



O'Neill School of Public and Environmental Affairs

N523: Civil Society & Public Policy Spring 2025

COURSE BASICS

Instructor

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Class Meeting

Tuesdays/Thursdays, 9:35-10:50am, SPEA A203

Office Hours

Professor Baggetta's Office Hours: Tuesdays, 11:00am-1:00pm (drop-in) & by appointment

Office hours meeting with Professor Baggetta are held in person in his office (SPEA 435). You may request to attend Zoom office hours by emailing the instructor prior to office hours. Zoom requests received during office hours will be dealt with if possible, but are not guaranteed.

COURSE OVERVIEW

Course Description from the O'Neill School Graduate Bulletin

Exploration of interaction of public policy and nonprofit organizations, drawing on history, political theory, and social science. Includes examination of regulations and taxation. Depending on instructor's interests, course covers nonprofit role in selected policy arenas (such as environment and poverty) and industries (such as international development and health care).

Course Introduction

Civil society is a widely used, but poorly understood, term. Most people think civil society is "good" and that we should have more of it. What does that mean? What is civil society? And what impacts does it have on individuals and on societies? Politicians, community leaders, thinkers, pundits, and scholars have debated these foundational questions about civil society for hundreds of years, and they continue to do so. Why? Because the answers fundamentally shape our communities, our political systems, and our world. In this course, we will first develop an understanding of what "civil society" is and where its boundaries are relative to other sectors of society. We'll then consider what encourages people to engage in civic activities. Next, we'll take an especially close look at associations (an important subset of nonprofits) and their relationship to producing "good" citizens and "good" societies. We'll then step back and look at the relationships between civil society and other sectors:

the market and the state. Finally, we'll take a brief look at recent developments in civic life, focusing especially on the Internet and social media technologies. Will these tools lead to a new flourishing of engaged citizenship and responsive democracy—or will they simply replicate what we've seen in the past? In discussion and in writing, we will regularly apply the knowledge we develop to real world situations and will think creatively about ways that elected officials, public and nonprofit managers, community leaders, and citizens of all stripes might invigorate civil society for the future.

Learning Outcomes

By the end of this course, students should be able to:

1. See the “big picture” of civil society, understanding how individuals and organizations interact in a large system of political and community engagement.
2. Situate their own professional and personal experiences within that bigger picture, understanding how particular organizations and individuals shape, and are shaped by, broader civic contexts.
3. Recognize—and design—ways for individuals and organizations to try to reshape elements of civil society in the future (and understand why one might want to do so).
4. Read and understand academic books and articles that address “big picture” civil society topics and be able to connect the findings and arguments to their own actions, preparing them for ongoing “big picture” learning and thinking in their professional pursuits and personal lives.

In pursuit of these goals, we will read several books (more-or-less in their entirety) and a number of articles that describe “big picture” civic phenomena and present various forms of data in support of their arguments. We will discuss the implications of these works in class, thinking about how these ideas and perspectives can be put to use in the structure and operation of organizations, in the policies of governments, and in the lives of individuals.

COURSE REQUIREMENTS

Overview

There are three major course requirements. First, you will be expected to regularly read the assigned material and be able to accurately answer questions about it and intelligently discuss it in class. Second, you will post brief posts to the InScribe platform at least 7 times over the course of the semester and regularly read and respond to your classmates' posts. Third, you will write a series of short (5-7 pages) case studies applying the ideas discussed in class to particular fact situations of your choosing. Each requirement is explained in greater detail below.

Time Expectations

According to instructor guidelines, Indiana University expects students to spend two or more hours per week *per credit hour* on coursework *outside of class*. This is a three-credit hour course. That means IU expects students to spend **six or more hours per week outside of class time** on work for this course.

Assessments (Graded Assignments & Activities)

Case Studies

The three major writing assignments ask you to directly apply theoretical perspectives and empirical patterns to real world cases of interest to you. Within the constraints of each assignment you are encouraged to choose topics that you already know about and/or that you find compelling. A primary goal of this course is to help you situate the work you will do in the future within the broader context of civil society. What are the factors shaping the challenges you will face? What are the outcomes that can result from your actions? These case studies are designed to get you thinking specifically about the real-world implications of the concepts we cover in class. The particular assignments are detailed on a separate document.

