



DEPAUL

School of Continuing and Professional Studies

## 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: SNC 223, 4 credits, 10 Weeks**

**Delivery Formats: Online Async**

<a href="#"><u>Learning Outcomes</u></a>	<a href="#"><u>Learning Strategies and Resources</u></a>	<a href="#"><u>Learning Deliverables</u></a>
<a href="#"><u>Assessment/Grading</u></a>	<a href="#"><u>Course Schedule</u></a>	<a href="#"><u>Policies</u></a>

### 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.

## **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.

[Back to Top](#)

### **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**

<b>Student Group</b>	<b>Deliverables / Assignments</b>
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
--------------------------	--

## 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

Graded Assignments	Percentage of Final Grade
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

<b>Week or Module Title or Theme</b>	<b>Readings / Learning Activities</b>	<b>Graded Assignments</b>
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 Everyday Life	<p>Alexis DeToqueville, Democracy in America, excerpt from The Civically Engaged Reader</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>2.1 Identifying Associations in Your Community</p> <p>2.2 Obstacles to Civic Engagement Discussion</p> <p>2.3 Telling Civic Stories: Scheduling the Dialogue</p>
Week 3, Module 3: Learning through Dialogue about Civic Engagement	<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>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>

	Video: Conducting a Generative Interview	
Week 4, Module 4: Who Rules America?	<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>
Week 5, Module 5: Social Responsibility in the Workplace	<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 of Business is to Increase Profits," NYT (PDF, 38kb)</p> <p>View Video: Anderson, "The Business Logic of Sustainability," TED Talk</p>	<p>5.1 Point/Counterpoint Assignment</p> <p>5.2 Debate: The Social Responsibility of Business</p> <p>5.3 Your Organization's Approach to Social Responsibility Discussion (FX only )</p>
Week 6, Module 6: Addressing Inequality in the U.S.	<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>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>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>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: Assessing Social Responsibility in the Workplace</p>	<p>Kotler and Lee, Chap 2, Corporate Social Initiatives: Six Options for 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>8.1 Analyzing Effective CSR Practices Discussion</p>



Week 9, Module 9: Planning for Civic Engagement	Rogat-Loeb, Ch. 3 One Step at a Time  Rogat-Loeb, Ch 6, p. 143-147, The Call of Stories  Rogat-Loeb, Ch. 7, p. 181-189 Values, Work and Family	9.1 Analyzing Individual and Structural Solutions Discussion  9.2 Planning One Step at a Time
Week 10, Module 10: One Step at a Time	Audio: Yanxiang, S. My Optimism, excerpt from Taking Action Poem	10.1 What I'm Taking With Me Discussion  10.2 Sharing Your Final Project Discussion  10.3 Final Assignments

[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.

## Credit for Prior Learning

Students whose home college is SCPS that have not transferred more than 99 credit hours from community college or exam credit, and have not reached 132 credit hours toward graduation may qualify for prior learning credit. If you have prior knowledge you think may be equivalent to the learning outcomes of a SCPS course, you can contact the Office of Prior Learning Assessment at [scpspla@depaul.edu](mailto:scpspla@depaul.edu) or the [PLA website](#) for information on how to submit a proposal to use Prior Learning Assessment (PLA) credit for a nominal fee in lieu of regular tuition as an alternative to completing a 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](mailto:scps@depaul.edu)

For Advising Assistance, call (312) 362-5445 or email [scpsadvising@depaul.edu](mailto:scpsadvising@depaul.edu)

This document was updated 7-1-24.

[Back to Top](#)