false. Each quiz is based on the readings, lectures, and video materials for the entire Module.

Final Exam

The Final Exam is open book, but must be completed by you (see the Academic Integrity section). The Final Exam for this course consists of 35 to 50 questions, which may be multiple choice, multiple answer, or true/false. The material covered in the Final Exam includes all of the assigned readings, lectures, and video materials for the course.

Civic Action ePortfolio Assignments

There are six Civic Action ePortfolio Assignments. Each assignment has two components: action and reflection. In the action portion of each assignment, you will either venture into your community or research the resources available in your community related to a community issue that matters to you. In the reflection portion of each assignment, you will reflect on what you learned in the module and how it applies to the information you gathered from your community. This reflection should help you determine your public service pathway in the final ePortfolio assignment. Here is a brief summary of each assignment. You can find more details in the online course.

- **Assignment #1: About Me**
Start your ePortfolio by creating a welcome for your audience on your home page. Film a short welcome video that includes a welcome statement and a brief summary of who you are. This summary will detail your background, interests, and goals. To conclude your video, define civic engagement and share an example of how you are involved.
- **Assignment #2: My Social Capital Network**
Identify three relationships you have formed within unique groups in your community, which are important to your social capital. Upload a picture of each of these individuals and write a 150 word description under each picture explaining who they are, what group they represent, an example of their civic engagement (political or social), and why this relationship is a representation of your social capital.
- **Assignment #3: What am I passionate about?**
Identify a key issue in your community about which you are passionate. Once you identify an issue that matters to you, draft a 2-3 sentence interest statement to post at the beginning of this ePortfolio entry. An interest statement must include your community issue, an example of this issue within your community, and a person who is currently working on this issue that you might connect with to learn more. Then, find a community leader who is currently working on this issue and arrange to interview them. You can interview this community leader in-person, on the phone, through email or via Skype. This person may be someone you already know. Draft 10 interview questions that will help you understand the community issue better, what they are currently doing to combat this issue, and how you can get involved. During your interview, document your experience, summarizing their answers to your prepared questions.
- **Assignment #4: My Community and Social Capital**
Identify three non-governmental service or social organizations within your community that are engaged in work related to the issue you identified in module 2. Through internet research, identify the mission and the population this organization serves. Select one of these organizations to visit in-person. During your visit, seek to better understand what this organization does. If allowed, take pictures of your tour and collect information on how to get involved, either through employment, volunteering or membership. If an in-person visit is not possible, you may speak to the volunteer coordinator or community engagement coordinator on the phone, through email, or

via Skype. Using the matrix provided, map your interests with the organization's purpose, issue it addresses, and pathway it falls under.

- **Assignment #5: Group Mobilization and Your Identity**
Identify three (3) components of your identity. It's important to think of internal and external components of identity; here are some categories you can choose to share: age, gender, religion/spirituality, socio-economic status, education level, race/ethnicity, sexual orientation, social/cultural, and interests. Now, find three (3) groups within your community that share one or more of your identities. Using the slideshow tool in Weebly, create a picture slideshow. Now that you understand how identity can be used for group mobilization, how would you mobilize people who share an identity with you to address this community issue? How would you mobilize people who don't share identities with you to address this community issue? Is this issue more political or can it be addressed through social engagement? Your reflection should be 250 words.
- **Assignment #6: Public Service Pathway and Civic Action Plan**
Before you develop a plan for civic action, redraft your community interest statement in 2-3 sentences, explaining what the issue is and why it matters to you. Now that you know what you care about, it's time to channel your energy and action into a specific pathway. We have identified 6 pathways to choose from which you have explored in this module: higher education, public service employment, military service, national service, political engagement, and private sector employment/social entrepreneurship. Select a public service pathway to channel your civic action. In 250 words, explain why you have selected this pathway, how it relates to your passion, and an organization/institution in which you will be working. Then, using the S.M.A.R.T. goal system, create a concrete time-sensitive plan to pursue addressing your community through your public service pathway upon completion of this course. To conclude this assignment and your civic-action plan, you will create four S.M.A.R.T. goals using the following time frame: 1 week after the conclusion of this course, 4 weeks after the conclusion of this course, 8 weeks after the conclusion of this course, and 12 weeks after the conclusion of this course.

Civic Engagement, Identity, and Group Mobilization Paper

Throughout the course, we have examined a variety of organizations and discussed the role that identity has played in the mobilization in their political and social engagement strategies. For this final paper, you will be tasked with evaluating one organization based on the concepts covered in this course and explaining how you better understand how the organization mobilizes people around identity for the purposes of civic engagement.

Select one organization that has mobilized a group of people based on a specific identity (i.e., race, gender, age, sexuality, class, (dis)ability, employment type, familial role). You should select an organization that has not already been examined or discussed in this course. You should also select an organization that you have not already evaluated as part of the ePortfolio assignment.

Conduct some research about the organization. Review the materials on its website and read media stories about the work of the organization. Write a 500 to 750 word paper that briefly describes the organization and then explains how you see the concepts discussed in this course influencing the mobilization strategies and types of civic engagement pursued by the organization. Make sure to discuss as a minimum the following concepts: American Democracy, social capital, civic engagement, types of political engagement, types of social engagement, identity, and mobilization.

You should also do the following:

- Include examples from the assigned materials as support;
- Include evidence from the research that you have conducted about this organization, at least three resources;
- Use proper grammar and punctuation;
- Insert citations as needed in either MLA or APA style;
- Include a reference list formatted in either MLA or APA style.

Submitting Assignments

All assignments, unless otherwise announced by the instructor, **MUST** be submitted online through the learning management system. Each assignment will have a designated place to submit the assignment. Do not submit an assignment via email.

Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. Review individual assignments for grading criteria. Graded assignments will be available within one week of the due date via the Gradebook.

Grading

Summary of Graded Assignments

Assignment	Percentage/Points
Discussions	25%
Quizzes	20%
Civic Action ePortfolio Assignments	30%
Civic Engagement, Identity, and Group Mobilization Paper	15%
Final Exam	10%

Grade Scale

This course uses a +/- grading system as defined below.

Grade	Percentage
A+	97 % – 100 %
A	94 % – 96 %
A-	90 % – 94 %
B+	87 % – 89 %
B	84 % – 86 %
B-	80 % – 83 %
C+	76 % – 79 %
C	70 % – 75 %
D	60 % – 69 %
E	Below 60%

Schedule, Pacing, and Content Availability

Schedule

Unless otherwise noted, due dates are final. No exceptions will be provided unless written approval by the instructor is provided or as allowed by University policy (see below).

