



**Active Citizens: Making a Difference in the Community,
Workplace World
Undergraduate Course Information Guide**

Course Number: LL 305, 4 credits, 10 Weeks

Cross listed Course Number: HC 302, 2 or 4 credits, 10 Weeks

Cross listed Course Number: SNC 223, 4 credits, 10 Weeks

Delivery Formats: Online Async

<u>Learning Outcomes</u>	<u>Learning Strategies and Resources</u>	<u>Learning Deliverables</u>
<u>Assessment/Grading</u>	<u>Course Schedule</u>	<u>Policies</u>

Course Description

Americans are known for active participation in organizations that strengthen our communities. We coach our kid's sports teams, take meals to members of our congregations, work for candidates that we believe in and join marches to support or oppose government action. With all these activities, we engage with other members of our community and workplace to make it better for ourselves and our families and to promote social justice. In this class, we will develop the knowledge and practice skills that enhance civic engagement.

SCPS Student Learning Outcomes

After completing this course, you will be able to:

- Develop a personal definition with goals for civic engagement and identify obstacles to engagement.
- Understand the historic and contemporary pattern of association that characterizes American democracy
- Identify organizations in your community that address a social issue of personal significance.
- Engage in civic dialogue and debate.
- Analyze sources of power and conflict in the U.S.
- Understand the effect of inequality on the lives of individuals and their families

- Explain the power of organizations to address systemic causes of inequality
- Promote community issues of personal significance using tools of social media.
- Understand the importance of strategic planning for both businesses and nonprofits considering a partnership to address a social issue.
- Assess socially responsible goals and accomplishments in the workplace.

If in a SCPS competence program, (BAIFA, BAC, BAGB, BAECE), this course addresses the following requirements:

Competence	Competence Statement / Criteria
H4	Can analyze power relations among racial, social, cultural, or economic groups in the United States.
L3	Can assess the social and personal value of civic engagement for achieving change.
L7	Can learn collaboratively and examine the skills, knowledge, and values that contribute to such learning.
FX	Related to student's focus area.

Learning Outcomes for SNC 223: Liberal Studies Program - Experiential Learning Domain

- Apply particular concepts from readings, lectures, etc. to an analysis of lived experiences in the settings provided by the course.
- Use the experiences provided by the course to construct and articulate the impact of their experience on their understanding of course content.
- Analyze the ethics appropriate to his or her experiential placement.
- Use their new understanding to make decisions and solve problems related to the course, whether at the setting provided by the course, or in other assignments.

[Back to Top](#)

Learning Strategies and Resources

Some learning activities, assignments and deadlines will vary depending on the delivery format of the course and may differ slightly from what is presented in this document.

This is an [Experiential Learning](#) class in the DePaul Liberal Studies Program. If you are taking the course for the SNC 233 section, you will be serving 25 hours at a nonprofit organization in order to receive credit for the class. You will be working with staff at DePaul's [Steans Center](#) to arrange your placement and complete your preparation before the end of the 1st week of the quarter. Please contact them as soon as you register for the course to set up your placement.

Required Readings

Books and learning materials are available at the DePaul bookstore, at <http://depaul-loop.bncollege.com>, or through alternative sources.

Rogat-Loeb, P. (2010) *Soul of a Citizen: Living with conviction in challenging times*. New York: St. Martin Griffins.

Kotler, P. and N. Lee (2005) *Corporate Social Responsibility: Doing the most good for your company and your cause*. Hoboken, New Jersey: John Wiley and Sons.

Additional readings available on Electronic Reserve, at the [DePaul Library](#). Login to Ares Course Reserves and select the course. Log in using your Campus Connect User ID and password. You will then get a page listing the courses in which you're enrolled that have readings posted in Ares. Click on the title of this course and the list of our electronic reserve readings will be displayed.

Additional required reading (on eReserves)

DeToqueville, A. (2006). *Democracy in America*. In Davis, A. & Lynn, E.. (Eds.), *A. The civically engaged reader*. (54-57). Chicago, IL: Great Books Foundations. (ereserve)

Corporation for National and Community Service. (2010). *Civic life in America: Key findings on the civic health of the nation*. Washington, DC.

