

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 Solutions	Department/School	College-level
Prefix: CPP	Number: 112	Title: National Service and American Democracy [undergoing title change to Identity, 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. Students will examine cultural identity through current and historical movements based on diversity of race, sex, gender, and religion to name a few, as contributors to the rich history of civic engagement in American democracy. This knowledge will help students understand the contribution of diverse communities to social, civic, and political engagement. Understanding how to participate in civic society through identity-based associations culminates in the creation of an action plan through service to contribute to the ongoing mission of sustaining a vibrant, healthy, and unifying American democracy.

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

Is this a shared course? No Yes 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 Yes

If **yes**, each topic requires **an individual submission**, separate from other topics.

Requested designation: Social-Behavioral Sciences (SB) **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 2020 Effective Date: October 10, 2019

For Spring 2021 Effective Date: March 5, 2020

Area 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. 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.

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 Jonathan Koppell, Dean E-mail koppell@asu.edu Phone 602-496-1114

Department Chair/Director approval: *(Required)*

Chair/Director name (Typed): Cynthia Lietz, Vice Dean Date: 9/26/2019

Chair/Director (Signature): _____

Arizona State University Criteria Checklist for
SOCIAL-BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

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

ASU--[SB] CRITERIA					
A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.					
YES	NO		Identify Documentation Submitted		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	Course description and course syllabus		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY </td> <td style="width: 50%; vertical-align: top; text-align: center;"> History, Sociology, Political Science </td> </tr> </table>	<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	History, Sociology, Political Science	Course description and course syllabus
<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	History, Sociology, Political Science				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).	Course description and course syllabus		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	Course description and course syllabus		
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:			
		• Courses with primarily arts, humanities, literary or philosophical content.			
		• Courses with primarily natural or physical science content.			
		• Courses with predominantly applied orientation for professional skills or training purposes.			
		• Courses emphasizing primarily oral, quantitative, or written skills.			

Course Prefix	Number	Title	General Studies Designation
CPP	112	National Service and American Democracy [undergoing title change to Identity, Service, and American Democracy	Social-Behavioral Sciences core Courses (SB)

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 checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1. (Course is designed to advance basic understanding and knowledge about human interactions)	<p>Course materials (readings, lectures, interviews, and online activities) introduce concepts regarding the impact of groups as examples of social engagement and associations with society and political engagement for social change.</p> <p>Examination of American Democracy, government, federalism, the distinct role of associations in social, civic, and political engagement and a thorough presentation of culture in society.</p> <p>Civic engagement and why it matters in the United States including factors influence civic engagement and people's willingness to take action such as social capital and the collective value of social networks formed out of concern for the collective good and a willingness to help others to find solutions to problems. Civic engagement can increase the power of ordinary people to influence government actions.</p> <p>The impact of identity and culture in US society and Democracy. The importance of identity including gender, race, ethnicity, jobs, where you live, and constructed identity for political, civil discourse and social engagement.</p>	<p>See Syllabus pp. 1-2: Course Catalog Description, Course Overview, and Learning Outcomes.</p> <p>See Syllabus pp. 13, 14, 18. Lectures, "The Distinctiveness of American Democracy" and "Association and Social Capital". Readings, American Government- Chapter One "American Government and Civic Engagement", Introduction and Section 1.1 "What is Government?" and "American Federalism".</p> <p>See Syllabus p. 14. Reading - American Government- Chapter One "American Government and Civic Engagement", Section 1.3 "Engagement in Democracy". p. 18. Lecture, "Federalism and Civic Engagement".</p> <p>See Syllabus p. 13. Readings, "Introduction to Culture", "What is Culture", "Elements of Culture, Pop Culture, Subculture, and Cultural Change", and "Theoretical Perspectives on Culture". Lecture, "The Distinctiveness of American Democracy".</p>

	<p>Presentation of the positive and negative aspects of group identification.</p> <p>The History of American Diversity</p> <p>Lecture discussing the elements of culture and identity and how identity can be can build upon shared experiences.</p> <p>Lecture explaining the connections between identities, mobilization, and collective action and social movements.</p> <p>Lecture on how in American politics, in the history of public service, people mobilized based on identity including gender, race, ethnicity, jobs, where you live, or a constructed identity.</p> <p>The differences in identity between the seven (7) generations presented based on world events and cultural, social, political, sexual, demographic, and technological behavior that has changed over the course of the last 125 years in the United States.</p> <p>Civil rights, Equal rights, Voting rights.</p> <p>The importance of service and the opportunity to pursue service through any of the six presented pathways.</p>	<p>See Syllabus p. 28. Lecture, "Overcoming the Identity Divide" p. 16. Video, "'What does 'Make America Great Again' Mean? It's Time We Had This Debate.'"</p> <p>See Syllabus p. 13. Video, "The History of American Diversity"</p> <p>See Syllabus p. 28 Lecture, "Constructing Identity"</p> <p>See Syllabus p. 14. Lecture, "Association and Social Capital"</p> <p>See Syllabus p. 14. Lecture, "Association and Social Capital"</p> <p>See Syllabus p. 15. Video – Generations Throughout History</p> <p>See Syllabus p. 16, 18. Reading, "The Voting Rights Act (1965)", "Introduction to Federal Voting Rights Laws", "The Voting Rights Act of 1965", "The History of Federal Voting Rights Laws: The Voting Rights Act of 1965", and "Give Us the Ballot", "Civil Rights", Section 5.3 "The Fight for the Equal Rights Amendment", "The African American Struggle for Equality", "Religion and Politics in the Sixties: The Churches and the Civil Rights Act of 1964"</p> <p>See Syllabus p. 22, 25. Lecture - Dr. Jonathan Koppell Lecture "The Role of Service Organizations in American Democracy", "The National Service Movement". pp. 31-43 Interviews with Public Figures: Public Service Pathways. ePortfolio Assignment #5, Final Paper.</p>
--	--	---

	<p>Discussion and ePortfolio assignments promote the reflection and application of contemporary local application of these foundational approaches with service.</p> <p>Examples and case studies promote the application of historical and current movements of civic, social, and political engagement. These include:</p> <p>Video on the diversity of American demographics and the lack of diverse representation in American Government.</p> <p>Early immigrants to the US experienced racism and structural discrimination. This reading share the experiences of Chinese Americans in the US and Hispanic Americans.</p> <p>The changing cultural experience of Chinese Americans.</p> <p>The cultural and religious identity of Christian women contributing to social and political action including the Fight for Women's Rights, the Do-Everything Policy, and Voting Rights for Women.</p> <p>Cultural, social, demographic, sexual, technical, and political components of current generational differences in the US</p> <p>#MeToo Movement: African American Women, Women experiencing sexual violence</p> <p>Women's identity and the role of women in the fight for the Equal Rights Amendment.</p> <p>American values are shared cultural values of beliefs in equality and equal rights for people of all cultures and</p>	<p>See Syllabus Modules for discussion questions and ePortfolio assignments pp. 6-11.</p> <p>See Syllabus p. 13. Video, "The History of American Diversity"</p> <p>See Syllabus p. 14. Reading, "The Impact of Expansion on Chinese Immigrants and Hispanic Citizens"</p> <p>See Syllabus p. 14. Reading, "Roots and Changing Identity of the Chinese in the United States"</p> <p>See Syllabus pp. 15-16. Reading, "Civil Rights", "The Fight for Women's Rights". Video, "The Women of Prohibition".</p> <p>See Syllabus p. 15. Video, "Generations Throughout History"</p> <p>See Syllabus pp. 15-16 .Video, "Tarana Burke, Founder of #MeToo Movement", Read, "Time Person of the Year: The Silence Breakers".</p> <p>See Syllabus p. 16. Reading, "The Fight for the Equal Rights Amendment".</p> <p>See Syllabus p. 16. Video, "What does 'Make American Great Again' Mean? It's Time We Had This Debate".</p> <p>See Syllabus p. 16. Discussion Forum Questions.</p>
--	--	---

	<p>backgrounds.</p> <p>Reflection and application of the impact of women and the role of religion, culture, and shared experience bringing women together to solve societal problems. Discussion questions provide the opportunity for students to acquire new knowledge and reflect on its applicability in today's society.</p> <p>Reflection and application of culture and identity on students' personal identity including: race, ethnicity, religion, language, sexual identity, biological characteristics, age, disability status, veteran's status, income, family, education, politics, etc. and "communities" based on identity and social capital networks through reflection, research, analysis, and writing.</p> <p>Mexican Americans in Arizona, experiences of ethnic and cultural heritage, racism and immigration, and shared culture of mobilization.</p> <p>LGBTQ, Queer Culture, the Defense of Marriage Act, and political participation of LGBTQ people based on sexual identity and queer culture.</p> <p>Reflection and application of gay rights in the US, the changing cultural norms regarding gay marriage influencing the Supreme Court legalizing gay marriage and the similarities/differences of civil rights for African Americans and LGBTQ people. Discussion questions provide the opportunity for students to acquire new knowledge and reflect on its applicability in today's society.</p>	<p>See Syllabus pp. 7-9, 11. ePortfolio Assignment #1- About Me. ePortfolio Assignment #2- My Identity and Communities. ePortfolio Assignment #3-My Community, My Social Capital Networks, and Civic Engagement. ePortfolio Assignment #4-Group Mobilization and My Identity. Final paper: Civic Engagement, Identity, and Group Mobilization.</p> <p>See Syllabus p. 18. Interview, "Political Engagement with Congressman Ed Pastor" and Read, "American Federalism" sections including the discussion of Arizona's Senate Bill 1070 and current immigration policy.</p> <p>See Syllabus pp. 18-19. Reading, "American Federalism" sections that include a discussion of gay rights and the Defense of Marriage Act and Reading, "Political Participation of LGBT Americans".</p> <p>See Syllabus pp. 19-20. Discussion Forum Questions.</p>
--	---	--

	<p>African Americans racial discrimination including: voting rights, Black Lives Matter, Ferguson and Michael Brown, the Klu Klux Klan. The role of religion, race, and ethnicity for Black Churches for participation in the voting political movement.</p> <p>Reflection and application of racial identity for restricting rights of African Americans and by Martin Luther King, Jr. in invoking racial, ethnic, and religious backgrounds to advance civil rights and the role of shared identity in the Black Lives Matter movement. Discussion questions provide the opportunity for students to acquire new knowledge and and reflect on its applicability in today's society.</p> <p>The use of voter registration laws currently to influence election results based on gender, race, age, and literacy levels.</p> <p>The cultural and shared identity of teachers and school personnel in the teachers' strike movement.</p> <p>Shared identity of Phoenicians and Arizonans in creating a civic community based on shared values and norms. Ms. Lanning discusses her work to change the community- based identity in Phoenix and what the implications of her work have been in building a more diverse and inclusive Arizona economy.</p>	<p>See Syllabus pp. 18-19, 24, 27. Reading, "The Voting Rights Act of 1965", "The History of Federal Voting Rights Laws" and "Give Us the Ballot", "The African American Struggle for Equality", "Religion and Politics in the Sixties: The Churches and the Civil Rights Act of 1964". Reading, "Black Lives Matter". Reading, "Chapter 10 in American Government" pertaining to the cultural, social, and political movement following events in Ferguson, MO and the fatal shooting of Michael Brown and others.</p> <p>See Syllabus pp. 18-19 Discussion Forum Questions.</p> <p>See Syllabus p. 19. Readings, "Voting an Elections" and "Voter Registration, Voter Turn Out".</p> <p>See Syllabus p. 20. Video, "What's Different About this Wave of Teacher Strikes", "Red for Ed Demands of governor, Legislature". Reading, "The NY Times, 'Teacher Walkouts: What to Know and to Expect'".</p> <p>See Syllabus pp. 20, 28. Video Interview with Kimber Lanning, "Local Business and Political Engagement". Video interview "Jonathan Koppell and Kimber Lanning Interview "Creating a Community-based Identity in Phoenix, AZ".</p>
--	--	--

	<p>Native American Culture/Arizona, Yaqui culture in a nonprofit organization includes both political and social engagement and social services with and for Native Americans in the Valley and the use of religious and cultural traditions, practices, perceptions of health and healing, and a wholistic health model including spirituality as foundational in service.</p> <p>Jewish culture and the role of religion and shared identity in social service provision in the greater Phoenix area.</p> <p>Disabled American Veterans, Veteran culture and Disabled persons culture in social engagement.</p> <p>Reflection and application of the themes of identity and culture with both Veterans and the Disability communities. Discussion questions provide the opportunity for students to acquire new knowledge and reflect on its applicability in today's society.</p> <p>The role of "ethnic, religions, social, business, labor union, neighborhood, regional and other organizations" in a call to service based on cultural diversity and identity by President George H. W. Bush in 1989.</p>	<p>See Syllabus pp. 21, 25, 28. Video Interviews with Dede Divine, "Political Engagement through Social Engagement". Video interview, "Serving the Community through Social Engagement". Video interview, "Fostering Community Identity through Social Service Provision".</p> <p>See Syllabus p. 22-24. Lecture, "Models of Social Engagement", "The Role of Service Organizations in American Democracy". Video, "JFCS-75 Years: Helping and Healing". Reading, "JFCS - 75 Years: Helping and Healing: The History of Jewish Family and Children's Service".</p> <p>See Syllabus pp. 22, 24. Lecture, "Models of Social Engagement", "The Role of Service Organizations in American Democracy". Video, "Keeping the Promise". Reading, "Defining Veteran Identity in the Age of Forever Wars", "Wars and Scars: A History of the Disabled American Veterans", and "Thinking About Disability Identity: Major Themes of Disability Identity are Explored".</p> <p>See Syllabus p. 25. Discussion Forum Questions.</p> <p>See Syllabus p. 23. Readings, "Excerpt from Presidential Candidate George H.W. Bush's Address Accepting the Presidential Nomination at the Republican National Convention in New Orleans", and "Excerpt from Presidential Candidate George H.W. Bush's Address Accepting the Presidential Nomination at the Republican National Convention in New</p>
--	--	---