ACTIVITIES/ASSIGNMENTS	POINTS	DUE DATE
MODULE 1: The Distinctiveness of American Democracy		
Lesson one- The Distinctiveness of American Democracy	DESCRIPTION	

Lecture – Dr. Jonathan Koppell “The Distinctiveness of American Democracy”	In this video, Dr. Koppell introduces the topic of civic engagement and discusses what makes American democracy distinct	
Reading - Chapter V "Of the Use Which the Americans Make of Public Associations in Civil Life" by Alexis de Tocqueville	Alexis de Tocqueville was a French aristocrat who visited the United States in the early 19th century. After his visit, he wrote <i>Democracy in America</i> , which described what he saw and experienced. In this excerpt, he describes some of the unique characteristics of American democracy that he perceived. In particular, he focuses on how Americans created relationships or associations with one another. Dr. Koppell discusses his work in the first lecture video.	
Reading - American Government-Chapter One "American Government and Civic Engagement", Introduction and Section 1.1 "What is Government?"	In this first excerpt from Chapter 1 of <i>American Government</i> , the authors discuss what government is and describe the features of different types of government, including democracies.	
Reading – American Government-Chapter One "American Government and Civic Engagement", Section 1.3 "Engagement in a Democracy"	In this excerpt from Chapter 1 of <i>American Government</i> , the authors explain what civic engagement is and why it matters in the United States. They also discuss what factors influence civic engagement and people's willingness to take action.	
Lesson Two – Case #1 The Woman's Christian Temperance Union	DESCRIPTION	
Reading - American Government - Chapter Five "Civil Rights", Section 5.3 "The Fight for Women's Rights"	In this excerpt from Chapter 5 of American Government, the authors establish the historical context for the WCTU. Although this reading focuses more on the women's suffrage movement, there was a lot of overlapping membership as many women advocated for suffrage so that alcohol could be prohibited.	
Reading - Frances Willard Address "Do-Everything Policy"	In this excerpt from Frances Willard's 1893 address to the 20th Annual Conference of the Women's Christian Temperance Union (WCTU), she describes the "Do-Everything" policy and how the WCTU members had to work to create sufficient political pressure for Congress to take the action on prohibiting alcohol.	
Watch - Excerpt from <i>Prohibition</i> , "The Women of Prohibition"	In this excerpt from the documentary <i>Prohibition</i> by Ken Burns, he describes Frances Willard, the WCTU, and how the philosophy of temperance was integrated into some American public schools. This documentary provides a unique summary of Frances Willard's life and the impact of the WCTU. It integrates well visual elements into the narrative that bring to life the women who were a part of the WCTU. This excerpt provides unique insights into how the WCTU worked to accomplish their policy agenda by fostering an identity of anti-drinking, which supports Dr. Koppell's larger argument in this	

	course about the connection between civic engagement and identity construction.	
Lesson Three – What is Social Capital	DESCRIPTION	
Lecture – Dr. Jonathan Koppell "Association and Social Capital"	In this video, Dr. Koppell furthers his discussion of civic engagement and moves into a discussion of social capital.	
Read - <i>Nonprofit Organizations and Civil Society in the United States</i> - Chapter 4 "Nonprofits and Community Building, "Social Capital, Nonprofits, and Civil Society"	In this excerpt from Chapter 4 of <i>Nonprofit Organizations and Civil Society in the United States</i> , the authors define social capital and explain how our understanding of how it works has changed over time. This book provides a unique perspective on the role of nonprofits in civil society and makes connections to social capital that will play an important role in Dr. Koppell's larger argument about how civic engagement works and impacts American identity.	
Lesson Four – Case #2: The #MeToo Movement	DESCRIPTION	
Watch – Tarana Burke, Founder of #MeToo Movement https://www.youtube.com/watch?v=ZF55ItXWjck&feature=youtu.be	In this video, the leader of the #MeToo movement, Tarana Burke, describes the organization and the work they do. Her words provide unique insights into the nature of this organization and its purpose. Although it didn't gain international attention until late 2017, the organization has been in existence since 2006 and was intended to support low-income women of color who had been subjected to sexual violence. As the number of people who associated themselves with the movement has grown, the social capital involved has altered popular understanding of its purpose. Participants in the #MeToo movement on social media may have never been aware of the organization itself or of Tarana Burke. This is an excellent example of Dr. Koppell's point about how social capital creates more social capital, which can alter the purpose or identity of an organization. This contemporary case of the #MeToo movement demonstrates how social media plays a pivotal role in the way many people create associations with one another and how these associations do not have to be part of a formal organization, which is an important point in Dr. Koppell's discussion of social capital.	
Read - <i>Time</i> Person of the Year: The Silence Breakers	This excerpt from a <i>Time Magazine</i> article describes the events that led to social media use of the hashtag #MeToo and the people who broke their silence about the sexual abuse and violence they experienced. The authors provide unique insights into the movement, but also provide valuable biographies of the women who were most involved in organizing the movement	

	and bringing it to national attention. The article describes how women came together around shared identity, one that included different races, ethnicities, backgrounds, and professions. This is a critical piece of Dr. Koppell's argument in this course about the role of identity in mobilizing groups and how that identity can be manufactured from a shared experience. The images in this article are very powerful, so it is recommended that you access the article via this URL if possible (http://time.com/time-person-of-the-year-2017-silence-breakers/).	
Read- American Government - Chapter Five "Civil Rights", Section 5.3 "The Fight for Women's Rights", "Civil Rights and the Fight for the Equal Rights Amendment"	In this excerpt from Chapter 5 of American Government, the authors establish the historical context for women's fight for equality and the continuing challenges the face, some of which have been taken on by the #MeToo movement.	
ASSIGNMENTS	POINTS	DUE DATE
Discussion	5	08/28/2018
Quiz	4	08/28/2018
Civic Action ePortfolio: About Me	5	08/28/2018
Civic Action ePortfolio: My Social Capital Network	5	08/28/2018
MODULE 2: Political Engagement and Why the Structure of Government Matters		
Lesson one- Federalism and Civic Engagement	DESCRIPTION	
Lecture – Dr. Jonathan Koppell "Federalism and Civic Engagement"	In this video, Dr. Koppell introduces the topic of federalism and explains its importance to civic engagement.	
Read - American Government- Chapter Three "American Federalism", Introduction, Sections 1-4	In this excerpt from Chapter 3 of <i>American Government</i> , the authors discuss what federalism is, how it has evolved in American democracy over time, and how it works today.	
Watch – CrashCourse Government episode #4 "Federalism"	This CrashCourse video provides an overview of the history of federalism and how it works in modern society.	
Lesson two – Case #1: The Voting Rights Act of 1965	DESCRIPTION	
Read – The Voting Rights Act (1965)	The Voting Rights Act (1965) was a seminal piece of legislation that was designed to eliminate racial discrimination in voting.	
Read - Introduction to Federal Voting Rights Laws, The Voting Rights Act of 1965	This excerpt from the Department of Justice's "History of Federal Voting Rights Laws" provides more information about the historical context of the Voting Rights Act of 1965 and the amendments that were later added to it. You can find the full article here (https://www.justice.gov/crt/introduction-federal-voting-rights-laws-1).	
Read - American Government - Chapter Five "Civil Rights", Section 5.2 "The African American Struggle for Equality"	In this excerpt from Chapter 5 of <i>American Government</i> , the authors discuss African American Civil Rights and how African American voting rights, among others, have evolved over time.	

