

ASC 338 - PROFESSIONAL PATHWAYS IN CIVIC ENGAGEMENT (2 CREDIT HOURS)

Civic Engagement: How Professions Connect with their Communities

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COURSE GOALS

This course provides students with the opportunity to examine the role of civic engagement in various career choices through active participation in the Columbus Metropolitan Club (CMC). Students will observe the work of CMC in fostering discussion and debate around key community issues and will interact with community leaders and business professionals who work within for-profit and not-for-profit organizations to encourage change in communities.

Upon successful completion of this course, students will:

- Understand the scope and diversity of opportunities that exist to pursue a career in civic engagement in both for-profit and not-for-profit organizations
- Understand the skills and strategies to integrate active civic participation into a diversity of career choices
- Be able to place their civic engagement experience in broader frameworks regarding the practice of civic engagement and civic professionalism
- Be encouraged and confident of their ability to participate in conversations regarding issues affecting the community outside of OSU

COURSE DESCRIPTION

While many students may be involved in the kind of civic engagement that provides direct service to individuals (such as working in soup kitchens), the Columbus Metropolitan Club offers students the opportunity to observe and participate in a different kind of civic engagement, one that focuses on collective action and organizational involvement in the context of professional lives in the for-profit and not-for-profit sectors. At the center of the CMC are its forums, which are organized discussions of public issues by a wide range of community members. Through participating in CMC forums, as well reading and writing about the forum topics, students will learn in a hands-on way the role of individuals and organizations play in engaging in and addressing issues of community concern.

BACKGROUND ON COLUMBUS METROPOLITAN CLUB

The Columbus Metropolitan Club is a thirty-year old Columbus not-for-profit organization “organized exclusively to promote the open exchange of information and ideas among the residents of central Ohio by providing a forum for the discussion of topics of civic and public interest.”

“CMC’s goal is to encourage civic awareness of contemporary matters by providing a platform for free expression and fair debate examining many aspects of any given topic. The organization serves the community as a spotlight to highlight a variety of issues that confront the community, state, nation and the world.” (<<http://www.columbusmetroclub.org/about/purpose.htm>> 15 September 2006.)

MEETING TIMES

Class will meet twice a week: Mondays and Wednesdays, 11:30-1:30

Week 1	<p>Monday: Orientation</p> <ul style="list-style-type: none"> • Discussion: <ul style="list-style-type: none"> • course goals, syllabus and assignments • introduction to the Columbus Metropolitan Club • Week 1 forum topic and speaker • Making the most of the opportunity to meet community leaders and business professionals • Order business cards <p>Wednesday: CMC Forum</p>
Week 2	<p>Monday:</p> <ul style="list-style-type: none"> • Reading: <ul style="list-style-type: none"> • Adler & Goggins (2005). • Assignment: due by end of Friday, 5 pm - your definition of civic engagement – summarized on one page • Discussion: <ul style="list-style-type: none"> • definition of civic engagement • Week 1 forum follow-up • Week 2 forum – topic and speaker <p>Wednesday: CMC Forum</p>
Week 3	<p>Monday:</p> <ul style="list-style-type: none"> • Reading: Putnam (1995) • Discussion: Civic engagement and social capital <p>Wednesday: CMC Forum</p>
Week 4	<p>Monday:</p> <ul style="list-style-type: none"> • Reading: Sullivan (2004) & Larson (2007) • Discussion: Civic professionalism – should it be expected of everyone? • First critique due by end of Friday, 5 pm. <p>Wednesday: CMC Forum</p>
Week 5	<p>Monday:</p> <ul style="list-style-type: none"> • Reading: Brugmann & Prahalad (2007). • Discussion: Role of business in civic engagement. <ul style="list-style-type: none"> • Reading choice for following week. <p>Wednesday: CMC Forum</p>

Week 6	Monday: <ul style="list-style-type: none"> • Reading: Zadek (2004), Greenfield (2008), or Borden& Kamenetz (2008) (or similar article of student's choice). • Discussion: Business case study • First informational interview due by end of class. Wednesday: CMC Forum
Week 7	Monday: <ul style="list-style-type: none"> • Reading: Swain (2001) • Discussion: Does civic engagement lead to community improvement? Wednesday: CMC Forum
Week 8	Monday: <ul style="list-style-type: none"> • Discussion • Second critique due by end of Friday, 5 pm Wednesday: CMC Forum
Week 9	Monday: <ul style="list-style-type: none"> • Discussion Wednesday: CMC Forum
Week 10	Monday: <ul style="list-style-type: none"> • Discussion • Second information interview report due by end of Friday, 5 pm Wednesday: CMC Forum
Finals Week	Final Report Due by 5 pm on Wed.

