

Term Information

Effective Term Autumn 2022
[Previous Value](#) [Spring 2018](#)

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

We would like to submit this class as a general education course in the theme category of Citizenship for a Diverse and Just World

What is the rationale for the proposed change(s)?

We feel that the course meets the expected learning outcomes of this GE category

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

Minimal. We already offer the course frequently, so adding a few additional sections to account for increased enrollment shouldn't be an issue.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Public Affairs, John Glenn Col
Fiscal Unit/Academic Org	John Glenn College of Pub Aff - D4240
College/Academic Group	John Glenn College of Pub Aff
Level/Career	Undergraduate
Course Number/Catalog	2120
Course Title	Public Service and Civic Engagement
Transcript Abbreviation	Pub Svc Civ Engmnt
Course Description	This course introduces students to the role an engaged citizenry plays in a democracy. Students will explore trends in civic engagement, the reasons behind these trends, and their consequences; along with issues of social equity in engagement and strategies to increase civic participation.
Previous Value	Introduces students to the role an engaged citizenry plays in a democracy; trends in civic engagement, the reasons behind these trends, and their consequences; issues of social equity in engagement; and strategies to increase civic participation. Recommended prereq: 2110.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Previous Value

Not open to students with credit for 240.

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

44.0401

Subsidy Level

Baccalaureate Course

Intended Rank

Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Citizenship for a Diverse and Just World

The course is an elective (for this or other units) or is a service course for other units

Previous Value

Required for this unit's degrees, majors, and/or minors

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.
- Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.
- Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.
- Examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.
- Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences
- Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.
- *Develop or improve their understanding of the civic responsibilities citizens have*
- *Discuss and describe concepts related to citizenship, civic engagement, and community development*
- *Appreciate the concepts related to civic responsibility and engagement*
- *Practice and further develop oral and written communication skills regarding course topics and ideas*

Previous Value

Content Topic List

- What is Public Service, Citizenship, and Civic Engagement and How Did We Get Here?
- Modes of Engagement Civic: From Formal to Informal
- Explaining What We See
- Public Participation in Practice

Previous Value

- *Engagement: political vs. civil & engagement in public life; coming of age in a post-boomer world*
- *Participation: attitude towards, generational pathways to; generational leadership*
- *Skill building: leadership, team-building, advocacy, lobbying*
- *Citizenship, diversity & inclusion, pursuit of social justice*
- *Roles: the business community & nonprofits; assessment*

Sought Concurrence

No

Attachments

- PUBAFRS 2120 submission-doc-citizenship.pdf: GE Theme Description
(Other Supporting Documentation. Owner: Adams,Christopher John)
- PUBAFRS 2120 GE Cover Letter.docx: Cover Letter addressing revisions
(Other Supporting Documentation. Owner: Adams,Christopher John)
- PUBAFRS 2120 GE Revision CLEAN.docx: Syllabus
(Syllabus. Owner: Adams,Christopher John)
- PUBAFRS 2120 GE Revision.docx: Syllabus with changes listed
(Syllabus. Owner: Adams,Christopher John)

Comments

- Please see Panel feedback email sent 04/27/2022. *(by Hilty,Michael on 04/27/2022 04:15 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Adams,Christopher John	01/24/2022 09:49 AM	Submitted for Approval
Approved	Adams,Christopher John	01/24/2022 09:49 AM	Unit Approval
Approved	Adams,Christopher John	01/24/2022 09:50 AM	SubCollege Approval
Approved	Greenbaum,Robert Theodore	01/24/2022 11:35 AM	College Approval
Revision Requested	Hilty,Michael	04/27/2022 04:15 PM	ASCCAO Approval
Submitted	Adams,Christopher John	06/09/2022 05:11 PM	Submitted for Approval
Approved	Adams,Christopher John	06/09/2022 05:12 PM	Unit Approval
Approved	Adams,Christopher John	06/09/2022 05:16 PM	SubCollege Approval
Approved	Greenbaum,Robert Theodore	06/09/2022 05:42 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	06/09/2022 05:42 PM	ASCCAO Approval

June 9, 2022

RE: PUBAFRS 2120 GE Application

Dear review committee.