You are ***very strongly encouraged*** to start working on the case studies ***early***. Choose a topic at *the beginning* of each unit. Begin assembling information soon thereafter. Start writing the case study midway through the unit. Add to it and revise it as the unit progresses. To encourage early work on case studies, you are **required** to “check in” with the instructor regarding your case study topic and progress at least once before the check in deadline during units 2, 3, and 4. You may check in by coming to office hours, setting up another meeting outside of class, or emailing the instructor with a brief description of your case study topic and your overall progress (How is the research going? Do you have sufficient documentation collected? Are you having trouble finding or interpreting things? How much have you written already? What do you have left to do?). Note: The 15 minutes right before class and the 5 minutes right after class are ***not*** good times for a case study check in. Your instructor needs to gather his thoughts and materials before class and needs to pack up and get out of the room afterwards.

Case studies are due by 11:59pm on the day they are due and must be submitted through Canvas. Case studies submitted late will be docked one-third of a letter grade for each day late (e.g., a B+ quality assignment becomes a B as of 12:00am the day after it is due; as of 12:00am the following day, the same paper becomes a B-, and so on).

InScribe Posts

We will use the InScribe platform embedded in our Canvas site to extend our discussions and examples beyond what we cover in class. If you have not used InScribe before, the interface looks like many social media feeds. You will post “share posts” of various kinds throughout the semester and you will read, like, and comment on your classmates’ posts.

The InScribe requirement serves several purposes. First and foremost, it encourages thinking about class themes outside of class time. Thinking outside of class makes our time inside class much more fruitful. Second, it allows conversations to expand beyond the time we have available in class. Third, it encourages all of us to constantly see civil society around us, highlighting the relevance and importance of what we discuss in class and demonstrating the diversity captured within the concept. Fourth, it allows students to practice the regular creation of new online content which is a highly-relevant contemporary professional skill. Fifth, as an interactive forum, it allows students to get feedback on ideas that they are developing for future formal written work (like the case study assignments—or even relevant work you are doing for other classes, for associations you are involved with, or for an employer).

You may post to InScribe as often as you would like. You are required to create original “share posts” at least 7 times during the semester (that is, at least 7 original posts). A good strategy for doing this is to write at least one post every two weeks. You are expected to read every post by your classmates (don’t worry; this doesn’t take that long) and, from time to time, like or comment on those posts.

The content of your original posts should always explicitly connect to course themes. There are several ways you can do this. Students in prior years have written about:

- Their thoughts on, reactions to, or questions about required or recommended readings.
- Additional thoughts about unfinished class discussions.
- Relevant news stories or opinion commentary (including links to those stories).
- Individuals or organizations whose work speaks to course themes (including relevant links).
- Relevant cultural products (like videos, images, advertisements, music, etc.)
- Other relevant scholarship and materials from other courses
- Ideas or questions about the case the author will be writing about for the next case study assignment.
- Personal experiences of the author that relate to course themes.
- New thoughts later in the semester about material discussed earlier in the semester.

While you must connect your posts to course themes, these are still informal, social media posts. Your posts are opportunities for you to “think out loud,” start conversations, and begin working out ideas you will use in your case studies and in your personal and professional lives. The posts do not have to be deeply researched or extensively developed; rather, they should be your initial thoughts, musings, and reactions to readings, class discussions, news, your case study topics, and your life experiences. The style can be very informal (so long as they are also always respectful).

As noted above, the InScribe platform offers an easy way to receive feedback on developing ideas and to engage in conversation beyond class time. To encourage this, you should regularly read and comment on your classmates’ posts. There are no minimum commenting requirements, but comments will play into your grade (discussed below). Your comments should thoughtfully engage with the ideas presented in the original post, perhaps offering other ways for thinking about a topic, suggesting ways to refine the idea for a case study, or connecting the ideas in the post to things we discussed in class. Your comments may also reply to other comments; feel free to get a discussion rolling! Comments can also be very informal; just keep the tone civil and respectful throughout. You may also “like” posts that you find compelling.

It is very easy to get good grades for the InScribe requirement. The system calculates a variety of “reputation points” for actions taken on the site. For example, you get 10 points for a new post, 5 for a comment, and 1 for “liking” someone else’s post (there are maximum numbers of weekly points that can be accrued, though, so you need to stay consistently engaged; binge posting and commenting can only get you so far). For our course, if you reach the base number of posts (7) and earn at least 250 reputation points, you will have fulfilled the minimum requirements and will get at least a B+ for this component. Demonstrating some creative thought and engaging more actively through the platform (by posting more original posts and offering more comments) can easily push you well into the A range. Consistency is key; engage with InScribe regularly, and you’ll wrack up points. There is an InScribe smart phone app that should make regular engagement especially easy to do.

