



# NORTHERN ARIZONA UNIVERSITY

## UCC/UGC/ECCC

### Proposal for New Course

*Please attach proposed Syllabus in approved university format.*

1. Course subject and  
number:

CCE 320

2. Units: 3

See upper and lower division undergraduate course definitions.

3. College: **University College**

4. Academic Unit: **Community, Culture &  
Environment Program**

5. Student Learning Outcomes of the new course. (*Resources & Examples for Developing Course Learning Outcomes*)

- **Students will be able to articulate and demonstrate mastery of the theories and strategies of democratic organizing and leadership in relation to global political and economic institutions through their coursework assessments and summative projects.**
- **Students will persuasively communicate synthesized knowledge, research, and action/public research regarding global challenges and democratic organizations through written products.**
- **Students will be motivated to pay attention to, learn about, and engage global challenges and opportunities by participating in initiatives that advance democratic, just, and sustainable objectives.**
- **Students will demonstrate an advanced interdisciplinary understanding and critical evaluation of key concepts concerning power, structure, system, process, and change in the dominant global political and economic institutions through the writing assignments.**
- **Students will develop democratic leadership skills in relation to transnational and global organizations by engaging in action research with and written reflections about an organization that addresses such issues.**

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. (*Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes*).

**This course develops the theory and practice of civic engagement in a global context. It will introduce students to political and economic institutions that operate on a transnational level, as well as myriad modes of civic engagement that people use to influence, collaborate with, or context them. It provides valuable knowledge and experiential learning regarding cosmopolitan citizenship.**

**This course can also fulfill a requirement for the Civic Engagement Minor. The course will contribute to the following Civic Engagement Minor program outcomes:**

- **Civic Engagement Minor graduates will persuasively communicate synthesized knowledge, research, and action/public research through written products targeted to appropriate audiences. (Skills)**
- **Civic Engagement Minor graduates will demonstrate the mastery of the theories and strategies of community-based organizing and community leadership through their coursework assessments and summative projects in the program. (Knowledges)**
- **Civic Engagement Minor graduates will be motivated by creating more democratic, just, and sustainable communities and demonstrate these values through their coursework assessments and summative projects in the program. (Values)**

7. Effective **BEGINNING** of what term and year? Fall 2014  
See effective dates calendar.

8. Long course title: Civic Engagement in a Global World  
*(max 100 characters including spaces)*

9. Short course title: CivicEngagement in GlobalWorld  
*(max. 30 characters including spaces)*

10. Catalog course description *(max. 60 words, excluding requisites):*

**Focus on the relationships among local, regional, national, and transnational modes of political engagement in the context of national and transnational political and economic institutions. Explore crucial global challenges of our time such as human rights, war, democratic self-determination, poverty and inequality, climate change, food production, distribution, and security. 3 units.**

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?  
Yes  No   
If yes, include the appropriate plan proposal.

**Please see the Civic Engagement Minor new plan proposal with this submission.**

12. Does this course duplicate content of existing courses? Yes  No   
If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit's enrollment or plan(s)? Yes  No   
If yes, include a letter of response from each impacted academic unit.

14. Grading option: Letter grade  Pass/Fail  Both

15. Co-convened with: None 14a. UGC approval date\*: \_\_\_\_\_  
(For example: ESE 450 and ESE 550) See co-convening policy.  
\*Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with: None  
(For example: ES 450 and DIS 450) See cross listing policy.  
Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units? Yes  No   
16a. If yes, maximum units allowed? \_\_\_\_\_  
16b. If yes, may course be repeated for additional units in the same term? Yes  No

(FS 111 or FS 121 or FS 131 or FS 141)  
**FS 111-141 (with associated Action Research Team) or FS 211-241 (FS 211 or FS 221 or FS 231 or FS 241)**  
(with associated Action Research Team) and CCE 220

18. Prerequisites: FS 111-141 (with associated Action Research Team) and CCE 220  
If prerequisites, include the rationale for the prerequisites.

**This course builds on the theory and practice of civic engagement, group leadership, and community organizing introduced in FS 111-141, FS 211-241, and further developed in CCE 220.**

19. Co requisites: None  
If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components? Yes  No   
If yes, include the units specific to each component in the course description above.


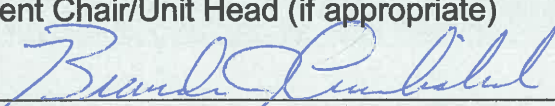
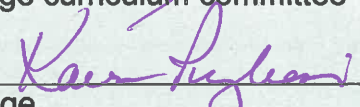
Dr. Rom Coles (Community, Culture & Environment); Kimberley Curtis (First Year Seminar Program and MA Sustainable Communities); Nora Timmerman (MA Sustainable Communities and First Year Seminar Program); Gerald Wood (College of Education)

21. Names of the current faculty qualified to teach this course:

**Answer 22-23 for UCC/ECCC only:**

22. Is this course being proposed for Liberal Studies designation? Yes  No   
If yes, include a Liberal Studies proposal and syllabus with this proposal.
23. Is this course being proposed for Diversity designation? Yes  No   
If yes, include a Diversity proposal and syllabus with this proposal.