Lesson three – Defining Political Engagement	DESCRIPTION	
Lecture – Dr. Jonathan Koppell "Political Engagement and Federalism"	In this video, Dr. Koppell defines political engagement and explains how to use the knowledge of government structure to maximize political engagement.	
Read - American Government- Chapter Seven "Voting and Elections", Introduction, Voter Registration, Voter Turn Out	In this excerpt from Chapter 7 of <i>American Government</i> , the authors discuss voter registration and voter turnout. These concepts support Dr. Koppell's discussion of federalism and how voting works in American democracy.	
Lesson four – Case #2: Teacher Walkouts and Strikes in 2018	DESCRIPTION	
Watch - "What's different about this wave of teacher strikes"	This excerpt from PBS Newshour provides a valuable overview of the strike in Oklahoma and discusses the (at the time) upcoming plans for walkouts in other states. This national perspective is valuable because it explains the common factors that all movements share, rather than focusing on specific local issues. The analysis shows why conditions in each state are different, but also discusses what they share in common. This video illustrates how federalism affects education policy, which plays into Dr. Koppell's larger argument here about why understanding the structure of government is important when you want to work on public problems.	
Listen – KJZZ Podcast "What's The Difference Between A Strike And A Walkout?"	This podcast explains the difference between a strike a walkout. Terminology can be very important when it comes to political action as there can be legal consequences. This interview with ASU's professor Zachary Kramer explains the distinction between a walkout and a strike and what that is important.	
Read – The New York Times "Teacher Walkouts: What to Know and to Expect"	In this <i>New York Times</i> article, Dana Goldstein answers important questions that many people had during the teacher walkouts in each state. It includes a brief summary of the demands of teachers in Arizona and California and also what happened in West Virginia, Oklahoma, and Kentucky. This provides a unique nationwide perspective on what happened and answers key questions about the nature of these movements that can't be found elsewhere.	
Lesson five: Interviews with Public Figures: Taking Action through Political Engagement	DESCRIPTION	
Watch – Interview "Jonathan Koppell and Ed Pastor Interview "Political Engagement""	In this video excerpt, Dr. Koppell interviews retired Congressman Ed Pastor. Congressman Pastor discusses how protesting a Governor's ban on the short hoe transformed into a movement that mobilized farm workers and Hispanic voters, resulting in the election of the first Mexican-American Governor in the State of	

	Arizona. Filmed at the Ed Pastor Transit Center in South Phoenix, Congressman Pastor was an advocate of for pubic transit and worked during his terms to expand the public transit options in the Phoenix Metropolitan area.	
Watch – Interview "Jonathan Koppell and Dede Devine "Political Engagement through Social Engagement"	In this video excerpt, Dr. Koppell interviews Dede Devine of Native American Connections (https://www.nativeconnections.org/). Ms. Devine discusses how her work in a nonprofit organization includes both political and social engagement.	
Watch – Interview "Jonathan Koppell and Shirley Sagawa Interview "The Importance of Political Engagement"	In this video excerpt, Dr. Koppell interviews Shirley Sagawa, CEO of Service Year Alliance (https://about.serviceyear.org). She discusses the importance of political engagement.	
Watch – "Jonathan Koppell and John Bridgeland Interview "Political Engagement, Political Conflict, and Solving Social Problems"	In this video excerpt, Dr. Koppell interviews John Bridgeland of Civic Enterprises (http://www.civicerprises.net/). Mr. Bridgeland discusses the persistence of political conflict and how it is fundamental to how Americans organize to solve public problems.	
ASSIGNMENTS	POINTS	DUE DATE
Discussion	5	09/11/2018
Quiz	4	09/11/2018
Civic Action ePortfolio: What Am I Passionate About?	5	09/11/2018
MODULE 3: Service Nation		
Lesson one: Social Engagement and its role in American Democracy	DESCRIPTION	
Lecture - Dr. Jonathan Koppell Lecture "Models of Social Engagement"	In this video, Dr. Koppell explains what social engagement is and discusses examples of the type of civic engagement it includes.	
Lecture - Dr. Jonathan Koppell Lecture "The Role of Service Organizations in American Democracy"	In this video, Dr. Koppell explains what nonprofit organizations are, what services they provide, and why their work is so critical in American democracy.	
Read - <i>Nonprofit Organizations and Civil Society in the United States</i> - Chapter 1 "Defining the Nonprofit Sector and Civil Society"	In this excerpt from Chapter 1 of <i>Nonprofit Organizations and Civil Society in the United States</i> , the authors define key terms such as nonprofit organization and civil society. This book provides a unique perspective on the role of nonprofits in civil society and makes connections to social capital that will play an important role in Dr. Koppell's larger argument about how civic engagement works and impacts American identity.	
Read - <i>Nonprofit Organizations and Civil Society in the United States</i> - Chapter 2 "Historical and Legal Foundations of the Nonprofit Sector"	In this excerpt from Chapter 2 of <i>Nonprofit Organizations and Civil Society in the United States</i> , the authors the underlying values that drive the creation and work of nonprofits in American democracy. This book provides a unique perspective on the role of nonprofits in civil society and makes connections to social	

