NORTHERN ARIZONA UNIVERSITY

Please attach proposed Syllabus in __approved university format__.

1. **Course subject and number:**   **CCE 330**   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 gain substantial mastery of themes in the historical and comparative study of formal processes of governance, the theoretical justifications and criticisms of these institutions, as well as the dynamic interface between formal and informal processes of governance, through the reading, writing, and research assignments.**

   - **Students will gain substantial mastery of themes in the historical and comparative scholarship on informal democratic sector (nonprofits, social movements, broad-based community organizations, etc.), and will develop informed analyses of the advantages and disadvantages of these different modalities through the reading, writing, and research assignments.**

   - **Students will conduct experiential research on formal democratic institutions and informal organizations that engage them, and develop a substantial individual and course portfolio of "insider knowledge" by conducting interviews with key leaders in each sector.**

   - **Students will be learn about skills, capacities, and aspirations to create change that involves formal institutions, in order to foster just, democratic and sustainable commonwealth, and intelligently consider careers in public life through the readings, interviews, and reflective observational experiences in this course.**

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 uniquely examines the interface between informal and formal democratic institutions and practices in the U.S. Through theoretical and experiential learning students gain familiarity with local and state political processes and the numerous ways in which citizens seek to influence, collaborate with, and contest these processes. It thereby provides students indispensable knowledge about democratic 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 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 demonstrated 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 and Formal Democratic Institutions**
   (max 100 characters including spaces)

9. Short course title: **CivicEngagement_Institutions**
   (max. 30 characters including spaces)

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

Examine the interrelationships between civic engagement in the informal democratic sector (nonprofits, social movements) and the formal institutions and practices of representative democracy (local, regional, and state levels). Study the variety of ways in which diverse organizations in the informal sector seek to influence, contest, change, or transform the processes and outcomes of formal representative and administrative institutions. 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) <u>See co-convening policy</u>.
*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) <u>See cross listing policy</u>.
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)

18. Prerequisites: ~~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
If prerequisites, include the rationale for the prerequisites.
This course builds upon the theory and practice of civic engagement, group leadership, and community organizing that is introduced in FS 111-141 and FS 211-242, and developed at a more advanced level in CCE 220. It assumes significant knowledge of citizenship practices in the informal sectors taught in the prerequisites.

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.

21. Names of the current faculty qualified to teach this course: Rom Coles (Community, Culture & Environment); Lori Poloni-Staudinger (Politics & International Affairs); Kimberly Curtis (First Year Seminar Program and MA Sustainable Communities); Nora Timmerman (MA Sustainable Communities and First Year Seminar Program); Gerald Wood (College of Education)
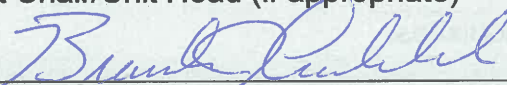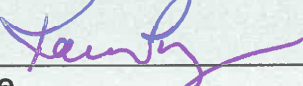
Answer 22-23 for UCC/ECCC only:

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
Approvals:	
[signature]	10/03/2013
Department Chair/Unit Head (if appropriate)	Date
[signature]	10/3/13
Chair of college curriculum committee	Date
[signature]	10/4/13
Dean of college	Date

For Committee use only:

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

CCE 330
Civic Engagement and Formal Democratic Institutions
Three Credits
(to be offered annually in the Fall of Spring semesters)