I appreciate your feedback and have made all requested changes to the syllabus. I used tracked changes so the committee can easily find these additions. In addition, I attached a clean copy for your review.

Two requests were made (below). I included my response, in italics.

- **Contingency:** The reviewing faculty ask that the GE General Goals, ELOs, and a statement that explains how all the GE ELOs (both general and theme-specific) will be fulfilled be added to the course syllabus, per a requirement of General Education courses.
 - *I included all GE and Citizenship Goals and ELOs in the revised syllabus. After each set, I provided one to three sentences describing how that goal and set of ELOs are met.*
- **Contingency:** The reviewing faculty ask that bibliographic information be added for all course texts that will be accessed through Carmen to the course syllabus, as they are unable to view Carmen pages and believe this helpful to students.
 - *I included a bibliography is included on the last page.*

Please let me know if you need any more information or any other revisions.

Thank you.

Sincerely, Jill Clark

Clark.1099@osu.edu



THE OHIO STATE UNIVERSITY

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

PUBAFRS 2120 – 3 Credits
Public Service and Civic Engagement
[semester XX]
[class location and times XX]

Instructor: XX
Office: XX
Email and Preferred Communication: XX
Office Hours: XX

Course Overview

Through this course, students are introduced to the role an engaged citizenry plays in a democracy and strategies to increase participation using both normative and critical theories. During the first portion of the course, students learn basic concepts around service, citizenship, and civic engagement and how these have changed over time. Students will learn to use an equity and inclusion framework to analyze civic engagement. The second section of class is dedicated to learning about, comparing and contrasting, and critiquing different forms of individual and collective action. The third section of the class examines the reasons behind trends in citizen engagement and their consequences. The fourth and final section provides students with the strategies and skills to plan for effective public participation.

General Education Citizenship Learning Goals and Objectives

General Education GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

- Engage in critical and logical thinking about the topic or idea of the theme.
- Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.

To meet this goal, students will engage deeply in readings, discussions, and activities on the concepts of citizenship, civic engagement, and public service. The final courses cases bring class concepts together for students to analyze. The three scaffolded research paper assignments require students to think critically about civic engagement in a public issue of their choosing while developing a sound plan for using civic engagement to solve a public problem.

General Education GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

- Identify, describe, and synthesize approaches or experiences as they apply to the theme.

Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

To meet this goal, in homework 1 and homework 4, students apply class concepts to and reflect on their experiences as world citizens and their previous civic engagements and public service.

Citizenship Specific GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

- Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.
- Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.

To meet this goal, several class sessions are dedicated to understanding the social construction of citizenship and debates over time. Students are provided a framework for evaluating equity and inclusion and apply the framework to three real world cases.

Citizenship Specific GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

- Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences
- Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

To meet this goal, students explore five real world cases, ranging from Black residents dealing with policing issues to undocumented workers wanting a say in local public health planning, using the equity and inclusion framework and materials on the theory and practice of citizen engagement. In each case there are complex sets of stakeholder groups that have access to different amounts and forms of power, each striving to impact a public process.

Additional Course Learning Objectives

By the end of the semester, the instructor expects students to:

- Define public service and civic engagement and describe its role at the various levels of government in the United States.
- Understand the role of citizenship and ethical public service in the democratic process.
- Recognize trends in civic engagement patterns.
- Identify and explain the impacts of changing engagement patterns.
- Describe social equity concerns in civic engagement.
- Describe different types of public participation objectives/scenarios and tactics.
- Apply public participation planning to solve issues of public concern.
- Demonstrate public participation skills.

Credit Hours and Work Expectations

This is a 3 credit-hour course. According to [Ohio State bylaws on instruction](http://go.osu.edu/credit%20hours) (go.osu.edu/credit hours), students should expect around 3 hours per week of time spent on direct instruction in addition to 6 hours of homework (reading and assignment preparation).

Course Materials

Readings: All reading material is accessed through links on Carmen. In addition to assigned texts, students are to follow the news and bring topics of interest to class.

