



ARKANSAS TECH  
UNIVERSITY

**Academic Affairs**

Administration Room 200  
1509 North Boulder Avenue  
Russellville, Arkansas 72801

Office: 479-968-0319

Fax: 479-968-0644

[www.atu.edu/academics](http://www.atu.edu/academics)

April 24, 2017

Dr. Michael Rogers  
Department of History and Political Science  
Arkansas Tech University  
Witherspoon 257  
Russellville, AR 72801

Dear Dr. Rogers:

Congratulations! Academic Affairs is pleased to announce that your application for a Professional Development Grant has been recommended by the Professional Development Committee. Based on this recommendation, Academic Affairs has approved the \$2342.00 requested for your project, *Exploring College GenEd Requirements in Civics & Their Effects on Citizenship*. However, this recommendation was made with stipulations and I have provided comments below:

*Award pending the final budget approval of the 2017-2018 fiscal year.*

If the approved budget for the next fiscal year will support this grant, funds will be transferred after July 1, 2017. Requisitions regarding the grant will be processed through your departmental budget (AHHPSC) and should be expended by June 30, 2018. By accepting these funds, the recipient is agreeing to all Procurement and Travel policies.

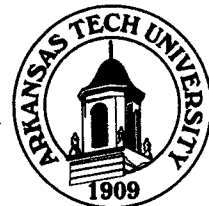
Sincerely,

A handwritten signature in black ink, appearing to read "Mohamed Abdelrahman".

Mohamed Abdelrahman, Ph. D.  
Vice President for Academic Affairs

cc: Blanks  
Woods  
File

**REQUIRED COVER PAGE**



**APPLICATION FOR PROFESSIONAL DEVELOPMENT GRANT**

\*\*All questions must be completed to be considered for grant award.

<b>Choose one:</b> <input type="checkbox"/> Creative Activity <input type="checkbox"/> Research Activity <input checked="" type="checkbox"/> Professional Enhancement Activity	<b>Application Deadline Date:</b> <u>April 15, 2017</u> (i.e. October 1, February 1, or April 15)
	<b>Date of Last PDG Award (Semester and Year awarded):</b> <u>Spring 2016</u>
	<b>Date of ATU Faculty Appointment (Semester and Year):</b> <u>Fall 2007</u>

1. Project Title: **"Exploring College GenEd Requirements in Civics & Their Effects on Citizenship"**

2. Name of Principal Investigator/Project Director: Dr. Michael T. Rogers

3. Collge (abbrev): Arts & Humanities 4. Department: Hist & PS 5. Campus Mail Address: Witherspoon 257

6. PI/PD Campus Phone: 479-968-0447 7. Amount Requested: \$ 2342.00 8. Total Cost of Project: \$ 2342.00

9. Will total funds awarded be expended by June 30<sup>th</sup> of the current fiscal year: Yes  No

10. If not, what is the total to be expended this fiscal year: \$ 0

11. What is the total to be carried over to the next fiscal year: \$ 2342.00 (if approved by the VPAA)

12. Project Completion Date: Sept. 3, 2017 13. Travel Dates: Aug. 29-Sept. 3, 2017  
(if applicable)

14. Does this project involve:

Yes No

- human subjects?
- animals/animal care facility?
- radioactive materials?
- hazardous materials?
- biological agents or toxins restricted by the USA Patriot Act?
- copyright or patent potential?
- utilization of space **not** currently available to the PI/PD?
- the purchase of equipment/instrumentation/software currently **available** to the PI/PD?

**NOTE:** If the answer is "yes" to any of the above questions, the investigator must attach appropriate documentation of approval or justification for use/purchase.

