UNIV 325: Beyond the Classroom Seminar I: 
Civic Engagement and Social Change in a Global Context

University of Maryland, College Park 
Syllabus 
Spring 2014

Tuesday 3:30-5:30 pm, (UNIV 325, Section 0101)  
1102 South Campus Commons (SCC), Building 1

Instructor  
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E-mail: jriker@umd.edu  
Office Hours: Tuesday 2:00-3:15 pm; Wednesday 2:00-3:15 pm or by appointment 
Web: http://www.BeyondTheClassroom.umd.edu  
Facebook: http://www.facebook.com/BeyondtheClassroomUMD

The Inspiration and Challenge

“Life’s most persistent and urgent question is: what are you doing for others?”  
– Reverend Dr. Martin Luther King, Jr.

“You must be the change you wish to see in the world” – Mahatma Gandhi

“To know and not to act, is not to know” – Ralph Nader

“It is the people who must make their leaders change. And we cannot be intimidated. So we must stand up for what we believe in!” – Wangari Maathai

“A Great Democracy has got to be progressive or it will cease to be great or a democracy” – Teddy Roosevelt
**Course Overview**
This course focuses on understanding civic engagement and social change in a global context. Specifically, the course focuses on the visions and roles of the nonprofit and civil society sector in taking effective civic action on key public issues. This interdisciplinary seminar will explore four main themes during the semester.

*Part 1: Understanding the Impetus for Civic Engagement: Global, National, and Local Priorities*

*Part 2: Initiating Civic Engagement and Affecting Social Change: Global, National and Local Processes and Practices*

*Part 3: Preparing for Civic Leadership in the Nonprofit Sector and Civil Society*

*Part 4: The Role of the Nonprofit Sector and Civil Society in Fostering Civic Engagement, Social Justice and Democratic Governance*

This upper-level seminar is designed to expose students to the Beyond The Classroom (BTC) Program in Washington, D.C. that offers both academic (i.e., classroom, on-line learning, multi-cultural and global perspectives) and experiential (i.e., community service, internship, service-learning) components. The Washington, D.C. metropolitan area is home to world’s largest set of nonprofit organizations (NPOs) and nongovernmental organizations (NGOs), many of which are important actors on key civic issues at the local, national and global levels. Most important, the seminar will explore the main processes, policy issues, and leadership challenges and actors that are found at the local, national and global levels.

This class will be structured in a seminar format that will include lectures, active discussion, case study presentations, videos, and guest speakers. In addition to field trips and community service activities in the Washington, D.C. area, the seminar will also engage the perspectives of nonprofit and NGO leaders. To expand your intellectual and professional horizons, I strongly encourage you to pursue other activities and events both on- and off-campus that provide insights on important civic issues.

**Course Learning Goals:**

Students who successfully complete this course will fulfill the following learning goals and will be able to:

1. Contribute actively to knowledge building, problem-solving and critical thinking about vital civic and policy issues from the local to the national and global levels;
2. Understand and apply the concept of civic engagement and strategies for enhancing civic engagement and advancing social justice in different contexts (global to local; multi-cultural);
3. Exhibit their leadership capacities and skills for fostering civil discourse and effective professional practices in the nonprofit and civil society sector;
4. Identify the key civic values, attitudes and expectations that motivate them personally as well as others to engage in civic action and leadership; and
5. Effectively communicate (i.e., writing, class discussion, and class presentations) on civic issues.

Assessment and Grading:
Assessment of student performance will be based on the following course requirements.