Attendance & Participation

This course depends on consistent, active participation by all class members. I will take attendance daily by passing around an attendance sheet that you will initial. There are 30 class sessions. Your attendance and participation grade will be a simple percentage of the classes you attend, assuming you engage meaningfully with whatever we do in class that day (so, attend and engage in all 30 and you get a 100%; attend and engage in 29 and it’s a 97%; 28 is a 93%; and so on). If you come to class and do not engage meaningfully with what we’re doing, I will count it as the same as an absence (more on this below).

Classes missed for legitimate reasons will be excused. What are legitimate reasons? If a reasonably kind employer in a professional setting would give you a day off for that reason, it is a legitimate reason to miss class. So, if you feel seriously ill, physically or mentally (e.g., stomach virus, flu, Covid, broken bone, concussion, debilitating panic attack), do not come to class. Seek treatment. If you face other substantial extenuating circumstances (e.g., family emergencies, high stakes job interviews, your sibling’s wedding), do not come to class. Deal with those things. If you give me any legitimate reason for missing class, I will act like a reasonable employer and excuse you from that class (i.e., count you as having been there even though you were not)—but you must *tell me in a timely manner*. If you ask for an excused absence days (or weeks or months) after the absence, I am very unlikely to excuse the absence.

All excuses are on the honor system; whatever you tell me, I will believe you. I will take your word for it without any documentation or evidence. You do *not* need to give me notes from doctors or emails from interviewers or copies of invitations to your sibling’s wedding. Just tell me why you’re missing class and I will accept that, no questions asked.

Of course, if a reasonably kind employer would sanction or terminate you for missing work for a reason, I will also not accept that as a legitimate excuse. Many common reasons for missing class (e.g., annoying weather,

fatigue, alarm clock mishaps, disputes with roommates, hangovers) would get you sanctioned or fired at work and thus are not legitimate reasons to miss class. If you miss for those reasons, please do not ask for an excused absence. I will not grant it. And, for the record, providing false information about the reasons for an absence is a violation of the O'Neill School Honor Code and grounds for failing grades and other grade reductions at the instructor's discretion.

Remember: *attendance alone is not enough*. Most of what happens in class will be active participation. We will either be discussing readings or doing activities that will help connect themes from the readings to practical applications. This means (a) you must be prepared for class, having done the readings well or completed any other assigned activities at an appropriate level—and (b) you must meaningfully engage with the discussions and activities. If you show up but do not engage (or spend time checking social media feeds or doing work for other classes or streaming Netflix videos or whatever), I reserve the right to mark you absent for that class. You may have been physically present, but you were intellectually somewhere else. I look forward to having you in class in both body and mind.

GRADES & GRADING

All grades will be assigned on a 100-point scale. Letter grades for each assignment and for the final grade calculation will be based on the following conversion table (which shows the lowest percentage threshold for each letter grade category).

97.0%	A+
93.0%	A
90.0%	A-
87.0%	B+
83.0%	B
80.0%	B-
77.0%	C+
73.0%	C
70.0%	C-
67.0%	D+
63.0%	D
60.0%	D-
0.0%	F

Grading Philosophy

After graduation, when you are employed in a professional setting, your boss will come to you and ask you to do something. Your boss may give you some general instructions and perhaps some feedback as you work, but for the most part, you will be expected to work creatively to produce excellent output. Your boss will likely not know in advance what a “perfect” output will look like; if your boss knew what “perfect” was, they would not have to ask you to produce creative new work. This means you will need to constantly evaluate your own work, asking yourself if there are ways you could make it better, clearer, more-polished, or more-professional. Your boss will take the output you create and decide then if it meets, fails to meet, or exceeds the standards of the organization and the field. If you are an entrepreneur, you will have no instructions or guidance; you will do work and your clients/customers will directly decide if your work meets their standards of excellence.

In this course, grading for everything will simulate the professional work environment. All of the assignments give you the freedom to produce exceptional, creative, new work. I will give you some sample assignment outputs that reflect good quality work. You can use these samples as models, but you have the freedom to do things in ways you think are better. Your instructor does not know in advance what a “perfect” assignment

looks like; what you do will shape what he thinks. This means you will not start with a perfect score (100, A+) and be demoted for doing things wrong (demoting-from-perfect is how high schools often grade; in those settings, instructors often do know what “perfect” looks like and are grading students on their ability to replicate patterns perfectly). Instead, your assignments will earn their way up toward a top score. As students in a graduate-level course, your instructor assumes you can competently follow basic instructions. A minimally competent submission will earn a C range grade (70-79; think: C is for Competent). Assignments that go beyond competence will earn B or A range grades. Assignments that fail to meet standards of basic competence will fall down to lower grades.