**SIGNATURES**

Department Contribution (if applicable): \$ 0

Account Number: \_\_\_\_\_

[Signature] 4/11/17  
 Chairperson Date

College Contribution (if applicable): \$ 0

Account Number: \_\_\_\_\_

[Signature] 4/11/17  
 Dean Date

<b>This Section to be completed by the Office of Academic Affairs</b>	
Previous PDG Award final report received: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
PDC Committee Award Recommendation: Yes <input type="checkbox"/> No <input type="checkbox"/>	
PDC Committee Proposal Rank: _____ of _____ Total Proposals.	
Recommendation of VPAA: Yes <input type="checkbox"/> No <input type="checkbox"/>	Recommendation of President: Yes <input type="checkbox"/> No <input type="checkbox"/>
Award Date: _____	

## Professional Development Grant Proposal (Fall 2017)

**Title:** “Exploring College GenEd Requirements in Civics & Their Effects on Citizenship”  
**Principle Investigator:** Dr. Michael T. Rogers, Associate Professor of Political Science

### **Abstract**

August 29<sup>th</sup> to Sept. 3<sup>rd</sup> of 2017, the American Political Science Association (APSA)—the national professional association for political scientists—will conduct its annual conference in San Francisco, California. I will have numerous professional development opportunities at the conference. First, I have been asked to participate in a preconference pedagogy workshop on Wednesday (8/30), where I and other senior faculty give graduate students and junior faculty feedback on their teaching statements and syllabi. Then, I will be presenting with my co-author (Dr. Donald Gooch) a paper, “Exploring College GenEd Requirements in Civics & Their Effects on Citizenship,” on the Civic Learning and Civic Engagement: Implementation and Outcomes panel. Finally, I will attend the biannual business meeting of Political Science Education (an organized section of APSA), which is important given that I am one of its at-large executive board members. I am requesting a professional development grant of \$2342.00 for the expenses

### **Purpose/Objectives**

For the 2017 APSA conference, I will assist in providing a pedagogy workshop to graduate students and junior faculty, presenting a paper on a civic education and engagement panel, and fulfilling my obligations to my profession by attending the business meeting for the organized section Political Science Education, a group whose executive board I sit on. So, the general goals of my participation in this conference can be divided based on one being of an academic and the other of a professional service nature.

### *Academic Purpose/Objective*

Don Gooch (Stephen F. Austin State University) and I will be presenting “Exploring College GenEd Requirements in Civics & Their Effects on Citizenship,” on the panel Civic Learning and Civic Engagement: Implementation and Outcomes. In this paper, we ask: How

## **Professional Development Grant Proposal (Fall 2017)**

does requiring a second civics course in a college general education program affect civic literacy and engagement?

For this paper, we will be testing two hypotheses. The first deals with civic literacy and the second focuses on civic engagement. Hypothesis 1 is that as the general education requirement for civics is increased from one course to a second, that civic literacy rates for students completing the two course sequence will likewise increase. Similarly, hypothesis 2 is that as the general education requirement for civics is increased, that the civic engagement and likely future civic engagement of students will also increase. Both hypotheses are driven by the assumption that each additional civics course will enhance civic education, although we suspect the second may not yield as large an improvement as the first. This has been an under investigated question because it is rare for colleges and universities to require one, let alone two civics courses for students who are not either political science majors and minors (Rogers 2012, 1-36; Kedrowski 2003, 225-227). The convenience sample where most students, regardless of major or minor, take a dual sequence in civics is rare.

However, the state of Texas does require students receive education in both American government and Texas state government. While this does not require a two-course sequence, this is how Stephen F. Austin State University has chosen to meet the requirement. Through a pretest and posttest instrument that collects demographic information, civic engagement tendencies and likelihoods, and includes a battery of 26 possible naturalization questions, we are able to measure both the civic literacy and civic engagement of students across the two course sequence. We also have a control group with Arkansas Tech University, where only a single course in American Government is required.

*Professional Service Purpose/Objective*

## **Professional Development Grant Proposal (Fall 2017)**

As for the professional service purpose, I am attending the APSA to give back to my profession. First, I have volunteered to help run a workshop for junior faculty and graduate students on the Wednesday before the conference. We will be giving the participants feedback on their syllabi and teaching philosophies to strengthen their teaching qualifications as they apply for jobs. Also, I am on the executive board of the organized section, Political Science Education (PSE). With funding, I can attend our biannual business meeting at the conference.