Senge, P. (2006). *Team Learning in Fifth Discipline: The art and practice of learning organizations*. (pp.217-257). NY, NY: Doubleday (ereserve)

Merry, T. (2013) *Learnings from civic engagement*. Nova Scotia, Canada: Myrgan, Inc.

Peet, M. and Fenton, S. (2011). *Understanding Generative Knowledge Interviewing; Generative Knowledge Interviewing Guidelines*. In *Training resources for the integrative knowledge portfolio process and generative knowledge interviewing, Part 1*, (pp. 39-40, 42). .Ann Arbor, MI: University of Michigan.

Peet, M. (2012, Draft). *Identifying your three stories for your generative interview*. In *Unleashing hidden resources for learning and change: An introduction to generative knowledge interviewing*. Ann Arbor, MI: Melissa Peet.

C. Wright Mills (2011) *The Power Elite* in Grusky, D.B. and Szelenyi,. (Eds.). *The Inequality Reader*. Westview Press. (ereserve)

W.G. Domhoff (2011) Who Rules America? in Grusky, D.B. and Szelenyi, S. (Eds.). The Inequality Reader. Westview (ereserve)

David Brooks, Bobos in Paradise in Grusky, D.B. and Szelenyi, S. (Eds.). The Inequality Reader. Westview (ereserve)

Friedman, M. (1970) The responsibility of business is to increase profits. September, 13, New York Times Magazine.

MacLeod, J. "Ain't No Makin' It", Grusky, D.B. and Szelenyi, S. (Eds.). The Inequality Reader. Westview (ereserve)

Dreyer, B. (2013). To Create a Better World for Children and Families: The case for ending childhood poverty. American Pediatrics 13:83-90.

Videos and Movies

The Antidote to Apathy TED Talk

Conducting a Generative Interview

Peter Sagal, "Built to Last", The Constitution

California Newsreel, "In Sickness and In Wealth", Episode 1, Unnatural Causes: Is inequality making us sick

Jaeger, L. (2012). Okay, in Davis, A. ed. Taking Action: Readings for civic reflection. Great Books Foundation. (ereserve)

Yanxiang, S. (2012) Optimism. In Davis, A. ed. Taking Action: Readings for civic reflection. Great Books Foundation. (ereserve)

Recommended reading (not required)

Project on Civic Reflection, Civic Reflection Discussions: A handbook for facilitators.

OpEd:

APC and VNC (2011) Strategizing Online Activism: A toolkit

Black, L. W. (2012) Blog, Chat, Edit, Text or Tweet. Wiley Periodicals.

Collaborative Engagement Online:

Klass, P. (2013) Poverty as a Childhood Disease. New York Times, May 13.

Robert Wood Johnson Foundation (2008) Race, and Economic Factors Affect Health.

Earth Institute (2010) Writing and Submitting an Opinion Piece. Earth Institute, Columbia University.

New York Times (2010) Op-ed at 40

Op-Eds in your Local Newspaper

[Back to Top](#)

Learning Deliverables

Student Group	Deliverables / Assignments
All Students	Discussions 1.1, 1.2, 2.1, 2.2, 3.1, 4.1, 4.2, 5.2, 6.1, 7.1, 7.2, 8.1, 9.1, 10.1, 10.2 Assignments 2.3, 4.3, and 5.1
SCPS Professional Studies	Civic Engagement Experience, 3.2, 6.3, 10.3 OpEd on Childhood Poverty, 6.2., 10.3
Non SCPS Liberal Studies	Civic Engagement Experience, 3.2, 6.3, 10.3 OpEd on Childhood Poverty, 6.2., 10.3
L3 Competence	Civic Engagement Experience, 3.2, 6.3, 10.3
H4 Competence	OpEd on Childhood Poverty, 6.2, 10.3
FX Competence	Corporate Social Responsibility Proposal, 5.3, 7.3, 10.3
L7 Competence	Collaborative Engagement Online, 4.4, 10.3

[Back to Top](#)

Assessment of Student Learning

Grading Practices

To complete the course, you must complete each of the assignments as described in the course and submit them to your instructor by the assigned deadline. In addition, you must participate in the course discussion forum by responding to all instructor requests and by interacting with fellow classmates as necessary.