	capital that will play an important role in Dr. Koppell's larger argument about how civic engagement works and impacts American identity.	
Read - Excerpt from Presidential Candidate George H.W. Bush's Address Accepting the Presidential Nomination at the Republican National Convention in New Orleans	In this excerpt from his speech before the Republican National Convention in 1988, Presidential Candidate George H. W. Bush first discusses the "thousand points of light" metaphor to discuss service organizations. This speech provides a unique insight into this metaphor, which would have a profound impact on how American's discuss and perceive national service.	
Read - Excerpt from President George H. W. Bush's Inaugural Address in 1989	In this excerpt from President George H.W. Bush's Inaugural Address, he expands on his discussion of the "thousand points of light" and provides additional insight into the type of service in which he hopes Americans will engage.	
Lesson two: Case #1 Jewish Family and Children's Service	DESCRIPTION	
Watch – JFCS - 75 Years: Helping and Healing	This video, produced by Jewish Family and Children's Service, describes the historical origins of the organization and how its purpose has changed over time.	
Read - American Government - Chapter Five "Civil Rights", Section 5.5 "Equal Protection for Other Groups", "The Rights of Religious Minorities"	In this excerpt from Chapter 5 of American Government, the authors discuss the civil rights of religious minorities, which provides important background for organizations such as the JFCS.	
Read - JFCS - 75 Years: Helping and Healing: The History of Jewish Family and Children's Service	This JFCS publication details the history of the organization, including its founding and how its mission has evolved over time.	
Lesson three: Case #2 Disabled American Veterans (DAV)	DESCRIPTION	
Watch- DAV Video "Keeping the Promise"	This video provides a brief overview of the Disabled American Veterans organization and the important work that they do in American society. This organization serves as an important example of Dr. Koppell's argument about the relationship between identity, social capital, and social engagement.	
Read - Wars and Scars: A History of the Disabled American Veterans. Chapters 1 and 2	This excerpt from <i>Wars and Scars</i> describes the formation of the DAV and the historical context of services for disabled veterans.	
Read - American Government - Chapter Five "Civil Rights", Section 5.5 "Equal Protection for Other Groups", "Civil Rights and the Americans with Disabilities Act"	In this excerpt from Chapter 5 of American Government, the authors discuss the civil rights of disabled individuals and the Americans with Disabilities Act (ADA).	
Lesson four: The Important of Service and the Service Movement	DESCRIPTION	

Lecture - Dr. Jonathan Koppell Lecture "The National Service Movement"	In this video, Dr. Koppell discusses the national service movement and its role in American democracy.	
Read - <i>Nonprofit Organizations and Civil Society in the United States</i> - Chapter 5 "Community Service and Voluntary Action"	In this excerpt from Chapter 5 of <i>Nonprofit Organizations and Civil Society in the United States</i> , the authors define community service and explain why people engage in volunteer work. This book provides a unique perspective on the role of nonprofits in civil society and makes connections to social capital that will play an important role in Dr. Koppell's larger argument about how civic engagement works and impacts American identity.	
Watch – PBS News hour "Bill Clinton celebrates 20 years of AmeriCorps"	This video from PBS NewsHour provides invaluable insights into the history and work of AmeriCorps on its 20th Anniversary. This video includes an important and unique interview with President Bill Clinton about why he advocated creating AmeriCorps in 1994 and what impact he perceives that it has had. Additionally, this video provides an important and concise history of the organization.	
Lesson five: Interviews with Public Figures: Taking Action through Social Engagement	DESCRIPTION	
Watch – Interview "Jonathan Koppell and Shirley Sagawa Interview "The Role and Impact of Service"	In this video excerpt, Dr. Koppell interviews Shirley Sagawa, CEO of Service Year Alliance (https://about.serviceyear.org) about the importance of service and its impact on American society.	
Watch – Interview "Jonathan Koppell and Dede Devine "Serving the Community through Social Engagement"	In this video excerpt, Dr. Koppell interviews Dede Devine of Native American Connections (https://www.nativeconnections.org/). Ms. Devine discusses the nature of her work at Native Connections and explains how the organization provides culturally appropriate services to the Native American community in the greater Phoenix area.	
Watch – Interview "Jonathan Koppell and Shirley Sagawa Interview "AmeriCorps and a Service Year"	In this video excerpt, Dr. Koppell interviews Shirley Sagawa, CEO of Service Year Alliance (https://about.serviceyear.org) about her work on AmeriCorps and the value of a Service Year.	
Watch – Interview "Jonathan Koppell and John Bridgeland Interview "Social Engagement and the Importance of a Culture of National Service"	In this video excerpt, Dr. Koppell interviews John Bridgeland of Civic Enterprises (http://www.civicerprises.net/). Mr. Bridgeland discusses the importance of national service, how it contributes to the work on today's public problems. He describes the history and work of organizations such as the Peace Corps and AmeriCorps.	
Watch – Interview "Jonathan Koppell and Congressman Ed Pastor Interview "The Value of Social Engagement"	In this video excerpt, Dr. Koppell interviews retired Congressman Ed Pastor. Congressman Pastor discusses the importance of social engagement and how it affects public life.	
ASSIGNMENTS	POINTS	DUE DATE

Discussion	5	09/18/2018
Quiz	4	09/18/2018
Civic Action ePortfolio: My Community and Social Capital	5	09/18/2018
MODULE 4: Identity and Mobilization		
Lesson one: Identities and Mobilization	DESCRIPTION	
Lecture - Dr. Jonathan Koppell Lecture "Identities and Mobilization"	In this video, Dr. Koppell explains the connections between identities, mobilization, and collective action.	
Read - American Government - Chapter Ten "Interest Groups and Lobbying", Section 10.1 "Interest Groups Defined", Section 10.2 "Collective Action and Interest Group Formation", Section 10.3 "Interest Groups and Political Participation", Section 10.4 "Pathways of Interest Group Influence"	In this excerpt from Chapter 10 of <i>American Government</i> , the authors discuss what interest groups are, how collective action works, and how interest groups act politically to influence American society.	
Lesson two: Case #1: United Farm Workers of America (UFW)	DESCRIPTION	
Read – "The union within the union: Filipinos, Mexicans, and the racial integration of the farm worker movement" – A. Cruz	This article provides an overview of the merger of the labor unions representing the Mexican and Filipino farm workers. This article discusses questions of identity and explains how Filipinos and Mexicans worked to reduce divisions caused by their racial identities to form one organization that represented their identity as farm workers. This historically-based discussion of how identity can be constructed is critical to understanding Dr. Koppell's larger argument about how identity can be created around shared experiences	
Read – Transcript "Talk by Cesar Chavez with Joan Paulus, Jan. 3, 1970"	In this excerpt from an interview, Cesar Chavez, an activist and co-founder of the United Farm Workers of America (UFW), discusses identity and its role in his mobilization of farm workers and discusses his insights on what Chicanismo is. This is a valuable interview that offers access to a topic that did not surface in many of Cesar Chavez's interviews and connects directly to Dr. Koppell's larger argument about the role of identity in civic engagement.	
Read - American Government - Chapter Five "Civil Rights", Section 5.5 "Equal Protection for Other Groups", "Hispanic/Latino Civil Rights"	In this excerpt from Chapter 5 of <i>American Government</i> , the authors discuss the civil rights of Hispanic/Latino Americans, which provides important background for organizations such as the UFW.	
Lesson three: Manufacturing Identities from Shared Experiences and Service	DESCRIPTION	
Lecture - Dr. Jonathan Koppell Lecture "Constructing Identity"	In this video, Dr. Koppell explains how identity can be constructed around shared experiences, such as workplace-based events, military service, service programs, gun ownership, and gun violence.	