Monday Meeting: 11:30 am to 1:30 pm on campus for discussion, forum follow-up and prep..

Wednesday Meeting: 12:00-1:30 pm at the Athletic Club in downtown Columbus, the site of most CMC weekly forums. Weekly topics are determined by the CMC's program schedule.

Students may use their COTA privileges to ride downtown to the corner of Broad and High. The Athletic Club is a short, two-block walk from the corner.

COURSE ACTIVITIES

This course uses three methods of learning.

- Attendance at off-campus CMC forums.
- Attendance at on-campus class meetings
- Discussion of meeting topics through discussion at the forums and follow-up online discussions.
- Written critiques of two forums.
- Two informational interview and reports.
- A final report.

Through this mixture of different activities, students will learn about the role of civic organizations in a community and how they address community issues by working in partnership with local for-profit and not-for-profit organizations. They will also observe how individuals with the varied roles in both the public and private sectors participate in community discussions and problem-solving as part of their day-to-day responsibilities.

Here's how those three methods of learning will interact.

- Before each forum, students will read background on the forum topic and speaker(s) posted on the Metropolitan Club website (www.columbusmetroclub.org). Links for this and additional resource materials will also be available on our Carmen website. Class reading and discussion will provide a context for the upcoming forum.
- At each forum, students will have the opportunity to discuss with other attendees the ways that particular corporation or not-for-profit works with CMC and other civic organizations as well as the role that such civic work plays in professional career paths.
- After attending the forum, students will participate in the Columbus Metropolitan Club's online chat sessions with other attendees.
- Throughout the quarter, students will utilize additional opportunities to reflect on their experiences through the written assignments.

ASSIGNMENTS

Reading: Weekly background on forum topics and speakers should be read in advance of the meeting. Reading materials will be available electronically through the class's Carmen website.

Discussion: In addition to classroom discussions of the forums, students will discuss forums and readings online with forum attendees, classmates, and the instructor. Each week a different student will be responsible for starting the online discussion, through prepared questions. This discussion will happen online after the week's forum between Wednesday at 2 and the following Tuesday at 5 pm.

Students will also have the opportunity to discuss topics with other attendees as they sit at tables with members of local organizations. And students will be able to participate in the forum discussion process by asking questions of the speaker.

Forum critiques (3 to 4 pages): Students will write a critique of two forums of their own choosing. Critiques should consider questions such as:

- Was the evidence presented sufficient?
- What was the logic of the argument being made?
- Was the argument compelling?
- Were presenters' styles effective? Did they rely on "tricks" to catch audience attention?

Informational Interview Assignments (3 to 4 pages): The purpose of this assignment is to promote career exploration as well as an understanding of how civic engagement skills are developed. In addition, some of the information students collect through these interviews may be used in their final report. Sample questions from the assignment include:

- What in your career path has led you to your current role?
- Who has been instrumental in your career in helping you to become a strong leader?

The interviews should be conducted in person with a contact the student has made through forum attendance (exceptions for phone interviews are possible (advance approval from the instructor is required). For additional information on interviewing, please see www.quintcareers.com/informational_interviewing.html

Final Report (8 to 10 pages): This final paper will offer students the opportunity to bring together all of the work they've done this quarter: their study of civic engagement (through readings and online class discussions) and their experiences at the CMC forums. In this paper, they will discuss the following questions

- How has your understanding of civic engagement changed or strengthened through your experiences in this class?
- What role, if any, does civic engagement have in individual's professional roles?
- How (if at all) has this Pathways experience affected your thinking about your chosen field or area of career interest?

