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**Comsats University**

# COURSE OUTLINE

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| **Course Name** | Civics and Community Engagement | **Prepared On** | 09 Sep 2024 | |
| **Course Code** | HUM 208 |
| **Credit Hours** | 2 |
| **Program** | BS |
| **Semester** | Fall 2024 |
| **Instructor:** | Ayesha Ishtiaq |  | |
| **Course Description** | | | | |
| The course mainly focuses on inclusive development through active citizenship locally and globally. The main aim of this course is to educate the importance of active citizenship and community involvement for promoting a productive and harmonious society. In the light of HEC’s curriculum, the course is designed to encompass a wide range of activities and to learn about the meaningful ways that how people can be civically engaged. Civic engagement can be divided in to three categories; civic, electoral, political voice.  Civic and community engagement courses typically focus on fostering active participation and collaboration within communities to address social issues and promote positive change. These courses often cover topics like community organizing, public policy, advocacy, and social justice for creating meaningful impact in local or global communities. Additionally, the courses might explore the importance of diversity, inclusion, and sustainable practices in civic engagement efforts. Besides, the course will aim at promoting individual agency, human values and the ability to focus and deliberate on contemporary social issues by using concepts discussed in the class. | | | | |
| **Main Objectives Course:** | | | | |
| These objectives are designed to provide students with a well-rounded understanding of civic and community engagement, equipping them with the skills and knowledge needed to make a positive impact in the world around them | | | | |
| **Reference Book(s)** | | | | |
| * Barton, K.C., & Ho, L.-C. (2021). Curriculum for Justice and Harmony: Deliberation, Knowledge, and Action in Social and Civic Education (1ST ed.). Routledge (Taylor & Francis Group). * Desjardins, R. & Wiksten, S. (2022). Handbook of Civic Engagement and Education. Edward Elgar. * Holland, D., and Lave, J. (2019). Social practice theory and the historical production of persons. In: Edwards, A., Fleer, M., and L. Bøttcher (eds.), Cultural-historical approaches to studying learning and development: Societal, institutional and personal perspectives. Springer Singapore. * Molenveld, A., & van Meerkerk, I. (2021). Civic engagement, community-based initiatives and governance capacity: An international perspective. Routledge (Taylor &   Francis Group). | | | | |
| **Teaching & Learning Methodology** | | | | |
| My teaching approach will be student-centric, emphasizing active participation and engagement. The classroom environment will foster healthy discussions, project-based learning, and experiential activities that encourage critical thinking, confidence, and analytical skills. I will create a safe and inclusive space where students feel comfortable sharing their ideas without fear of judgment, allowing them to grow into confident, resourceful, and self-reliant individuals. Through the analysis of case studies, particularly in relation to the role of communication in development, students will gain practical insights.  Following tools would be utilized during the course of semester to develop the understanding of the core concepts of international relations.   1. Quizes 2. Assignments 3. Project | | | | |
| **Grading Policy** | | | | |
| |  |  | | --- | --- | | **Assessment Instruments** | **Percentage** | | Quizzes | 15% | | Assignments/Project | 20% | | Mid Term Exam | 25% | | Final Exam | 40% | | | | | |

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| **Week-wise Course Outline** |
| |  |  |  |  | | --- | --- | --- | --- | | **Week** | **Contents** | **Activities** | **Learning**  **Outcomes** | | **1** | **Orientation Session** | | | | **2** | **Introduction to Civic and Community Engagement** | Formal Lecture on Power Point | * Overview of the Ideas, Concepts, Types * Approaches for active citizenship | | **3** | **Community Engagement and its’ Importance** | Formal Lecture on Power Point – Engaging students in debate/discussion | * Importance of civic participation in a democratic society * How the various civilization have adopted the diplomatic practices according to their strategic environment. * Historical context and examples of civic movements | | **4** | **Identity, Culture, and Social Harmony** | Formal Lecture on Power Point – Engaging students in debate/discussion | * Concept and Development of Identity * Components of Culture and Social Harmony * Role of civil society in promoting inter-cultural harmony | | **5** | **Civic Education** | Formal Lecture on Power Point – Engaging students in debate/discussion | * Role and impact of civic education * Strategies for Civic Engagement * Principles of civic education to real-world scenarios | | **6** | **Social Movement and Civic Responsibilty** | Formal Lecture on Power Point – Engaging students in debate/discussion | * Understanding the Role of Social Movements in Driving Social Change * Engage with Civic Issues & Participation | | **7** | **Documentary** | Formal Lecture on Power Point – Engaging students in debate/discussion | * Analyze and critically evaluate the themes and messages presented in the documentary. * Identify and discuss the key arguments, perspectives, and evidence presented by the documentary. * Engage in meaningful discussions, sharing insights and perspectives derived from the documentary. * Apply knowledge gained from the documentary to future projects or community engagement activities. | | **7887** | **Mid Term Exam** | | | | **9** | **Community Engagement and Volunteerism** | Formal Lecture on Power Point – Engaging students in debate/discussion | * Importance of volunteer at national level * Understanding community Mobilizer * Develop the ability to work effectively within diverse teams Building Networks and Teamwork * Steps to Successful Community Engagement and Mobilization | | **10** | **Human Rights, Constitutionalism, Global Citizenship and Citizens' Responsibilities** | Formal Lecture on Power Point – Engaging students in debate/discussion | * Introduction to human rights * Universalism vs. Relativism * Human rights in constitution of Pakistan * Public duties and responsibilities * Constitutionalism and democratic process * Current human rights issues in Pakistan | | **11** | **Social Issues in Pakistan**  **Social and Political Awarness** | Formal Lecture on Power Point – Engaging students in debate/discussion | * Introduction to the concept of social problem * Causes and solutions: critical thinking and evaluation * Social issues in Pakistan (poverty, equal and equitable access of resources, unemployment, agricultural problems, terrorism & militancy, governance issues, corruption, ethic & sectarian issues, illiteracy, dowry, child labour, gender discrimination, substance abuse and others) | | **12**  **Guest Lecture** | | | | | **13** | **Community Collaboration in Civic Engagement** | Formal Lecture on Power Point – Engaging students in debate/discussion | * Introduction of community collaboration * Benefits and types of collaborations * Collaborative roles and factors that contribute to successful collaboration | | **14** | **Participatory Approach in Community Engaement** | Formal Lecture on Power Point – Engaging students in debate/discussion | * Identification of problem * Ethical considerations related to project * Wilcox's Ten Key Ideas about participation * Participatory pproaches and pinciples of participatory approach | | **15** | **Community Based Projects** | Formal Lecture on Power Point – Engaging students in debate/discussion | * Research * Project Plannig & Implementation * Leadership & Teamwork | | **16** | **Final Project** | Students are assigned a to plan a Social Action Project to practically demonstrate what they have learnt during the course | * Participate in the design and planning of a social action project and provide evidence of this in the form of a group presentation, to a panel of peers, tutors and a community representative for feedback before implementing the project in the community * Compile a group report on the project process to a standard format at the end of the project commenting on: project outcomes, individual contributions and group learning | | **17** | **Revision Class** | | | |  | **Final Term Exam** | | | |