The following table includes the basic rubric for this system:

General Grading Rubric

Points	Letter Range	Description
90-100	A	AWESOME. The submission follows all instructions. All elements demonstrate care, clarity, and professionalism. Almost all elements are quite good. A few elements are exceptional.
80-89	B	BETTER. The submission follows all instructions. Most elements are completed with care, clarity, and professionalism. A few elements are quite good.
70-79	C	COMPETENT. The submission adequately follows most instructions. All elements are minimally completed, or certain elements may be good while others are largely unsuccessful.
60-69	D	DISAPPOINTING. The submission fails to follow important instructions. Some elements are poorly executed and/or miss the point of the assignment.
0-59	F	FAILURE. No submission, or the submission fails to follow most instructions, or some elements are fundamentally flawed. Plagiarism in any form, intentional or accidental, is a fundamental flaw.

As the rubric implies, each assignment will be graded as a whole. There are no separate grades for the “ideas” in an assignment versus the “presentation” of those ideas, nor are there percentages of each assignment dedicated to different sub-components. You should strive to create work that is complete and excellent on all dimensions. The outputs will be graded as such. Each assignment will receive a percentage grade (ranging from 0 to 100) for the quality of the work as a whole.

Grade Weights

Each graded component of the course will constitute a percentage of your final grade: attendance and participation in class (10%), InScribe posts and comments (20%), case studies (70%--which makes each case study worth a bit more than 23% each). Canvas will do the math for us, weighting and combining your scores as they are entered. At any point, you can use Canvas’s “what if?” feature to see what impact certain grades would have on your final course grade.

When final grades are calculated, some percentage values may be very close to thresholds. Please do not ask for close final scores to be “rounded up” to the next letter level as there is no fair way to do so. The final percentage is a simple arithmetic combination of the grades you received all semester, weighted according to the weightings listed above. It is not subject to debate or adjustment; the math is the math. If you have concerns about a grade on a particular assignment during the semester, please raise that concern with the instructors at the time you receive the grade—not at or after the end of the semester.

Incompletes (Grade: I): According to school and university policies, the grade of Incomplete used on final grade reports indicates that work is satisfactory as of the end of the semester but has not been completed. The grade of Incomplete may be given only when the completed portion of a student’s work in the course is of passing quality. The instructor may award the grade of Incomplete upon a showing of such hardship to a student as would render it unjust to hold the student to the time limits previously fixed for the completion of his/her work. Such circumstances are very rare. For more information see [IU Incompletes policy](#).

Late Withdrawal (Grade: W): The auto-W deadline is no longer the last day of class (as it was during and post-Covid). After the auto-W deadline, withdrawal will be significantly limited. You will need permission to withdraw and must meet requirements established by the O'Neill School.

More Grading Details: For more grading information, see the [complete IU grading policy](#).

READINGS

The course schedule (below, page 10) lists authors' last names and publication dates for each of our required readings as well as specific chapter or page selections (when appropriate); if no pages or chapters are listed, you should read the whole piece. Complete citations for all sources and many more details about readings are available on Canvas. *Canvas modules are the authoritative listings of readings*; consult them regularly. All required reading should be completed before the start of class on the listed day.

The Canvas site also includes many recommended readings. Recommended readings are just that: recommended. They are *not* required. You do not have to read them. Sometimes they are books that expand on some of the shorter articles we read in class. Sometimes they extend ideas or evidence on a certain topic. Often (but not always), they are sources the instructor has drawn on for lecture material. If you want to read more, ask the instructor for guidance on which recommended readings best match your interests.

Books to Buy (or Rent or Borrow)

We will read seven (7) books more-or-less in their entirety. We will discuss them at length in class. You will refer to them when you write your case studies. I suggest you buy these books (although copies will be on reserve in the library and I sometimes have an extra copy I can loan out if needed). You can buy them wherever you want (the IU Bookstore has them all; so does Amazon) and in whatever format you want (if you like e-books and that is offered, go for it; some of the books are available in electronic form through the IU Libraries IUCAT system, although there may be limits to the number of people who can be reading those e-copies simultaneously).

Burch, Traci. 2013. *Trading Democracy for Justice: Criminal Convictions and the Decline of Neighborhood Political Participation*. Chicago: University of Chicago Press.