**FLAGSTAFF MOUNTAIN CAMPUS**

Reviewed by Curriculum Process Associate	Date
<b>Approvals:</b> 	10/03/2013
Department Chair/Unit Head (if appropriate)	Date
	10/3/13
Chair of college curriculum committee	Date
	10/4/13
Dean of college	Date
<b>For Committee use only:</b>	
UCC/UGC Approval	Date

Approved as submitted:

Yes  No

Approved as modified:

Yes  No

**EXTENDED CAMPUSES**

Reviewed by Curriculum Process Associate

Date

**Approvals:**

Academic Unit Head

Date

Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning)

Date

Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning)

Date

Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning)

Date

Chief Academic Officer; Extended Campuses (or Designee)

Date

Approved as submitted:

Yes  No

Approved as modified:

Yes  No



**Northern Arizona University**  
**University College**  
**Program for Community, Culture, and Environment**

**CC&E 320**  
**Civic Engagement in a Global World**  
Three Credits

**Professor: Rom Coles, or other**  
**Office: 308 Bury**  
**Office Phone: 523-6468 Cell: 928 699-2949**  
**Email: [Romand.Coles@nau.edu](mailto:Romand.Coles@nau.edu)**

**Course Prerequisites:** FS 111-141(w ARTs) or FS 211-141 (w ARTs) & CCE 220

**Course Description:** This course will focus on the relationships among local, regional, national, and transnational modes of political engagement in the context of national and transnational political and economic institutions. Students will explore crucial global challenges of our time such as human rights, war, democratic self-determination, poverty and inequality, climate change, food production, distribution, and security. We will analyze these the problems in the context of contemporary neoliberal global political and economic powers. Our primary emphasis will be to explore the ways in which various groups of people have sought to alter and transform the conditions that generate and perpetuate contemporary crises. We will explore a wide variety of strategies, ranging from efforts to influence formal institutions of governance, to the work of nonprofit organizations, social movements, heterogeneous transnational networks and relationships, and so forth. Numerous modes of engagement will be examined, including strategies that include various mixes of lobbying, symbolic politics, disruptive direct action, on-the-ground organizing of emergent alternatives, education, resource mobilization, and so forth. Students will select an organized effort to address an issue of their choice and engage in this work three hours each week. The seminar will provide numerous opportunities for students to learn at the intersection of the scholarly literature and their own engaged practice, as well as through a comparative inquiry into the diverse issues and modes of engagement selected by their peers.

**Student Learning Expectations and Outcomes for this Course:**

- Students will be able to articulate and demonstrate mastery of the theories and strategies of democratic organizing and leadership in relation to global political and economic institutions through their coursework assessments and summative projects.

- Students will persuasively communicate synthesized knowledge, research, and action/public research regarding global challenges and democratic organizations through written products.
- Students will be motivated to pay attention to, learn about, and engage global challenges and opportunities by participating in initiatives that advance democratic, just, and sustainable objectives.
- Students will demonstrate an advanced interdisciplinary understanding and critical evaluation of key concepts concerning power, structure, system, process, and change in the dominant global political and economic institutions through the writing assignments.
- Students will develop democratic leadership skills in relation to transnational and global organizations by engaging in action research with and written reflections about an organization that addresses such issues.

### **Skill Development:**

This course will be writing intensive and provide students with the equivalent of a junior writing experience. Students will be required to: a) write weekly journal entries on their global civic engagement work; b) write weekly response papers to the readings; c) write weekly responses to other students' response papers (posted in the bblearn course shell); d) write a twenty-page seminar paper at the intersection of theories and practices of global civic engagement. The seminar paper will be written in stages (from proposal to final product), each of which will undergo review from peers and the professor. Following reviews at each stage, students will revise and extend their essays. Students will organize an end-of-semester forum in which they will present their action research.

### **Course Structure/Approach:**

This course will be conducted as a seminar with a three hour per week action research component that will place students in an organization of their choice that addresses global issues. Students will be expected (and required) to come prepared to discuss the readings each week. Typical sessions will begin with break-out conversations, include a brief lecture by the professor, as well as whole-class discussions. Each student will prepare for the seminars by writing response papers to the readings and/or investigative and experiential research. These papers will be posted on the Bb Learn course shell before class and students will respond to each others posts. In addition to regular seminar meetings, students are required to engage in an organization of their choice that addresses an issue that transcends national borders.



Regular journal entries will provide a space for careful reflection about the relationship between the goals, strategies, and tactics of this organization and the scholarly themes in the readings. Students will be expected to draw upon their experiences and share them in class discussions.