	<p>Religious minorities and civil rights.</p> <p>Reflection and application of the role of religion and culture in social services in Phoenix. Discussion questions provide the opportunity for students to acquire new knowledge and reflect on its applicability in today's society.</p> <p>Mexican Americans and Hispanic Americans: immigrants, United Farm Workers, SB1070 and immigration, Alianza Hispanoamericana movements in the US based on issues or race and ethnicity and culture.</p> <p>The coming together of two racial/ethnic minorities to improve the lives of farm workers and the creation of the United Farm Workers of American. Hispanic and Filipino farm workers and leaders were able to put aside cultural and ethnic differences to form one organization that represented their identity as poorly treated farm workers who were worthy of civil rights and healthy working conditions. A second example includes the United Farm Workers of American union creating a community services organization to support Chicano culture and fight against racism of African Americans.</p> <p>Reflection and application of concepts of role identity in the work of the United Farm Workers Union. Discussion questions provide the opportunity for students to acquire new knowledge and reflect on its applicability in today's society.</p> <p>Gun culture and the shared identity of the NRA and gun control advocates in mobilizing around this identity.</p>	<p>Orleans”.</p> <p>See Syllabus p. 24. Readings, "Equal Protection for Other Groups" and "The Rights of Religious Minorities".</p> <p>See Syllabus p. 24. Discussion Forum Questions.</p> <p>See Syllabus p. 27- 28. Video, "The Farm Worker Movement: Pride and Prejudice". Reading, "Transcript "Talk by Cesar Chavez with Joan Paulus, Jan. 3, 1970". Video interview, "Jonathan Koppell and Congressman Ed Pastor Interview "Civic Engagement, Identity, and Mobilization". Reading, ""Equal Protection for Other Groups", "Hispanic/Latino Civil Rights".</p> <p>See Syllabus p. 27-28. Reading, ""The Union Within the Union: Filipinos, Mexicans, and the Racial Integration of the Farm Worker Movement". Reading, Transcript "Talk by Cesar Chavez with Joan Paulus, Jan. 3, 1970". Lecture, "Constructing Identity".</p> <p>See Syllabus p. 28. Discussion Forum Questions.</p> <p>See Syllabus p. 29. Reading, "New York Times "The True Source of the N.R.A.'s Clout: Mobilization, Not Donations". Review "March for Our Lives and Read - NBC News 'Parkland</p>
--	---	--

		Students Inspire, Learn from Older Gun-Control Advocates".
<p>2. (Course content emphasizes the study of social behavior such as that found in History, Sociology, Political Science)</p>	<p>Course materials (readings, lectures, interviews, and online activities) introduce concepts regarding the history of social, civic, and political movements in American Democracy, sociological behavior of groups and associations, and examples of social engagement and associations with society and political engagement for social change.</p> <p>Examination of American Democracy, government, federalism, the distinct role of associations in social, civic, and political engagement and a thorough presentation of culture in society.</p> <p>Civic engagement and why it matters in the United States including factors influence civic engagement and people's willingness to take action such as social capital and the collective value of social networks formed out of concern for the collective good and a willingness to help others to find solutions to problems. Civic engagement can increase the power of ordinary people to influence government actions.</p> <p>The impact of identity and culture in US society and Democracy. The importance of identity including gender, race, ethnicity, jobs, where you live, and constructed identity for political, civil discourse and social engagement.</p> <p>Presentation of the positive and negative aspects of group identification.</p> <p>The History of American Diversity Lecture discussing the elements of</p>	<p>See Syllabus pp. 1-2: Course Catalog Description, Course Overview, and Learning Outcomes.</p> <p>See Syllabus pp. 13, 14, 18. Lectures, "The Distinctiveness of American Democracy" and "Association and Social Capital". Readings, American Government- Chapter One "American Government and Civic Engagement", "What is Government?" and "American Federalism".</p> <p>See Syllabus p. 14. Reading - American Government- Chapter One "American Government and Civic Engagement", Section 1.3 "Engagement in Democracy". p. 18. Lecture, "Federalism and Civic Engagement".</p> <p>See Syllabus p. 13. Readings, "Introduction to Culture", "What is Culture", "Elements of Culture, Pop Culture, Subculture, and Cultural Change", and "Theoretical Perspectives on Culture". Lecture, "The Distinctiveness of American Democracy".</p> <p>See Syllabus p. 28. Lecture, "Overcoming the Identity Divide" p. 16. Video, "What does 'Make America Great Again' Mean? It's Time We Had This Debate."</p> <p>See Syllabus p. 13. Video, "The History of American Diversity" See Syllabus p. 28 Lecture, "Constructing</p>

	<p>culture and identity and how identity can be can build upon shared experiences.</p> <p>Lecture explaining the connections between identities, mobilization, and collective action and social movements.</p> <p>Lecture on how in American politics, in the history of public service, people mobilized based on identity including gender, race, ethnicity, jobs, where you live, or a constructed identity.</p> <p>The differences in identity between the seven (7) generations presented based on world events and cultural, social, political, sexual, demographic, and technological behavior that has changed over the course of the last 125 years in the United States.</p> <p>Civil rights, Equal rights, Voting rights.</p> <p>The importance of service and the opportunity to pursue service through any of the six presented pathways.</p> <p>Discussion and ePortfolio assignments promote the reflection and application of contemporary local application of these foundational approaches with service.</p> <p>Examples and case studies promote the application of historical and current</p>	<p>Identity"</p> <p>See Syllabus p. 14. Lecture, "Association and Social Capital"</p> <p>See Syllabus p. 14. Lecture, "Association and Social Capital"</p> <p>See Syllabus p. 15. Video – Generations Throughout History</p> <p>See Syllabus p. 16, 18. Reading, “The Voting Rights Act (1965)”, “Introduction to Federal Voting Rights Laws”, “The Voting Rights Act of 1965”, “The History of Federal Voting Rights Laws: The Voting Rights Act of 1965”, and "Give Us the Ballot", "Civil Rights", Section 5.3 “The Fight for the Equal Rights Amendment”, "The African American Struggle for Equality", “Religion and Politics in the Sixties: The Churches and the Civil Rights Act of 1964”</p> <p>See Syllabus p. 22, 25. Lecture - Dr. Jonathan Koppell Lecture "The Role of Service Organizations in American Democracy", "The National Service Movement". pp. 31-43 Interviews with Public Figures: Public Service Pathways. ePortfolio Assignment #5, Final Paper.</p> <p>See Syllabus Modules for discussion questions and ePortfolio assignments pp. 6-11.</p>
--	--	---

	<p>movements of civic, social, and political engagement. These include:</p> <p>Video on the diversity of American demographics and the lack of diverse representation in American Government.</p> <p>Early immigrants to the US experienced racism and structural discrimination. This reading share the experiences of Chinese Americans in the US and Hispanic Americans.</p> <p>The changing cultural experience of Chinese Americans.</p> <p>The cultural and religious identity of Christian women contributing to social and political action including the Fight for Women's Rights, the Do-Everything Policy, and Voting Rights for Women.</p> <p>Cultural, social, demographic, sexual, technical, and political components of current generational differences in the US</p> <p>#MeToo Movement: African American Women, Women experiencing sexual violence</p> <p>Women's identity and the role of women in the fight for the Equal Rights Amendment.</p> <p>American values are shared cultural values of beliefs in equality and equal rights for people of all cultures and backgrounds.</p> <p>Reflection and application of the impact of women and the role of religion, culture, and shared experience bringing women together to solve societal problems. Discussion questions provide the opportunity for students to acquire new knowledge and reflect on its applicability in today's society.</p>	<p>See Syllabus p. 13. Video, "The History of American Diversity"</p> <p>See Syllabus p. 14. Reading, "The Impact of Expansion on Chinese Immigrants and Hispanic Citizens"</p> <p>See Syllabus p. 14. Reading, "Roots and Changing Identity of the Chinese in the United States"</p> <p>See Syllabus pp. 15-16. Reading, "Civil Rights", "The Fight for Women's Rights". Video, "The Women of Prohibition".</p> <p>See Syllabus p. 15. Video, "Generations Throughout History"</p> <p>See Syllabus pp. 15-16 .Video, "Tarana Burke, Founder of #MeToo Movement", Read, "Time Person of the Year: The Silence Breakers".</p> <p>See Syllabus p. 16. Reading, "The Fight for the Equal Rights Amendment".</p> <p>See Syllabus p. 16. Video, "What does 'Make American Great Again' Mean? It's Time We Had This Debate".</p> <p>See Syllabus p. 16. Discussion Forum Questions.</p>
--	--	---

	<p>Reflection and application of culture and identity on students' personal identity including: race, ethnicity, religion, language, sexual identity, biological characteristics, age, disability status, veteran's status, income, family, education, politics, etc. and "communities" based on identity and social capital networks through reflection, research, analysis, and writing.</p> <p>Mexican Americans in Arizona, experiences of ethnic and cultural heritage, racism and immigration, and shared culture of mobilization.</p> <p>LGBTQ, Queer Culture, the Defense of Marriage Act, and political participation of LGBTQ people based on sexual identity and queer culture.</p> <p>Reflection and application of gay rights in the US, the changing cultural norms regarding gay marriage influencing the Supreme Court legalizing gay marriage and the similarities/differences of civil rights for African Americans and LGBTQ people. Discussion questions provide the opportunity for students to acquire new knowledge and reflect on its applicability in today's society.</p> <p>African Americans racial discrimination including: voting rights, Black Lives Matter, Ferguson and Michael Brown, the Klu Klux Klan. The role of religion, race, and ethnicity for Black Churches for participation in the voting political movement.</p> <p>Reflection and application of racial identity for restricting rights of African Americans and by Martin Luther King, Jr. in invoking racial, ethnic, and religious backgrounds to advance civil rights and the role of shared identity in</p>	<p>See Syllabus pp. 7-9, 11. ePortfolio Assignment #1- About Me. ePortfolio Assignment #2- My Identity and Communities. ePortfolio Assignment #3-My Community, My social Capital Networks, and Civic Engagement. ePortfolio Assignment #4-Group Mobilization and My Identity. Final paper: Civic Engagement, Identity, and Group Mobilization.</p> <p>See Syllabus p. 18. Interview, "Political Engagement with Congressman Ed Pastor" and Read, "American Federalism" sections including the discussion of Arizona's Senate Bill 1070 and current immigration policy.</p> <p>See Syllabus pp. 18-19. Reading, "American Federalism" sections that include a discussion of gay rights and the Defense of Marriage Act and Reading, "Political Participation of LGBT Americans".</p> <p>See Syllabus pp. 19-20. Discussion Forum Questions.</p> <p>See Syllabus pp. 18-19, 24, 27. Reading, "The Voting Rights Act of 1965", "The History of Federal Voting Rights Laws" and "Give Us the Ballot", "The African American Struggle for Equality", "Religion and Politics in the Sixties: The Churches and the Civil Rights Act of 1964". Reading, "Black Lives Matter". Reading, "Chapter 10 in American Government" pertaining to the cultural, social, and political movement following events in Ferguson, MO and the fatal shooting of Michael Brown and others.</p> <p>See Syllabus pp. 18-19 Discussion Forum Questions.</p>
--	---	--

	<p>the Black Lives Matter movement. Discussion questions provide the opportunity for students to acquire new knowledge and reflect on its applicability in today's society.</p> <p>The use of voter registration laws currently to influence election results based on gender, race, age, and literacy levels.</p> <p>The cultural and shared identity of teachers and school personnel in the teachers' strike movement.</p> <p>Shared identity of Phoenicians and Arizonans in creating a civic community based on shared values and norms. Ms. Lanning discusses her work to change the community- based identity in Phoenix and what the implications of her work have been in building a more diverse and inclusive Arizona economy.</p> <p>Native American Culture/Arizona, Yaqui culture in a nonprofit organization includes both political and social engagement and social services with and for Native Americans in the Valley and the use of religious and cultural traditions, practices, perceptions of health and healing, and a holistic health model including spirituality as foundational in service.</p> <p>Jewish culture and the role of religion and shared identity in social service provision in the greater Phoenix area.</p>	<p>See Syllabus p. 19. Readings, "Voting an Elections" and "Voter Registration, Voter Turn Out".</p> <p>See Syllabus p. 20. Video, "What's Different About this Wave of Teacher Strikes", "Red for Ed Demands of governor, Legislature". Reading, "The NY Times, 'Teacher Walkouts: What to Know and to Expect'".</p> <p>See Syllabus pp. 20, 28. Video Interview with Kimber Lanning, "Local Business and Political Engagement". Video interview "Jonathan Koppell and Kimber Lanning Interview "Creating a Community-based Identity in Phoenix, AZ".</p> <p>See Syllabus pp. 21, 25, 28. Video Interviews with Dede Divine, "Political Engagement through Social Engagement". Video interview, "Serving the Community through Social Engagement". Video interview, "Fostering Community Identity through Social Service Provision".</p> <p>See Syllabus p. 22-24. Lecture, "Models of Social Engagement", "The Role of Service Organizations in American Democracy". Video, "JFCS-75 Years: Helping and Healing". Reading, "JFCS - 75 Years: Helping and Healing: The History of Jewish Family and Children's Service".</p>
--	--	---