### **Significance/Need**

Traditionally, scholarly research in political science popularized the conclusion that additional education promoted civic literacy, but additional courses specifically in civics had no real effect (Langton and Jennings 1968, 852-867). Numerous works have called this conventional view into question over the last couple decades, finding civics courses do improve civic knowledge (Delli Carpini and Keeter 1997; Niemi 1998; Gooch and Rogers 2012, 53-82). What has not been adequately studied is how sequencing of civics courses affect civic literacy. The reason why sequencing has not been studied is the rarity of more than one civics course being required in high school or collegiate education for those other than political science majors or minors (Rogers 2012, 1-36; Kedrowski 2003, 225-227). However, Stephen F. Austin (SFASU) offers a convenience sample that allows this to be tested through its two course civics requirement for its general education program. In previous work, Gooch and I have posited that civic literacy likely increases with each additional civic education course, but at a decreasing rate. In this paper, we will have the data to determine if this is true.

Also, through our battery of questions on civic engagement, we can track how each course affects the current and likely future civic engagement of these students. Previous research makes us skeptical that civic engagement will increase as a result of the typical lecture-based, general education civics course. In the past, we have found such courses have virtually no or

## Professional Development Grant Proposal (Fall 2017)

even a slightly negative impact on civic engagement (Gooch and Rogers 2015, 295-344). We suspect this is because civic engagement is influenced more by pedagogy than sequencing and this paper will at least allow us to speak to the latter.

### Process for Attainment of Objectives/Goals

We have collected the pretest and posttest data for the one-course civics requirement at ATU since 2008 and for the two-sequence civics requirement at SFASU since 2012. As our survey instrument is no more invasive on our human subjects as a routine test given in the classroom, it is exempt from Interdisciplinary Research Center (IRC) regulations. We annually maintain documentation of our instrument's exempt status, most recently by the SFASU IRC on August 24, 2016 (see attached Appendix A). Below is our timeline for completion of this project.

- 1) We have already collected pretest and posttest data every semester since Fall 2012.
- 2) April/May 2017: We collected pretest data this January 2017 and will collect posttest data at the end of April or beginning of May to complete our data collection.
- 3) May 2017: Introduction and literature review sections written. Posttest data entered.
- 4) June and July 2017: Data analysis and write up of paper completed.
- 5) August 2017: First draft of paper completed and revised in preparation for conference.
- 6) Wednesday, August 30, 2017: Workshop for Graduate Students and Junior Faculty syllabi and teaching statements.
- 7) August 31-Sept. 3, 2017: Present paper and participate in PSE business meeting.

All activities for this professional development grant will be completed by Sept. 4<sup>th</sup>, 2017.

### Dissemination of Results

First, our participation on a paper panel at APSA will be our preliminary dissemination. This is the largest political science conference for the profession and the ideal environment for the preliminary presentation of our research. Then, using the feedback from this event we will seek publication of the paper in 2018 through a leading APSA journal, either *PS: Political Science & Politics* or the *Journal of Political Science Education*

(<http://apsanet.org/PUBLICATIONS/Journals>). In addition, I will seek to present the research at ATU through the Interdisciplinary Research Series (<http://www.atu.edu/irs/index.php>). I will put

## Professional Development Grant Proposal (Fall 2017)

in a proposal this semester to present in the Fall 2017 or Spring 2018. Finally, as per the guidelines of this grant I will submit a final report summarizing the findings.

### Repeated Requests

Not applicable. I have previously received a faculty research grant (Spring 2011) and professional development grants (Fall 2011 and Fall 2013) to present papers using this pretest/posttest data. However, this is a completely new research project and question, is focused primarily on a different institution (SFASU not ATU), and uses data primarily collected since the previous grants.

