



IDS 2338 Rethinking Citizenship

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Course Purpose. The purpose of this interactive, digital course in civic engagement is to help students develop the knowledge and skills of engaged citizenship in the 21st Century and to promote thoughtful student activism for the benefit of campus, local, state, and national communities

Course Conception of Civic Engagement. This course will take a broad and inclusive view of what it means to be civically engaged. At the most basic level, civic engagement refers to “individual and collective actions designed to identify and address issues of public concern” (APA). Traditionally, such actions include campaigning, voting, deliberating public problems, contacting public officials, and engaging in civil disobedience, boycotts, strikes, or even rebellions. Today, it is wise to expand our definition of civic engagement to include 21st Century cause-oriented activities such as crowdsourcing, blogging, online networking, and consumer boycotting.

Course Goals. By participating in this course, you will be challenged to:

- Understand and critically evaluate the democratic society in which you live,
- Redefine the concepts of citizenship and civic engagement, considering the collective impact of globalization and technology,
- Be a champion for the common good,
- Realize the power of individual and group action,
- Tackle real problems by looking for creative solutions, using available resources, collaborating with others, and taking risks, and

- Reflect upon and evaluate methods for civic activism.

General Education Student Learning Outcomes. In addition to the above-listed goals, your participation in this course will allow you to meet important general education outcomes. Specifically, you will:

- Know key terms, principles, and terminology of American public life,
- Identify, describe, and explain social institutions, structures, and processes within American public life,
- Assess and analyze ethical perspectives in individual and societal decisions, and
- Communicate knowledge, thoughts and reasoning clearly and effectively in forms appropriate to effective engagement in American public life.

Course Principles. Lastly, this course is designed around principles related to an inclusive, 21st Century conception of civic engagement as well as innovative pedagogy and positive game play. Specifically, the course will:

- Thrive on social interaction
- Promote peer learning
- Encourage collaboration
- Value individual student identity
- Build upon student strengths and interests
- Allow for student choice
- Provide opportunities for reflection
- Inspire urgent optimism and thoughtful activism

Readings and Resources. This course has no required textbook. Instead, Reqs, Challenges, and Discussions will guide you to a series of open-access, digital, multimedia resources (e.g., primary and secondary readings, Web resources, videos, images, infographics). You will need to use these resources in order to successfully complete course activities.

Expectations.

Civic Action Plan. The capstone learning experience for this course is the completion of a Civic Action Plan. All students will be required to work on their Civic Action Plan throughout the course of the semester and submit it at the semester's conclusion.

Reqs. Reqs are the handful of learning tasks that you must complete. They include introductory tasks and closing tasks, as well as tasks related to the issues that you choose to address. Beyond these Reqs, you have complete control over your learning experience. Reqs will be ranked Level 1, Level 2, or Level 3 based on their complexity.

Challenges. Challenges are like assignments. This course has no required reading or viewing. Instead, it has Challenges. The trick is—you cannot successfully complete the Challenges without reading and/or viewing certain media resources accompanying each Challenge. Challenges are ranked Level 1 or Level 2 based on their complexity. This allows for choice. For each Challenge module, you will be presented with a menu of Level 1 and Level 2 Challenges. You must complete one Level 1 Challenge and one Level 2 Challenge.

Peer Review. Many studies have demonstrated the power of peer review as an effective learning activity. In other words, by completing peer reviews, students gain a deeper understanding of course content. Accordingly, there are five different Reqs (marked in the course calendar) for which you will be expected to review one of your classmates' submissions in order for your submission to be considered complete. Peer reviews will only be used to provide meaningful feedback to students. They will not affect the grade a submission receives.

Missions. Missions are the experiential component of the course. They are potentially isolated but nonetheless meaningful opportunities for civic engagement. They need not be part of a larger campaign or individual goal; however, they are designed to help you find your voice. When engaging in Missions, you should assume the role of Activist Anthropologist, simultaneously advancing an agenda and studying the experience. Missions will be ranked Level 1, Level 2, or Level 3 based on the effort they demand. Throughout the entirety of the course, you will be expected to complete three Level 1 Missions, two Level 2 Missions, and one Level 3 Mission.

Engagement. In addition to completing Reqs, Challenges, and Missions and reviewing the Challenges of their peers, you will be expected to have an online presence and regularly participate in network discussion as well as on the Great Civil Debate Wall. Specifically, it is expected that for each new question, you will respond directly to the question and then respond to at least two other respondents, although we encourage you to participate beyond the minimum requirement.

Points

Weekly Constitutionals	5%
The Wall	5%
Discussions	10%
Missions	10%
Level 1 Challenges	10%
Level 2 Challenges	15%
Level 1 Reqs	5%
Level 2 Reqs	10%
Level 3 Reqs	15%
Civic Action Plan	15%

Grades by percentage

- A 94-100 Excellent work; well beyond the norm
- A- 90-93
- B+ 87-89
- B 84-86 Good work; better than average
- B- 80-83
- C+ 77-79
- C 74-76 Acceptable work; meets basic expectations
- C- 70-73 Minimally competent work
- D+ 67-69
- D 64-66
- D- 60-63 Barely passing
- E >60 Failure