Lecture - Dr. Jonathan Koppell Lecture "Overcoming the Identity Divide"	In this video, Dr. Koppell discusses the positive and negative aspects of group identification. He also discusses how divisions caused by identity can be overcome.	
Read - American Government - Chapter Nine "Political Parties", Section 9.2 "Political Parties", Section 9.3 "The Shape of Modern Political Parties", Section 9.4 "Divided Government and Partisan Polarization"	In this excerpt from Chapter 9 of American Government, the authors discuss what political parties are in American democracy, how they influence contemporary politics, and what partisan polarization means.	
Lesson four: Case #2 Identity and Gun Control Debate	DESCRIPTION	
Read – New York Times "The True Source of the N.R.A.'s Clout: Mobilization, Not Donations"	In this <i>New York Times</i> article, Eric Lipton and Alexander Burns discuss the events the role that mobilization has played in the National Rifle Association's (NRA) ability to act effectively in Florida. This provides a unique perspective on recent events with the NRA and answers key questions about the nature of this movement that can't be found elsewhere.	
Read – NBC News "Parkland Students Inspire, Learn from older gun-control advocates"	In this NBC News article, Ethan Sacks explains how experiences with gun violence has created a shared identity that connects survivors of mass shootings. This provides valuable insights that support Dr. Koppell's argument about how identities form in American democracy.	
Read - American Government - Chapter Four "Civil Liberties", Section 4.2 "Securing Basic Freedoms"	In this excerpt from Chapter 4 of <i>American Government</i> , the authors discuss the Second Amendment to the Constitution and some of the controversy that has surrounded its interpretation.	
Lesson five: Interview with Public Figures: Creating American Identity through Civic Engagement	DESCRIPTION	
Watch – Interview "Jonathan Koppell and Kimber Lanning Interview "Creating a Community-based Identity in Phoenix, AZ"	In this video excerpt, Dr. Koppell interviews Kimber Lanning of Local First Arizona (https://www.localfirstaz.com/). Ms. Lanning discusses her work to change the community-based identity in Phoenix and what the implications of her work have been for the greater Phoenix area.	
Watch – Interview "Jonathan Koppell and Congressman Ed Pastor Interview "Civic Engagement, Identity, and Mobilization"	In this video excerpt, Dr. Koppell interviews retired Congressman Ed Pastor. Congressman Pastor discusses identities and their role in mobilizing communities to effect social change.	
Watch - Interview Jonathan Koppell and Shirley Sagawa Interview "Social Capital, National Service, and Identity"	In this video excerpt, Dr. Koppell interviews Shirley Sagawa, CEO of Service Year Alliance (https://about.serviceyear.org). She discusses the role that social capital plays in service organizations and how the act of service contributes to identity.	

Watch – Interview Jonathan Koppell and John Bridgeland Interview "Creating a Shared Identity through National Service"	In this video excerpt, Dr. Koppell interviews John Bridgeland of Civic Enterprises (http://www.civicerprises.net/). Mr. Bridgeland discusses how national service contributes to a shared sense of American identity.	
ASSIGNMENTS	POINTS	DUE DATE
Discussion	5	9/25/2018
Quiz	4	9/25/2018
Civic Action ePortfolio: Group Mobilization and Identity	5	9/25/2018
MODULE 5: Pathways to Civic Engagement		
Lesson one: Association and Your Pathway to Civic Engagement	DESCRIPTION	
Lecture - Dr. Jonathan Koppell Lecture "Public Service Pathways"	In this video, Dr. Koppell discusses the public service pathways you can pursue in your civic action plan.	
Read – Shirley Sagawa, <i>The American Way to Change: How National Service and Volunteers Are Transforming America</i> - Chapter 9 "What You Can Do"	In Chapter 9 from <i>The American Way to Change: How National Service and Volunteers Are Transforming America</i> , Shirley Sagawa identifies specific steps that you can take to help find your calling for contributing to the public good through service.	
Read – John Bridgeland, <i>Heart of the Nation: Volunteering and America's Civic Spirit</i> - Chapter 6 "Finding Your Calling"	In Chapter 6 from <i>Heart of the Nation: Volunteering and America's Civic Spirit</i> , John Bridgeland discusses what people can do in their roles as citizens, in their jobs, or in the community to engage in service and change the nation.	
Watch - Jonathan Koppell and Shirley Sagawa Interview Bringing About Social Change through Civic Engagement	In this video excerpt, Dr. Koppell interviews Shirley Sagawa, CEO of Service Year Alliance (https://about.serviceyear.org). She provides valuable advice for identifying how you might work on the public problems that are important to you.	
Lesson two: Interviews with Public Figures: Public Service Pathways	DESCRIPTION	
Watch - Jonathan Koppell and John Bridgeland Interview "Public Service Employment Pathway"	In this video excerpt, Dr. Koppell interviews John Bridgeland of Civic Enterprises (http://www.civicerprises.net/). Mr. Bridgeland discusses his public service employment pathway and provides valuable career advice for those interested in mobilizing others to work on public problems.	
Watch - "Public Service Pathway: Public Service Employment", Jonny Yao, Director of Digital Strategies, First Focus	In this video, Jonny discusses how he combined his Bachelor's Degree and service experience to decide what type of work to do. As the Director of Digital Strategies, he shares stories and policy issues that affect children.	
Watch - Jonathan Koppell and Kimber Lanning Interview "Public Service Pathway: Private Sector/Entrepreneurship"	In this video excerpt, Dr. Koppell interviews Kimber Lanning of Local First Arizona (https://www.localfirstaz.com/). Ms. Lanning	