### Bibliography

- Delli Carpini, Michael and Scott Keeter. 1997. *what American Know about Politics and Why it Matters*. New Haven: Yale University Press.
- Gooch, Donald M. and Michael T. Rogers. 2015. "Dude, Where's the Civic Engagement? the Paradoxical Effect of Civic Education on the Probability of Civic Participation." In *Civic Education in the 21st Century: A Multidimensional Inquiry*, edited by Michael T. Rogers and Donald M. Gooch, 295-344. Lanham, Md.: Lexington Books.
- . 2012. "A Natural Disaster of Civic Proportions: College Students in the Natural State Falls Short of the Naturalization Benchmark." *Midsouth Political Science Review* 13 (1): 53-82.
- Kedrowski, Karen M. 2003. "Civic Education by Mandate: A State-by- State Analysis." *PS: Political Science and Politics* 36 (2): 225-227.
- Langton, Kenneth P. and M. K. Jennings. 1968. "Political Socialization and the High School Civics Curriculum in the United States." *The American Political Science Review* 62 (3): 852-867.
- Niemi, Richard G. 1998. *Civic Education : What Makes Students Learn*, edited by Jane Junn. New Haven: New Haven : Yale University Press.
- Rogers, Michael T. 2012. "A Civic Education Crisis." *The Midsouth Political Science Review* 13 (1): 1-36.

## PROPOSED BUDGET PROFESSIONAL DEVELOPMENT GRANT

1. Travel (please list expenditures broken down for the length of the trip: e.g., hotel = \$90x5=\$450):

Dates of Travel:	<u>Aug. 29-Sept. 3</u>
Airfare (United 5212 & 257; United 1615 & 3876):	<u>450.00</u>
Hotel (\$250.00/night X 5 nights):	<u>1250.00</u>
Meals for Duration of Travel:	<u>329.00</u>
Mileage Reimbursement (42 cents/mile X :	<u>63.00</u>
Incidentals 1(Transportation to/from Airport & Luggage fee):	<u>150.00</u>
Incidentals 2(Airport Parking):	<u>100.00</u>
<b>Total Estimated Travel Expenses:</b>	<b>\$ <u>2342.00</u></b>

Currently Approved Per Diem Rates are on a city by city basis. Please check specific cities for appropriate meal allowances. Example: travel to Atlanta, Georgia

GSA Reimbursement Website: <http://gsa.gov/portal/category/104711>

Breakfast	16.00
Lunch	17.00
Dinner	31.00
Meals & Incidentals	<u>5.00</u>
Total Meals	69.00

2. Graduate assistant stipend \_\_\_\_\_  
 Fringe benefits: salary X 0.0003 \_\_\_\_\_

3. Non-work study stipend \_\_\_\_\_  
 Fringe benefits: salary X 0.0003 \_\_\_\_\_

4. Development Supplies (please list items to be purchased and estimated price per item including taxes and shipping, if appropriate)\*:

Item No. 1 (e.g., software)	Estimated Price	_____
Item No. 2 (e.g., copying costs)	Estimated Price	_____
Item No. 3	Estimated Price	_____
Item No. 4	Estimated Price	_____
<b>Total estimated Development Supplies:</b>		<b>\$ _____</b>

5. Capital Outlay (please list items to be purchased and estimated price per item including taxes and shipping, if appropriate)\*:

Item No. 1	Estimated Price	_____
Item No. 2	Estimated Price	_____
Item No. 3	Estimated Price	_____
<b>Total estimated Capital Outlay:</b>		<b>\$ _____</b>

\*Items purchased under \$2,500 (including taxes and shipping) are considered supply items. Capital Outlay items are those which cost \$2,500 (per item) or more (including taxes and shipping). Please contact the Purchasing Office for questionable items.

6. **TOTAL PROPOSED BUDGET** \$ 2342.00



## Professional Development Grant Proposal (Fall 2017)

### Michael T. Rogers

Associate Professor of Political Science  
Arkansas Tech University  
History & Political Science Department

#### EDUCATION

Ph.D. Political Theory, 1999–2005  
University at Albany, State University of New York  
Nelson A. Rockefeller College  
Albany, NY  
*Doctorate of Philosophy*, May 2005

Dissertation: “Rethinking Contemporary Approaches to Democracy and Democratization: A Critical Analysis based on the Spirit/Form Tradition in Political Thought”

