SMC Core Curriculum Course Proposal Form Fall 2013

Electronically submit this course form and attachments to the Chair of the CCC by October 1. Please submit a separate proposal for each desired learning goal.

1. Name of Proposer: Monica Fitzgerald
2. Email address: mdf1@stmarys-ca.edu
3. Department/Program of Proposer: Liberal and Civic Studies
4. Name of Department/Program housing the course: Liberal and Civic Studies
5. Name(s) of Program Director/Department Chair (if not the proposer):
   Shawny Anderson
6. Course Acronym, Number and Title: LCS 124 Democracy & Active Citizenship
7. Proposal is for All Sections of the course: __Yes__
   Proposal is for instructor’s section(s) (Pathways to Knowledge only): ___
8. Course Prerequisites (if any): senior, LCS 121, 122, 123
9. Unit Value of Course:  1.0

10. Mark with an X the Learning Goal for which the course is being proposed.
    (Please submit a separate proposal for each desired goal.)

**Pathways to Knowledge** (at most one)
   Artistic Understanding – Artistic Analysis only: ___
   Artistic Understanding – Creative Practice only: ___
   Artistic Understanding – Both Artistic Analysis and Creative Practice: ___
   Mathematical Understanding: ___
   Scientific Understanding: ___
   Social, Historical, Cultural Understanding: __XX__
   Christian Foundations: ___
   Theological Explorations: ___

**Engaging the World** (as appropriate, generally zero to two)
   American Diversity: ___
   Common Good: ___
   Community Engagement: __XX__
   Global Perspectives: ___
CE Learning Objectives

Teaching:

1. Apply academic methods and/or theories in a way that promotes collaboration and mutual benefit in a community setting

Students will be assigned various critical theories (Marxist, feminist) in order to evaluate the state of American democracy and challenges of citizenship. Using a social justice framework to address the "thinning of democracy," students will work with a community partner to develop a service project that will address a targeted need of the partner.

2. Demonstrate critical reflection throughout their experience

Each week, students will post a critical reflection blog that utilizes the course readings and integrates their experience with their group and community partner. Additionally, through discussions and small group work, students will reflect on how their service/partner organization relates to issues of democracy and citizenship.

3. Express their understanding of the interconnections between their service and their responsibilities as members of social or professional communities.

In weekly blogs and class discussions, students are expected to draw upon the interconnections between their service and what it means to be a responsible citizen. As a capstone course, students will develop their senior thesis on an issue/policy/concern of American democracy that directly relates to their service.

Learning:

1. Apply academic methods and/or theories in a way that promotes collaboration and mutual benefit in a community setting

Students will read and evaluate various critical theories (Marxist, feminist) in order to evaluate the state of American democracy and challenges of citizenship. Using a social justice framework to address the "thinning of democracy," students will work with a community partner to develop a service project that will address a targeted need of the partner.

2. Demonstrate critical reflection throughout their experience

Each week, students will post a critical reflection blog that utilizes the course readings and integrates their experience with their group and community

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partner. Additionally, through discussions and small group work, students will reflect on how their service/partner organization relates to issues of democracy and citizenship.

3. Express their understanding of the interconnections between their service and their responsibilities as members of social or professional communities.

In weekly blogs and class discussions, students have to draw upon the interconnections between their service and what it means to be a responsible citizen. As a capstone course, students will develop their senior thesis on an issue/policy/concern of American democracy that directly relates to their service. They need to complete a literature review, and explanation of methodology, analysis and reflection that connect their service experience to American democracy and what it means to be an active citizen.
Democracy and Active Citizenship
Liberal and Civic Studies 124-02
Fall 2014

Class meetings: (6 additional labs; evenings and on
Classroom:
Instructor: Monica Fitzgerald; mdf1@stmarys-ca.edu
Office: Galileo 211B; ext. x4605; Ofc Hrs

Democracy and Active Citizenship
Welcome to your capstone Liberal and Civic Studies core course! This Liberal and Civic Studies
course is dedicated to your futures – to investigating possibilities and discussing potentials for
your lives beyond Saint Mary's. "Come to learn, leave to serve," is a cornerstone of the lasallian
tradition. How do you translate your experience into a life of civic and global engagement? What
does social justice action look like now? The course is cast in the tradition of Cicero, who stated
that what distinguishes the Liberal Arts is that the knowledge gained from them is, ideally, to be
applied to the good of the larger community. In this sense, it is also strongly supportive of St.
Mary's lasallian tradition. Democracy and Active Citizenship invites you to apply the wealth of your
learning at St. Mary's towards the good of the community and to think about how active American
citizenship affects the world. The course is designed to support your goals and efforts by helping
you to explore several theoretical perspectives of democracy, to examine citizen groups who are
successfully tackling America's biggest problems, to discuss the wide range of tactics used to
achieve their aims, and to become involved in a group service-learning project.

Special Features of D&AC
First and foremost, this course operates to some degree as a democratic classroom. This means
that you, the students, will take increased responsibility for planning and leading classes and for
determining some of the course content. You will be taking turns leading classes in pairs, initiating
discussions with news items and questions relevant to the day's assigned readings. Your pairs will
also provide some form of enrichment, such as a video clip (10 minutes maximum), pages from an
Internet site, a creative activity, etc., to help make connections between discussion topics and other
political and cultural elements of our society.

