

Consult the [General Studies Request FAQ](#) for more information and quick answers.

New permanent numbered courses must be submitted to the workflow in [Kuali CM](#) before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being sent to the Senate.

Submission Information

College/School	Department/School
Watts College of Public Service & Community Solutions (CPP)	School of Public Affairs (CPUBAFF)

Submission Type

Mandatory Review

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

Subject Code	Course Number	Units/Credit Hours
PAF	112	3

Course Information

Enter the course catalog information, found in the [web course catalog](#) or [Kuali CM](#).

Course Title

Public Service and American Democracy

Course Catalog Description

Introduces the history of American democracy and civic engagement, while developing civic identity through hands-on democracy-in-action assignments. Examines the rich history of civic engagement as it applies to different races, sexes, genders and religions to unpack the what, why and how of getting involved and making a difference in public service. Examines cultural identity, including diversity of race, sex, gender and religion, as it contributes to social, civic, political and democratic life. Understanding how to participate in civic society culminates in the creation of a plan to contribute to the ongoing mission of sustaining a vibrant, healthy and unifying American democracy.

Enrollment Requirements (Prerequisites, Corequisites, and/or Antirequisites)

None

Is this a crosslisted course?

No

Is this course offered by (shared with) another academic unit?

No

If this course or topic already carries a different General Studies Gold (not Maroon) designation than the one being requested, please check this box.

General Studies Gold Designation Request

Requested Designation

American Institutions (AMIT)

Attach a representative syllabus for the course, including course learning outcomes and descriptions of assignments and assessments.

[Fall 2024 PAF 112 DeReche.pdf](#)

American Institutions (AMIT)
In each American Institutions course, students will discuss people, ideas, institutions, movements and structural forces that have created and transformed the United States. Students will analyze struggles over the meaning of America's constitutional democracy. Throughout the course, students will analyze a wide range of sources drawn from both past and present and contemplate American history, ideals, and institutions in global as well as national contexts. In doing so, students will refine their ability to make and evaluate reasoned arguments, engage in civil debate, and participate constructively in civic life.

In an American Institutions course, students must be exposed to the following knowledge or sources:

AMIT Element 1: Principles of American constitutional democracy and how they are applied under a republican form of government.

1. Identified Topic or Source

Topic: Types of democracy, the republican form of government in America, and American representative democracy

Source: YouTube Video. United 4 Social Change, 2020. Representative vs. direct democracy: Power of the people.

1. Location in Syllabus

Module 1

2. Identified Topic or Source

Topic: Defining democracy and the fundamental questions of democracy

Source: "Democracy" by Robert A. Dahl, David Froomkin, Ian Shapiro

2. Location in Syllabus

Module 1

AMIT Element 2: The US Constitution and major American constitutional debates.

1. Identified Topic or Source

Topic: The 2nd Amendment of the Constitution

Source: Chapter 4.1 of the required text, "Securing Basic Freedoms"

1. Location in Syllabus

Module 4

2. Identified Topic or Source

Topic: The Bill of Rights

Source: YouTube Video, Civil Rights & Liberties: Crash Course Government & Politics #23

2. Location in Syllabus

Module 1

AMIT Element 3: Founding documents that have shaped American institutions.

1. Identified Topic or Source

Topic: The Bill of Rights

Source: YouTube Video, Civil Rights & Liberties: Crash Course Government & Politics #23

1. Location in Syllabus

Module 1

2. Identified Topic or Source

Topic: Federalist No. 10 and Political Parties

Source: Chapter 9.1 of the required text, "What Are Parties and How Did They Form"

2. Location in Syllabus

Module 4

AMIT Element 4: Landmark policy achievements and Supreme Court cases.

1. Identified Topic or Source

Topic: The Voting Rights Act of 1965 and how it changed voting rights and fits into the civil rights era.

Source: The Voting Rights Act of 1965

1. Location in Syllabus

Module 2

2. Identified Topic or Source

Topic: The Supreme Court Case Citizens United v. Federal Election Commission (2010) and the resulting changes to speech in elections

Source: Chapter 10 of the required text, "Interest Groups and Lobbying"

2. Location in Syllabus

Module 4

AMIT Element 5: Economic knowledge necessary to assess policy options affecting both the public and private sectors.

1. Identified Topic or Source

Topic: The advantages and drawbacks of federalism, including how the American federal system affects economic policy

Source: YouTube Video, Federalism: Crash Course in Government and Politics #4.