GRADING, ASSIGNMENTS, ATTENDANCE AND PARTICIPATION

Grading

In-class quizzes	24% (6 quizzes @ 4% each; drop 2)
Assigned homework	18% (3 homeworks @ 4% each; 1 homework @ 6%)
Paper 1	6% (due XX)
Paper 2	6% (due XX)
Paper 3	20% (due XX)
Final Exam	26% (date and time XX)

93 – 100	A	80 - 82	B-	68 - 69	D+
90 – 92	A-	78 - 79	C+	60 - 67	D
88 - 89	B+	73 – 77	C	Below 60	E
83 - 87	B	70 - 72	C-		

In-Class Quizzes

It is critical that you keep up with the readings so that we can have meaningful discussions in class and you can perform well on your papers and midterm. There will be pop quizzes throughout the semester to promote consistent and careful reading. Quizzes will include the current day's reading along with a question or two from the previous class readings and lecture. Quizzes are conducted at the start of class. You must be on time to take the quiz. Eight quizzes will be given, allowing the lowest two quiz grades to be dropped. As such, since there are many existing safeguards in place to protect you through a difficult week or even two, the following fact cannot be emphasized enough: **no make-up quizzes will be given.**

Assigned Homework

Short homework assignments are assigned in this course. Rubrics are located in Carmen.

Homework #1 – What does Citizenship and Public Service Mean to Me?

The purpose of this assignment is to reflect on the meaning and importance of citizenship and public service. After reading, "What Kind of Citizen?" and the short report from the National Commission on Service, consider what does citizenship and public service means to you at this point in your life. Questions to consider, but not all are required: Does your understanding of a "good" citizen align with any of the three types of "good" citizens? How do you engage as a citizen? In public service? Must a good citizen engage in public service? Must elected leaders and public servants hear from "the people" outside of elections? Provide a two-page, double-spaced response that uses 1" margins, Times New Roman, 12-point font.

Homework #2 – Engaging in the Public Process (worth 6% of your grade.)

You are to attend a local community legislative hearing or other public meeting that includes formal testimony given by members of the community, outside of the Ohio State University. Examples include city council meetings¹, zoning board meetings², and school board meetings³ or any hearing or meeting that has a legally required public input component. *You must ride a COTA bus to and from the meeting.*

¹ Upper Arlington City Council - <https://upperarlingtonoh.gov/event/city-council-meeting/all/>

² Bexley Board of Zoning and Planning - <http://www.bexley.org/meetings/>

³ Worthington School Board - <https://www.worthington.k12.oh.us/Page/3155>

You are to submit a three-page, double-spaced summary of your overall experience. Begin by describing your experience using COTA to get to and from the meeting. Then focus on the meeting and include instructions on how one signs up to give testimony, your observations of the physical set-up of the meeting, and observations on the process used in the meeting or hearing for public input (e.g., note who participated in the arguments and why this might be important, how decisions were made, and your personal reactions). Include ideas on how to improve the meeting. Finally, make sure you include the name of the meeting, place, date, the total time you rode the bus and attended the meeting, and proof that you rode the bus in your paper (e.g., a photo). rubric is available on Carmen.

Homework #3 – Free to Ride and the Inclusive Civic Engagement Principles

After watching the documentary *Free to Ride* write a short paper applying *The Principles for Equitable and Inclusive Civic Engagement* (Holly, 2016) to the documentary. Consider the following questions: What role do peoples' backgrounds and histories play in this scenario? Who has access to power in this scenario? Why do they have access to power? How does access to power affect the outcome? Were the principles for equitable and inclusive civic engagement present? How or how not? What does it mean for all people to be included in a decision-making process? What would it look like if equity was the starting point for decision-making? You **MUST** attend class on the day the documentary is shown to receive full credit. Provide a two-page, double-spaced response that uses 1" margins, Times New Roman, 12-point font.