	<p>Disabled American Veterans, Veteran culture and Disabled persons culture in social engagement.</p> <p>Reflection and application of the themes of identity and culture with both Veterans and the Disability communities. Discussion questions provide the opportunity for students to acquire new knowledge and reflect on its applicability in today's society.</p> <p>The role of "ethnic, religions, social, business, labor union, neighborhood, regional and other organizations" in a call to service based on cultural diversity and identity by President George H. W. Bush in 1989.</p> <p>Religious minorities and civil rights.</p> <p>Reflection and application of the role of religion and culture in social services in Phoenix. Discussion questions provide the opportunity for students to acquire new knowledge and reflect on its applicability in today's society.</p> <p>Mexican Americans and Hispanic Americans: immigrants, United Farm Workers, SB1070 and immigration, Alianza Hispnoamericana movements in the US based on issues or race and ethnicity and culture.</p>	<p>See Syllabus pp. 22, 24. Lecture, "Models of Social Engagement", "The Role of Service Organizations in American Democracy". Video, "Keeping the Promise". Reading, "Defining Veteran Identity in the Age of Forever Wars", "Wars and Scars: A History of the Disabled American Veterans", and "Thinking About Disability Identity: Major Themes of Disability Identity are Explored".</p> <p>See Syllabus p. 25. Discussion Forum Questions.</p> <p>See Syllabus p. 23. Readings, "Excerpt from Presidential Candidate George H.W. Bush's Address Accepting the Presidential Nomination at the Republican National Convention in New Orleans", and "Excerpt from Presidential Candidate George H.W. Bush's Address Accepting the Presidential Nomination at the Republican National Convention in New Orleans".</p> <p>See Syllabus p. 24. Readings, "Equal Protection for Other Groups" and "The Rights of Religious Minorities".</p> <p>See Syllabus p. 24. Discussion Forum Questions.</p> <p>See Syllabus p. 27- 28. Video, "The Farm Worker Movement: Pride and Prejudice". Reading, "Transcript "Talk by Cesar Chavez with Joan Paulus, Jan. 3, 1970". Video interview, "Jonathan Koppell and Congressman Ed Pastor Interview "Civic Engagement, Identity, and Mobilization". Reading, ""Equal Protection for Other Groups", "Hispanic/Latino Civil Rights".</p>
--	--	---

	<p>The coming together of two racial/ethnic minorities to improve the lives of farm workers and the creation of the United Farm Workers of American. Hispanic and Filipino farm workers and leaders were able to put aside cultural and ethnic differences to form one organization that represented their identity as poorly treated farm workers who were worthy of civil rights and healthy working conditions. A second example includes the United Farm Workers of American union creating a community services organization to support Chicano culture and fight against racism of African Americans.</p> <p>Reflection and application of concepts of role identity in the work of the United Farm Workers Union. Discussion questions provide the opportunity for students to acquire new knowledge and reflect on its applicability in today's society.</p> <p>Gun culture and the shared identity of the NRA and gun control advocates in mobilizing around this identity.</p>	<p>See Syllabus p. 27-28. Reading, ""The Union Within the Union: Filipinos, Mexicans, and the Racial Integration of the Farm Worker Movement". Reading, Transcript "Talk by Cesar Chavez with Joan Paulus, Jan. 3, 1970". Lecture, "Constructing Identity".</p> <p>See Syllabus p. 28. Discussion Forum Questions.</p> <p>See Syllabus p. 29. Reading, "New York Times "The True Source of the N.R.A.'s Clout: Mobilization, Not Donations". Review "March for Our Lives and Read - NBC News 'Parkland Students Inspire, Learn from Older Gun-Control Advocates'".</p>
<p>3. (Course emphasizes: the distinct knowledge base of the social and behavioral sciences)</p>	<p>Political Science Concepts as presented in the course:</p> <ul style="list-style-type: none"> -What makes American democracy distinct, how in American politics people mobilized based on identity. -Alexis de Tocqueville's observations on American Democracy. -American Government and Civic Engagement, What is Government? American Government and Civic Engagement, Engagement in Democracy -Federalism <p>-Political parties in American democracy and how they they influence contemporary politics, and</p>	<p>See Syllabus p. 13. Lecture, "The Distinctiveness of American Democracy". Reading, "Of the Use Which the Americans Make of Public Associations in Civil Life" by Alexis de Tocqueville.</p> <p>Syllabus p. 14. Readings, "American Government and Civic Engagement", "What is Government?", "American Government and Civic Engagement", "Engagement in Democracy"</p> <p>Syllabus p. 18. Lecture, "Federalism and Civic Engagement", Reading, "American Federalism", Course Government episode #4 "Federalism"</p> <p>Syllabus p. 19. Lecture, "Political Engagement and Federalism"</p> <p>See Syllabus p. 29. Readings, "Political Parties", "The Shape of Modern Political Parties", "Divided Government and Partisan Polarization"</p>

	<p>what partisan polarization means.</p> <p>-Political engagement and how to use the knowledge of government structure to maximize political engagement. -Voting laws, restrictions, voting behavior</p> <p>-Identities and mobilization and pathways of interest group influence and how interest groups facilitate political participation in several ways including promoting public, or collective, goods. The concept of free riders is explained as well as ways to overcome collective action problems. Disturbance theory is introduced as to why groups mobilize due to an event in political, economic, or social environment, such as events of Ferguson, MO, and fatal shooting of Michael Brown and the mobilization for both civil rights as well and others supporting the interests of police officers.</p> <p>Political engagement examples from public figures.</p> <p>Sociological Concepts as presented in the course:</p> <p>-Overview of the elements of culture and cultural diversity with practical examples. Ethnocentrism and cultural relativism are discussed as well as the value of symbols, norms, conflict theory, and cultural change.</p> <p>-Association and Social Capital; the contribution of civic engagement as social engagement (non-political) that make a diverse society. The role of nonprofits in civil society.</p> <p>-American identity is about a shared set of ideals; a belief in equality, a belief in participation, a belief in the rule of law</p>	<p>See Syllabus p. 19 Readings, "Voting and Elections", "Voter Registration", and "Voter Turn Out"</p> <p>See Syllabus p. 27. Lecture, "Identities and Mobilization". Readings, "Interest Groups and Lobbying", "Collective Action and Interest Group Formation", "Interest Groups and Political Participation", "Pathways of Interest Group Influence".</p> <p>p. 19 Videos on "The Importance of Political Engagement" p. 20 Video "Local Business and Political Engagement"</p> <p>See Syllabus p. 13. Readings – Introduction to Sociology 2e- Chapter 3 "Introduction to Culture", Sections 3.1 "What is Culture", 3.2 "Elements of Culture", 3.3 "Pop Culture, Subculture, and Cultural Change", and 3.4 "Theoretical Perspectives on Culture"</p> <p>See Syllabus p. 14. Lecture, "Association and Social Capital". Reading, "Nonprofits and Community Building, "Social Capital, Nonprofits, and Civil Society".</p> <p>See Syllabus p. 16. Video, "What does 'Make America Great Again' Mean? It's Time We Had This Debate."</p>
--	--	---

	<p>and respecting each other's rights. This set of values and ideals have been adopted by immigrant groups who have come to the US. Joining a community of shared values.</p> <p>-Social engagement is important to a strong American society and democracy. The role of nonprofit organizations and informal associations are explored such as shared childcare or neighborhood associations.</p> <p>-The positive and negative aspects of group identification. How divisions caused by identity can be overcome.</p> <p>-Fostering Community Identity</p> <p>Discussion forum questions on politics, identity, mobilization, and the identity divide. Discussion questions provide the opportunity for students to acquire new knowledge and reflect on its applicability in today's society.</p> <p>Reflection and application of culture and identity on students' personal identity and communities based on identity and social capital networks through reflection, research, analysis, and writing.</p> <p>Historical Concepts and Examples demonstrating the concepts above include:</p> <p>Civil rights, Equal rights, Voting rights.</p> <p>Early immigrants to the US</p>	<p>See Syllabus p. 22. Lecture, "Models of Social Engagement", "The Role of Service Organizations in American Democracy"</p> <p>See Syllabus p. 28. Lecture, "Overcoming the Identity Divide". p. 29 Video, "One Nation, Indivisible"</p> <p>Videos, "Fostering Community Identity through Social Service Provision", "Creating a Community-based Identity in Phoenix, AZ"</p> <p>See Syllabus p. 29. Discussion forum questions on identity, mobilization, and the identity divide.</p> <p>See Syllabus pp. 7-9, 11. ePortfolio Assignment #1- About Me. ePortfolio #2- My Identity and communities. ePortfolio Assignment #3-My Community, My Social Capital Networks, and Civic Engagement. ePortfolio #4-Group Mobilization and My Identity. Final Paper: Civic Engagement, Identity, and Group Mobilization.</p> <p>See Syllabus p. 16, 18. Reading, "The Voting Rights Act (1965)", "Introduction to Federal Voting Rights Laws", "The Voting Rights Act of 1965", "The History of Federal Voting Rights Laws: The Voting Rights Act of 1965", and "Give Us the Ballot", "Civil Rights", Section 5.3 "The Fight for the Equal Rights Amendment", "The African American Struggle for Equality", "Religion and Politics in the Sixties: The Churches and the Civil Rights Act of 1964"</p> <p>Syllabus p. 14. Reading, "The Impact of</p>
--	--	---

	<p>experienced racism and structural discrimination. This reading share the experiences of Chinese Americans in the US and Hispanic Americans.</p> <p>The changing cultural experience of Chinese Americans.</p> <p>The cultural and religious identity of Christian women contributing to social and political action including the Fight for Women's Rights, the Do-Everything Policy, and Voting Rights for Women.</p> <p>Cultural, social, demographic, sexual, technical, and political components of current generational differences in the US</p> <p>#MeToo Movement: African American Women, Women experiencing sexual violence</p> <p>Women's identity and the role of women in the fight for the Equal Rights Amendment.</p> <p>Mexican Americans in Arizona, experiences of ethnic and cultural heritage, racism and immigration, and shared culture of mobilization.</p> <p>LGBTQ, Queer Culture, the Defense of Marriage Act, and political participation of LGBTQ people based on sexual identity and queer culture.</p> <p>Reflection and application of gay rights in the US, the changing cultural norms regarding gay marriage influencing the Supreme Court legalizing gay marriage and the similarities/differences of civil rights for African Americans and LGBTQ people. Discussion questions provide the opportunity for students to acquire new knowledge and and reflect on its applicability in today's society.</p>	<p>Expansion on Chinese Immigrants and Hispanic Citizens"</p> <p>See Syllabus p. 14. Reading, "Roots and Changing Identity of the Chinese in the United States"</p> <p>See Syllabus pp. 15-16. Reading, "Civil Rights", "The Fight for Women's Rights". Video, "The Women of Prohibition".</p> <p>See Syllabus p. 15. Video, "Generations Throughout History"</p> <p>See Syllabus pp. 15-16 .Video, "Tarana Burke, Founder of #MeToo Movement", Read, "Time Person of the Year: The Silence Breakers".</p> <p>See Syllabus p. 16. Reading, "The Fight for the Equal Rights Amendment".</p> <p>See Syllabus p. 18. Interview, "Political Engagement with Congressman Ed Pastor" and Read, "American Federalism" sections including the discussion of Arizona's Senate Bill 1070 and current immigration policy.</p> <p>See Syllabus pp. 18-19. Reading, "American Federalism" sections that include a discussion of gay rights and the Defense of Marriage Act and Reading, "Political Participation of LGBT Americans".</p> <p>See Syllabus pp. 19-20. Discussion Forum Questions.</p>
--	--	--

	<p>African Americans racial discrimination including: voting rights, Black Lives Matter, Ferguson and Michael Brown, the Klu Klux Klan. The role of religion, race, and ethnicity for Black Churches for participation in the voting political movement.</p> <p>Reflection and application of racial identity for restricting rights of African Americans and by Martin Luther King, Jr. in invoking racial, ethnic, and religious backgrounds to advance civil rights and the role of shared identity in the Black Lives Matter movement. Discussion questions provide the opportunity for students to acquire new knowledge and and reflect on its applicability in today's society.</p> <p>The use of voter registration laws currently to influence election results based on gender, race, age, and literacy levels.</p> <p>The historical movement of teachers and school personnel in the teachers' strike movement.</p> <p>Jewish culture and the role of religion and shared identity came together as one of the first social service organizations in the greater Phoenix area.</p> <p>Disabled American Veterans, Veteran history and Disabled persons culture in social engagement.</p>	<p>See Syllabus pp. 18-19, 24, 27. Reading, "The Voting Rights Act of 1965", "The History of Federal Voting Rights Laws" and "Give Us the Ballot", "The African American Struggle for Equality", "Religion and Politics in the Sixties: The Churches and the Civil Rights Act of 1964". Reading, "Black Lives Matter". Reading, "Chapter 10 in American Government" pertaining to the cultural, social, and political movement following events in Ferguson, MO and the fatal shooting of Michael Brown and others.</p> <p>See Syllabus pp. 18-19 Discussion Forum Questions.</p> <p>See Syllabus p. 19. Readings, "Voting an Elections" and "Voter Registration, Voter Turn Out".</p> <p>See Syllabus p. 20. Video, "What's Different About this Wave of Teacher Strikes", "Red for Ed Demands of governor, Legislature". Reading, "The NY Times, 'Teacher Walkouts: What to Know and to Expect'".</p> <p>See Syllabus p. 22-24. Lecture, "Models of Social Engagement", "The Role of Service Organizations in American Democracy". Video, "JFCS-75 Years: Helping and Healing". Reading, "JFCS - 75 Years: Helping and Healing: The History of Jewish Family and Children's Service".</p> <p>See Syllabus pp. 22, 24. Lecture, "Models of Social Engagement", "The Role of Service Organizations in American Democracy". Video,</p>
--	--	---