1. Location in Syllabus

Module 2

2. Identified Topic or Source

Topic: The distinction between public goods and private goods, the role of government in the economy

Source: Chapter 1.1 of the required text, "What is Government?"

2. Location in Syllabus

Module 1

AMIT Element 6: International context of American institutions and the evolution of America's role in international affairs.

1. Identified Topic or Source

Topic: How Alexis de Tocqueville's Democracy in America compares and contrasts the American form of government to other nations around the world.

Source: An Overview of the Book Democracy in America by Ashley Crossman (2021)

1. Location in Syllabus

Module 1

2. Identified Topic or Source

Topic: How U.S. foreign policy has evolved over time through the lens of different generations of Americans

Source: YouTube video, Generations Throughout History

2. Location in Syllabus

Module 1

AMIT Learning Outcomes

Most of the course content should align with the Gold category learning outcomes.

Instructions: In the fields below, state the assignment, project, or assessment that will measure each learning outcome, and provide a description. The description should provide enough detail to show how it measures the learning outcome. If needed, more than one can be identified.

The proposal does not need to include all course assessments that measure a given learning outcome. The provided assessment should include sufficient detail to allow the subcommittee to make their evaluation. When appropriate, the same assessment can be listed for more than one learning outcome (e.g., a culminating project).

You may provide links to a document (Google Drive or Dropbox) that includes the relevant details for the assessment. **Do not provide links to Canvas shells.**

AMIT Learning Outcome 1: Demonstrate how ideas and groups have historically shaped the creation of and change in U.S. institutions.

Assignment name: Quizzes

Each course module includes a quiz. These quizzes include multiple choice, multiple answer, true/false, and short answer questions. Questions cover all aspects of course content, which addresses how groups have worked together to create and change American democratic institutions over time. All students who take the quiz are asked the same set of questions.

In quiz 1, for example, students are asked about the early stages of American democracy. "True or False: According to Alexis de Tocqueville, what made American democracy distinct was how frequently Americans formed associations." Other questions in the same quiz ask about specific components of the American constitution: "True or False: According to the Crash Course on Civil Rights vs. Civil Liberties, civil rights are guaranteed in the US Constitution."

In quiz 2, students are asked how American democracy was changed during the Civil Rights Era. "Why did Martin Luther King, Jr. in the assigned excerpt from this 1957 speech "Give Us the Ballot" repeatedly ask for the ballot? Choose all that apply."

AMIT Learning Outcome 2: Identify key institutions in U.S. politics and their impacts on social, economic, or political outcomes. This will include differential impacts on disparate communities.

Assignment name: Civic Engagement Plan, Assignments 2 & 4

Each course module includes a Civic Engagement Plan assignment. It is important to note that while this assignment has “Plan” in its title, this is a signal for students to understand that Civic Engagement is a never-ending journey. The intent is to give students the tools to plan their civic engagement strategies as they go forward in life. It is not an indication that students make a plan that they do not actually execute for the assignment. Each assignment has two components: action and reflection. In the action portion of each assignment, students research specific details, events, organizations or resources relevant to a community issue that matters to them. In the reflection portion of each assignment, students describe, assess, and evaluate how the information they gathered relates to the issue they are examining.

Assignments 2 & 4 are how we assess this AMIT learning outcome.

Part 3 of Assignment 2 specifically asks students to identify how institutions affect their community across different measures of social, economic, and political outcomes:

1. Lastly, select at least one community you identify with (you may include as many as you'd like). Conduct research on this community and create a slideshow 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. Create a picture slideshow or gallery and include this in your assignment.

In part 1 of Assignment 4, students specifically are asked to investigate how different groups and communities are affected by different actions:

1. Describe a societal issue, topic, or concern 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?

Each portion of each Civic Engagement Plan assignment has an associated rubric that is used to assess student performance. In all cases, students are told that they must, “submit the assignment incorporating information from all the components, with depth and complexity” to earn all the available points.

AMIT Learning Outcome 3: Describe the impact of key ideas, people, events, institutions, or movements on the nature, history, and boundaries of American citizenship and the various forms of civic participation in a self-governing society.

To assess this AMIT learning outcome, we use two different assignments.