<table>
<thead>
<tr>
<th>Item</th>
<th>Course Requirement</th>
<th>Form</th>
<th>Weighting (percent)</th>
<th>Relevant Learning Outcomes</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Participation in Class Discussion (on-line &amp; in-class)</td>
<td>1 paragraph commentary on the readings</td>
<td>10 percent</td>
<td>1-5</td>
<td>Every week (weeks 2-12), due by 9:00 am day of class on ELMS</td>
</tr>
<tr>
<td>2.</td>
<td>Participation in BTC Civic Events BTC seminars Community Service Civic Learning Event</td>
<td>See BTC Community Participation Guide</td>
<td>15 percent (100 points)</td>
<td>1-5</td>
<td>Submit participation summary by May 13</td>
</tr>
<tr>
<td>3.</td>
<td>Internship Portfolio Preparation</td>
<td>• Resume • Cover Letter • Internship Roundtable • Mock Interview</td>
<td>15 percent</td>
<td>3, 4, 5</td>
<td>February 11 February 25</td>
</tr>
<tr>
<td>4.</td>
<td>Civic Issue Research Paper #1:</td>
<td>• 4-page paper</td>
<td>10 percent</td>
<td>1-5</td>
<td>February 18</td>
</tr>
<tr>
<td>5.</td>
<td>Global Citizen Action Paper</td>
<td>• 2-page paper</td>
<td>10 percent</td>
<td>1-5</td>
<td>April 1</td>
</tr>
<tr>
<td>6.</td>
<td>Civic Issue Research Paper #2:</td>
<td>• 2-page paper</td>
<td>10 percent</td>
<td>1-5</td>
<td>April 15</td>
</tr>
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<td>7.</td>
<td>Civic Issue Paper #3 &amp; Civic Leadership Presentation</td>
<td>• 5-page paper • Power Point (10 minutes)</td>
<td>30 percent</td>
<td>1-5</td>
<td>May 13 <em>Friday, May 2</em></td>
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Course Requirements:

(1) **Participation in Class Discussion:** You must regularly come prepared to participate actively in discussions, both on-line and in class! Based on each week’s readings, you will write a brief commentary (one paragraph) that highlights:
   - Why should civic action be taken (or not be taken) on this issue?
   - How should we frame this issue?

Your participation will not be evaluated based on the number or volume of words spoken. Rather the emphasis is on how your participation, in terms of comments, ideas and questions, helps to enhance and to advance our overall collective understanding through critical discussion and listening. The occasional good question or thoughtful comment on
the material being discussed will serve us all better than unsupported opinions. I use the following criteria to assign the participation component of your overall grade.

**A = Highly Effective Participant:** Insightful questions and comments; clearly does the reading and goes beyond by introducing other relevant material.

**B = Consistent Participant:** Thoughtful questions and comments; clearly does the reading.

**C = Occasional Participant:** Regularly attend class; sporadic involvement in discussions; often based on personal opinion rather than analysis of class material.

**D = Observer:** Regularly attend class, but does not get involved in class discussions.

**F = Occasional Observer:** Sporadic attendance; no participation in class.

(2.a) **Participation in Beyond the Classroom Events:** All BTC students are required to participate in the events of Beyond the Classroom Program’s Speaker and Film Series that will focus on “People Power: Activism for Social Change” on Monday evenings from 7:00-9:00 pm; or on “Achieving a Healthy, Just and Sustainable Food System” on Wednesdays from 6:30-8:30 pm during the spring 2014 semester. Students will prepare a reflection summarizing the implications of these events for leadership in the nonprofit sector (guidelines are presented below). For more details about this series, please see the program’s web site: www.BeyondTheClassroom.umd.edu. The guidelines for the BTC seminar and film events (2 paragraphs) are quite broad and straightforward:

1. What is the main civic issue and why is it important?
2. What lessons does this seminar or film offer for engaging in effective civic leadership?
3. What is your personal reaction to and perspective on this civic issue?
4. What new insight(s) has it raised for you in terms of your own civic action and leadership?

(2.b) **Community Service:** Each student is required to participate in one community service activity during the semester! We will schedule three community service activities (e.g., AIDS Walk Washington) during the semester in Washington, D.C. metropolitan area. If you are not able to participate in one of these activities, please meet with us to identify another community service activity that will fulfill this requirement. Each student will prepare a reflection paper about their community service experience. Please prepare a 1-page (single-spaced) reflection piece on your community service and civic learning experiences based on your activities this semester. The purpose of this assignment is to get you to think critically about how these community service and civic learning experiences are related and inter-connected, and to reflect on what these experiences mean for you in terms of your own personal values, educational and professional development. The reflection paper should address the following questions:

1. Briefly outline what activities you were engaged in for this community service and/or civic learning experience.
2. Why is it important to participate in this community service activity?
3. How do you feel about this community service and/or civic learning experience?
4. How does this community service and civic learning experience connect to and/or make you think in new ways about your academic courses and career goals?
5. What key questions did the community service and civic learning experiences raise for you personally and professionally in terms of understanding the roles and responsibilities of the nonprofit sector?
(3) **Prepare for Internship Application Process:** Students will prepare a: (a) *professional resume*; (b) *cover letter*, (c) attend an Internship Roundtable of BTC students; (d) take part in a mock *interview* process through the Career Center; and (e) prepare *applications* for internships during the semester.

(4) **Civic Issue Research Paper #1 (4 pages, single-spaced):** You will prepare a Civic Issue Research Paper that clearly defines and frames a key policy or civic issue that matters to you. Your paper should (a) define the key problem or civic issue for study; (b) explain why this problem or civic issue requires civic action; (c) identify what is the appropriate level(s) (i.e., local, national, global) for action should be to address that problem or civic issue. You will do web-based research on the Internet to analyze and to evaluate what are the leading nonprofit organizations, nongovernmental organizations (NGOs), or policy think tanks that are working on this particular civic or policy issue.

(5) **Global Citizen Action Paper (2-pages, single-spaced):** Students will prepare a Global Citizen Action Paper that examines what are the key lessons for mobilizing effective citizen and influencing social change at the global level. The purpose of this assignment is to get you think critically about what has led to effective citizen action on key global issues (i.e., HIV/AIDS; Global Climate Change; Global Security and Nonproliferation; and Global Economic Development and Poverty).

(6) **Civic Issue Research Paper #2 (2-pages, single-spaced):** Based on the previous Civic Research Paper #1, students will continue to advance their analysis of and propose solutions for a civic issue for Civic Issue Research Paper #2. Why is action on this particular civic issue necessary? What is the main area(s) for civic action on this issue? Who are the key stakeholders that affect this issue and what roles do they play? What are possible solutions and strategies for advancing civic action on this civic issue? What kinds of leadership are required from the nonprofit sector in order to solve this issue?

(7) **Civic Issue Research Paper #3 (5-6 pages, double-spaced) and Presentation to the Seminar:** Drawing on their previous Civic Issue Research Papers, students will prepare a final civic issue research paper and give a class presentation (10 minutes) applying the key concepts of civic engagement and social change to a public policy or civic issue and propose possible solutions and strategies for effective citizen action.

**Academic Standards and Expectations:**
In order to enhance your understanding about the dynamics of civic engagement and social change in a global context, I strongly encourage you to engage actively with and to learn from your fellow students. You will be enriched by exchanging ideas and reflecting upon your experiences with other students, staff, faculty, and guest speakers associated with the Beyond the Classroom (BTC) Living and Learning Program. These people should be seen as your consultants and advisors who can provide both formal and informal guidance and additional perspectives on these vital issues. In the process, you will gain important personal and professional insights about effective leadership styles and strategies, civic processes and practices, and key public policy issues.
Please note that when you present ideas, in either written or oral form, you must acknowledge the primary source of your ideas, if they are not your own. For example, if you are presenting ideas taken from a text, you must cite it (e.g., “as Dr. Mohamed El Baradei argues…”). If you are drawing on the ideas of a person (e.g., Hillary Clinton) or an organization (e.g., Amnesty International), then you also must provide the appropriate source by citing it!

ACADEMIC INTEGRITY INFORMATION
The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.shc.umd.edu.

Accommodations for Students with Disabilities: Students with documented disabilities should contact the instructor within by the end of the schedule readjustment period to make sure they receive accommodations. For information about services offered to students with disabilities, refer to the Counseling Center website at www.counseling.umd.edu. If you have special needs or concerns, please make an appointment to meet with me so to ensure your academic progress.

Inclement Weather: In the event of inclement weather that leads to the official closing of the campus (please see the campus web site), please review the course web site on ELMS for updates on the course requirements and any changes to the course syllabus. Check http://www.umd.edu/emergencypreparedness for updates on the university’s status.