	<p>The role of "ethnic, religions, social, business, labor union, neighborhood, regional and other organizations" in a call to service based on cultural diversity and identity by President George H. W. Bush in 1989.</p> <p>Religious minorities and civil rights.</p> <p>Mexican Americans and Hispanic Americans: immigrants, United Farm Workers, SB1070 and immigration, Alianza Hispnoamericana movements in the US based on issues or race and ethnicity and culture.</p> <p>The coming together of two racial/ethnic minorities to improve the lives of farm workers and the creation of the United Farm Workers of American. Hispanic and Filipino farm workers and leaders were able to put aside cultural and ethnic differences to form one organization that represented their identity as poorly treated farm workers who were worthy of civil rights and healthy working conditions. A second example includes the United Farm Workers of American union creating a community services organization to support Chicano culture and fight against racism of African Americans.</p> <p>Reflection and application of concepts of role identity in the work of the United Farm Workers Union. Discussion questions provide the opportunity for students to acquire new knowledge and reflect on its applicability in today's society.</p>	<p>"Keeping the Promise". Reading, "Defining Veteran Identity in the Age of Forever Wars", "Wars and Scars: A History of the Disabled American Veterans", and "Thinking About Disability Identity: Major Themes of Disability Identity are Explored".</p> <p>See Syllabus p. 23. Readings, "Excerpt from Presidential Candidate George H.W. Bush's Address Accepting the Presidential Nomination at the Republican National Convention in New Orleans", and "Excerpt from Presidential Candidate George H.W. Bush's Address Accepting the Presidential Nomination at the Republican National Convention in New Orleans".</p> <p>See Syllabus p. 24. Readings, "Equal Protection for Other Groups" and "The Rights of Religious Minorities".</p> <p>See Syllabus p. 27- 28. Video, "The Farm Wroker Movement: Pride and Prejudice". Reading, "Transcript "Talk by Cesar Chavez with Joan Paulus, Jan. 3, 1970". Video interview, "Jonathan Koppell and Congressman Ed Pastor Interview "Civic Engagement, Identity, and Mobilization". Reading, ""Equal Protection for Other Groups", "Hispanic/Latino Civil Rights".</p> <p>See Syllabus p. 27-28. Reading, ""The Union Within the Union: Filipinos, Mexicans, and the Racial Integration of the Farm Worker Movement". Reading, Transcript "Talk by Cesar Chavez with Joan Paulus, Jan. 3, 1970". Lecture, "Constructing Identity".</p> <p>See Syllabus p. 28. Discussion Forum Questions.</p>
--	---	---

	<p>History of gun culture in the US and the shared identity of the NRA and gun control advocates in mobilizing around this identity.</p>	<p>See Syllabus p. 29. Reading, "New York Times "The True Source of the N.R.A.'s Clout: Mobilization, Not Donations". Review "March for Our Lives and Read - NBC News 'Parkland Students Inspire, Learn from Older Gun-Control Advocates'".</p>
<p>4. (Course illustrates use of social and behavioral science perspectives and data)</p>	<p>Throughout this course, case studies and videotaped interviews illustrate the historical and sociological perspectives on social, civic, and political engagement.</p> <p>Interviews with public figures focus on: defining political engagement, taking action through political engagement, taking action through social engagement, and the role of civic engagement in American identity.</p> <p>Assignments</p> <p>A Path to Civic Action ePortfolio Assignments: There are five (5) Civic Action ePortfolio Assignments. Each assignment has two components: action and reflection. In the action portion of each assignment, students either venture into their community or research the resources available in your community related to a community issue that matters to them. In the reflection portion of each assignment, students will reflect on what you learned in the module and how it applies to the information they gathered from their community. This reflection will help them determine their public service pathway by the final ePortfolio assignment. The assignments build upon the prior assignments.</p> <p>Final Paper: Civic Engagement, Identity, and Group Mobilization: For this final paper, students are tasked with evaluating one organization based on the concepts covered in this course and explaining how they understand how the organization mobilizes people around identity for the purposes of civic engagement.</p>	<p>See the material above and throughout the syllabus.</p> <p>See Syllabus pp. 7-10.</p> <p>See Syllabus p. 11.</p>

	<p>Students conduct research about an organization from one of their "communities". They write a 5- page paper that briefly describes the organization and then explains how they see the concepts discussed in this course influencing cultural diversity and mobilization strategies and types of civic engagement pursued by the organization. They need to discuss as a minimum the following concepts: American Democracy, social capital, civic engagement, types of political engagement, types of social engagement, the relevant culturally specific elements, and mobilization.</p>	
--	---	--

CPP 112: Identity, Service, and American Democracy

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 112: Identity, Service, and American Democracy [formerly titled National Service and American 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. Students will examine cultural identity through current and historical movements based on diversity of race, sex, gender, and religion to name a few, as contributors to the rich history of civic engagement in American democracy. This knowledge will help students understand the contribution of diverse communities to social, civic, and political engagement. Understanding how to participate in civic society through identity-based associations culminates in the creation of an action plan through service to contribute to the ongoing mission of sustaining a vibrant, healthy, and unifying American democracy.

Course Prerequisites

None.

Course Overview

This course explores how cultural and social identity have been crucial to civic engagement and have shaped American democracy and American identity through national service and service year organizations in the United States. 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 will be examined. This is accomplished by understanding the diversity in the U.S. and how culture and associations based on identity can affect social participation and democracy. Specifically, we will examine how the many different identities that each

American has 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. Understanding 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. This course provides the necessary context and tools that promote awareness and appreciation for the essential nature of cultural diversity within civic engagement both politically and socially. At the conclusion of this course, students will have a plan to expand an aspect of their identity to solve a community or societal problem through a specific pathway as others have for bettering American democracy and American society.

Learning Outcomes

- Examine the concepts of: 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 the contribution of social capital in American society.
- Examine cultural diversity in the US and contemporary concepts of multiculturalism, cultural relativism, and cultural subordination.
- Demonstrate an understanding of current and historical social and political movements based on culture including: race, ethnicity, religion, disability, sexual identity, and generational culture.
- 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) influenced political action.
- Explain the critical role that social service organizations play in American democracy.
- Analyze the role of culture and cultural elements in identity formation and associations with others of similar identity and the social contributions of these associations.
- Discuss how service work creates an identity and contributes to community building.
- Evaluate your identity based on the categories discussed in this course and demonstrate how it influences your pathway to civic engagement.
- Create an action plan of community service based on your identity using at least one of the six public service pathways.
- Based on concepts such as identity, civic engagement, political engagement, social engagement, social capital, and mobilization, analyze a public service organization.

Course Materials

Textbooks

Griffiths, H., Keirns, N., Strayer, E., Sadler, T., Cody-Rydzewski, S., Scaramuzzo, G. ...Jones, F. (2019). Introduction to culture, In *Introduction to sociology 2e*. Houston, TX: OpenStax CNX. Retrieved from https://cnx.org/contents/AgQDEnLI@13.14:io7WC_uF@9/Introduction-to-Culture Print ISBN-10: 1-938168-41-0, ISBN-13: 978-1-938168-41-3, Digital: ISBN-10: 1-947172-11-5, ISBN-13: 978-1-947172-11-1. OpenStax textbooks - Books are available to students electronically licensed under Creative Commons Attribution License v4.0.

Krutz, G. (2019). *American government 2e*. Houston, TX: OpenStax CNX. Retrieved from <https://openstax.org/details/books/american-government-2e> Print: ISBN-10: 1-947172-65-4, ISBN-13: 978-1-947172-65-4, Digital: ISBN-10: 1-947172-66-2, ISBN-13: 978-1-947172-66-1. OpenStax textbooks - Books are available to students electronically licensed under Creative Commons Attribution License v4.0.

The following additional course materials are provided online through the learning management software.

- Address accepting the Presidential nomination at the Republican National Convention in New Orleans*. (1988). The American Presidency project. Retrieved from <http://www.presidency.ucsb.edu/ws/?pid=25955>
- Arizona Education Association renews Red for Ed demands of governor, legislature. Retrieved from <https://www.abc15.com/news/state/arizona-education-association-renews-red-for-ed-demands-of-governor-legislature>
- Beiber, J. (Executive Producer), Delan, D. (Executive Producer) & Fifer, S. J. (Executive Producer). *Latino Americans* [Motion picture]. United States: PBS.
- Black Lives Matter. (n.d.). Retrieved from <https://blacklivesmatter.com/about/>
- Bridgeland, J. M. (2012). *Heart of the nation: Volunteering and America's civic spirit*. Lanham, MD: Rowman & Littlefield Publishers, Inc.
- Burns, K & Novick, L. (2011). *The women of prohibition* [Motion picture]. USA: PBS Distribution; Distributed by Paramount Home Entertainment.
- Carson, C. (2001). *Give us the ballot. A call to conscience: The landmark speeches of Dr. Martin Luther King, Jr: (43-56)*. New York: Warner Brothers Inc.
- Cruz, A. (2016). The union within the union: Filipinos, Mexicans, and the racial integration of the farm worker movement. *Social Movement Studies*, 15(4), 361-373. <http://dx.doi.org/10.1080/14742837.2016.1149057>
- De, T. A. (2009). *Democracy in America: Volumes I & II*. Retrieved from <http://ebookcentral.proquest.com> Created from asulib-ebooks on 2018-05-22 15:18:23.
- Disabled American Veterans (DAV). (n.d.). *Keeping the promise* [Video file]. Retrieved from <https://www.youtube.com/watch?v=ISubzVSDIJM>
- Dunn, D. S. & Burcaw, S. (2013). Thinking about disability identity: Major themes of disability identity are explored. *Spotlight on Disability Newsletter* of the American Psychological Association. Retrieved from: <https://www.apa.org/pi/disability/resources/publications/newsletter/2013/11/disability-identity>
- Findlay, J. F. (1990). Religion and politics in the sixties: The churches and the Civil Rights Act of 1964. *The Journal of American History*, 77(1), 66-92.
- Goldstein, D. (2018, April 3). *Teacher walkouts: What to know and to expect*. The New York Times. Retrieved from <https://www.nytimes.com/2018/04/03/us/teacher-walkouts-strikes.html>
- Goldstein, S (Speaker) & Kramer, Z (Speaker). (2018, April 25). *What's the difference between a strike and a walkout?* [Audio podcast]. Retrieved from <https://kjzz.org/content/637068/whats-difference-between-strike-and-walkout>
- Inaugural address*. (1989). George H. W. Bush Presidential Library and Museum. Retrieved from <https://bush41library.tamu.edu/archives/public-papers/1>
- Jewish Family and Children's Service. (2010). *JFCS - 75 years: Helping and healing* [Video file]. Retrieved from <https://www.youtube.com/watch?v=fvuBg-mBDVM>
- Komatsu, M. (2018). Defining Veteran identity in the age of forever wars. *Columbia Journal*. Retrieved from <http://columbiajournal.org/veteran-identity-forever-wars-matthew-komatsu/>

- Koppell, J. (2019, Aug. 27). What does “Make America Great Again” mean? It’s time we had this debate. Retrieved from https://www.azcentral.com/story/opinion/op-ed/2019/08/27/what-does-make-america-great-mean-identity-integration/2075007001/?utm_campaign=ASU_News+from+Watts+College+of+Public+Service+Welcome+back+2019&utm_medium=email&utm_source=Faculty&utm_term=ASU&utm_content=https%3a%2f%2fwww.azcentral.com%2fstory%2fopinion%2fop-ed%2f2019%2f08%2f27%2fwhat-does-make-america-great-mean-identity-integration%2f2075007001%2f
- Le Roux, K. & Feeney, M. (2014). *Nonprofit organizations and civil society in the United States*. New York: Routledge.
- Library of Congress (Ed.). (n.d.). *“The Do-Everything Policy” Progressive Era to New Era, 1900-1929*. Washington D.C. retrieved from: <http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/progress/prohib/policy.html>
- Ling-chi Wang, L. (1991). Roots and changing identity of the Chinese in the United States, *Daedalus*, 120(2), 181-206.
- Lipton, E. & Burns, A. (2018, February 24). The true source of the N.R.A.’s clout: Mobilization, not donations. *The New York Times*. Retrieved from <https://www.nytimes.com/2018/02/24/us/politics/nra-gun-control-florida.html>
- McBride-Schneider, S. (2010). *JFCS - 75 years: Helping and healing*. Phoenix, AZ: Jewish Family and Children's Services.
- National Archives and Records Administration. (1963). *The march on Washington*. [Motion picture]. USA: U.S. Information Agency. Retrieved from <https://archive.org/details/gov.archives.arc.49737>
- PBS Newshour. (2014, September 12). *Bill Clinton celebrates 20 years of AmeriCorps*. [PBS Newshour]. Arlington, VA: NewsHour Productions.
- PBS Newshour. (2018, April 13). *What's different about this wave of teacher strikes*. [PBS Newshour]. Arlington, VA: NewsHour Productions.
- Olmstead, M. (Nov 1, 2018). The political power of fed-up teachers. *Slate*. Retrieved from <https://slate.com/news-and-politics/2018/11/arizona-teacher-strikes-midterm-elections-red-for-ed.html>
- Perez, V. M. (2014). *Political participation of LGBT Americans*. Washington, DC: Project Vote.
- Sacks, E. (2018, March 24). *Parkland students inspire, learn from older gun-control advocates*. NBC News. Retrieved from <https://www.nbcnews.com/news/us-news/parkland-students-inspire-learn-older-gun-control-advocates-n859486>
- Sagawa, S. (2010). *The American way to change: How national service and volunteers are transforming America*. San Francisco, CA: Jossey-Bass.
- Talk by Cesar Chavez with Joan Paulus, Jan. 3, 1970*. (1970). Retrieved from <http://chavez.cde.ca.gov/ResearchCenter/DocumentDisplayRC.aspx?rpg=/chdocuments/documentdisplay.jsp&doc=6bec47%3Aea792358ca%3A-7947&searchhit=yes&sxcript=yes>
- TEDx [Producer]. (2017). *One nation indivisible: John Bridgeland*. TEDxPennsylvaniaAvenue. Retrieved from <https://www.youtube.com/watch?v=deT1mILtFEY>
- U.S. Department of Justice (2017). *Introduction to federal voting rights laws*. Retrieved from <https://www.justice.gov/crt/introduction-federal-voting-rights-laws-1>
- Voting Rights Act of 1965. 89-100.S.1564. (1965). Retrieved from: https://ia800209.us.archive.org/30/items/VotingRightsAct1965/Voting_Rights_Act_-_first_page_hi-res_text.pdf
- YouTube. (2015, Feb 14). *Federalism: Crash course government and politics #4*. Retrieved from <https://www.youtube.com/watch?v=J0gosGXSgsl&feature=youtu.be>

- YouTube. (2018, April 10). *Me Too Movement* [Video file] Retrieved from <https://youtu.be/ZF55ltXWjck>
- YouTube. (2014, April 4). *Generations Throughout History* [Video file]. Retrieved from <https://www.youtube.com/watch?v=IfYjGxl6AJ8>
- YouTube. (2016, Nov 9). *The history of American diversity* [Video file] Retrieved from <https://www.youtube.com/watch?v=T7WAgMc3C5A>
- Waskiewicz, S. (2019). The impact of expansion on Chinese immigrants and Hispanic citizens. In *U.S. history*. Openstax. Houston, TX: OpenStax CNX. Retrieved from <https://cnx.org/contents/p7ovulkI@9.7:XSv7GQfS@8/17-5-The-Impact-of-Expansion-on-Chinese-Immigrants-and-Hispanic-Citizens>. OpenStax textbooks are available free to students electronically under Creative Commons Attribution License v4.0.
- Wilborn, T. L. & Autry, D. E. (Eds.) (2006). *Wars and scars: A history of the disabled American veterans*. The IPR Group/American Printing.
- Zacharek, S., Dockerman E., & Edwards, H. (2017, December 6). *The silence breakers*. Time. Retrieved from: <http://time.com/time-person-of-the-year-2017-silence-breakers/>

Computer Requirements

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

Assignments and Evaluation Procedures

Each week there are three (3) assignments: Discussion Boards, a Quiz, and an ePortfolio Assignment. At the end of the course there will a final paper.