Another special feature of this course is the group service-learning project. In groups of three or
four at the most, you will choose any education-related service-learning project that will
accommodate group service. The emphasis on a group service-learning project will encourage
team development of cooperation, negotiation, compromise, collective responsibility, and
teamwork. Each group will complete a research project – individual papers and a group
presentation – on the service-learning areas in which they are working. This project will allow your
group to explore the social, political, historical, economic, and cultural aspects that impinge on your
service-learning project. Towards the end of the semester, using visual aids and appropriate
technologies, such as PowerPoint, video, slides, and/or overheads, your group will present the
findings of your service-learning research project to the Saint Mary's community, giving you the
opportunity to demonstrate your mastery of critical and integrative thinking as well as
communication and media skills.
Curriculum — required readings

- *Domesticia: Immigrant Workers, Cleaning & Caring in the Shadows of Affluence*, Pierrette Hondagneu-Sotelo
- Some additional articles on Moodle or distributed in class

In addition to these texts, students are expected to read, on a daily basis, a reputable, major newspaper, such as the *New York Times* or *Los Angeles Times* (available on line), to clip or print relevant news items. You will use these as a basis for class discussions.

Throughout the course, in your readings, service learning, class exercises, we will be asking "WHAT, SO WHAT, NOW WHAT?" Which means, you want to be able to (WHAT) identify & explain the issue/experience; (SO WHAT) discuss its significance/relevance for you and the community; and then be able to articulate (NOW WHAT) what you think should be done and how it has impacted you.

Learning Objectives

1) Through reading, writing, service and discussion, explore the last half century of American democracy and active citizenship from political, social and cultural perspectives.
2) Through written and oral communication, demonstrate an understanding of theories of culture, social, economic and political institutions and how they have affected democracy and the practice/ideas of citizenship.
3) Employ social science methodologies to collect and interpret evidence in writing a senior thesis concentrating on a social justice issue in the United States.
4) Apply academic methods and theories to promote collaboration and mutual benefit in a community setting through a group service project tying theory to praxis.
5) Through written and oral communication, demonstrate critical reflection throughout service and course experience.
6) Integrate service learning, class discussions, reading, and current events into a deeper understanding of the collective and individual responsibility of democratic citizenship.

Community Engagement Group Project: There are several components to your service-learning evaluation. First, you will be evaluated by the number of service hours you complete. You are asked to begin a service project by the second week of class and to give 2 hours of your week or more, to complete a total of 20 hours for the semester. Fewer than 20 hours of regular service work will result in a lowered grade. You should have an orientation with your community partner to identify your objectives, responsibilities, and to understand the setting you are entering. You will need to keep track of all your service hours by maintaining a service log. This log should contain your name, the name of your service organization, and a list of dates when you performed service and the number of hours served. The second component is an Action Plan to clearly communicate the expectations each of your members has of your group, as well as the expectations of your service-learning organization, and a timeline for completing the project. Third, each of your team members will fill out an evaluation of your group service performance and your community partner will submit an evaluation.
All students enrolled in SMC Community Engagement Courses are required to attend an out-of-class Community Engagement Orientation session.

Community Engagement Orientation
for Students in Fall 2013 Community Engagement (CE) Courses

The same orientation will be offered 4 times in the first 2 weeks of the semester.

Come to any session, but the earlier, the better!

Session 1: Wed, Sept. 4, 1:30-2:30 (Community Time), Soda Center
Session 2: Thurs., Sept. 5, 5-6pm, Soda Center
Session 3: Mon, Sept. 9, 5-6pm, Soda Center
Session 4: Thurs, Sept. 12, 5-6pm, Soda Center

Community Engagement-related paperwork will be distributed at this orientation. Students must attend this orientation in order to access College funds for transportation to and from community engagement sites and more.

Requirements and Evaluation: Prepared attendance is required for all class sessions. Students must inform the instructor of her or his absence in advance. Your grade is based upon your leadership of class discussions, integration of reading into your comments, and your attendance at labs. Participation grades are based upon the following criteria:

- **Excellence [A]** requires that you attend all classes, workshops, and events, participate actively and take a leadership role in discussions, demonstrate your careful and thoughtful reading of the text, discuss points articulately, listen respectfully and respond seriously to others’ views, ask insightful questions, and take responsibility for the overall quality of the discussion.
- **Above average [B]** requires that you are rarely absent from class/workshops/events, participate actively in discussions, demonstrate a good knowledge of the text, work to achieve understanding, listen respectfully to other viewpoints, and ask sound questions.
- **Average [C]** requires that you attend class/workshops/events regularly, participate in the discussions with occasional contributions, demonstrate a basic knowledge of the text, listen respectfully to others and sometimes ask questions. Missing more than 3 hours of classes may also result in a C in participation.
- **Below average [D]** results when you follow the conversation respectfully and occasionally participate, or miss more than 5 hours of classes/workshops/events.
- **Failure [F]** results when you occupy a seat but show no signs of life, or when you miss more than 9 hours of classes/workshops/events.