	discusses her career pathway in the private sector through social entrepreneurship.	
Watch - "Public Service Pathway: Social Entrepreneurship" Whitney Parnell, Founder & CEO, Service Never Sleeps	In this video, Whitney discusses her work as a social entrepreneur with the organization Service Never Sleeps.	
Watch - Jonathan Koppell and Congressman Ed Pastor Interview "Public Service Pathway: Political Engagement"	In this video excerpt, Dr. Koppell interviews retired Congressman Ed Pastor. Congressman Pastor discusses his public service pathway through political engagement.	
Watch - Public Service Pathway: Political Engagement, James Arwood, Regional Political Coordinator for the Arizona Democratic Legislative Campaign Committee	In this video, James Arwood discusses his pathway to political engagement.	
Watch - Jonathan Koppell and Shirley Sagawa Interview "Public Service Pathway: National Service"	In this video excerpt, Dr. Koppell interviews Shirley Sagawa, CEO of Service Year Alliance (https://about.serviceyear.org) and her public service pathway through national service.	
Watch- "Public Service Pathway: National Service", Taylor Mitchell, City Year	In this video, Taylor shares her service experience in her National Service program	
Watch - "Public Service Pathway: Higher Education", Breanna Carpenter	In this video, recent graduate Breanna Carpenter discusses why pursuing a Bachelor's degree was important to her civic engagement.	
Watch - "Public Service Pathway: Military Service", Timothy Rogers	In this video, Timothy Rogers discusses his service in the US Military and how it shaped his interests and civic engagement.	
ASSIGNMENTS	POINTS	DUE DATE
Discussion	5	10/02/2018
Quiz	4	10/02/2018
Civic Action ePortfolio: Public Service Pathway and Civic Action Plan	5	10/02/2018
Final Week/Module		
Please review assigned materials for entire course.	--	--
Civic Engagement, Identity, and Group Mobilization Paper	15	10/09/2018
Final Exam	10	10/09/2018

Pacing & Content Availability

This course is designed to encourage the absorption of content and interaction throughout the session. Though you can review content and read ahead, assignments will not be released until the week they are to be reviewed and discussed. To allow individuals to work ahead goes against the purpose of some course activities like discussions.

Course Policies

Communication

Look for the answer first. When questions arise during the course of this class, please remember to check these three sources for an answer **before** contacting your instructor:

Course Syllabus
Announcements in Online Course
The Q & A Forum/Hallway Conversations

Where to post your questions. If you cannot find an answer to your question, and it is a question of a *general nature* (such as clarification on an assignment, or where to find something in Blackboard, for example) please post your question to the Q & A Forum Discussion Board (DB). This DB can display your questions and answers for the benefit of all students. Students can answer each other's questions here, too. Your instructor will post answers on the Q & A Forum within **1 business day**.

For questions of a personal nature, email your instructor directly.

Allow between 24 and 48 hours for replies to direct instructor emails.

Course Modality

This is an online course. There are no face-to-face meetings. You can log into your course via MyASU or <https://my.asu.edu>.

Email

ASU email is an official means of communication among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

All instructor correspondence will be sent to your ASU email account.

Course Time Commitment

This three-credit course requires approximately 135 hours of work. In a 7.5 week course, please expect to spend around approximately **18 hours each week** preparing for and actively participating in this course.

Due Dates, Late, or Missed Assignments

Notify the instructor **BEFORE** an assignment is due if an urgent situation arises and the assignment will not be submitted on time. **Published assignment due dates (Arizona Mountain Standard time) are firm.**

Accommodations for Disaster, Military, Religious, and University Activities

Please follow the appropriate University policies to request an accommodation for religious practices, accommodation due to University-sanctioned activities, or accommodation for military activation of students.

Accommodations for those assisting in government declared disaster incidents will also be considered. The student should provide the course instructor (instructional team member) with an accommodation request accompanied by an explanation of the disaster-related deployment and anticipated timeline for any such deployment.

Drop and Add Dates/Withdrawals

This course adheres to a compressed schedule and may be part of a sequenced program, therefore, there is a limited timeline to drop or add the course. Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: Withdrawal from Classes, Medical/Compassionate Withdrawal, and a Grade of Incomplete.

Grade Appeals

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the [University Policy for Student Appeal Procedures on Grades](#).

Student Conduct and Academic Integrity

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>. Additionally, required behavior standards are listed in the [Student Code of Conduct and Student Disciplinary Procedures, Computer, Internet, and Electronic Communications policy](#), and outlined by the [Office of Student Rights & Responsibilities](#). Review this [tutorial on Academic Integrity](#). Anyone in violation of these policies is subject to sanctions.

[Students are entitled to receive instruction free from interference](#) by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per [Instructor Withdrawal of a Student for Disruptive Classroom Behavior](#).

Appropriate online behavior (also known as *netiquette*) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use fact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

The Office of Student Rights and Responsibilities accepts [incident reports](#) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, your instructors are obligated to report any information they become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.

Citation Style

Students are required to use the citation style and format of the American Psychological Association (APA). Review the [APA Referencing and Citation Guide](#) or the [APA Citation Style tutorial](#).

Plagiarism

Plagiarism is considered unethical academic conduct and is a violation of the ASU's academic integrity policy. Plagiarism can occur unintentionally. However, this is not an excuse. It's important to familiarize yourself with plagiarism. Review this [tutorial on Plagiarism Awareness](#) and this [reference on Avoiding Plagiarism](#).

The reuse or revision of your prior original work (e.g. work from another class or work from several years ago), will constitute academic dishonesty due to the fact it is not an original work prepared in good faith and satisfaction of the requirements of this course. This is known as self-plagiarism. Contact your instructor for written approval if you are seeking an exception for unique cases.

Copyright

Students must refrain from uploading to any course shell, discussion board, or website used by the instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on grounds of suspected copyright infringement.

All course content, including lectures, are copyrighted materials. Students may not share outside the class, upload, sell, or distribute course content.

Prohibition of Commercial Note Taking Services

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act as amended (ADAAA) of 2008, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

[Qualified students with disabilities may be eligible to receive academic support services and accommodations.](#) Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are [responsible for requesting accommodations and providing qualifying documentation](#) to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Qualified students who wish to request an accommodation for a disability should contact the DRC by going to <https://eoss.asu.edu/drc>, calling (480) 965-1234 or emailing DRC@asu.edu. To speak with a specific office, please use the following information:

ASU Online and Downtown Phoenix Campus University Center Building, Suite 160 602-496-4321 (Voice)	Polytechnic Campus 480-727-1165 (Voice)
West Campus University Center Building (UCB), Room 130 602-543-8145 (Voice)	Tempe Campus 480-965-1234 (Voice)

Technical Support

This course uses Blackboard to deliver content. It can be accessed through MyASU at <http://my.asu.edu> or the Blackboard home page at <https://myasucourses.asu.edu>.

To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>.

To contact the help desk call toll-free at 1-855-278-5080.