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 five (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.

A Path to Civic Action ePortfolio Assignments

There are five (5) 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 by the final ePortfolio assignment. The assignments build upon the prior assignments. Here is a brief summary of each assignment. You can find more details in the online course.

- **Assignment #1: About Me**

In this introductory assignment, you will be exploring your vision of your personal identity. Throughout this course, this exploration will guide you as you consider the ways you choose to participate through service with social and civic engagement.

Start your ePortfolio by creating a welcome on your home page. Create a video that includes a welcome statement and a summary of your personal identity. Before creating your video, take the time to consider the full range of dimensions that are most important to you and make up who you are today. Who are you? What makes you, you? What's most important to know about you?

Identity is the way you think about yourself and the characteristics that define you that evolve over the course of your life. This may include aspects of your life that you don't have control over such as where you were born, the size of your family, or the color of your skin, as well as choices you make such as how you spend your time and what you believe. You share parts of your personal identity through how you interact with other people and your outward behavior. You may also keep some aspects of your identity to yourself, even when those parts are important to you.

The facets of identity that may contribute to your personal identity can include race, ethnicity, religion, language, sexual identify, biological characteristics, age, disability status, veteran's status, income, where you grew up or live now, your family: siblings/birth order/parents/relatives, your passions and hobbies, your profession or professional aspirations, education, political views, and how you spend your time. Of course, this list is not exhaustive, and you determine the important components of your identity.

In your video, share as much about your personal identity as you feel comfortable. Conclude your video with a statement about your current goals.

- **Assignment #2: My Identity and Social Capital Networks**

This assignment is an application of the knowledge you have learned in the course to date. Please use the following headers in your ePortfolio post to construct your assignment and follow the instructions in each section. You are welcome to incorporate creativity and technology in your post (videos, pictures, graphics) as long as you include all of the required information. Review the grading rubric before submitting your work to be sure you've met all the requirements. Remember that the process to submit your

assignment is to open the assignment link and paste the web address to your ePortfolio site.

My Identity

In this assignment, you'll dig a bit deeper into the complexity of your identity to apply the concepts introduced in this course. Make a list (of words, photos, or pictures) of all dimensions you presented in Assignment #1 including the dimensions with which you identify.

You'll then divide the items into one of three categories (you can make three columns or three headings) based on Hidalgo's "Three Levels of Culture" (1993).

Hidalgo's 3 levels include:

- a. The Concrete - This is the most visible and tangible level of culture, and includes the most surface-level dimensions such as clothes, music, food, games, etc. These aspects of culture are often those that provide the focus for multicultural "festivals" or "celebrations."
- b. The Behavioral - This level of culture clarifies how we define our social roles, the language(s) we speak, and our approaches to nonverbal communication. The Behavioral level REFLECTS our values. Aspects to be listed in this category include language, gender roles, family structure, political affiliation, and other items that situate us organizationally in society.
- c. The Symbolic - This level of culture includes our values and beliefs. It can be abstract, but it is most often the key to how individuals define themselves. It includes value systems, customs, spirituality, religion, worldview, beliefs, mores, etc.

Reflect on this process by answering the following questions:

- What was the most difficult part of participating in this process?
- Were any of your assumptions exposed as a result of the process? If so, which ones?
- Since exploring issues of cultural diversity and multiculturalism in this course, describe how your cultural identity relates to cultural identities in the US.

My Communities

Then identify at least one community you identify with (you may include as many as you'd like). Conduct research on this community and write at least 200 words describing this community. Include information such as demographics, cultural components, virtual or geographic boundaries (if any), characteristics of this community and how you fit within this community. Define civic engagement and share an example of how you are involved. Using the slideshow tool in Weebly, create a picture slideshow.

Hidalgo, N. (1993). "Multicultural teacher introspection". In Perry, T., and Fraser, J. (Eds.), *Freedom's plow: Teaching in the multicultural classroom*. New York: Routledge.)

- **Assignment #3: My Community, My Social Capital Networks, and Civic Engagement**

My Community

As you've been exploring, every person is multicultural and may experience many parts of their identity through different social capital networks. Identify three (3) components of your identity that are most important to you from your last assignment.

My Social Capital Networks

Social capital networks connect people together based on similar identities *to engage with others in society* which can include social activities and taking actions to solve community problems. You may be connected with some people on social media, but this is not necessarily the same thing. Remember how Dr. Koppell defined social capital as "the connections, and the relationships, and the bonds that bring communities together to see where we have common interests and common goals, ...and to organize around them". Describe three of your social capital network(s). Explain how these networks bring people together from your community(ies) around a common set of characteristics or purpose and what that purpose is. If possible, include pictures of your networks.

How My Networks Participate with Social and Civic Engagement

Civic engagement occurs when people work as individuals or in groups to solve public problems. This often starts with becoming aware of a problem and then later involves taking action, either through political engagement or social engagement. Describe how your social capital networks work through social engagement or political engagement. Examples of social capital networks in social engagement could include a neighborhood association holding a neighborhood movie night or a religious group volunteering to serve meals in a homeless shelter. Examples of social capital networks with political engagement could include a local precinct organization canvassing the neighborhood regarding proposed legislation or a housing advocacy coalition responding to new federal housing regulations, or a neighborhood group opposing a new development.

Using the slideshow tool in Weebly, create a picture slideshow.

- **Assignment #4: Group Mobilization and My Identity**

My Identity and Communities

Revisit your discussion of your personal identity and the social capital networks or "communities" which you belong to. Describe an issue you're passionate about and why it matters to you. 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 long.

Civic Engagement with Social Organizations

Identify three non-governmental service or social organizations (non-profit, grassroots, or advocacy organizations) within your geographic area that are related to your community(ies). Through internet research, identify the mission and the population this organization serves. Describe these organizations in your ePortfolio (include photos or logos).

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 the pathway it falls under.

- **Assignment #5: Public Service Pathway and My Civic Action Plan**

Community Interest Statement

Before you develop a plan for civic action, craft your community interest statement. In 2-3 sentences, describe the issue you've identified and how this passion relates to your identity. Describe the social capital network involved in this issue. Include the organization you selected and explain how these interests interweave. 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 identity passion, and an organization or institution in which you will be working. Then, using the S.M.A.R.T.I. 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, complete the attached matrix with four S.M.A.R.T.I. goals. You will create one goal for 1 week after the conclusion of this course, one goal to accomplish by 4 weeks after the conclusion of this course, one to accomplish by 8 weeks after the conclusion of this course, and one to complete by 12 weeks after the conclusion of this course.

Final Paper: Civic Engagement, Identity, and Group Mobilization

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. The facets of identity can include race, ethnicity, religion, language, sexual identify, biological characteristics, age, disability status, veteran status, income, place of birth, and neighborhood or geography. Of course, this list is not exhaustive, and may include other components of identity.

Research and explain the social, economic, political or psychological dimensions of this identity. Specific consideration should be given to how membership in this group influences relationships with other identity groups. How does the nature of the identity you have chosen to focus on, and these inter-group dynamics, affect the work of the organization you are studying?

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 6-7-page paper that briefly describes the organization and then explains how you see the concepts discussed in this course influencing cultural diversity and 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, the relevant culturally specific elements, 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.

Extra Credit

There are no extra credit assignments available in this course.

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. The ePortfolio assignments will be submitted by pasting the web address of the assignment in the assignment link in the course. Do not submit an assignment via email.

Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. Review the criteria and grading rubrics for grading criteria. You may turn assignments in early.

Grading

Summary of Graded Assignments

Assignment	Percentage Points
Discussions	25%
Quizzes	20%

Civic Action ePortfolio Assignments	30%
Civic Engagement, Identity, and Group Mobilization Paper	25%

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

ACTIVITIES/ASSIGNMENTS	POINTS
MODULE 1: The Distinctiveness of American Democracy	
Module Objectives: <ul style="list-style-type: none"> • Define civic engagement, political engagement, and social engagement. • Define democracy and government. • Explain why American democracy is unique. • Describe the role of culture, multiculturalism, and cultural diversity in the US. • Explain the contribute of culture to the development of associations for social and civic engagement. • Define social capital and explain how it works in American society. • Describe the actions of the Women’s Christian Temperance Union and explain the role of social capital in its work. • Describe the actions of the #MeToo movement and explain the role of social capital in its work. 	
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. He discusses how in American politics, in the history of public service, people mobilized based on identity including gender, race, ethnicity, jobs, where you live, or a constructed identity. That identity is a powerful tool for political discourse, civil discourse, and social engagement may influence public policy but not necessarily to solve problems.
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 observer who visited the United States in the early 19th century. After his visit, he wrote Democracy in America, 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 – <u>Introduction to Sociology 2e</u> - Chapter 3 "Introduction to Culture", Sections 3.1 "What is Culture", 3.2 "Elements of Culture", 3.3 "Pop Culture, Subculture, and Cultural Change", and 3.4 "Theoretical Perspectives on Culture"	These readings present a theoretical overview of the elements of culture and cultural diversity with practical examples. Ethnocentrism and cultural relativism are discussed as well as the value of symbols, norms, conflict theory, and cultural change. A discussion of the theoretical perspectives of culture including viewing society as a system in which all parts work—or function—together to create society as a whole. Just as members of a society work together to fulfill a society’s needs, culture exists to meet its members’ basic needs.
The History of American Diversity: https://www.youtube.com/watch?v=T7WAqMc3C5A (PEW)	This video reviews the diversity of American demographics, voting behavior, and the lack of diverse representation in American government.
Lesson Two- The Distinctiveness of American Democracy	DESCRIPTION

<p>Lesson Two - Case #1 The Impact of Expansion on Chinese Immigrants and Hispanic Citizens https://cnx.org/contents/p7ovulkI@9.7:XSv7GQfS@8/17-5-The-Impact-of-Expansion-on-Chinese-Immigrants-and-Hispanic-Citizens</p>	<p>Early immigrants to the US experienced racism and structural discrimination as they attempted to participate in the westward expansion of the US. This chapter describes the experiences of the Chinese immigrants to the United States and then compares their ordeal to treatment of Hispanic Americans.</p>
<p>Optional Reading- "Roots and Changing Identity of the Chinese in the United States"</p>	<p>This optional reading describes the collective experience of the Chinese in the United States and on the formation of their identities. Chinese identities in the US have been shaped by the dominant ideas of assimilation and loyalty but encounters between Chinese and euro-Americans have molded and transformed these identities influencing US public policy.</p>
<p>Discussion Question: 1. Describe the ways in which the U.S. government, local governments, and/or individuals attempted to interfere with the specific cultural traditions and customs of Chinese immigrants and Hispanics. What did these efforts have in common? How did each group respond?</p>	
<p>Reading - <u>American Government- Chapter One "American Government and Civic Engagement"</u>, Introduction and Section 1.1 "What is Government?"</p>	<p>In this first excerpt from Chapter 1 of <u>American Government</u>, the authors discuss what government is and describe the features of different types of government, including democracies. Attention is paid to the distinction between the US democratic government (political systems) and capitalism (the US economic system). Key components of US democracy are presented including the importance of civic engagement and citizen participation.</p>
<p>Reading - <u>American Government- Chapter One "American Government and Civic Engagement"</u>, Section 1.3 "Engagement in Democracy"</p>	<p>In this excerpt from Chapter 1 of <u>American Government</u>, the authors explain what civic engagement is and why it matters in the United States. They also discuss factors that influence civic engagement and people's willingness to take action such as social capital and the collective value of social networks formed out of concern for the collective good and a willingness to help others to find solutions to problems. Civic engagement can increase the power of ordinary people to influence government actions.</p>
<p>Lesson Three- What is Social Capital?</p>	
<p>DESCRIPTION</p>	
<p>Lecture - Dr. Jonathan Koppell "Association and Social Capital"</p>	<p>In this lecture, Dr. Koppell discusses the contribution of civic engagement as social engagement (non-political) that makes a diverse society. People create and join networks based on values, beliefs, interests- in short, culture.</p>
<p>Read - <u>Nonprofit Organizations and Civil Society in the United States</u> - Chapter 4 "Nonprofits and Community Building, "Social Capital, Nonprofits, and Civil Society"</p>	<p>In this excerpt from Chapter 4 of <u>Nonprofit Organizations and Civil Society in the United States</u>, 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.</p>