**Student Disability Services:** Student Disability Services extends reasonable and appropriate accommodations that take into account the context of the course and its essential elements for individuals with qualifying disabilities. Students with disabilities are encouraged to contact the Student Disability Services Office at (925) 631-4358 to set up a confidential appointment to discuss accommodation guidelines and available services. Additional information regarding the services available may be found at the following address on the Saint Mary’s website: [http://www.stmarys-ca.edu/sds](http://www.stmarys-ca.edu/sds)
Academic Honor Code: Saint Mary's College has established a new academic honor code that asks students to pledge to do their own work in their own words, without seeking inappropriate aid in preparing for exams or assignments. The pledge reads as follows: "As a student member of an academic community based in mutual trust and responsibility, I pledge: to do my own work at all times, without giving or receiving inappropriate aid; to avoid behaviors that unfairly impede the academic progress of other members of my community; and to take reasonable and responsible action in order to uphold my community's academic integrity." This course operates under the premises of the academic honor code, including the expectation that you will work to uphold high standards of integrity. I am available to discuss issues of academic integrity and any questions you might have about the relationship between policy and this course. To understand the academic honor code in full, please see the most recent Student Handbook. Invitation and reminder: Please feel free to conference with me during office hours, or by appointment, for help with any aspect of the course.

Requests The class is 90 minutes hour long and will depend upon every student contributing to the discussion. Students should feel free to ask questions, disagree, and challenge one another (and the readings). Be polite and respectful of students and teacher, and I highly encourage sharing different viewpoints and interpretations.

Please try your best to be on time. Life happens, but be respectful of everyone involved by not disrupting class. Do not talk, read, or do other course work during class. If you use your computer for anything other than class notes, you will not be allowed to bring it to class any longer. Phones should be off and I should NEVER see you texting during class. When emailing me, do not use "text language" but write in respectful and complete sentences. Please do not wear any cologne, perfume, or strong-smelling aftershave to class (I get migraines – which cause me to assign more reading).

Writing Requirements
- Literature Review
- Thesis
- Critical Reflection Response: You will post on your moodle blog board 1 responses of 250 words that critically analyzes the weekly reading and your community engagement experience.
- Action Plan: The Action Plan worksheet serves to help your team and your community partner to define and structure your expectations and responsibilities in your service work.
- Service-learning Log: Log keep a Service Log, on which you will record the dates, activities, and hours worked at your place of service. Please put the name, address, and phone number of your service project at the top of this log.
- Post Service Assessment for Mutual Benefit: This will be a brief assessment of how you met the needs of the community partner; each team member will also evaluate their teammates.

Grade Scale
| Literature Review | (10%) |
| Research Essay, 20 pages | (25%) |
| Critical Reflection Response | (15%) |
| Service Learning/Assign | (10%) |
| Senior Group Presentations | (15%) |
| Participation | (25%) |
Late Assignments: Assignments submitted late will lose half a letter grade for each day past the deadline. If you are having difficulty with an assignment, please ask for help.

Democracy and Active Citizenship Class Schedule

1. Join the “Saint Mary's College Liberal & Civic Studies Program” facebook page!
   MD: refers to articles on Moodle under “Other Course Documents”

Week #1 Privilege & Difference
T 9/3 Introductions & expectations; read MD: Morowitz; What does it mean to be a citizen?  
Th 9/5 Ch. 1-2, Johnson

Week #2 Privilege & Difference
T 9/10 Ch 3-4, Johnson
Th 9/12 Ch 5-6, Johnson, Mirrors of Privilege

Week #3 Privilege & Difference
T 9/17 Ch 7-9, Johnson  
Th 9/19 MD: Thomas Hearings, Woloch

Week #4 Democracy & Political Economy
T 9/24 Intro & Ch 1, Voices of Dissent; MD: The US Constitution
Th 9/26 Ch 2-3, Voices of Dissent

Week #5 Democracy & Political Institutions
T 10/1 Ch 4, Voices of Dissent
   Lab #1 Library Time for Research: 10/1 1:15-2:45
   Th 10/3 Ch 5, Voices of Dissent

Week #6 Democracy & Political Institutions
T 10/8 Movie, Hacking Democracy
Th 10/10 Ch 6, Voices of Dissent

Week #7 Democracy & Vision for the Future
T 10/15 Ch 7, Voices of Dissent
   Lab #2 Peer Review of Lit Review
   Th 10/17 Ch 8, Voices of Dissent

Week #8 The Female Electorate & Political Woman
T 10/22 Ch 9 Voices of Dissent
   Th 10/24 MIDTERM BREAK

Week #9 Democracy & Feminism
T 10/29 Electing Women Political Leaders, McDonagh
   Gloria Steinem, Why Women are Never Frontrunners
   Gender Gap Poll on Issues

Lit Review Due and Thesis Para.

Blog #1
Blog #2 Topic Due
Blog #3
Blog #4
Blog #5
Blog #6
Blog #7 Due