Points are deducted for late work.

Distribution of Grade Points

Discussions	45%
General Assignments	15%
Projects (with related assignments)	40%

Grading Scale

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	INC

[Back to Top](#)

Course Schedule

Week and Module Title	Readings	Assignments
Week 1, Module 1: Introductions	<p>Paul Rogat-Loeb, Chap 1, Making our Lives Count, Soul of a Citizen</p> <p>Paul Rogat-Loeb, Chap 7, Values, Work and Family, p. 170-181, Soul of a Citizen</p> <p>Video: SCPS student making choices about civic engagement</p>	<p>1.1 Introductions Discussion</p> <p>1.2 Creating a Supportive Environment for Sharing Ideas</p> <p>Open Forum On Civic Engagement Experience (L3, Professional Studies, and Liberal Studies)</p>
Week 2, Module 2: Finding Civic Engagement in	<p>Alexis DeToqueville, Democracy in America, excerpt from The Civically Engaged Reader</p>	<p>2.1 Identifying Associations in Your Community</p> <p>2.2 Obstacles to Civic</p>

<p>Everyday Life</p>	<p>Corporation for National and Community Service, Civic Life in America</p> <p>Paul Rogat-Loeb, Chap 4, The Cynical Smirk, Soul of a Citizen</p> <p>Video: The Antidote to Apathy</p>	<p>Engagement Discussion</p> <p>2.3 Telling Civic Stories: Scheduling the Dialogue</p>
<p>Week 3, Module 3: Learning through Dialogue about Civic Engagement</p>	<p>Peter Senge, Team Learning, The Fifth Discipline</p> <p>Tim Merry, Learnings from Civic Engagement</p> <p>Paul Rogat-Loeb , Ch. 6, The Call of Stories p. 125-133, Soul of a Citizen</p> <p>Melissa Peet and Stacey Fenton: 1) Understanding Generative Knowledge Interviewing; 2) Identifying your three stories for your generative interview; 3) Generative Knowledge Interviewing Guidelines</p> <p>Video: Conducting a Generative Interview</p>	<p>3.1 Identifying the Characteristics of an Effective Dialogue Discussion Prepare and Conduct GKI</p> <p>3.2 Preparation for Civic Engagement (L3, Professional Studies, and Liberal Studies)</p>
<p>Week 4, Module 4: Who Rules America?</p>	<p>C. Wright Mills, "The Power Elite", excerpt from The Inequality Reader</p> <p>W.G. Domhoff, "Who Rules America?", excerpt from The Inequality Reader</p> <p>David Brooks, "Bobos in Paradise" excerpt from The Inequality Reader</p> <p>Video: Peter Sagal, "Built to Last", The Constitution</p>	<p>4.1 Is There a "Power Elite" in Your Community?</p> <p>4.2 Identifying Conflict in a Democratic Society</p> <p>4.3 The Value of Civic Dialogue</p> <p>4.4 Plan for Collaborative Engagement Online (L7 only)</p>
<p>Week 5, Module 5: Social Responsibility in the Workplace</p>	<p>Kotler and Lee , Chap 1, The Case for Doing at Least Some Good, Corporate Social Responsibility: Doing the most good for your company and your cause.</p> <p>Friedman, "The Social Responsibility</p>	<p>5.1 Point/Counterpoint Assignment</p> <p>5.2 Debate: The Social Responsibility of Business</p> <p>5.3 Your Organization's</p>