Han, Hahrie. 2014. *How Organizations Develop Activists: Civic Associations & Leadership in the 21st Century*. New York: Oxford University Press.

Morris, Aldon. 1984. *The Origins of the Civil Rights Movement: Black Communities Organizing for Change*. New York: The Free Press.

Perrin, Andrew. 2006. *Citizen Speak: The Democratic Imagination in American Life*. Chicago: University of Chicago Press.

Putnam, Robert and Shayla Romney Garrett. 2020. *The Upswing: How America Came Together a Century Ago and How We Can Do It Again*. New York: Simon & Schuster.

Skocpol, Theda. 2003. *Diminished Democracy: From Membership to Management in American Civic Life*. Norman, OK: University of Oklahoma Press.

Tufekci, Zeynep. 2017. *Twitter and Tear Gas: The Power and Fragility of Networked Protest*. New Haven, CT: Yale University Press.

Other Books, Articles, Chapters, and Reports

The remainder of our required or recommended readings from academic journals, edited volumes, or other sources. Most of them are freely available on the Internet or are available to you as an IU student through the IU library system's online resources. For your convenience, I will also post copies of these readings (or links to them) on our course website. A few are chapters from books that we will not read in their entirety. I will post copies of the required chapters (and, rarely, some of the recommended chapters) on our course website in accordance with fair-use policies. You are welcome to get your own copies of the full books if you find them interesting and want to read further.

Additional Material

No one-semester course can adequately cover the depth and breadth of thinking and research on any topic we cover. Honestly—in the time we have, we will barely scratch the surface. Whenever possible, I will briefly introduce materials that will allow you to go further on topics in class, on InScribe, or on Canvas. If at any point you would like more information about any topic covered in the course—or even related topics not formally addressed in the class—please reach out to the instructor. I will gladly direct you toward additional sources of information on topics of interest to you.

COURSE POLICIES

Deadlines & Extensions

Holding to deadlines is an important component of any course. That said, sometimes unexpected things happen. If you do what you can to avoid late submissions, I will do what I can to accommodate the unexpected. If at any point you think you will miss a deadline, or you realize you already have missed a deadline, contact the instructor immediately. It is always easier to deal with deadline issues *before* a deadline has passed, but we will do the best we can with whatever situations arise. Communication and transparency are essential. Providing false information about the reasons for a missed deadline or exam are violations of the O'Neill School Honor Code and grounds for failing grades and other grade reductions at the instructor's discretion.

Devices in Class

Technology is essential for the success of our course. Most class materials will be posted online and we will often refer to online resources during discussions and activities in class. You may also have some or all of your readings as electronic files. As such, you are encouraged to bring a laptop, tablet computer (e.g., iPad), or other internet connected device to class if you have one (if you don't have one, we'll pair you up with someone who does when necessary). You should also have a pen and paper handy in class.

During class, please limit your technology use to only class-related purposes. You may use any device to refer to readings, connect to the course Canvas site, search for relevant online materials, and to take notes (although research suggests *pen and paper* is most effective for learning). You may **not** do work for other classes, message your friends and family, check or post to your social media accounts, surf the web, play games, watch videos, or do any other non-class-related activity. These other uses are a distraction to yourself and your classmates. Also, keep in mind that all of your technology use should be in accordance with [all IU policies](#).

Please silence your phones during class and ignore all non-emergency communication. If you receive a call you believe is a true personal emergency (it happens), you may step outside of the classroom to take the call. If it is an emergency that applies to all of us, we'll deal with that as a group.

Artificial Intelligence (AI)

All the words that appear in all documents you submit for this course, other than direct quotations from sources that you clearly attribute to the original author and enclose in quotation marks, must be your own. Including words written by other people or by AI tools (like ChatGPT) as if they are your own words is plagiarism.

Plagiarism is a violation of IU's academic integrity policies and has serious consequences. So—don't have AI write any of your work for you. [Note: it's also a very bad idea to have AI write things for you because sometimes [AI just makes things up](#)—which can be both [embarrassing and illegal](#).]