University Attendance Policy and Absences due to Illness: Regular attendance and participation in this class is the best way to grasp the concepts and principles being discussed. However, in the event that a class must be missed due to an illness, the policy in this class is as follows: For every medically necessary absence from class (lecture, civic event), a reasonable effort should be made to notify me in advance of the class. When returning to class, students must bring a note identifying the date of and reason for the absence, and acknowledging that the information in the note is accurate.

1. If a student is absent more than 3 time(s), the student is required to provide documentation of the illness signed by a health care professional.

2. If a student is absent on days when tests are scheduled or papers are due [or other such events as specified in the syllabus], he or she is required to notify the instructor in advance, and upon returning to class, bring documentation of the illness, signed by a health care professional.

Religious Observances: The University of Maryland policy states that students should not be penalized in any way for participating in religious observances. Students will be
allowed, whenever practical, to make up assignments or course activities missed in these cases. Also per University policy, all arrangements for such absences must be made within the **first two weeks of the course**.

**Course Evaluation:** You are highly encouraged to participate in the campus-wide online course evaluation system, CourseEvalUM, in order to provide your valuable feedback about this course. Go to: [http://www.courseevalum.umd.edu](http://www.courseevalum.umd.edu) to complete your evaluation.

**Course Readings:** *Only one book is required for this course. It is available from the Beyond the Classroom Program, 1104 South Campus Commons, Building 1.*


*Course readings will be made available either on-line, or through the course web site ([www.elms.umd.edu](http://www.elms.umd.edu)).*

**CLASS SCHEDULE:**

**Part 1: Understanding the Impetus for Civic Engagement and Social Change: Global, National, and Local Priorities**

**Week 1, January 28, 2014:** The Vision, Principles, and Values That Inspire Civic Engagement and Social Change

*Provide an overview of the main academic and experiential components of the Beyond the Classroom seminar. What constitutes visionary leadership in our world today? What does it take for a leader to realize the courage to take civic action? Explore leading global challenges and the vital need for visionary leadership around the world. What principles and values should guide civic action?*

**Videos:** Goldman Environmental Prize Winners, Greenpeace Protests, *The Story of Stuff*

**Readings** (*circulated in class*):

Week 2, February 4, 2014: Beyond 9/11: Global Priorities, Citizenship & Civic Action
(Please submit your 1-paragraph Commentary/Reflection on CANVAS)
What principles and values should guide us in a post-9/11 world order?
How is your education preparing you for effective civic action as global citizens?

Videos: Why We Fight; Beyond Belief; September 11

Required Readings:
- The Influencing Machine: pages 43-46 on September 11, and 30-31 on U.S. response.

Week 3, February 11, 2014: Beyond Katrina: National Priorities, Citizenship and Civic Action
What are the lessons from the Hurricane Katrina emergency response and rebuilding efforts? Who should have a voice in shaping the vision for the rebuilding efforts? What roles can citizen action and the nonprofit sector play in the recovery effort?

Assignment: Professional Resume Due!

Videos: The Big Uneasy; Trouble the Water; & America Speaks

Required Readings:
- The Influence Machine: pages 41-42 on Hurricane Katrina and role of the media.


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**Week 4, February 18, 2014: Knowing Home – Prince George’s County, MD and Washington, D.C.: Local Priorities, Citizenship and Civic Action**

*What are the key civic issues and challenges shaping local priorities and action?*

*What are the main barriers and challenges facing the nonprofit sector as it seeks to address local priorities and promote constructive social change in the Metro region?*

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**ASSIGNMENT DUE: Civic Issue Research Paper #1!**

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**Videos: League of Women Voters; Heritage in Focus; News Hour with Jim Lehrer**

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**Required Readings:**


Further Readings:


Week 5, February 25, 2014: Mobilizing Civic Action and Social Change at the Global Level: Networks, Social Movements and Norms
How can citizen action at the global level advance constructive social change on key civic and social issues? Are we witnessing the emergence of a “global civil society?”

ASSIGNMENT DUE: Cover Letter!