The first are the course quizzes. Each course module includes a quiz. These quizzes include multiple choice, multiple answer, true/false, and short answer questions. Questions cover all aspects of course content. All students who take the quiz are asked the same set of questions. To assess this learning outcome, we use short answer questions that require students to describe the effects of different issues on the nature of American citizenship and civic participation. Students are instructed to address these questions in 2-5 sentences:

1. “Explain whether the United States is a direct or representative democracy. Make sure to consider how the Constitution has changed over time.”

2. “Describe the role of citizens in American democracy, explaining how they participate in self-governance.”

Instructors assess student performance on these questions by evaluating 1) the accuracy of the concepts in question (e.g., does the student describe the concept correctly) and 2) the ability of the student to connect the concept to citizenship and civic participation.

To ensure that we adequately assess student ability to *describe*, we also use a second assignment that involves more long-form research and writing. The second assignment is the Civic Engagement Plan. Each course module includes a Civic Engagement Plan assignment. It is important to note that while this assignment has “Plan” in its title, this is a signal for students to understand that Civic Engagement is a never-ending journey. The intent is to give students the tools to plan their civic engagement strategies as they go forward in life. It is not an indication that students make a plan that they do not actually execute for the assignment. Each assignment has two components: action and reflection. In the action portion of each assignment, students research specific details, events, organizations or resources relevant to a community issue that matters to them. In the reflection portion of each assignment, students describe, assess, and evaluate how the information they gathered relates to the issue they are examining.

Part 3 of Assignment 3 is how we assess the second portion of this AMIT learning outcome. It specifically asks students about the various forms of civic participation in a self-governing society:

1. 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.
2. 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. Add how each of your networks participate in social and/or civic engagement.
3. Add photos for each of the networks or using a slideshow or gallery.

Each portion of each Civic Engagement Plan assignment has an associated rubric that is used to assess student performance. In all cases, students are told that they must, “submit the assignment incorporating information from all the components, with depth and complexity” to earn all the available points.

AMIT Learning Outcome 4: Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

Assignment name: All course assignments.

Across all components of course assignments, students are expected to bring high-quality evidence to support their answers and claims. In quizzes, students are asked factual questions about primary source documents. In discussions, students are required to provide proper citation for any new claim or evidence that they make. And in the Civic Engagement Plans, students are required to gather information on community characteristics and use it to inform their assessment of their community.

List all course-specific learning outcomes. Where appropriate, identify the associated AMIT learning outcome(s) in brackets (see below for example). Note: It is expected that a majority of course-specific learning outcomes will be associated with an AMIT learning outcome.

- 1. Define key concepts related to American governance, including democracy, public service, civic engagement, social engagement, political engagement, social capital, public problems, politics, advocacy, mobilization, federalism, levels of government, separation of powers, branches of government, courts, and interest groups. [AMIT LO1 & LO2]
- 1. Compare American democracy with other governance systems, explaining key differences in structure, function, and citizen participation. [AMIT LO2]
- 1. Analyze how the U.S. Constitution has shaped American institutions and citizenship over time, citing historical examples. [AMIT LO3]
- 1. Describe the role of government and politics in shaping American social and economic systems, with attention to their differential impacts on diverse communities. [AMIT LO2 & LO3]
- 1. Assess the contributions of service organizations and associations to American democracy by examining their role in civic engagement, advocacy, and mobilization. [AMIT LO1 & LO3]
- 1. Identify pathways for civic engagement across the public, private, and nonprofit sectors. [AMIT LO3]
- 1. Examine how governing bodies, government agencies, and nonprofit organizations address public problems, using historical and contemporary case studies. [AMIT LO4]
- 1. Construct an evidence-based action plan for personal civic engagement on a specific issue, incorporating historical context and organizational involvement. [AMIT LO4]

Provost Use Only

Backmapped Maroon Approval

No Response

Form Submission - Proposer

Submitted for Approval | Proposer

Akheil Singla - February 3, 2025 at 4:13 PM (America/Phoenix)

Department Approval

Approved

Chris Hiryak

Margaretha Bentley

Spiro Maroulis - February 3, 2025 at 4:40 PM (America/Phoenix)

Shannon Portillo

GSC Coordinator Review

Approved

TJ Robedeau - February 4, 2025 at 8:05 AM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Sent Back

Tamiko Azuma - February 4, 2025 at 12:51 PM (America/Phoenix)

For Learning Outcome 3, the included assessment is "Discussions." It is noted that the discussions will use the Yellowdig platform. If the responses will be autograded, the assessment is not appropriate because the content of the response will not be evaluated. If the discussion response will be graded (by the instructor or TA), please include the grading rubric or a brief description of how the assignment will be graded. This information is needed to confirm that the Learning Outcome will be appropriately measured by the assessment. If you have any questions, please email me (Tamiko Azuma) at azuma@asu.edu.