Student Success

Tip for Success

- Check the course **daily**, to stay in touch with the material and activities
- **Read announcements!** This is the only way your instructor can update you on course information.
- Create a **personal organization system** to keep track of due dates specified.
- **Communicate regularly** with your instructor and peers.
- **Create a study and/or assignment schedule** to stay on track. This is an online course, and you must be self-motivated to stay on track.
- Set aside **regular times** in which you can do your classwork with minimal interruptions or distractions. Avoid multi-tasking while studying.
- **Copy and paste discussion board posts into a text document** on your personal computer before submitting them. Technical glitches, while rare, do happen, and this can prevent lost work.
- Learn about and use the student resources available to you! You can get free assistance from the [ASU Library](#), [IT Support](#), the [Writing Center](#), and more.
- For additional information, tips, and resources, visit the resources for students learning online at <https://currentstudent.asuonline.asu.edu/>

University Academic Success Programs

ASU offers a number of resources to create the best opportunities for success. You are encouraged to take advantage of the resources offered by the [University Academic Success Programs](#). Programs offered including tutoring, writing support, supplemental instruction, academic skills, graduate academic support, and more. Visit the academic success programs website at <https://tutoring.asu.edu/>.

Writing Center and Support

Students are encouraged to access the writing center for free assistance with their papers. ASU Writing Centers offer a dynamic, supportive learning environment for undergraduate and graduate students at any stage of the writing process. Free online writing tutoring is available at <https://tutoring.asu.edu/online-tutoring>. In addition, a number of writing tutorials on anything from [APA citations](#), to [investigating your topic](#), [rhetorical analysis](#), the [Purdue Online Writing Lab](#), and much more can be found at <https://tutoring.asu.edu/student-resources/academic-resources>.

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MEMORANDUM OF UNDERSTANDING

This MEMORANDUM OF UNDERSTANDING ("MOU") is made and entered into this 5th day of June, 2017 ("Effective Date") by and between Service Year Alliance ("SYA") and The Arizona Board of Regents on behalf of Arizona State University ("ASU").

Overview

SYA, a Washington, DC, based non-profit organization, and ASU, a Phoenix, Arizona, based higher education institution, seek a collaboration that results in the creation of an online Course on the history of the service year movement in America (the "Course"), to engage the following audiences as learners: current SYA members, prospective SYA members, SYA alums, and the general public interested in this topic (collectively, "Learners").

Course Objectives

The parties intend the Course to foster:

- Learners to understand the history of the service year movement in the United States.
- Learners to understand the role of history of citizenship/civic engagement in the United states.
- Learners to understand the role of civil society and the intersection between sectors.
- Learners to understand the connection between individual service and the larger service movement.

Term and Termination

This MOU will begin on the Effective Date and will continue for a period of four (4) years (the "Term"). Obligations under this MOU that are reasonably intended to remain in effect shall survive termination.

Either party may terminate this MOU for material breach of the other party, providing that the non-breaching party is provided notice and thirty (30) days to cure the alleged breach.

Partner Responsibilities

Arizona State University

- Designing the Course, including: syllabus creation; recording class video segments;
- assessment design; and loading it into the ASU selected learning management system.
- Making a good faith effort to secure appropriate accreditation so that a credit bearing version of the Course can be offered.
- Hosting the Course on ASU's learning management system.
- Making the Course available online for a minimum of (3) three years.

- For the badge version of the Course: Issuing digital badges for satisfactory completion of the Course (or potentially for various segments of the Course if a multiple badge design is pursued).
- For the credit version of the Course (if approved): Issuing academic credit for satisfactory completion of the Course.

Service Year Alliance

- Collaborate on Course creation, including: making staff available for an in-person kick off design day in Phoenix; regular Course development check-ins; and additional consultation as needed.
- Working with their Board of Directors and Leadership Council to secure relevant VIP speakers for the Course; ideally making them available during one multi-day recording session in Washington, DC, to increase efficiency of Course production costs.
- Developing partnerships with service year programs to promote the Course to their service year members. Promoting the Course directly to current and prospective corps members via its Service Year Exchange (serviceyear.org) technology platform.
- Consider the Course as a foundational component for the service year program staff credential they intend to create in the next few years.

Governance

As collaborators in the Course, SYA and ASU will seek to come to mutually agreeable decisions in designing the Course. If a mutually agreeable decision is not possible after good faith efforts from both sides, ASU has the final say as the producer and host of the Course, as long as its decision is in alignment with the high-level framework outlined in this MOU.

Intellectual Property

For purposes of this MOU, "Intellectual Property" means any and all inventions, designs, original works of authorship, formulas, processes, compositions, programs, databases; data, technologies, discoveries, ideas, writings, improvements, procedures, techniques, know-how, and all patent, trademark, service mark, trade secret, copyright and other intellectual property rights, goodwill and derivative works relating to the foregoing.

Background Intellectual Property. Intellectual Property owned by ASU or SYA that was created, invented, first reduced to practice or writing, or first fixed in a tangible medium of expression by the Party prior to the Effective Date or arising outside the scope of this MOU will continue to be owned by the applicable Party. Except as provided herein, neither Party transfers, by operation of this MOU, to the other Party any right in or license to any Intellectual Property.

ASU-Owned Intellectual Property. ASU owns and will continue to own any and all right, title and interest in and to any and all Intellectual Property developed, created, or invented solely by ASU in its performance under this MOU, and ASU will have the exclusive right to patent, copyright, publish, distribute, disclose, use or disseminate in whole or in part any such Intellectual Property, unless otherwise set forth herein.

As the creator of the Course, ASU owns the Intellectual Property rights to the materials it produces for the Course, as well as the Course. SYA retains the copyrights to any original materials it creates and contributes and are included in the Course. SYA hereby grants to ASU a perpetual, royalty free, non-exclusive license to SYA's interest in the original materials it

contributes to the creation or development of the Course, for use throughout the university in all media now known or hereafter developed. ASU will share the raw video footage of Course speakers secured by SYA with SYA, and hereby grants SYA the non-exclusive right to use clips from the videos to create derivative works for the purposes of promoting the Course to service year programs; recruiting prospective corps members; and efforts to promote awareness of service years; each subject to SYA receiving a performer release from each Course speaker permitting use of the speaker's name, image, likeness, voice, and audio recordings prior to such useage.

Branding

The Course will be branded as an Arizona State University Course developed in collaboration with Service Year Alliance. SYA will not do any of the following, without, in each case, prior written consent: (i) use any names, service marks, trademarks, trade names, logos, or other identifying names, domain names, or identifying marks of ASU ("ASU Marks"), for any reason including online, advertising, or promotional purposes; (ii) issue a press release or public statement regarding the MOU; or (iii) represent or imply any ASU endorsement or support of any product or service in any public or private communication. Any permitted use of any ASU Marks must comply with ASU's requirements, including using the ® indication of a registered trademark where applicable.

Course Accessibility

ASU will make the Course available online for a period of at least (3) three years. There will be a free version of the Course that results in a digital badge or badges. ASU will make a good faith effort to pursue faculty accreditation so that a paid, credit-bearing version of the Course may additionally be offered.