Required Readings:

Week 6, March 4, 2014: Global Security, Nonproliferation and Human Security
Is it possible to envision a world without nuclear weapons? How can citizen action enhance human security and promote the nonproliferation of arms at the global level?

Videos: White Light, Black Rain: The Destruction of Hiroshima and Nagasaki; Countdown to Zero; In My Lifetime

Required Readings:
• The Influencing Machine: pages 83-86, the bombing of Hiroshima and Nagasaki.

Week 7, March 11, 2014: Global Climate Change: Local, National, and Global Dimensions and Civic Action
What principles should guide the international community in addressing the global climate change crisis? How can citizen action reduce global greenhouse gas emissions at the local, national and global levels?

Videos: The 11th Hour; The Age of Stupid; Climate Refugees; The Island President

Required Readings:

NO CLASS – SPRING BREAK -- March 18, 2014

Is it possible to envision and to mobilize the world to solve the HIV/AIDS pandemic?

Videos: The Age of AIDS; AIDS Campaign in Thailand; the Sex Workers Alliance

Required Readings:
Week 9, April 1, 2014: Global Economic Development and Poverty: Reexamining the Role of the International Financial Institutions and Debt Relief

Is it possible to eradicate poverty around the world? How can citizen action contribute to ending poverty? What are the most promising strategies for alleviating poverty?

Assignment: Global Citizen Action Paper Due!

Videos: U.N. Millennium Development Goals, The Debt of Dictators (45 minutes)

Required Readings:


Part III: The Role of the Nonprofit Sector and Civil Society in Fostering Civic Engagement, Social Justice and Democratic Governance

Week 10, April 8, 2014: Reinvigorating Democracy and Advancing Social Justice: Promising Visions and Strategies

How can citizen action lead to peaceful democratic change and social justice in authoritarian contexts? What are the lessons for promoting democratic accountability?

Videos: Tragedy in Jakarta 1998: The Student Movement in Indonesia;
A Force More Powerful (Episode 2 on Chile)

Required Readings:

Part IV: Preparing for Civic Leadership in the Nonprofit Sector and Civil Society

Week 11, April 15, 2014: Advancing Gender Justice: Empowering Women
What are the principles for gender justice? What are promising approaches and strategies for empowering women in the United States and around the world?

Assignment: Civic Issue Research Paper # 2 on Your Civic Issue Due!

Videos: Women Organize! (2000); Pray the Devil Back to Hell (2008); The Invisible War (2012)

Required Readings:

Further Resources:

Week 12, April 22, 2014: Enhancing Civic Engagement and Student Activism: Realizing Your Potential to Contribute to Constructive Social Change!
What is civic engagement? How do we enhance the quantity, quality, equality and sustainability of civic engagement in the United States on key civic issues? How can students make a difference on civic and social issues? What roles do students play in terms of leadership and activism?

Videos: Civil Rights Movement, Bob & Me (A film by the Student Citizens Action Network, 2005); Clean Elections; Priceless

Required Readings:
- The Influencing Machine: pages 31-34 on citizenship and civic action.

Week 13, April 29, 2014: Citizen Action in an Age of Inequality: Rethinking the Social Contract and Civic Priorities?

Videos: The Flaw; Richard Wilkinson on Inequality;

Required Readings:
Week 14, May 6, 2014: Visionary Leadership for a Better World: Realizing the Courage to Act

What constitutes visionary leadership in our world today? What does it take for a leader to realize the courage to take civic action?

Videos: MLK: A Call to Conscience; The Most Dangerous Man in America; Taking Root: The Vision of Wangari Maathai; Bidder 70

Required Readings:

**Friday, May 2, 2014: CIVIC LEADERSHIP FORUM **

STUDENT CIVIC (POWER POINT) PRESENTATIONS

Policy Round Table: Student Presentations on Key Civic Issues – Local, National and Global Issues


Videos: The Last Mountain (Robert Kennedy, Jr.); Golden Environmental Prize

Assignment Due: Your Final Paper (Civic Issue Research Paper #3) is due in the BTC Office (1104 South Campus Commons, Building 1) before 5:00 pm on Friday, May 13, 2014; e-mail: jriker@umd.edu
Key Web Resources for Nonprofit Organizations, Nongovernmental Organizations and Public Policy Think-Tanks:

I. Global Level

ActionAid International USA: www.actionaidusa.org
Amnesty International: www.amnesty.org
Bank Information Center (BIC): www.bicusa.org
CIVICUS: www.civicus.org
Friends of the Earth International: www.foei.org
Global Exchange: www.globalexchange.org
Global Justice: www.globaljusticenow.org
Greenpeace: www.greenpeace.org/international/
Handicap International: www.handicap-international.org
Human Rights Watch (HRW): www.hrw.org
Institute for Agriculture & Trade Policy (IATP): www.iatp.org
InterAction: www.interaction.org
International Campaign to Ban Landmines (ICBL): www.icbl.org/lm/
International Center for Research on Women (ICRW): www.icrw.org
Jane Goodall Institute for Wildlife Research, Education and Conservation: www.janegoodall.org/default.asp
Oxfam America: www.oxfamamerica.org
Rainforest Action Network: www.ran.org/
Search for Common Ground: www.sfcg.org/
Transparency International: www.transparency.org
Washington Office on Latin America (WOLA): www.wola.org
World Social Forum: www.forumsocialmundial.org.br/home.asp
World Resources Institute: www.wri.org

II. National Level

Alliance for Justice: www.afj.org
American Civil Liberties Union (ACLU): www.aclu.org
American Red Cross: www.redcross.org/
Bread for the World: www.bread.org
Center for Community Change: www.CommunityChange.org
Children’s Defense Fund: http://www.childrensdefense.org/site/PageServer
Common Cause: www.commoncause.org
Environmental Defense Fund: www.edf.org
Food Research & Action Center (FRAC): www.frac.org/
Independent Sector: www.independentsector.org
National Committee for Responsive Philanthropy (NCRP): www.ncrp.org
National Council of Nonprofit Associations (NCNA): www.ncna.org
National Organization of Women (NOW): www.now.org
Natural Resources Defense Council: www.nrdc.org
Peace Action: www.peace-action.org
Public Citizen: www.citizen.org
OMB Watch: www.ombwatch.org
Sierra Club: www.sierra.org
United Students Against Sweatshops: www.usas.org

III. Local Level (i.e., Prince George’s County, Maryland and Washington, D.C.)

Chesapeake Climate Action Network (CCAN): www.chesapeakeclimate.org/
DC Appleseed: http://www.dcaplseed.org/index.cfm
DC Vote: www.dcvote.org
Maryland Association of Nonprofit Organizations: www.marylandnonprofits.org/
Maryland Budget and Tax Policy Institute: www.marylandpolicy.org/
Maryland Citizens against State Executions: www.mdcase.org/
Maryland NOW: www.marylandnow.org
Prince George’s Arts Council: www.princegeorgesartscouncil.org/
Progressive Maryland: http://progressivemaryland.org/page.php?id=268
Whitman Walker Clinic: www.wwc.org

IV. Public Policy Think-Tanks and Research Centers

American Enterprise Institute: www.aei.org
The Brookings Institution: www.brookings.edu
Carnegie Endowment for International Peace: www.ceip.org
The Cato Institute: www.cato.org
Center for American Progress: www.americanprogress.org/
Center for Budget and Policy Priorities: www.cbpp.org
Center for Defense Alternatives: www.cda.org
Center for Economic Policy Research: www.cepr.org
Center for Global Development: www.cgdev.org
Economic Policy Institute: www.epi.org
Freedom House: www.freedomhouse.org
Heritage Foundation: www.heritage.org
Hudson Institute: www.hudson.org
National Endowment for Democracy (NED): www.ned.org
Project on Defense Alternatives (PDA): www.comw.org/pda/
The Urban Institute: www.urban.org
U.S. Institute for Peace: www.usip.org
The Worldwatch Institute: www.worldwatch.org

V. Global and Regional Organizations

Asian Development Bank: www.adb.org
Inter-American Development Bank: www.iadb.org
International Monetary Fund: www.imf.org
United Nations: www.un.org
UNICEF: www.unicef.org
World Bank: www.worldbank.org