	<p>of Business is to Increase Profits," NYT (PDF, 38kb)</p> <p>View Video: Anderson, "The Business Logic of Sustainability," TED Talk</p>	<p>Approach to Social Responsibility Discussion (FX only)</p>
<p>Week 6, Module 6: Addressing Inequality in the U.S.</p>	<p>California Newsreel, "In Sickness and In Wealth", Episode 1, Unnatural Causes: Is inequality making us sick?</p> <p>J. MacLeod, "Ain't No Makin' It", excerpt from The Inequality Reader</p> <p>B. Dreyer, "To Create a Better World for Children and Families", American Pediatrics</p> <p>Recommended (H4): Klass, Perri. (2013) Poverty as a Childhood Disease. New York Times (also see informative links within the article).</p> <p>Robert Woods Johnson Foundation (2008) Race, and Economic Factors Affect Health.</p> <p>Writing and Submitting an Opinion Piece. Earth Institute, Columbia University, 2010.</p> <p>New York Times, Op-ed at 40</p>	<p>6.1 Role-playing Perspectives on the American Dream Discussion</p> <p>6.2 First Draft of OpEd (H4, Professional Studies, and Liberal Studies)</p> <p>6.3 Progress Report Discussion (L3, Professional Studies, and Liberal Studies)</p>
<p>Week 7, Module 7: Building the Skills of Civic Engagement</p>	<p>Jaeger, L. Okay, excerpt from Taking Action</p> <p>Rogat-Loeb, "Village Politics", Chap 8, The Soul of a Citizen</p> <p>Additional Resources (for reference):</p> <p>Project on Civic Reflection, Civic Reflection Workbook</p> <p>APC and VNC (2011) Strategizing Online Activism</p>	<p>7.1 Practicing Civic Reflection Discussion</p> <p>7.2 Online Activism Discussion</p> <p>7.3 First Draft of CSR Proposal (FX only)</p>
<p>Week 8, Module 8:</p>	<p>Kotler and Lee, Chap 2, Corporate Social Initiatives: Six Options for</p>	<p>8.1 Analyzing Effective CSR</p>

<p>Assessing Social Responsibility in the Workplace</p>	<p>Doing Good, Corporate Social Responsibility: Doing the most good for your company and your cause.</p> <p>Kotler and Lee, Chap 9, Twenty-five Best Practices for Doing the Most Good for the Company and the Cause, Corporate Social Responsibility: Doing the most good for your company and your cause.</p> <p>International Institute for Sustainable Development: Chiquita</p> <p>Video: Chiquita Difference</p> <p>Additional Resources:</p> <p>What is Corporate Responsibility?</p>	<p>Practices Discussion</p>
<p>Week 9, Module 9: Planning for Civic Engagement</p>	<p>Rogat-Loeb, Ch. 3 One Step at a Time</p> <p>Rogat-Loeb, Ch 6, p. 143-147, The Call of Stories</p> <p>Rogat-Loeb, Ch. 7, p. 181-189 Values, Work and Family</p>	<p>9.1 Analyzing Individual and Structural Solutions Discussion</p> <p>9.2 Planning One Step at a Time</p>
<p>Week 10, Module 10: One Step at a Time</p>	<p>Audio: Yanxiang, S. My Optimism, excerpt from Taking Action Poem</p>	<p>10.1 What I'm Taking With Me Discussion</p> <p>10.2 Sharing Your Final Project Discussion</p> <p>10.3 Final Assignments</p>

[Back to Top](#)

Course Policies

For access to all SCPS and DePaul University academic policies, refer to the following links:

[SCPS Student Resources Website](#)

[DePaul Student Handbook](#)

The [D2L Course Website](#) for this course.

Course Syllabus

The official syllabus for this course that includes course dates, instructor information and quarter specific details will be provided by the course instructor by the start of the course and available on the course D2L website.

Course Registration

To find out when this course will be offered next, you can go to the [SCPS Registration website](#) for details on how to register for the course.

For information on how this course can apply to your program, contact your academic advisor.

School of Continuing and Professional Studies

Suite 1400, Daley Building, 14 E. Jackson Blvd., Chicago
Website: <https://scps.depaul.edu/>

Office hours: 9:00 am - 5:00 pm, Monday-Friday.
Telephone: 312-362-8001. General Email: scps@depaul.edu
For Advising Assistance, call (312) 362-5445 or email scpsadvising@depaul.edu

This document was updated 7-1-21.

[Back to Top](#)