Homework #4 – Reflection on Citizenship and Public Service

At this point of the course, you have learned learn basic concepts around service, citizenship, and civic engagement and how these have changed over time. You have also learned to use an equity and inclusion framework to analyze civic engagement. You have also learned about, compared and contrasted, and critiqued different forms of individual and collective action. Finally, you have engaged with different theories explaining current trends in citizen engagement and their consequences. Using this knowledge, reflect on your first homework assignment, *What does Citizenship and Public Service Mean to Me?* What have you learned that has supported or challenged your arguments in your first homework? How have you changed as a world citizen and as a person who provides service? What questions still remain? Finally, as we head into the final section of the course (which focuses on practice), how will you bring your knowledge and experience to using civic engagement to solve a public problem? What do you plan to take from this class an applying it to your future engagement and service endeavors? Provide a two-page, double-spaced response that uses 1" margins, Times New Roman, 12-point font.

Papers

Three papers are assigned in this course. All three papers are focused on an issue of public concern in ***your local community that requires public participation to solve***. You will be playing the role of a local public servant. These papers build off one another. Paper 1 is the basis for Paper 2 and Papers 1 and 2 are incorporated into Paper 3. A detailed grading rubric is posted on Carmen for each of the papers. The expectations for these papers are found both in the instructions in this syllabus, in addition to the grading rubrics found on Carmen.

You must double space the lines, use 1" margins, and use 12-point font Times New Roman. The papers must be free of grammatical errors and must present evidence that you have done research on the topic. Be sure to provide citations for statistics and controversial claims. You must use APA, 6th edition style to format your citations: <http://library.osu.edu/find/resources/citation-examples/apa/>. OSU Libraries has a web site that provides information on how to evaluate sources, how to search effectively and understanding copyright: <http://library.osu.edu/help/research-strategies/>

Upload your papers in a .doc or .docx format (not a .pdf) in Carmen Dropbox by noon on the due date. Any late papers will be reduced by one full letter grade for each day the paper is late. Day one begins the minute after the paper is due.

Writing Assistance: The Writing Center is a key resource for writing assistance. The following is from their website (<https://cstw.osu.edu/students>): The Writing Center works “one-one-one with undergraduate and graduate students, faculty, and staff at Ohio State on writing projects. Writing consultants are able to review writing at any stage, from brainstorming to a final draft, as well as help with non-paper assignments such as presentations, blogs, etc.” Consultants are available by appointment, on a walk-in basis or online.

Paper 1 – The Problem Statement

You are to select an issue of concern in your *local* community that you believe public participation could be used to develop a solution. Your final paper is a plan for a public participation process that will address the issue of concern you select. The aim of Paper 1 is to lay the rationale for Paper 3. The text of this paper should be one-half to one page (no longer). Your references cited list DOES NOT count towards your page total.

Problem Statement, includes:

- 1) A clear and concise definition of the public issue/problem in your community. In this discussion, make sure you clearly define important terminology for the reader. You may also want to provide historical context of how the public issue/problem developed;
- 2) An explanation of why it is an issue of public concern and a justification as to why the problem needs to be addressed. For example, you may explore the consequences of the public issue/problem, the magnitude of the public issue/problem, and whether or not the public issue/problem is worsening; and
- 3) A discussion of who is impacted by the public issue/problem. In this discussion, you explore parties who are both directly and indirectly affected.
- 4) **You must provide evidence, and cite that evidence, to support your arguments throughout your discussion.** Use at least **five** sources outside of class material. Use APA citations.

Paper 2 – Stakeholder, Activity and Infrastructure Review

In this second paper, you are to conduct a Stakeholder, Activity and Infrastructure Review. The purpose of this paper is to explore how groups and leaders in your community are already grappling with the issue outlined in Paper 1. In addition, you will outline what infrastructure exists in your community that is already being used, *or could be used*, to address the problem. Refer back to the stakeholder analysis conducted in class and Nabatchi and Leighninger’s Chapter 6 (for the concept of infrastructure). Remember, “participation infrastructure” refers to Nabatchi and Leighninger’s definition: “the laws, processes, institutions, and associations that support regular opportunities, activities, and arenas that allow people to connect with each other, solve problems, make decisions, and be part of a community.” The six main building blocks for participation infrastructure are disseminating information, gathering input and data, discussing and connecting, enabling smaller-scale decision making, enabling larger-scale decision making, and encouraging public work and volunteerism. This paper is two pages, double-spaced. Your references cited list DOES NOT count towards your page total. A rubric is available on Carmen.