Form Submission - Proposer

Submitted for Approval | Proposer

Akheil Singla - February 4, 2025 at 2:28 PM (America/Phoenix)

Department Approval

Approved

Chris Hiryak
Margaretha Bentley
Spiro Maroulis - February 4, 2025 at 2:42 PM (America/Phoenix)
Shannon Portillo

GSC Coordinator Review

Approved

TJ Robedeau - February 4, 2025 at 3:37 PM (America/Phoenix)
April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - February 5, 2025 at 3:12 PM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

TJ Robedeau - February 5, 2025 at 3:13 PM (America/Phoenix)
April Randall

American Institutions (AMIT) Subcommittee

Acknowledge Cancelled

James Dupey
Susan Miller
Ruby Arjona
Mark Ramirez - February 25, 2025 at 8:35 PM (America/Phoenix)

Revisions needed.

LO3: This learning outcome requires students to “describe” whereas the quiz assessment would have students identify. Please update the assessment.

The course learning outcomes need to accurately reflect the AMIT category learning outcomes. Some of the course learning outcomes appear more as statements or tasks rather than learning outcomes. Having students perform a task does not ensure they have learned the material (e.g., creating an action plan suggests what students will do rather than assess what they learned). Also

ensure the verbs used in the course learning outcomes match the verbs in the respective category learning outcome and each component of the category learning outcomes are reflected in their respective course learning outcome.

Brent Scholar

General Studies Council Meeting

Sent Back

TJ Robedeau - February 28, 2025 at 8:35 AM (America/Phoenix)

Your request was not approved. The AMIT subcommittee invites you to revise and resubmit this request. They provided the following rationale:

LO3: This learning outcome requires students to “describe” whereas the quiz assessment would have students identify. Please update the assessment.

The course learning outcomes need to accurately reflect the AMIT category learning outcomes. Some of the course learning outcomes appear more as statements or tasks rather than learning outcomes. Having students perform a task does not ensure they have learned the material (e.g., creating an action plan suggests what students will do rather than assess what they learned). Also ensure the verbs used in the course learning outcomes match the verbs in the respective category learning outcome and each component of the category learning outcomes are reflected in their respective course learning outcome.

If you have questions regarding this, please reach out to Tamiko Azuma (azuma@asu.edu).

April Randall

Form Submission - Proposer

Submitted for Approval | Proposer

Akheil Singla - March 7, 2025 at 10:49 AM (America/Phoenix)

Department Approval

Approved

Chris Hiryak

Margaretha Bentley

Spiro Maroulis - March 12, 2025 at 12:29 PM (America/Phoenix)

Shannon Portillo

GSC Coordinator Review

Approved

TJ Robedeau - March 12, 2025 at 1:21 PM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - March 12, 2025 at 3:10 PM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

TJ Robedeau - March 12, 2025 at 3:10 PM (America/Phoenix)

April Randall

American Institutions (AMIT) Subcommittee

Acknowledgement Requested

James Dupey

Susan Miller

Ruby Arjona

Mark Ramirez - March 25, 2025 at 5:52 PM (America/Phoenix)

Revisions needed.

Learning outcome 3 requires students to describe the impact of American institutions on citizenship and the impact of American institutions on civic participation. The revised assessments fail to have students consider how institutions shape these outcomes. Instead, the current assessments ask students to evaluate these outcomes in absence of the influence of American institutions. They are merely descriptive and need to be explanatory. Please update the assessments and ensure students are assessed on how well they can trace the influence of American institutions to each outcome.

Assignments 2 and 3 only deal with civic participation. There needs to be an assessment of how well students can describe the impact of institutions on citizenship. There is also a weakness in how the assignments fail to have students consider the “boundaries” of each outcome, which would be improved by acknowledging how institutions shape these outcomes for different populations.

Brent Scholar

General Studies Council Meeting

Waiting for Approval

TJ Robedeau
April Randall

Proposer Notification

Notification

Akheil Singla

College Notification

Notification

Stephanie Alvey
Judy Krysik
Margaretha Bentley
Cody Telep
Olya Sharifi
Chris Hiryak
William Terrill