You may use AI to help you search for materials (in some ways all search engines, like Google and Bing, are forms of artificial intelligence). But be careful. If an AI tool finds sources for you, you still need to *read, understand, summarize, and cite those original sources on your own*. If the AI tool summarizes several sources for you and you discuss the AI's summary in your document, you are actually using the AI as a source. ChatGPT is acting like a journalist; it's reading some other sources and writing its own article describing those sources. But you don't know if ChatGPT is a good journalist—and there is no editor checking on ChatGPT to be sure. So you would need to both confirm that the AI is summarizing things correctly (remember: sometimes they make things up) and *cite the AI output as a source*. Doing this is difficult and error-prone. You are much more likely to end up with wrong information *and* commit plagiarism than you are to end up with a good and accurately-cited document. So, again—don't have AI write anything for you. Use it as a fancy search engine; nothing more.

Syllabus Revisions

We live in interesting times. This syllabus is subject to modest revisions during the semester to respond to the interesting-ness surrounding us. That could mean replacing readings or topics with others or adjusting deadlines or tweaking assignments. Revisions will not include additional work unless there is an equivalent reduction in existing work and new books for purchase will not be added. Revisions will be clearly communicated in class.

Good Advice

It is crucial that you manage your time wisely in this course. Regular effort and careful thought will lead to success in this course. Know when things are due. Ask questions. Do the readings regularly and carefully, taking notes as you read. Stay on top of the assignments. Be prepared for class. Actively engage with class activities. Take good notes. Work well with others. Above all, **PLAN AHEAD**.

COURSE SCHEDULE

Class	Day	Date	Required Reading
Unit 1: An Introduction to Civil Society			
1.1	Tue	14-Jan	no required reading
1.2	Thu	16-Jan	no required reading
1.3	Tue	21-Jan	Madison 1787
1.4	Thu	23-Jan	Tocqueville 1835, selected chapters (see Canvas)
Unit 2: Why Do People Participate?			
2.1	Tue	28-Jan	Putnam 1995; Putnam & Romney Garrett 2020, Ch 1
2.2	Thu	30-Jan	Putnam & Romney Garrett 2020, Chs 2-5
2.3	Tue	4-Feb	Brady et al 1995
2.4	Thu	6-Feb	Frasure & Williams 2009; Putnam & Romney Garrett 2020, Chs 6-7
	Fri	7-Feb	Case Study 1 Check-In Deadline, 5:00pm
2.5	Tue	11-Feb	Perrin 2006, Chs 1, (2), 3
2.6	Thu	13-Feb	Perrin 2006, Chs 4-7
2.7	Tue	18-Feb	Perrin 2006, Ch 8; Putnam & Romey Garrett 2020, Ch 8
Unit 3: The Roles & Impacts of Associations			
3.1	Thu	20-Feb	Skocpol 2003, Chs 1-3; Terriquez 2011
	Sun	23-Feb	CASE STUDY 1 DUE, 11:59PM
3.2	Tue	25-Feb	Skocpol 2003, Chs 4-6
3.3	Thu	27-Feb	Schlozman et al 2015
3.4	Tue	4-Mar	Han 2014, Chs 1, (2), 3
3.5	Thu	6-Mar	Han 2014, Chs 4-5; Terriquez, Villegas, & Villalobos 2019
3.6	Tue	11-Mar	Morris 1984, Intro. & Chs 1-3
3.7	Thu	13-Mar	Morris 1984, Chs 4-7
	Fri	14-Mar	Case Study 2 Check-In Deadline, 5:00pm
	Tue	18-Mar	spring break/no reading/no class
	Thu	20-Mar	spring break/no reading/no class
3.8	Tue	25-Mar	McVeigh & Cunningham 2012, Cooter 2022
3.9	Thu	27-Mar	Putnam & Romey Garrett 2020, Ch 9; Skocpol 2003, Ch 7; Han 2014, Ch 6
	Sun	30-Mar	CASE STUDY 2 DUE, 11:59 PM
Unit 4: Civil Society & Public Policy			
4.1	Tue	1-Apr	Putnam 1993, Ch 5; Tarrow 1996
4.2	Thu	3-Apr	Berman 1997
4.3	Tue	8-Apr	Bruch, Ferree, & Soss 2010; Moynihan, Herd, & Harvey 2014
4.4	Thu	10-Apr	Burch 2013, Chs 1, (2), 3, 4
4.5	Tue	15-Apr	Burch 2013, Chs 5, 6, 7
4.6	Thu	17-Apr	Rothstein & Ifill 2021, McCabe 2014, Gilbert & Goodman 2019
	Fri	18-Apr	Case Study 3 Check-In Deadline, 5:00pm
4.7	Tue	22-Apr	Oldenburg 1996, Klinenberg 2018, Anderson 2004
Unit 5: Contemporary Trends & Technologies			
5.1	Thu	24-Apr	Tufekci 2017, Preface, Intro, Chs 1-4
5.2	Tue	29-Apr	Tufekci 2017, Chs 5, 6, (7), 8
5.3	Thu	1-May	Tufekci 2017, Ch 9, Epilogue
11 of 15	Sun	4-May	CASE STUDY 3 DUE, 11:59 PM