Stakeholder Activity and Infrastructure Review, includes:

- 1) Which groups and leaders are already working to address this problem in your community?
 - a. What participation activities are they already engaged in?
- 2) Which groups should be working to address this problem in your community given their mission?
- 3) What power differentials are at play between stakeholders?
- 4) What participation infrastructure exists to support groups and leaders as they try to tackle the community issue? They may or may not be currently using the infrastructure.
 - a. NOTE: You will need to consider how you will build on existing public participation activities and infrastructure when developing your plan (Paper 3).

- 5) Use at least **five** sources outside of class material to answer the above questions (beyond the five used for Paper 1). Use APA citations.

Paper 3 – Planning a Public Participation Process

The purpose of this paper is to design a plan for a public participation process aimed at developing a solution to the problem you selected in Paper 1. You are writing from the perspective of a public servant seeking public participation to address the problem in Paper 1. You will use the concepts and theories from class in your plan. The purpose of the final paper is NOT to propose the actual solution to the problem, but rather, to put forward a plan of how a leader would engage the public in developing a solution.

You will begin your paper by including a *more succinct* version of **Paper 1, the Problem Statement**. You must incorporate my feedback on Paper 1. You will use your paper 2 and class material from Nabatchi and Leighninger's Chapters 2, 6, and 8 to build on existing participation infrastructure to develop your public participation plan. Develop your plan by addressing the questions below. Be as specific as possible to create a solid plan. To build a cohesive plan, make sure you consider how each piece works together. Refer to the rubric for information on grading.

1. **Goal:** What is your overall goal for participation? How will participation be used in designing a solution? In this section, students also should clearly state who should lead the public participation plan. This should naturally flow from your Problem Statement.
2. **Plan Phases:** Your plan will likely have multiple phases. For each, include:
 1. **Scenarios/Objectives:** What scenarios/objectives will help you achieve your goal? Why these objectives? Refer to Table 8.2. Describe these scenarios/objectives in terms of your plan.
 2. **Tactics:** What are the tactics that will be used that will help you achieve your objectives? Refer to Table 8.3. Describe these tactics in terms of your plan. Be specific! You may wish to incorporate tactics that excel in other communities. Cite this research. To add depth to your discussion and where appropriate, you may want to touch on the talents/skills for engaging citizens. Refer to the Participation Skills Module on Carmen. Remember, you should consider how each piece of your plan may build on top of each other to ensure it is cohesive. This is especially true for the Tactics section. For each tactic, you need to have a discussion of the following topics and make sure you have section headers for each of the topics:
 1. **Recruitment Strategy:** Who should participate for each of the tactics? Consider who is potentially affected by the issue and the stakes and level of controversy for those affected. How will participants be recruited for each of the tactics? Why would they want to participate?
 2. **Interaction:** What will participants do? How will participants interact with each other for each of the tactics? How will participants interact with decision makers for each of the tactics?
 3. **Preparation:** What information do participants need to be prepared for each of the tactics? Explain.
 4. **Power:** How will you plan for power differentials between different stakeholders (in recruitment, interaction, and preparation) to ensure equity and inclusion?
3. **Impact:** Who is the decision-maker(s) that can use the results of the public participation process? How should decision-makers use the results from the public participation tactics to achieve their objective? Refer to IAP2 Spectrum for assistance in developing what the impact should be.
4. **Feasibility:** How politically feasible is your public participation plan? How financially feasible is your public participation plan? Think of what resources may be needed in discussing the feasibility of the plan. Reflect on how you will overcome the political and financial challenges of your plan.
5. **Timeline:** How long will this plan take to execute? Include a general timeline in terms of months of how your public participation plan will be carried out.

Important Note: Provide a solid rationale and support for your issue statement and all elements of your plan. You will be graded on how well you integrate class concepts (e.g., stakeholders, interests), including concepts covered in the first half of class (e.g., social capital, equity in engagement). Further, you will be graded on creativity, going above and beyond the minimum requirements. The expectations for this paper is found both in the instructions in this syllabus, in addition to the grading rubric found on Carmen.