Financial Arrangement

SYA will pay ASU \$50,000 within fourteen (14) days from the Effective Date to enable the development of the Course. ASU may recover its additional costs and overhead in Course development and administration through the collection of 100% of the tuition and/or fees related to a paid, credit-bearing version of the Course, in perpetuity.

Proposed Project Timeline

Production schedule subject to change as determined by the parties following the completion of discovery.

June 2017	SYA pays ASU \$50,000 to enable course development.
Summer 2017	Service Year Alliance team travels to ASU for a design day with the ASU team.
Fall 2017	Course development, filming in DC, and partnerships with corps developed.
December 2018	Final course review
January 2018	Course launch
January 2021	Minimum course availability reached

Modification

This agreement may be modified with the consent of both parties at any time.

Notices

All notices, requests, demands and other communications hereunder will be given in writing and will be: (a) personally delivered; (b) sent via email or other electronic means; or (c) sent to the Parties at their respective addresses indicated herein by registered or certified U.S. mail, return receipt requested and postage prepaid, or by commercial overnight courier service. The respective addresses to be used for all such notices, demands or requests are as follows:

If to SYA:
Service Year Alliance
1400 Eye St. NW
Suite 900
Washington, DC 20005
Attn: Jennifer Matson, Managing Director
of Operations
Email: jmatson@serviceyear.org

If to ASU:
Arizona State University
Office of the University Provost
P.O. Box 877805
Tempe, Arizona 85287-7805
Attn: Mark Searle, Provost
Email: mark.searle@asu.edu

If personally delivered, such communication will be deemed delivered upon actual receipt; if sent by electronic transmission, such communication will be deemed delivered the next business day after transmission, and sender will bear the burden of proof of delivery; if sent by overnight courier, such communication will be deemed delivered upon receipt as evidenced in writing; and if sent by U.S. mail, such communication will be deemed delivered as of the date of delivery indicated on the receipt issued by the relevant postal service. A Party may change its address for notice and the address to which copies must be sent by giving notice thereof in accordance with this Section.

Relationship of the Parties

Each Party is an independent contractor and is independent of the other Party. Under no circumstances will any employees of one Party be deemed the employees of the other Party for any purpose. This MOU does not create a partnership, joint venture or agency relationship between the Parties of any kind or nature.

Force Majeure

(No liability will result from the delay in performance or nonperformance caused by force majeure or circumstances beyond the reasonable control of the Party affected, including, but not limited to, acts of God, fire, flood, substantial snowstorm, war, terrorism, embargo, any United States or foreign government regulation, direction or request, accident, strike or other labor dispute or labor trouble, or any failure or delay of any transportation, power or communications system or any other or similar cause beyond that Party's reasonable control.

The Party which is so prevented from performing will give prompt notice to the other Party of the occurrence of such event of force majeure, the expected duration of such condition and the steps which it is taking to correct such condition. This MOU may be terminated by either Party by written notice upon the occurrence of such event of force majeure which results in a delay of performance hereunder exceeding thirty (30) days.

Insurance

Each party will carry liability insurance that is normal and customary for the types of activities contemplated for the Program and workers compensation insurance as required by applicable statute.

Nondiscrimination

The Parties agree to comply with all applicable state and federal laws, rules, regulations and executive orders governing equal employment opportunity, immigration and nondiscrimination, including the Americans with Disabilities Act.

Conflict of Interest

In accordance with A.R.S. § 38 511, ASU may cancel this MOU within three years after the execution of this MOU, without penalty or further obligation, if any person significantly involved in initiating, negotiating, securing, drafting, or creating this MOU on behalf of ASU, at any time while this MOU or any extension thereof is in effect, is an employee or agent of any other party to this MOU in any capacity or a consultant to any other party with respect to the subject matter of this MOU.

Dispute Resolution; Arbitration in Superior Court

In the event of any dispute, claim, question, or disagreement arising from or relating to this MOU or the breach, termination or validity thereof, the Parties will first attempt to resolve the matter over a period of at least thirty (30) days before resorting to formal dispute resolution, except that equitable remedies may be sought immediately. To this effect, they will consult and negotiate with each other in good faith and, recognizing their mutual interests, attempt to reach a just and equitable solution satisfactory to both Parties. In the event of litigation, as required by A.R.S. § 12 1518, the parties agree to make use of arbitration in all contracts that are subject to mandatory arbitration pursuant to rules adopted under A.R.S. § 12-133.

Failure of Legislature to appropriate

In accordance with A.R.S. § 35-154, if ASU's performance under this MOU depends on the appropriation of funds by the Arizona Legislature, and if the Legislature fails to appropriate the funds necessary for performance, then ASU may provide written notice of this to SYA and cancel this MOU without further obligation of ASU. Appropriation is a legislative act and is beyond the control of ASU.

Indemnification

SYA will indemnify, defend, save and hold harmless the State of Arizona, its departments, agencies, boards, commissions, universities, and its and their officials, agents and employees (collectively, "Indemnitee") for, from, and against any and all claims, actions, liabilities, damages, losses, or expenses (including court costs, attorneys' fees, and costs of claim processing, investigation, and litigation) for bodily injury or personal injury (including death), or loss or damage to tangible or intangible property to the extent caused, or alleged to be caused, by (i) the negligence, acts or omissions of SYA, or any of its owners, officers, directors, members, managers, agents, employees, contractors or subcontractors; (ii) a breach of the Contract; or (iii) failure to comply with any applicable law. SYA will be responsible for primary loss investigation, defense and judgment costs where this indemnification is applicable.

Governing Law

This MOU will be governed by the laws of the State of Arizona without regard to any conflicts of laws principles. Any proceeding arising out of or relating to the Contract will be conducted in Maricopa County, Arizona. Each party consents to such jurisdiction, and waives any objection it may now or hereafter have to venue or to convenience of forum.

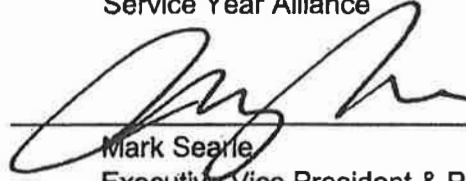
Signatures and Counterparts

The undersigned representatives of Service Year Alliance and Arizona State University have executed this memorandum of understanding on the dates set forth opposite their respective signatures below. Such execution may be in counterparts, including via electronic communication.

Dated: June 6, 2017


Mackenzie Moritz
Chief Partnerships Officer
Service Year Alliance

Dated: June 6, 2017


Mark Searle
Executive Vice President & Provost
Arizona State University

Dated: June 6, 2017


Shirley Sagawa
President & CEO
Service Year Alliance