University and School Policies & Resources

O'NEILL SCHOOL EXPECTATIONS OF CIVILITY AND PROFESSIONAL CONDUCT

The O'Neill School takes matters of honesty and integrity seriously because O'Neill is the training ground for future leaders in government, civic organizations, health organizations, and other institutions charged with providing resources for the public, and for members of society who are vulnerable and who are lacking in power and status. Precisely because O'Neill graduates tend to rise to positions of power and responsibility, it is critical that the lessons of honesty and integrity are learned early.

O'Neill requires that all members of its community – students, faculty, and staff – treat others with an attitude of mutual respect both in the classroom and during all academic and nonacademic activities outside the classroom. A student is expected to show respect through behavior that promotes conditions in which all students can learn without interruption or distraction. These behaviors foster an appropriate atmosphere inside and outside the classroom:

- Students are expected to attend class regularly and to be prepared for class.
- Students must be punctual in their arrival to class and be present and attentive for the duration of the class. Eating, sleeping, reading the newspaper, doing work for another class, wandering in and out of the classroom, and packing up or leaving class early are not civil or professional behaviors.
- Students must abide by the course policy regarding use of electronic devices in the classroom.
- Students must responsibly participate in class activities and during team meetings.
- Students must address faculty members, other students, and others appropriately and with respect, whether in person, in writing, or in electronic communications.
- Students must show tolerance and respect for diverse nationalities, religions, races, sexual orientations, and physical abilities.
- Students must not destroy or deface classroom property nor leave litter in the classroom.

These expectations are excerpted from the [O'Neill School Honor Code](#). All students in this course are bound by the terms of the code.

ACADEMIC INTEGRITY

This course—and any course—depends on the commitment of everyone involved to being honest, trustworthy, civil, and respectful. This includes producing and submitting only your own, original work; appropriately citing ideas and information taken from other sources; interacting with classmates and instructors in ways that are kind, courteous, and empathetic. Indiana University and the O'Neill School have a range of policies governing the rights and responsibilities of students. Please be familiar with them as they apply to everything you do in this course.

- [Indiana University Code of Student Rights, Responsibilities, and Conduct](#)
- [O'Neill School Honor Code](#)

Incidents of academic misconduct or other violations of expectations of civility and respect will be addressed by the instructor in accordance with IU and O'Neil School policies and procedures.

Note Selling

Several commercial services have approached students regarding selling class notes/study guides to their classmates. Selling the instructor's notes/study guides in this course is not permitted. Violations of this policy will be reported to the Dean of Students as academic misconduct (violation of course rules). Sanctions for academic misconduct may include a failing grade on the assignment for which the notes/study guides are being sold, a reduction in your final course grade, or a failing grade in the course, among other possibilities. Additionally, you should know that selling a faculty member's notes/study guides individually or on behalf of one of these services using IU email or via Canvas may also constitute a violation of IU information technology and IU intellectual property policies; additional consequences may result.

Course Materials

The faculty member teaching this course holds the exclusive right to distribute, modify, post, and reproduce course materials, including all written materials, study guides, lectures, assignments, exercises, and exams. While you are permitted to take notes on the online materials and lectures posted for this course for your personal use, you are not permitted to re-post in another forum, distribute, or reproduce content from this course without the express written permission of the faculty member. Any violation of this course rule will be reported to the appropriate university offices and officials, including to the Dean of Students as academic misconduct.

ACCOMMODATIONS

Accessible Educational Services

Securing accommodations for a student with disabilities is a responsibility shared by the student, the instructor and the AES Office. For information about support services or accommodations available to students with disabilities, and for the procedures to be followed by students and instructors [see this website](#).

Religious Observation

In accordance with the Office of the Dean of Faculties, any student who wishes to receive an excused absence from class must [submit a request form](#) available from the Dean of Faculties for each day to be absent. This form must be presented to the course instructor by the end of the second week of this semester. A separate form must be submitted for each day. The instructor will fill in the bottom section of the form and then return the original to the student. Information about the policy on religious observation can be found [on this website](#).