Papers must be seven to eight pages, double-spaced. Any text over eight pages will not be read. References cited are not included in your page count. You must double space the lines, use 1” margins, and use 12-point font Times New Roman. Your references cited list DOES NOT count towards your page total. The papers must be free of grammatical errors and must present evidence that you have done research on the topic. Be sure to provide citations for statistics and controversial claims. You must use APA-style format for your in-text citations and your references cited list: <http://guides.osu.edu/c.php?g=605168&p=4194377>

Submit your paper in a .doc or .docx format (not a .pdf) to Carmen. Any late papers will be reduced by one full letter grade for each day the paper is late. Day one begins the minute after the paper is due.

Writing Assistance: The Writing Center is a key resource for writing assistance. The following is from their website (<https://cstw.osu.edu/students>): The Writing Center works “one-one-one with undergraduate and graduate students, faculty, and staff at Ohio State on writing projects. Writing consultants are able to review writing at any stage, from brainstorming to a final draft, as well as help with non-paper assignments such as presentations, blogs, etc.” Consultants are available by appointment, on a walk-in basis or online.

Final Exam

The final exam covers all material in class. Questions will be an array of true and false, multiple choice, short answer, short essay, and long essay.

Current Events

Part of being civically engaged is following the news and discussion current events with other. Therefore, you are expected to keep abreast of current events. At the beginning of class, we will discuss current events. Students (either randomly selected or self-volunteered) are charged with presenting a salient political, social, civic or local topic that is of interest to them. The student will then present a discussion question for the class, at which point the floor open to anyone who wants to participate. Discussion questions can include comparing or contrasting the currents news item with past events, inquiring about potential impacts of the news, drawing connections between the news item and personal experiences, questioning arguments made, addressing unanswered questions, etc.

COURSE POLICIES

Attendance Policy

While I expect you to attend class regularly, I will not take daily attendance. One of the purposes of this class is to help you build the stamina necessary to stick with a project day-in, day-out even as your interest in it naturally waxes and wanes. It is very, *very* unlikely that a student who misses class regularly will do well. More importantly, much of the important nuance of the readings is brought out during classroom discussion. As such, regular attendance is strongly encouraged.

Digital Etiquette

Lap-tops, tablets and phones are not required for the majority of this class. Therefore, these devices may only be used when engaging in an exercise that requires them. Slide handouts are available from the instructor. Research demonstrates that you may benefit from writing notes long-hand. For a briefing on a recent study, listen to the following podcast: <http://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away>. If you need accommodation given a documented disability, let the instructor know.

Academic integrity and collaboration

All worksheets and papers should be your own original work. You are encouraged to ask a trusted person to proofread your papers before you turn them in but no one else should revise or rewrite your work. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on an assignment is not permitted. You must complete the midterm and final exams yourself, without any external help or communication. If you're unsure about a particular situation, please ask ahead of time.

Technology Policy

This class will take place completely online, using Carmen and Zoom. In synchronous Zoom meetings, I encourage (though do not require) you to keep your video on, especially during group discussion time. Please feel free to utilize Zoom backgrounds. If you are having difficulty accessing any equipment or services required for the course (e.g. tablet/laptop/desktop, steady wifi), please reach out to me and I will try to help connect you with those resources.

Religious holidays

Students can reschedule without penalty examinations and additional required class work that may fall on religious holidays. You must notify the instructor in advance.

Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's Code of Student Conduct (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's Code of Student Conduct and this syllabus may constitute "Academic Misconduct."

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)
- Eight Cardinal Rules of Academic Integrity (go.osu.edu/cardinal-rules)

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options on Ohio State's Title IX website (titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information, visit the OIE website (equity.osu.edu) or email equity@osu.edu.

Commitment to a Diverse and Inclusive Learning Environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand mental health resources (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at **614- 292-5766. 24-hour emergency help** is available through the National Suicide Prevention Lifeline website (suicidepreventionlifeline.org) or by calling **1-800-273-8255(TALK)**. The Ohio State Wellness app (go.osu.edu/wellnessapp) is also a great resource.