Lesson Four - Case #2 The Woman's Christian Temperance Union	DESCRIPTION
Reading - <u>American Government</u> - Chapter Five "Civil Rights", Section 5.3 "The Fight for Women's Rights"	In this excerpt from Chapter 5 of <u>American Government</u> , 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 enough political pressure for Congress to take the action on prohibiting alcohol.
Watch - Excerpt from Prohibition, "The Women of Prohibition"	In this excerpt from the documentary Prohibition 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. It shows the unique way that women came together as a gender group to overcome abuse and violence in the home and the lack of rights for married women.
Lesson Five: The Culture of Generations in the US	DESCRIPTION
Watch – Generations Throughout History https://www.youtube.com/watch?v=lfYjGxl6AJ8	As you watch this video, note the differences in identity between the seven (7) generations presented based on world events and cultural, social, political, sexual, demographic, and technological behavior that has changed over the course of the last 125 years in the United States.
Lesson Six - Case #4: The #MeToo Movement	DESCRIPTION
Watch - Tarana Burke, Founder of #MeToo Movement https://www.youtube.com/watch?v=ZF55ltXWjck&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

	<p>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.</p>
<p>Read – “Time Person of the Year: The Silence Breakers” 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/).</p>	<p>This excerpt from a Time Magazine 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.</p>
<p>Read- <u>American Government</u> - Chapter Five "Civil Rights", Section 5.3 "The Fight for Women's Rights", "Civil Rights and the Fight for the Equal Rights Amendment"</p>	<p>In this excerpt from Chapter 5 of <u>American Government</u>, 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.</p>
<p>Watch – “What does ‘Make America Great Again’ mean? It’s time we had this debate.” https://www.azcentral.com/story/opinion/op-ed/2019/08/27/what-does-make-america-great-mean-identity-integration/2075007001/?utm_campaign=ASU_News+from+Watts+College+of+Public+Service+-+Welcome+back+2019&utm_medium=email&utm_source=Faculty&utm_term=ASU&utm_content=https%3a%2f%2fwww.azcentral.com%2fstory%2fopinion%2fop-ed%2f2019%2f08%2f27%2fwhat-does-make-america-great-mean-identity-integration%2f2075007001%2f</p>	<p>In this video, Dr. Koppell explains that American identity is about a shared set of ideals; a belief in equality, a belief in participation, a belief in the rule of law and respecting each other's rights. This set of values and ideals have been adopted by immigrant groups who have come to the US. Joining a community of shared values. This is what makes America great.</p>
<p>Discussion Questions</p> <ol style="list-style-type: none"> 1. After reviewing the video by Tarana Burke, the founder of the #MeToo Movement, what type of civic engagement does she describe as the purpose of the #MeToo Movement? Did this involve political engagement or social engagement? How do you know? 2. Based on the assigned materials for Case #2, how do you understand the role of social capital in the #MeToo Movement? 	

3. What similarities or differences do you see between the Woman's Christian Temperance Union (WCTU) and the #MeToo movement in terms of the creation of social capital and how each has fostered civic engagement?
4. Did culture play a role in the #MeToo movement? Consider that it was founded by an African American woman, promoted by Caucasian women in popular culture (entertainment), and disbursed through social media. Explain your position on this.

ePortfolio Assignment #1: About Me

In this introductory assignment, you will be exploring your vision of your personal identity. Throughout this course, this exploration will guide you as you consider the ways you choose to participate through service with social and civic engagement.

Start your ePortfolio by creating a welcome for your audience on your home page. Create a video that includes a welcome statement and a summary of your personal identity. Before creating your video, take the time to consider the full range of dimensions that are most important to you and make up who you are today. Who are you? What makes you, you? What's most important to know about you?

Identity is the way you think about yourself and the characteristics that define you that evolve over the course of your life. This may include aspects of your life that you don't have control over such as where you were born, the size of your family, or the color of your skin, as well as choices you make such as how you spend your time and what you believe. You share parts of your personal identity through how you interact with other people and your outward behavior. You may also keep some aspects of your identity to yourself, even when those parts are important to you.

The facets of identity that may contribute to your personal identity can include race, ethnicity, religion, language, sexual identify, biological characteristics, age, disability status, veteran's status, income, where you grew up or live now, your family: siblings/birth order/parents, your passions and hobbies, your profession or professional aspirations, education, political views, and how you spend your time. Of course, this list is not exhaustive, and you determine the important components of your identity.

In your video, share as much about your personal identity as you feel comfortable. Conclude your video with a statement about your current goals.

ASSIGNMENTS	POINTS
Discussion	5
Quiz	4
ePortfolio #1: About Me	5

MODULE 2: Political Engagement and Why the Structure of Government Matters

Module Objectives:

- Define federalism, the necessary and proper clause, and concurrent powers.
- Explain how federalism affects the voting process in American democracy.
- Describe how government policies impact voter registration and voter turnout.
- Identify and describe the types of political engagement.
- Explain how identity influences political engagement.

- Describe the political engagement of Martin Luther King, Jr. and how he influenced the Voting Rights Amendment of 1965 and the involvement of African American churches drawing on his networks based on culture, race, and religion.
- Discuss the contribution of leaders and civic associations with different racial, ethnic, and religious identities in support of civic and political activity.
- Describe the political engagement of teachers across the nation in 2018 and how they influenced public policy.

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. He defines federalism, the necessary and proper clause, and concurrent powers. He explains the differences between the US national government (called the federal governmental) and the federal system of government which divides governmental work at the national, state, and local levels.
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 public transit and worked during his terms to expand the public transit options in the Phoenix Metropolitan area.
Read - <u>American Government</u> -Chapter Three "American Federalism", Introduction, Sections 1-4	In this excerpt from Chapter 3 of <u>American Government</u> , the authors discuss what federalism is, how it has evolved in American democracy over time, and how it works today. Discussed is the concept that American federalism also seeks to balance the forces of decentralization and centralization and the specific powers and responsibilities are granted to the federal and state governments. One aspect of competitive federalism today is that some policy issues, such as immigration and the marital rights of gays and lesbians, have been redefined as the roles that the states and the federal government play in them have changed. Arizona's passage of Senate Bill 1070, on immigration is presented as an example as well as the Defense of Marriage Act (DOMA) in 1996.
Watch – “Federalism” by PBS and Crash Course Government episode #4 "Federalism"	By describing the levels of government, we learn that system of Federalism-provides for local government which keeps functions of daily life close to popular control. The Crash Course 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.

<p>Read – “Introduction to Federal Voting Rights Laws”, “The Voting Rights Act of 1965”, “The History of Federal Voting Rights Laws: The Voting Rights Act of 1965”, and "Give Us the Ballot"</p>	<p>The four readings in this section document the importance of the Federal Voting Rights Laws and the historical context of the Voting Rights Act of 1965 and the right to vote as fundamental components of American democracy.</p>
<p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. How did states use literacy tests, understanding tests, and the grandfather clause to disenfranchise African Americans from voting? How were messages of racial identity used by both sides of this issue? Why was the Voting Rights Act of 1965 even necessary? Why did Martin Luther King, Jr. repeatedly state “Give us the ballot”? 2. With the Voting Rights Act of 1965 and the Civil Rights Act of 1964, how did leaders and civic associations intertwine racial and religious identities in order to impact political change? How were concerns or discrimination and segregation embraced by others of different racial, ethnic, and religious backgrounds? 	
<p>Read - <u>American Government</u> - Chapter Five "Civil Rights", Section 5.2 "The African American Struggle for Equality"</p>	<p>In this excerpt from Chapter 5 of <u>American Government</u>, the authors discuss African American Civil Rights and the role of racial inequality, educational and social status in setting strategies to gain African American voting rights through political, legal, and legislative means over time.</p>
<p>Read- “Religion and Politics in the Sixties: The Churches and the Civil Rights Act of 1964”</p>	<p>This article reviews the significant role of churches and religious identification in the passage of the Civil Rights Act of 1964 including the participation of key civic associations like the National Council of Churches and the Conference on Religion and Race.</p>
<p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. How did states use literacy tests, understanding tests, and the grandfather clause to disenfranchise African Americans from voting? How were messages of racial identity used by both sides of this issue? Why was the Voting Rights Act of 1965 even necessary? Why did Martin Luther King, Jr. repeatedly state “Give us the ballot”? 2. With the Voting Rights Act of 1965 and the Civil Rights Act of 1964, how did leaders and civic associations intertwine racial and religious identities in order to impact political change? How were concerns or discrimination and segregation embraced by others of different racial, ethnic, and religious backgrounds? 	
<p>Lesson Three - Defining Political Engagement</p>	<p>DESCRIPTION</p>
<p>Lecture - Dr. Jonathan Koppell "Political Engagement and Federalism"</p>	<p>In this video, Dr. Koppell defines political engagement and explains how to use the knowledge of government structure to maximize political engagement including the importance of voting based on identity and cultural values such as those in the “Red for Ed” movement in Arizona.</p>
<p>Read - <u>American Government</u>-Chapter Seven "Voting and Elections", Introduction, Voter Registration, Voter Turn Out</p>	<p>In this excerpt from Chapter 7 of <u>American Government</u>, the authors discuss voter registration and voter turnout based on characteristics such as gender, race, age; voter photo identification laws; the number of polling places; if mail-in voting is permitted; and apathy or its opposite, a deep interest</p>

	in a policy issue or candidate. These concepts support Dr. Koppell's discussion of federalism and how voting works in American democracy.
Read - "Political Participation of LGBT Americans"	While 5 years old, this report from Project Vote summarizes the political participation of LGBT people in American democracy.
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.
<p>Discussion Questions</p> <ol style="list-style-type: none"> 1. How do LGBT people participate in the political process? How might the expansion of people who identify as LGBTQ+ impact political engagement? 2. Discuss how the changing cultural norms of same-sex marriage influenced the US Supreme Court decision legalizing gay marriage. What are the similarities of the provision of civil rights in gay marriage versus voting rights for African Americans and women? 	
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. Teachers were organizing and mobilizing based on their common shared identities as teachers and school personnel as members of state and local associations and unions. 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 New York Times 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.
Watch- "Red for Ed Demands of Governor, Legislature"	This video and news article continue the discussion of the Red for Ed campaign to increase funding for Arizona Schools

<p>https://www.abc15.com/news/state/arizona-education-association-renews-red-for-ed-demands-of-governor-legislature</p> <p>Read- "The Political Power of Fed-Up Teachers" https://slate.com/news-and-politics/2018/11/arizona-teacher-strikes-midterm-elections-red-for-ed.html</p>	<p>because of the involvement of many social capital networks including the Arizona Education Association (a professional association and a labor union) and the Arizona Teachers United, and the Arizona Educators United.</p>
<p>Watch- Interview Jonathan Koppell and Kimber Lanning Interview "Local Business and Political Engagement"</p>	<p>In this video excerpt, Kimber Lanning of Local First Arizona (https://www.localfirstaz.com/about/kimber-lanning) describes how Arizona residents and business owners came together based on their common identity of Arizonans to create economic successes.</p>

Discussion Questions

1. Based on the assigned materials for this case, how does understanding federalism help make sense of the teacher strikes and walkouts that happened throughout the United States in 2018? Why were the approaches, demands, and outcomes different in each state?
2. After reviewing the assigned materials for this case, what types of political engagement did you see present during the teacher walkouts and strikes that happened throughout the United States in 2018? Describe the different types of political engagement that the teachers engaged in and explain whether you think it was effective. Are there risks associated with participating in certain types of political engagement?

<p>Watch - Interview "Jonathan Koppell and Dede Devine "Political Engagement through Social Engagement"</p>	<p>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 with and for Native Americans in the Valley.</p>
---	---

ePortfolio#2: My Identity and Social Capital Networks

This assignment is an application of the knowledge you have learned in the course to date. Please use the following headers in your ePortfolio post to construct your assignment and follow the instructions in each section. You are welcome to incorporate creativity and technology in your post (videos, pictures, graphics) as long as you include all of the required information. Review the grading rubric before submitting your work to be sure you've met all the requirements. Remember that the process to submit your assignment is to open the assignment link and paste the web address to your ePortfolio site.

My Identity

In this assignment, you'll dig a bit deeper into the complexity of your cultural identity to apply the concepts introduced in this course. Make a list (of words, photos, or pictures) of all dimensions of culture you can think of reflecting on their own culture and the dimensions of that culture with which you identify. You'll then divide the items into one of three categories (you can make three columns or three headings) based on Hidalgo's "Three Levels of Culture" (1993).

Hidalgo's three levels include:

- d. The Concrete - This is the most visible and tangible level of culture, and includes the most surface-level dimensions such as clothes, music, food, games, etc. These aspects of culture are often those that provide the focus for multicultural "festivals" or "celebrations."
- e. The Behavioral - This level of culture clarifies how we define our social roles, the language(s) we speak, and our approaches to nonverbal communication. The Behavioral level REFLECTS our values. Aspects to be listed in this category include language, gender roles, family structure, political affiliation, and other items that situate us organizationally in society.
- f. The Symbolic - This level of culture includes our values and beliefs. It can be abstract, but it is most often the key to how individuals define themselves. It includes value systems, customs, spirituality, religion, worldview, beliefs, mores, etc.