Dissertation Committee: Dr. Peter Breiner (Chair), Dr. John G. Gunnell, Dr. Morton Schoolman, and Dr. Bruce Miroff

Areas of Concentration: Democratic Theory, History of Political Thought, & American Political Thought

Minor Field: American Politics

Minor Committee: Dr. Sally Friedman (Chair), Dr. Bruce Miroff, and Dr. Anne Hildreth  
Areas of Concentration: Legislative Process, American Political Thought, and Political Parties

M.A. Political Theory, 1995–1999.  
University at Albany, State University of New York  
Nelson A. Rockefeller College  
Albany, NY

B.A. Political Science, 1991–1995  
Wabash College  
Crawfordsville, Indiana

#### PUBLICATIONS

##### **Articles & Book Chapters**

Rogers, Michael T. “Introduction: A Tocqueville Inspired Assessment of America’s Twenty-First Century Civic Ecology.” In *Civic Education in the 21<sup>st</sup> Century: A Multidimensional Inquiry*. Lexington Books, 2015 (ix-xxx).

Rogers, Michael T. “A Meta-History of Formal Civic Education: An Episodic History to be Repeated?” In *Civic Education in the 21<sup>st</sup> Century: A Multidimensional Inquiry*. Lexington Books, 2015 (3-42).

## Professional Development Grant Proposal (Fall 2017)

- Gooch, Donald M. and Michael T. Rogers. "Dude, Where's the Civic Engagement? The Paradoxical Effect of Civic Education on the Probability of Civic Participation." *Civic Education in the 21<sup>st</sup> Century: A Multidimensional Inquiry*. Lexington Books, 2015 (295-344).
- Rogers, Michael T. "A Civic Education Crisis." *Midsouth Political Science Review*. Volume 13, No. 1, 2012, pp. 77-1-36. (<http://02c8a40.netsolhost.com/Rogers%20%282012%29.pdf>)
- Gooch, Donald M. and Michael T. Rogers. "A Natural Disaster of Civic Proportions: College Students in the Natural State Fall Short of the Naturalization Benchmark." *Midsouth Political Science Review*. Volume 13, No. 1, 2012, pp. 53-82. (<http://02c8a40.netsolhost.com/Gooch%20and%20Rogers%20%282012%29.pdf>)
- Rogers, Michael T. "'A Mere Deception—a Mere *Ignus Fatus* on the People of American': Lifting the Veil on the Electoral College." In *Electoral College Reform: Challenges and Possibilities*, edited by Gary Bugh: Ashgate, 2010 (*forthcoming*).
- Rogers, Michael T., Robert Glover and Melinda Kovács. "Track: Teaching Political Theory and Theories." *PS: Political Science & Politics*. Volume 43, No. 3, July 2010, pp. 578-579.
- Friedman, Sally & Michael T. Rogers. "The Local-National Connection and the Representation of Minorities," in *Dilemmas of Representation: Local Politics, National Factors, and the Home Styles of Modern U. S. Congress Members*. SUNY Press, 2007.
- Rogers, Michael T. "The Precursor to Deliberative Democracy," *The Rockefeller College Review (Working Paper Series)*. Volume I, Issue 1, September 17, 2001. ([www.albany.edu/rockefeller/rockrev/](http://www.albany.edu/rockefeller/rockrev/))

### **Newsletter Articles**

- Rogers, Michael. "Synopsis of Forthcoming Publication," *The Political Science Educator: The Newsletter of APSA's Political Science Education Section*. Volume 19, Issue 1, Winter/Spring 2015.
- Friedman, Sally, Joe Cavazos, David Filbert, Paul Goggi, Krista Ketterer, Leah Murray, Michael T. Rogers, and Christopher Witko. "Dilemmas of Representation: The Home Styles of New York State Representatives in the 1990s", *APSA Legislative Studies Section Newsletter: Extension of Remarks*. Editor Burdett A. Loomis, University of Kansas, volume 22, number 2, July 1999, pp. 2–4.