Glenn College Diversity Values

The Glenn College is committed to nurturing a diverse and inclusive environment for our students, faculty, staff, and guests that celebrates the fundamental value and dignity of everyone by recognizing differences and supporting

individuality. We are dedicated to creating a safe space and promoting civil discourse that acknowledges and embraces diverse perspectives on issues and challenges that affect our community.

Disability Services Statement: Accommodation Policy

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

COVID Process SLDS Statement

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Week	Date	Class Session	Readings Completed by Class (bibliography provided below)	Due
Part 1. What is Public Service, Citizenship, and Civic Engagement and How Did We Get Here?				
1	Topic 1	Citizenship and public service	National Commission on Service	
1	Topic 2	Concepts of citizenship over time	Theories of Citizenship and Their History	Homework 1
2	Topic 1	Martin Luther King Day	None	
2	Topic 2	Civic engagement and democracy	A New Engagement, Ch 1; The Future of Democracy, Ch 2	
3	Topic 1	Civic engagement & community relationships	Bowling Alone, Ch 1; APA handout	
3	Topic 2	The long history of civic engagement	Citizen-Centered Collaborative Public Management (p 76-79)	Paper 1
4	Topic 1	Framing civic engagement	A Ladder of Participation; IAP2 Spectrum	
4	Topic 2	A lens for equitable engagement	Principles of Inclusive & Equitable Civic Engagement (p 13-16; 23-65)	Homework 2
Part 2. Modes of Engagement Civic: From Formal to Informal				
5	Topic 1	Formal public participation	Public Participation for 21st Century Democracy, Ch 2 (p 13-38)	
5	Topic 2	Assembling participation infrastructure	Public Participation for 21st Century Democracy, Ch 6	Homework 3
6	Topic 1	The promise of deliberative democracy	Why deliberative democracy?, Ch 1	
6	Topic 2	Engagement for sale?	Astroturfing; Grassroots for Hire	
7	Topic 1	Spring Break	None	
7	Topic 2	Spring Break	None	
8	Topic 1	Online activism and political hobbyism	Political Hobbyism; Activism in the Social Media Age; TED Talk	Paper 2
8	Topic 2	Community organizing for power	Watch <i>Free to Ride</i>	
9	Topic 1	Whose streets? Protest as engagement	The Matter of Black Lives	
Part 3. Explaining What We See				
9	Topic 2	Social capital and the decline of civic life	Crumbling Civic Infrastructure; Americans Aren't Practicing Democracy Anymore	
10	Topic 1	Policy and participation	How Policies Make Citizens	
10	Topic 2	The professionalization of participation	How Philanthropy Diverts Social Movements; What is a Nonprofit?	
11	Topic 1	Rising participation, but declining democracy	Democratizing Inequalities; Rising Participation and Declining Democracy (read 2nd)	
11	Topic 2	Generational influences and Gen Z	What we know about Gen Z	
12	Topic 1	Civic-political divide	A New Engagement, Ch 3	Homework 4
Part 4. Public Participation in Practice				
12	Topic 2	Ethics and the hard work at the frontlines	Managing the Evil that Institutions Do; Specimen Days; Obstacles	
13	Topic 1	Public participation, in practice	Public Participation for 21st Century Democracy, Ch 8 (p 241-262)	
13	Topic 2	Public participation, in practice	Public Participation for 21st Century Democracy, Ch 8 (p 262-285)	
14	Topic 1	Analyzing public participation	Elusive Community in South Park Case Part A	
14	Topic 2	Analyzing public participation	Elusive Community in South Park Case Park B	Paper 3
15	Topic 1	Analyzing public participation	Building Healthy Communities Case Part A	
15	Topic 2	Building democracy & review	Building Healthy Communities Case Part B	
FINAL	TBD	TBD		Exam

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GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeking approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. *(50-500 words)*

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

(50-700 words)

Course subject & number

Specific Expectations of Courses in Citizenship

GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)