GETTING HELP

While I hope your time at IU will be smooth, happy, and fulfilling, that might not always be the case. If you find yourself in difficult—or even traumatic—circumstances, there are many resources available at IU to help. Here are some of them...

Writing Help: Writing Tutorial Services

For free help at any phase of the writing process—from brainstorming to revising the final draft—visit the [Writing Tutorial Services](#) (WTS, pronounced "wits") website. You will need to complete a one-time

registration if this is your first time using the online scheduler. When you join your session, you'll find a tutor who is a sympathetic and helpful reader of your prose. To be assured of an appointment with the tutor who will know most about your class, please use the "Limit to" drop-down menu at the top-center of the schedule page. WTS (usually located in the Learning Commons on the first floor of the West Tower of Wells Library) will be open for [online tutorials](#) Monday-Thursday 10:00 a.m. to 8:00 p.m. and Friday 10:00 a.m. to 5:00 p.m. beginning on August 30, 2023.

Mental Health Help: Counseling and Psychological Services (CAPS)

There are many, many reasons why you might want to talk with a counselor—and all of them are legit. CAPS is staffed with trained professionals who provide a wide array of services. Check out the [CAPS website](#) for details. If you are in crisis, call 812-855-5711 any day, any time and choose option 1. If it's not a crisis you can still call that same number to schedule a 30-minute virtual visit.

Mental Health Help: TimelyCare

IU students have free, 24/7 access to virtual mental health care services with [TimelyCare](#). Services are accessible through a smartphone app or the TimelyCare website. Students do not need insurance to access TimelyCare services.

Sexual Misconduct Help

As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to talk to someone confidentially, you can make an appointment with:

- i. The Sexual Assault Crisis Service (SACS) at 812-855-8900
- ii. Counseling and Psychological Services (CAPS) at 812-855-5711
- iii. Confidential Victim Advocates (CVA) at 812-856-2469
- iv. IU Health Center at 812-855-4011

For more information about available resources see the [IU Stop Sexual Violence website](#). It is also important to know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our campus' Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist. I encourage you to visit the [IU Stop Sexual Violence website](#) to learn more.

Emergency Food Relief

If you find you are in need of food and do not have the resources to purchase it, [you are not alone](#). This is a disturbingly common situation faced by college students in the U.S. (and evidence of a variety of policy shortcomings). If you find yourself in such circumstances, please consider utilizing the emergency food relief system on campus and in the community. The following units/agencies are here to assist with food relief:

- [Crimson Cupboard](#)
- [Mother Hubbard's Cupboard Food Pantry](#)
- [Other food pantries](#)

Emergency Funding

Are you facing unexpected financial challenges? [You are not alone](#). This is another disturbingly common situation faced by college students in the U.S. (and evidence of a variety of policy shortcomings). For emergency funding issues, please visit the [Student Advocates Office](#) (SAO).

COMMITMENT TO COMMUNITY

Indiana University, the O'Neill School, and the instructor of this course are all committed to making IU a diverse, inclusive, fair, and stimulating intellectual community. If at any point you feel the dynamics in the course could be improved in any way, please reach out to the instructor; building community is always an ongoing process, so dynamic efforts to make contexts more diverse, inclusive, fair, and stimulating will always be on the table.

Of course, IU is a big place. Our course is just one little community with in it. It can help to find other communities of folks here who you can connect with beyond class. Indiana University has many efforts afoot to build community. Some of those efforts are detailed on the websites of the [Office of Student Life](#) and the [Office of the Vice President for Diversity, Equity, and Inclusion](#). IU centers that focus a great deal of attention on community building include:

- [African American Arts Institute](#)
- [Asian Culture Center](#)
- [First Nations Educational & Cultural Center](#)
- [Jewish Culture Center](#)
- [LGBTQ+ Culture Center](#)
- [La Casa Latino Culture Center](#)
- [Neal Marshall Black Culture Center](#)

The O'Neill School's community building efforts can be found on the [O'Neill School Student Life](#) website the website of the O'Neill [Office of Diversity, Equity, and Inclusion](#). Community-building organizations affiliated with the O'Neill School include:

- [Bridge USA](#)
- [Women in Government](#)
- [Students for Equity in Public Affairs](#)
- [Rotaract Club](#)
- ...and [more than a dozen organizations](#) focused on particular professions and career paths.

If the community you're looking for isn't listed here, fear not: there are more than 750 student organizations at IU most of which are not connected to a school, department, or administrative office. Search the [listing of Student Organizations](#) to find a community of people who share your interests—or to find a community that can introduce you to a new interest.