Reflect on this process by answering the following questions:

- What was the most difficult part of participating in this process?
- Were any of your assumptions exposed as a result of the process? If so, which ones?
- Since exploring issues of cultural diversity and multiculturalism in this course, describe how your cultural identity relates to cultural identities in the US.

My Communities

Then, identify at least one community you identify with (you may include as many as you'd like). Conduct research on this community and write at least 200 words describing this community. Include information such as demographics, cultural components, virtual or geographic boundaries (if any), characteristics of this community and how you fit within this community. Using the slideshow tool in Weebly, create a picture slideshow.

Hidalgo, N. (1993). "Multicultural teacher introspection". In Perry, T., and Fraser, J. (Eds.), *Freedom's plow: Teaching in the multicultural classroom*. New York: Routledge.

ASSIGNMENTS	POINTS
Discussion	5
Quiz	4
ePortfolio #2: My Cultural Identity and Social Capital Networks	5

MODULE 3: Service Nation

Module Objectives:

- Define social engagement, nonprofit organization, and civil society.
- Identify and describe the multiple types of social engagement.
- Explain the critical role that social service organizations play in American democracy.
- Explain how identity influences social engagement.
- Describe how social engagement influenced the development and services provided by the Jewish Family and Children's Service organization.
- Describe how social engagement influenced the development and services provided by the Disabled Veterans Association.

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 how social engagement is important to a strong American society and democracy and discusses examples of this type of civic engagement where people and communities come together to socialize, serve others, and contribute to a great good.
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. The nature of these organizations fulfilled a need as members of one community organized to take care of others with shared identity. Examples of social engagement through informal associations are explored such as shared childcare or neighborhood associations. Formal, social service organizations are also highlighted to understand how problems were identified for those with strong cultural ties and then those with shared identities organized services including Jewish people connecting to create Jewish Family and Children’s Services and Veterans organizing to serve the needs of Disabled American Veterans. These examples show how identity contributes to a healthy democracy.
Read - <u>Nonprofit Organizations and Civil Society in the United States</u> - Chapter 1 "Defining the Nonprofit Sector and Civil Society"	In this excerpt from Chapter 1 of <u>Nonprofit Organizations and Civil Society in the United States</u> , 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 - <u>Nonprofit Organizations and Civil Society in the United States</u> - Chapter 2 "Historical and Legal Foundations of the Nonprofit Sector"	In this excerpt from Chapter 2 of <u>Nonprofit Organizations and Civil Society in the United States</u> , 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 explain the important role of service organizations in American society complementing governmental service. President Bush calls out “we're a nation of community, of thousands and tens of thousands of ethnic, religious, social, business, labor union, neighborhood, regional and other organizations, all of them varied, voluntary and unique.” Service based on cultural diversity and identity.

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 importance of social and civic engagement through community service.
Watch - Interview "Jonathan Koppell and Congressman Ed Pastor Interview "The Value of Social Engagement"	In this video excerpt, Dr. Koppell interviews the late Congressman Ed Pastor. Congressman Pastor discusses the importance of social engagement and how it affects public life and builds leadership to create a better community for overcoming divides around political issues.
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, cultural, and religious origins of the organization as a small group of Jewish women responded to those in their community during the Depression. The organization later built bridges with other communities to serve all people and create the infrastructure for formal child protective services. “The core Jewish values that informed the organization at the very beginning still are here, still alive.”
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.
Read - <u>American Government</u> - Chapter Five "Civil Rights", Section 5.5 "Equal Protection for Other Groups", "The Rights of Religious Minorities"	In this excerpt from Chapter 5 of <u>American Government</u> , the authors discuss the civil rights of religious minorities, which provides important background for organizations such as the JFCS.
<p>Discussion Questions</p> <ol style="list-style-type: none"> 1. Based on the assigned materials for this section, discuss how you see the concepts of social capital and social engagement in the Jewish Family and Children's Service's (JFCS) history and current work. 2. One of the major themes in this course is how identities lead to mobilization. What are the concrete, behavioral, and symbolic identities that led to mobilization of both the initial historical services provided and the current focus of the JFCS? After mobilizing to solve Jewish community problems, the organization broadened its scope to welcome [all] “the stranger[s] at our gates”. What are the opportunities and challenges of services offered by one community to its member and then when one community strives to serve all people? 	
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- “Defining Veteran Identity in the Age of the Forever Wars”	In this 2018 essay, the author explains how Veterans are not a monolithic group and that the concept of a “Veteran identity” is complicated, especially in an era of partisan politics.

http://columbiajournal.org/veteran-identity-forever-wars-matthew-komatsu/	
Read – “Wars and Scars: A History of the Disabled American Veterans”. Chapters 1 and 2	This excerpt from Wars and Scars describes the formation of the DAV and the historical context of services for disabled veterans.
Read – “Thinking About Disability Identity: Major Themes of Disability Identity are Explored” https://www.apa.org/pi/disability/resources/publications/newsletter/2013/11/disability-identity	In thinking about disability identity, the authors acknowledge that identities help people make sense of different and distinct parts of their self-concepts. They assert that disability identity should guide people with disabilities towards what to do, what to value and how to behave in those situations where their disability stands out, as well as those where it is not salient.
Read - <u>American Government</u> - 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 <u>American Government</u> , the authors discuss the civil rights of disabled individuals and the Americans with Disabilities Act (ADA).
Lesson Four: Case #3 Black Lives Matter	DESCRIPTION
Case #3 Black Lives Matter https://blacklivesmatter.com/about/	The Black Lives Matter Global Network is a chapter-based, member-led organization whose mission is to build local power and to intervene in violence inflicted on Black communities by the state and vigilantes.
<p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. Based on the assigned materials for this section, discuss how you see the concepts of social capital and social engagement in the history and current work of Disabled American Veterans (DAV). 2. One of the major themes is how identities lead to mobilization. Discuss how identity led to mobilization in terms of the history and current work of the DAV. How has the mission of the organization shifted over time to serve the broader Veteran community? 3. How does the concept of shared identity explain the growing national and local movements of Black Lives Matter? 	
Lesson Five: The Importance 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 which has created opportunities for Americans to serve their country outside of military service Dr. Koppell explains that through a service experience, people from all communities connect in ways create social capital and a common experience, a common worldview, a common understanding of what makes our society operate effectively and support a healthy democracy.
Read - Nonprofit Organizations and Civil Society in the United States - Chapter 5 "Community Service and Voluntary Action"	In this excerpt from Chapter 5 of Nonprofit Organizations and Civil Society in the United States, 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
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 American Connections and explains how the organization provides a broad range of culturally appropriate housing, behavioral health, and social services to the Native American community in the greater Phoenix area.
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.
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, its impact on American communities and the greater society, and the diversity of opportunities available for all to participate in a meaningful way including AmeriCorps and Peace Corps and the value of service.
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.civicenterprises.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, AmeriCorps, and the Freedom Corps, that foster a culture of service, citizenship, and responsibility.
<p>Discussion Questions</p> <ol style="list-style-type: none"> 1. In the video excerpts for this module, the public figures interviewed discuss a variety of types of social engagement that expand on some of the examples presented earlier in this module. What types were discussed? Were you surprised to discover that any of these are considered social engagement? Which would you consider engaging in? 2. Based on these videos and the earlier interviews about political engagement, discuss what connections you see between political and social engagement. Are they truly separate forms of civic engagement? Why or why not? 	
<p><u>ePortfolio #3: My Community, My Social Capital Networks, and Civic Engagement</u></p> <p>My Community As you've been exploring, every person is multicultural and may experience many parts of their identity through different social capital networks. Identify three (3) components of your identity that are most important to you from your last assignment.</p> <p>My Social Capital Networks</p>	

Social capital networks are different from social media networks in that social capital networks connect people together based on similar identities to engage with others in society which can include social activities and taking actions to solve community problems. Describe three of your social capital network(s). Explain how these networks bring people together from your community(ies) around a common set of characteristics or purpose and what that purpose is. If possible, include pictures of your networks.

How My Networks Participate with Social and Civic Engagement

Civic engagement occurs when people work as individuals or in groups to solve public problems. This often starts with becoming aware of a problem and then later involves taking action, either through political engagement or social engagement. Describe how your social capital networks work through social engagement or political engagement. Examples of social capital networks in social engagement could include a neighborhood association holding a neighborhood movie night or a religious group volunteering to serve meals in a homeless shelter. Examples of social capital networks with political engagement could include a local precinct organization canvassing the neighborhood regarding proposed legislation or a housing advocacy coalition responding to new federal housing regulations.

ASSIGNMENTS	POINTS
Discussion	5
Quiz	4
ePortfolio #3: My Community, My Social Capital Networks, and Civic Engagement	5

MODULE 4: Identity and Mobilization

Module Objectives:

- Define interest groups, mobilization, and lobbying.
- Describe the tensions in American society related to identity.
- Explain how identities can be socially constructed to mobilize others.
- Explain how service work creates an identity and contributes to community building.
- Describe the identity conflicts associated with the United Farm Workers organization and its efforts.
- Describe the identity conflicts associated with the policy debates surrounding gun control.

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 and social movements.
Read - <u>American Government</u> - 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 <u>American Government</u> , the authors discuss what interest groups are, how collective action works, and how interest groups act politically to influence American society. The text discusses the pathways of interest group influence and how interest groups facilitate political participation in several ways including promoting public, or collective, goods. The concept of free riders is explained as well as ways to overcome collective action problems. Disturbance theory is introduced as to why groups mobilize due to an event in political, economic, or social environment,

	such as events of Ferguson, MO, and fatal shooting of Michael Brown and the mobilization for both civil rights as well and others supporting the interests of police officers.
Lesson Two: Case #1: United Farm Workers of America (UFW)	DESCRIPTION
Watch- "The Farm Worker Movement: Pride and Prejudice"	The PBS video This video provides insight into the conditions of farm workers and also details about the life of Cesar Chavez and Dolores Huerta, the founders of the United Farm Workers of America. This information also offers insight into the challenges of mobilizing people around the identity of "farm worker" and the complicating issues that racial and ethnic identities played. This highlights the way that identities can mobilize people, but also cause conflict.
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 explains that the movement encompasses issues of culture and cultural identify involved in the Community Services Organization beyond Chicano culture and include farm worker culture and racism against Blacks. 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.
Watch - Interview "Jonathan Koppell and Congressman Ed Pastor Interview "Civic Engagement, Identity, and Mobilization"	In this video excerpt, Dr. Koppell interviews the late Congressman Ed Pastor. Congressman Pastor discusses the role his identities of being pro-union and involved in Alianza Hispanoamericana [cultural organization] played in his civic work and the importance of mobilizing coalitions to effect social change.
<p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. Based on the assigned materials for this section, discuss how you see the concepts of civic engagement that you have learned about so far in the history of Cesar Chavez, Dolores Huerta, and the United Farm Workers of America. 2. One of the major themes is how identities lead to mobilization. Discuss the role that identity played in mobilization of farm workers and ultimately the United Farm Workers of America. Were there tensions or challenges? What were they? How were they overcome? 	

Read - <u>American Government</u> - Chapter Five "Civil Rights", Section 5.5 "Equal Protection for Other Groups", "Hispanic/Latino Civil Rights"	In this excerpt from Chapter 5 of <u>American Government</u> , 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. He cites the examples of how Cesar Chavez mobilized farm workers around ethnic identity; not just as workers, but Mexican-American farm workers and the parallel mobilization of Filipino farm works in the same way.
Watch - Interview Jonathan Koppell and Dede Devine Interview "Fostering Community Identity through Social Service Provision"	In this video excerpt, Dr. Koppell interviews Dede Devine of Native American Connections (https://www.nativeconnections.org/). Ms. Devine explains how Native American traditions, cultural practices, perceptions of health and healing, and a wholistic healing model including spirituality, are foundational in the services NAC provides.
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.
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 in building a more diverse and inclusive Arizona economy.
Read - <u>American Government</u> - 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 <u>American Government</u> , the authors discuss what political parties are in American democracy and how they were formed, the shape of modern political parties (and the concept of proportional representation), how they influence contemporary politics, and what partisan polarization means.
Watch- "One Nation, Indivisible"	How can America restore its ability to solve big problems, bring young people together in common purpose across race, ethnicity, politics and religion, and heal a divided nation? In his TEDx Talk, "One Nation Indivisible," former White House Domestic Policy Director John Bridgeland shares his vision for universal voluntary national service, drawing on his experience after 9/11 and the lessons of U.S. history. Now is a more urgent time than ever to bring this big idea to scale.
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 New York Times 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.
Review March for Our Lives and 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 - <u>American Government</u> - Chapter Four "Civil Liberties", Section 4.2 "Securing Basic Freedoms"	In this excerpt from Chapter 4 of <u>American Government</u> , the authors discuss the Second Amendment to the Constitution and some of the controversy that has surrounded its interpretation including freedom of expression with examples such as the Klu Klux Klan and compelling certain information such as tobacco labeling.
<p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. Based on the assigned materials for this section, discuss how you see the concepts of constructing identity and the identity divide in this case. 2. One of the major themes is how identities lead to mobilization. Discuss how identity led to mobilization in terms of the two sides of the gun control debate. What methods of political engagement and social engagement do you see being used in this case? 3. What does it mean to <i>Overcome the Identity Divide</i>? 	
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.civicenterprises.net). Mr. Bridgeland discusses how national service contributes to a shared sense of American identity.
<p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. In the video excerpts for this module, several of the public figures discuss issues associated with the concepts of constructing identity, the identity divide, and overcoming the identity divide. Pick two or three of the interviews and explain what each public figure said about each of these concepts. 2. You have been reflecting on your personal identity throughout this course and now John Bridgeland introduces the concept of a shared American identity. How do you see these two approaches of personal and shared identity playing out? 	
<p><u>ePortfolio #4: Group Mobilization and My Identity</u></p> <p>My Identity and Communities</p> <p>Revisit your discussion of your personal identity and the social capital networks or "communities" which you belong to. Describe an issue you're passionate about and why it matters to you. 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 long.</p>	

Civic Engagement with Social Organizations

Identify three non-governmental service or social organizations (non-profit, grassroots, or advocacy organizations) within your geographic area that are related to your community(ies). Through internet research, identify the mission and the population this organization serves. Describe these organizations in your ePortfolio (include photos or logos).