### **Editor**

- Rogers, Michael T. and Donald M. Gooch (editors). *Civic Education in the 21<sup>st</sup> Century: A Multidimensional Inquiry*. Lexington Books, 2015.
- Rogers, Michael T. and Gary Bugh (special edition editors). "Special Edition on Civic Education & Civic Literacy in the Midsouth." *Midsouth Political Science Review*. Volume 13, No. 1, 2012.

### **Book Reviews**

- Rogers, Michael T. A review of *The Inner Workings of Democracy* by Tzvetan Todorov in *New Political Science*, Volume 38, No. 1, 2016, pp. 137-139.

## Professional Development Grant Proposal (Fall 2017)

- Rogers, Michael T. A review of *Challenges to Democratic Participation: Antipolitics, Deliberative Democracy, and Pluralism* by Andre Santos Campos and Jose Gomes Andre in *The Journal of Political Science Education*, Volume 11, No. 4, 2015, pp. 496-497.
- Rogers, Michael T. A review of *The Contradictions of Real Socialism: The Conductor and the Conducted* by Michael A. Lebowitz in *New Political Science*, Volume 35, No. 3, 2013, pp. 532-535.
- Rogers, Michael T. A review of *Attention Deficit Democracy* by Bernard Berger in *Political Studies Review*, January 2013, pp. 77-78.
- Rogers, Michael T. A review of *The Platonian Leviathan* by Leon Harold Craid (2010) in *Political Studies Review*, January 2012, pp. 87-88.
- Rogers, Micheal T. A review of *Sovereignty in Fragments: The Past, Present and Future of a Contested Concept* edited by Hent Kalmo and Quentin Skinner in *Political Studies Review*, January 2012, pp. 91-92.
- Rogers, Michael T. A review of *The Cult of True Victimhood: From the War on Welfare to the War on Terror* by Alyson Cole, *New Political Science*, Volume 30, Issue 3, September 2008.

### TEACHING EXPERIENCE

Associate Professor, History & Political Science Department  
Arkansas Tech University (Fall 2012–present)  
Assistant Professor, Social Sciences & Philosophy Department  
Arkansas Tech University (Fall 2007–Spring 2012)

#### Political Theory

Survey of Western Political Thought  
Classical Political Thought  
Modern Political Thought

#### American Politics

American Government  
Political Parties & Interest Groups  
The United States Presidency  
The United States Congress  
American State and Local Government

#### Political Science

Research Design  
Political Science Senior Seminar

#### University Courses

TECH 1001-Orientation to the University

Adjunct Professor, Yale University (Junior Statesmen of America Summer School)  
AP U.S. Government, Summer 2006 & Summer 2007

# Appendix A



**Institutional Review Board for the Protection of Human Subjects in Research**  
P.O. Box 13018, SFA Station • Nacogdoches, Texas 75962-3046  
Phone (936) 468-5496 • Fax (936) 468-1573

**TO:** Dr. Donald M. Gooch  
Government  
PO Box 13045  
Nacogdoches, TX 75962

**RE:** Project Title: Civic Literacy  
Case # AY2017-1020 (Previous AY 2016-1039)

**TYPE OF RESEARCH:** Project Type: Faculty Research

**FROM:** Pauline M. Sampson, Chair, IRB-H

A handwritten signature in black ink that reads "Pauline M. Sampson". The signature is written in a cursive style and is positioned to the right of the printed name.

**DATE:** August 24, 2016

I would like to thank you for submitting your project entitled "Civic Literacy" to the IRB for review. It has been reviewed and has been **Approved**, based on the following review criteria:

CFR §46.101(b)(1) Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (i) research on regular and special education instructional strategies, or (ii) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

Your project has approval through **August 24, 2017**, should you need additional time to complete the study you will need to apply for an extension prior to that date. The IRB should be notified of any planned changes in the procedures during the approval period, as additional review will be required by the IRB, prior to implementing any changes, except when changes are necessary to eliminate immediate hazards to the research participants. The researcher is also responsible for promptly notifying the IRB of any unanticipated or adverse events involving risk or harm to participants or others as a result of the research.

All future correspondence regarding this project should include the case number **AY2017-1020**.