**Some Representative Readings:** (selections from)

Iris Young, *Global Challenges: War, Self-determination, and Responsibility for Justice*

Richard Falk, *Reimagining Humane Governance: Fixing the Global Center*

Boaventura de Souza Santos: *Rise of the Global Left: World Social Forum and Beyond*

Margaret Keck and Kathryn Sikkink, *Activists beyond Borders: Advocacy Networks in International Politics.*

Jo Becker, *Campaigning for Justice: Human Rights Advocacy in Practice*

Rachael Schurman and William Munro, *Fighting for the Future of Food: Activists versus Agribusiness in the Struggle over Biotechnology*

Arun Appadurai, essays on global social movements

**Recommended optional materials/references:**

**TBA, especially pertaining to timely topical essays on global challenges and transnational initiatives.**

**Course Outline:**

**Section One: Overview of Global Challenges, Powers, Transformative Democratic Initiatives, and Opportunities for Global Civic Engagement at NAU and in Northern Arizona.**

**Section Two: Theories of Global Justice, Ethics, Responsibility, Accountability, and Engagement.**

**Section Three: Models and Case Studies of Global Civic Engagement**

**Section Four: World Social Forum and Visions of Radical Transformation**

**Section Five: Rethinking and Reforming Institutions for Global Democracy**

**Section Six: Presentations**

**Assessment of Student Learning Outcomes**

- **Methods of Assessment**

- Weekly one-page response papers to readings.
  - Weekly journal entries on civic engagement
  - Weekly response paragraphs to other students' response papers
  - Twenty-page seminar paper (as described above and crafted in stages)
  - Participation in seminar discussions.
  - Participation in final presentation in forum.
- **Timeline for Assessment**
    - Weekly and spread evenly over the semester.

**Grading System: (1000 points)**

- **Weekly response papers (200 points)**
- **Weekly journal entries (100 points)**
- **Responses to other students papers (100 points)**
- **Final Essay and presentation (350 points)**
- **Class participation (150 points)**
- **Civic engagement with organization on global theme (100)**

**Course Policy:**

- Attendance (required – excused absences only)**

- **Assignments due on time each week and will be marked down 10% each day they are late (unless student has an extenuating circumstance, typically discussed and approved by professor in advance).**

-**Statement on plagiarism and cheating:** Plagiarism of any type will result in an "F" in the course and disciplinary action that could lead to expulsion from NAU. Plagiarism can be using someone's work and calling it your own (such as copying another paper, book, or article), or quoting from some work without bothering to use footnotes or quotation marks. All NAU faculty have programs that will, within seconds, cross check your paper with millions of documents – including hundreds of thousands of term papers – to see if there is any similar language. Don't be tempted. If you copy anything you will get an automatic fail in the class and be reported to the university for disciplinary action. Do not cut and paste anything from a web page or another document when writing your essays - I want to read your work.

University policies: Attach the Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity policies or reference them on the syllabus. See the following document for policy statements:

<http://www4.nau.edu/avpaa/UCCPolicy/plcystmt.html>.

NORTHERN ARIZONA UNIVERSITY

#### **POLICY STATEMENTS**

##### **SAFE ENVIRONMENT POLICY**

NAU's Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean's office or from the NAU's Affirmative Action website <http://www4.nau.edu/diversity/swale.htm>. If you have concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (928-523-5181), or NAU's Office of Affirmative Action (928-523-3312). **STUDENTS WITH DISABILITIES**

If you have a documented disability, you can arrange for accommodations by contacting the office of Disability Support Services (DSS) at 928-523-8773 (voice), 928-523-6906 (TTY). In order for your individual needs to be met, you are required to provide DSS with disability related documentation and are encouraged to provide it at least eight weeks prior to the time you wish to receive accommodations. You must register with DSS each semester you are enrolled at NAU and wish to use accommodations.

Faculty are not authorized to provide a student with disability related accommodations without prior approval from DSS. Students who have registered with DSS are encouraged to notify their instructors a minimum of two weeks in advance to ensure accommodations. Otherwise, the provision of accommodations may be delayed.

Concerns or questions regarding disability related accommodations can be brought to the attention of DSS or the Affirmative Action Office. For more information, visit the DSS website at <http://www2.nau.edu/dss/>.

##### **INSTITUTIONAL REVIEW BOARD**

Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets monthly. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

A copy of the *IRB Policy and Procedures Manual* is available in each department's administrative office and each college dean's

office or on their website: <http://www4.nau.edu/ovp/regulatorycompliance/irb/index.htm>. If you have questions, contact Melanie

Birck, Office of Grant and Contract Services, at 928-523-8288.

##### **ACADEMIC INTEGRITY**

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU's administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix G of NAU's *Student Handbook*

<http://www4.nau.edu/stulife/handbookdishonesty.htm>.

##### **ACADEMIC CONTACT HOUR POLICY**

The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: "an hour of work is the equivalent of 50 minutes of class time...at least 15 contact hours of recitation, lecture, discussion,

testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit.”

**EVACUATION NOTE:**

In the event of an alarm, you must leave the building immediately by the nearest exit, and move away from the building. Do not use the elevators. Please help those who may need assistance in exiting.

*The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.*