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 the pathway it falls under.

ASSIGNMENTS	POINTS
Discussion	5
Quiz	4
ePortfolio #4: Group Mobilization and My Identity	5

MODULE 5: Pathways to Civic Engagement

Module Objectives:

- Describe the six public service pathways.
- Identify the pathway(s) you intend to pursue and describe your next steps.
- Explain how civic engagement and mobilization contribute to American identity and community building.

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, The American Way to Change: How National Service and Volunteers Are Transforming America - Chapter 9 "What You Can Do"	In Chapter 9 from The American Way to Change: How National Service and Volunteers Are Transforming America, Shirley Sagawa identifies specific steps that you can take to help find your calling for contributing to the public good through service.
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.

Discussion Questions:

1. In the assigned chapter by Shirley Sagawa, she discusses the various ways that one can engage in service: as an individual; as a group; through a nonprofit organization; through an educational institution; through a private business; through the media and entertainment industry; through philanthropy; and through local, state, and national government agencies. Which of these avenues for service most appeals to you? Why? Discuss how your work will create social capital and contribute to the public good.

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.civicenterprises.net). Mr. Bridgeland discusses his public service employment pathway through government 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. He tapped into his identity as a storyteller and his passion for children's advocacy. 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 from her identity as a small business owner 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. She started this non-profit organization based on her identities as an African American woman who witness global inequities in her youth abroad and combined this with her passion for service after completing a two-year stint with AmeriCorps.
Watch - Jonathan Koppell and Congressman Ed Pastor Interview "Public Service Pathway: Political Engagement"	In this video excerpt, Dr. Koppell interviews the late Congressman Ed Pastor. Congressman Pastor discusses his public service pathway through political engagement that started in his youth by appreciating his culture and moving among his different identities as Hispanic, pro-labor, Catholic, from a mining family. Later he pursued his identity as a teacher to work with Hispanic and Yaqui adults which exposed him to the United Farmworkers Movement and became a political organizer to recall the Governor in response to the law outlawing the small hoe.
Watch- "Public Service Pathway: National Service", Taylor Mitchell, City Year	In this video, Taylor shares her service experience in her National Service program where she followed her passion for teaching others using creativity and innovation. She then created and led service opportunities for others.
Watch - "Public Service Pathway: Higher Education", Breanna Carpenter	In this video, recent graduate Breanna Carpenter discusses how by pursuing a bachelor's degree and continuing in higher education, she has become educated on the many factors impacting complex social problems and the various opportunities to make an impact as 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 his identity as a soldier and a veteran shaped his interests and civic engagement as he now works in city government providing support services to veterans.

<p>Watch - Public Service Pathway: “Political Engagement”, James Arwood, Regional Political Coordinator for the Arizona Democratic Legislative Campaign Committee</p>	<p>In this video, James Arwood discusses his pathway to political engagement which was ignited through his intense values of fairness and opportunities of all. He now serves as the regional political coordinator for the Arizona Democratic Legislative Campaign Committee in Legislative District 28.</p>
<p>Identity, Service, and American Democracy</p>	<p>What does it all mean? How does identity and service through shared identity and with communities and associations with which you belong contribute to a better US democracy and society? In this video, Dr. Koppell brings together the key concepts of this course explaining that consciousness of identity in US society is a means to unity in continuing to build a healthy democracy as the early constitutional framers intended.</p>

Discussion Question:

1. Pick one of the six public service pathways that interests you most. Watch the excerpts from the interviews of the individuals in that pathway and explain why you have selected that pathway. Based on the interviews with the public figures, discuss how you see the concepts of American democracy and national service that have been covered in the course playing out in the interviews. Make sure to address the following concepts (if they are relevant): civic engagement (political, social, or both), social capital, association, identity construction, and the identity divide.

ePortfolio #5: Public Service Pathway and My Civic Action Plan

Community Interest Statement

Before you develop a plan for civic action, craft your community interest statement. In 2-3 sentences, describe the issue you've identified and how this passion relates to your identity. Describe the social capital network involved in this issue. Include the organization you selected and explain how these interests interweave. 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.I. 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, complete the attached matrix with four S.M.A.R.T.I. goals. You will create one goal for 1 week after the conclusion of this course, one goal to accomplish by 4 weeks after the conclusion of this course, one to accomplish by 8 weeks after the conclusion of this course, and one to complete by 12 weeks after the conclusion of this course.

ASSIGNMENTS	POINTS
Discussion	5
Quiz	4

ePortfolio #5: Public Service Pathway and My Civic Action Plan	5
--	---

Final Week

- Module Objectives:
- Explain how civic engagement and mobilization contribute to American identity and community building.

Final Paper: Civic Engagement, Identity, and Group Mobilization

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. The facets of identity can include race, ethnicity, religion, language, sexual identify, biological characteristics, age, disability status, veteran status, income, place of birth, and neighborhood or geography. Of course, this list is not exhaustive, and may include other components of identity.

Research and explain the social, economic, political or psychological dimensions of this identity. Specific consideration should be given to how membership in this group influences relationships with other identity groups. How does the nature of the identity you have chosen to focus on, and these inter-group dynamics, affect the work of the organization you are studying?

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 6-7 page paper that briefly describes the organization and then explains how you see the concepts discussed in this course influencing cultural diversity and 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, the relevant culturally specific elements, and mobilization.

ASSIGNMENTS	POINTS
Civic Engagement, Identity, and Group Mobilization Paper	25

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

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 <https://ea.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.

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 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 tact 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 to discuss any concerns confidentially and privately.

Citation Style

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

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

Student Support and Accessibility: Please access the [Learner's Guide](#) for solutions to common problems and review the "Student Support" page in the "Before the Course Begins" section for further information.

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>.

Introduction to Sociology 2e



Table of Contents

Preface	1
1 An Introduction to Sociology	5
What Is Sociology?	6
The History of Sociology	10
Theoretical Perspectives	14
Why Study Sociology?	19
2 Sociological Research	29
Approaches to Sociological Research	30
Research Methods	33
Ethical Concerns	43
3 Culture	51
What Is Culture?	52
Elements of Culture	56
Pop Culture, Subculture, and Cultural Change	62
Theoretical Perspectives on Culture	66
4 Society and Social Interaction	75
Types of Societies	76
Theoretical Perspectives on Society	79
Social Constructions of Reality	84
5 Socialization	93
Theories of Self-Development	95
Why Socialization Matters	98
Agents of Socialization	100
Socialization Across the Life Course	104
6 Groups and Organization	115
Types of Groups	117
Group Size and Structure	121
Formal Organizations	125
7 Deviance, Crime, and Social Control	135
Deviance and Control	136
Theoretical Perspectives on Deviance	138
Crime and the Law	144
8 Media and Technology	155
Technology Today	157
Media and Technology in Society	160
Global Implications of Media and Technology	165
Theoretical Perspectives on Media and Technology	168
9 Social Stratification in the United States	183
What Is Social Stratification?	184
Social Stratification and Mobility in the United States	189
Global Stratification and Inequality	194
Theoretical Perspectives on Social Stratification	196
10 Global Inequality	205
Global Stratification and Classification	206
Global Wealth and Poverty	211
Theoretical Perspectives on Global Stratification	216
11 Race and Ethnicity	225
Racial, Ethnic, and Minority Groups	226
Stereotypes, Prejudice, and Discrimination	227
Theories of Race and Ethnicity	231
Intergroup Relationships	232
Race and Ethnicity in the United States	234
12 Gender, Sex, and Sexuality	251
Sex and Gender	252
Gender	257
Sex and Sexuality	262
13 Aging and the Elderly	273

Who Are the Elderly? Aging in Society	274
The Process of Aging	281
Challenges Facing the Elderly	287
Theoretical Perspectives on Aging	291
14 Marriage and Family	307
What Is Marriage? What Is a Family?	309
Variations in Family Life	313
Challenges Families Face	318
15 Religion	333
The Sociological Approach to Religion	334
World Religions	338
Religion in the United States	343
16 Education	353
Education around the World	354
Theoretical Perspectives on Education	359
Issues in Education	363
17 Government and Politics	375
Power and Authority	376
Forms of Government	380
Politics in the United States	384
Theoretical Perspectives on Government and Power	385
18 Work and the Economy	395
Economic Systems	397
Globalization and the Economy	406
Work in the United States	409
19 Health and Medicine	423
The Social Construction of Health	425
Global Health	427
Health in the United States	428
Comparative Health and Medicine	433
Theoretical Perspectives on Health and Medicine	436
20 Population, Urbanization, and the Environment	449
Demography and Population	452
Urbanization	456
The Environment and Society	460
21 Social Movements and Social Change	475
Collective Behavior	477
Social Movements	480
Social Change	486
Index	497

American Government 2e

SENIOR CONTRIBUTING AUTHORS

GLEN KRUTZ, UNIVERSITY OF OKLAHOMA



Table of Contents

Preface	1
Students and the System	
Chapter 1: American Government and Civic Engagement	9
1.1 What is Government?	10
1.2 Who Governs? Elitism, Pluralism, and Tradeoffs	17
1.3 Engagement in a Democracy	21
Chapter 2: The Constitution and Its Origins	37
2.1 The Pre-Revolutionary Period and the Roots of the American Political Tradition	38
2.2 The Articles of Confederation	43
2.3 The Development of the Constitution	47
2.4 The Ratification of the Constitution	55
2.5 Constitutional Change	62
Chapter 3: American Federalism	71
3.1 The Division of Powers	72
3.2 The Evolution of American Federalism	82
3.3 Intergovernmental Relationships	90
3.4 Competitive Federalism Today	94
3.5 Advantages and Disadvantages of Federalism	99
Individual Agency and Action	
Chapter 4: Civil Liberties	109
4.1 What Are Civil Liberties?	110
4.2 Securing Basic Freedoms	116
4.3 The Rights of Suspects	133
4.4 Interpreting the Bill of Rights	141
Chapter 5: Civil Rights	155
5.1 What Are Civil Rights and How Do We Identify Them?	156
5.2 The African American Struggle for Equality	160
5.3 The Fight for Women's Rights	172
5.4 Civil Rights for Indigenous Groups: Native Americans, Alaskans, and Hawaiians	178
5.5 Equal Protection for Other Groups	184
Chapter 6: The Politics of Public Opinion	201
6.1 The Nature of Public Opinion	202
6.2 How Is Public Opinion Measured?	211
6.3 What Does the Public Think?	219
6.4 The Effects of Public Opinion	229
Chapter 7: Voting and Elections	243
7.1 Voter Registration	244
7.2 Voter Turnout	249
7.3 Elections	257
7.4 Campaigns and Voting	268
7.5 Direct Democracy	276
Toward Collective Action: Mediating Institutions	
Chapter 8: The Media	287
8.1 What Is the Media?	288
8.2 The Evolution of the Media	295
8.3 Regulating the Media	305
8.4 The Impact of the Media	313
Chapter 9: Political Parties	327
9.1 What Are Parties and How Did They Form?	328
9.2 The Two-Party System	335

9.3 The Shape of Modern Political Parties	342
9.4 Divided Government and Partisan Polarization	352
Chapter 10: Interest Groups and Lobbying	367
10.1 Interest Groups Defined	368
10.2 Collective Action and Interest Group Formation	374
10.3 Interest Groups as Political Participation	379
10.4 Pathways of Interest Group Influence	388
10.5 Free Speech and the Regulation of Interest Groups	392
Delivering Collective Action: Formal Institutions	
Chapter 11: Congress	403
11.1 The Institutional Design of Congress	404
11.2 Congressional Elections	414
11.3 Congressional Representation	421
11.4 House and Senate Organizations	428
11.5 The Legislative Process	434
Chapter 12: The Presidency	445
12.1 The Design and Evolution of the Presidency	446
12.2 The Presidential Election Process	454
12.3 Organizing to Govern	459
12.4 The Public Presidency	465
12.5 Presidential Governance: Direct Presidential Action	471
Chapter 13: The Courts	485
13.1 Guardians of the Constitution and Individual Rights	486
13.2 The Dual Court System	492
13.3 The Federal Court System	498
13.4 The Supreme Court	503
13.5 Judicial Decision-Making and Implementation by the Supreme Court	508
Chapter 14: State and Local Government	521
14.1 State Power and Delegation	522
14.2 State Political Culture	529
14.3 Governors and State Legislatures	534
14.4 State Legislative Term Limits	546
14.5 County and City Government	549

The Outputs of Government

Chapter 15: The Bureaucracy	557
15.1 Bureaucracy and the Evolution of Public Administration	558
15.2 Toward a Merit-Based Civil Service	565
15.3 Understanding Bureaucracies and their Types	570
15.4 Controlling the Bureaucracy	577
Chapter 16: Domestic Policy	589
16.1 What Is Public Policy?	590
16.2 Categorizing Public Policy	594
16.3 Policy Arenas	600
16.4 Policymakers	605
16.5 Budgeting and Tax Policy	611
Chapter 17: Foreign Policy	627
17.1 Defining Foreign Policy	628
17.2 Foreign Policy Instruments	636
17.3 Institutional Relations in Foreign Policy	643
17.4 Approaches to Foreign Policy	650
Appendix A: Declaration of Independence	659
Appendix B: The Constitution of the United States	665
Appendix C: Federalist Papers #10 and #51	681
Appendix D: Electoral College Votes by State, 2012–2020	689
Appendix E: Selected Supreme Court Cases	691
Index	759