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

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

Course Description: This course will examine the interrelationships between civic engagement in the informal democratic sector (e.g., nonprofits, social movements, broad-based community organizing initiatives, community centers, etc.) and the formal institutions and practices of representative democracy (especially at the local, regional, and state levels). We will study the variety of ways in which diverse organizations in the informal sector seek to influence, contest, change, or transform the processes and outcomes of formal representative and administrative institutions. We will explore and evaluate trategies for generating power in the informal sector (including broad-based collaborating, relationship building, lobbying, media/internet campaigns, research and informing, participating on boards, contesting, mobilizing, symbolic framing, polarizing and depolarizing, protest and disruption) in order to impact or alter formal processes. On the other side, we will study ways in which local, regional, and state institutions aid and impede the democratic involvement of groups and individuals, as well as theories concerning how and why this is so. We will also investigate efforts to create practices that join informal and formal democratic practices in what has been coined "collaborative governance". In the engaged aspect of this course, students will spend three hours each week attending city council, county commissioner, school board, and statewide meetings (and interview elected officials) in order to gain a close-up understanding of how they work. Students will also interview leaders from various informal democratic organizations in order to learn about and evaluate the efficacy of their different approaches to generating power that creates influence and change in the formal sector.

Student Learning Expectations/Outcomes for this Course:

- Students will gain substantial mastery of themes in the historical and comparative study of formal processes of governance, the theoretical justifications and criticisms of these institutions, as well as the dynamic interface between formal and informal processes of governance, through the reading, writing, and research assignments.
- Students will gain substantial mastery of themes in the historical and comparative scholarship on the informal democratic sector (nonprofits, social movements, broad-based community organizations, etc.), and will develop informed analyses of the advantages and disadvantages of these different modalities, through the reading, writing, and research assignments.
- Students will enhance their capacity to conduct experiential research on formal democratic institutions and informal organizations that engage them, and develop a substantial individual and course portfolio of "insider knowledge" by conducting interviews with key leaders in each sector.
- Students will be learn about skills, capacities, and aspirations to create change that involves formal institutions, in order to foster just, democratic and sustainable commonwealth, and intelligently consider careers in public life through the readings, interviews, and reflective observational experiences in this course.

Course Structure/Approach:

This course will be conducted as a seminar. Students will be expected (and required) to discuss the readings and collaborative research on local organizations and institutions. 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 write responses to each other's posts. Small groups will select different local organizations and institutions to investigate, public leaders to interview, and will present this research in written and oral form in class. The whole class will make several field trips to City Council, County Commissioner, School Board, and other meetings during the semester. Additionally, several key leaders in our community will be invited to offer presentations to the class on pertinent themes, including their own

experiences of public service and their analyses of how democracy works (or doesn't) in our region.

Representative Texts: (selections from the following)

Alexis de Tocqueville, *Democracy in America*

Marion Orr, *Transforming the City: Community Organizing and the Challenge of Political Change*

Carmen Sirianni, *Investing in Democracy: Engaging Citizens in Collaborative Governance*

Steven Lukes, *Power*

Mark Warren, *Associations and Democracy*

Zephyr Teachout, *Mousepads, Shoe Leather, and Hope*

Formal rules and processes of Flagstaff City Council, Coconino County Commissioners, and FUSD School Board (published documents, websites, etc.)

Recommended Optional Materials/References

TBA, particularly regarding short essays on ethnographic research, interview techniques, etc.

Course Outline:

Section One: Historical Study of Formal and Informal Democracy in America

Section Two: Study of Theory and Practice of Formal Institutions

Section Three: Comparative Study of Theory and Practice of Grassroots Modes of Engaging, Influencing, and Transforming Formal Institutions.

Section Four: Study of Collaborative Governance.

Section Five: Research Presentation Symposium for broader community.

Assessment of Student Learning Outcomes

- **Methods of Assessment**

  -Biweekly one-page response papers to readings.
  -Biweekly one-page response papers to experiential and investigative research on local formal and informal politics.
  -Episodic interview presentations in both oral and written form.
  -One 5-page essay on the interface between formal and informal political processes, based on individual research.
  -Two six page papers analyzing and synthesizing key themes in the readings.
  -Participation in seminar discussions.
  -Participation in final class presentation to the broader community.

- **Timeline for Assessment**
  -Spread evenly over the course of the semester.

Grading System: (1000 points)

- Response papers 200 points total.
- Mid-length papers 200 points each, for a total of 600 points.
- Oral participation in seminar 100 points.
- Final presentation 100 points.

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.