Students should include specific examples from Pathways experience and refer to specific discussions from the readings. Students may use additional relevant articles and/or books and their online discussions as sources of information.

Criteria for the written final report:

- Report discusses Pathways experiences as they relate to the overall goals and the learning outcomes outlined for the course.
- Writing uses Pathways experiences to illustrate civic engagement principles discussed in readings.
- Outside sources are appropriately cited (using, e.g., MLA or APA format).
- Writing is well organized so that the reader can follow its argument.

GRADING

To receive an "S" for this course, you must receive 75% of all points for attendance, reading, discussion, and writing assignments. If, because of illness, you miss a weekly forum, you may, with permission of the instructor, watch the televised session of that forum for partial credit.

	<u>Points</u>	<u>Number</u>		
Attendance				
Wednesday Forums	3	10	30	22%
Monday Class Meetings	2	10	20	15%
Online Discussions	1	10	10	7%
Critiques	10	2	20	15%
Informational Interview	15	2	30	22%
Final Report	25	1	25	19%
			135	
		For "Satisfactory"	101	75%

Criteria for grading written work:

- Writing addresses topic.
- Writing uses clearly identified details from the forum and/or background reading.
- Outside sources are appropriately cited (using MLA or APA format).
- Writing shows evidence of student's own response to the topic.
- Writing is organized so that readers can follow its argument.

ACADEMIC MISCONDUCT

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; Illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

DISABILITY SERVICES

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; (<http://www.ods.ohio-state.edu/>)

NOTE ABOUT COSTS

CMC would recruit sponsors for the students who will underwrite the costs of the student participation. "At cost" prices for each student for an entire quarter would be \$100.00 (\$10/lunch).

READING - REQUIRED

Adler, R., & Goggins, J. (2005). What do we mean by "civic engagement?". *Journal of Transformative Education*, Vol. 3 (3). pp 236-253.

Brugmann, J. & Prahalad, C.K. (2007). Cocreating business's new social compact. *Harvard Business Review*. February 2007, pp. 80-90.

Larson, E. (2007). Physicians should be civic professionals, not just knowledge workers. *APM Perspectives* (Association of Professors of Medicine).

Putnam, R. (1995). Bowling alone: America's declining social capital. *Journal of Democracy*, 6(1). January 1995, pp. 65-78.

Sullivan, W. M. (2004). Can professionalism still be a viable ethic? *The Good Society*, Vol. 13(1), pp. 15 – 20.

Retrieved 9/24/2008:

http://journals.ohiolink.edu/ejc/pdf.cgi/Sullivan_William_M.pdf?issn=15389731&issue=v13i0001&article=15_cpsbave

ADDITIONAL RESOURCES

Baltes, J. & Quinn, L. (2007). Leadership and the triple bottom line: Bringing sustainability and corporate social responsibility to life. Center for Creative Leadership (CCL) White Paper.

Retrieved 9/24/2008:

<http://www.ccl.org/leadership/pdf/research/tripleBottomLine.pdf>

Benner, P. & Sullivan, W. (2005). Challenges to professionalism: Work integrity and the call to renew and strengthen the social contract of the professions. *American Journal of Critical Care*, January, Vol. 14(1). Pp. 78-84.

Retrieved 9/24/2008:

<http://ajcc.aacnjournals.org/cgi/reprint/14/1/78>

Borden, M. & Kamenetz, A. (2008). Timberland's Jeff Schwartz on Corporate Responsibility. Fast Company.

Retrieved 9/24/2008:

<http://www.fastcompany.com/magazine/128/the-prophet-ceo.html>

Greenfield, R. (Ed.). (2008). The creative capitalism roundtable. Time.

Retrieved 8/13/2008:

<http://www.time.com/time/business/article/0,8599,1828415,00.html?iid=sphere-inline-sidebar>

Zadek, S. (2004). The path to corporate social responsibility. Harvard Business Review.

Retrieved 9/20/08:

<http://web.ebscohost.com/ehost/pdf?vid=8&hid=12&sid=f52855e0-a49b-410e-b293-b2a7178334c9%40SRCSM2>