

Leadership and Civic Participation POLS 4357 (ONLINE)

Political Science - CRN: 27944

Meets: T/TR: 3:00pm to 4:20pm

Instructor: Azuri L. Gonzalez, MA

Office: All meetings will be held virtually | 915.747.7969 | azurig@utep.edu

Office Hours: Via [MS Teams](#) 1:30pm to 2:30pm T/TR and by appointments (preferred).

Course Description:

The focus of this course is on leadership, civic participation, and community engagement and their impact on the vitality of democracy. Through the course we will also address institutions and procedures in the political processes that enhance or deter people's participation, community organizing, and civic education. Students will learn about the different forms of civic and community engagement, their evolution over time, and the meaning of social responsibility. Special emphasis will be placed on the role leadership plays in the ability to mobilize, influence, guide, motivate and support others' participation and involvement in society. Last, students will continuously reflect on their own role, responsibility to society, and their interest and ability to impact special issues and challenges facing a community.

In line with the UTEP Edge initiative, through this course, students will have the opportunity to identify and build on their strengths, skills, and knowledge and participate in an experiential opportunity (virtually) in the community. Student will be able to strengthen the following [Edge Advantages](#):

1. Critical Thinking
2. Leadership skill
3. Problem-solving
4. Social responsibility
5. Communication
6. Teamwork &
7. Leadership

Course Learning Objectives:

At the end of the course, students will be able to

- Identify the different forms of civic and political participation
- Explain how civic participation has changed in the U.S. in recent years
- Understand factors that influence participation such as generational perspectives
- Recognize the role of civic engagement in American politics, society and democracy
- Distinguish between different approaches of understanding leadership
- Increase/enhance/improve critical thinking ability and skills
- Identify issues of interest in society and apply them to future career goals and interests
- Identify the importance of community engagement as a form of civic engagement, participation, community-based learning, and a way to strengthen social responsibility.

Class Format:

While this class was originally designed and intended as a face-to-face class, a number of activities will be adapted and modified into a virtual format. Group discussions and work, for example, are a key component of the course and we will dedicate extra effort to ensure that students can interact with one another.

The class will be held real-time during the scheduled class meeting times via ZOOM. However, once the class and learning is well underway, we may shift to live sessions only on Tuesdays, with independent and group work assigned during Thursday class meeting time. Please refer to the [calendar of assignments and activities](#) below.

The class format will also include:

- Lectures and presentations
- Facilitated small and large group discussions
- Educational video presentations
- Guest speakers* (as time permits)
- Interactive activities
- Applied learning- community-focused experience* (as an option of two)
- *Liberating Structures* in virtual format

Teaching Philosophy

I believe in meeting students “where they are” while also challenging students to expand their self-awareness and improve their skills. I believe in a strength-based approach to teaching and learning where students have the opportunity to operate from a place of strength, and where they are able to identify their assets and skills to succeed in every setting. I believe in respectful dialogue, in thinking critically and in further developing perspectives that help students serve as boundary spanners. I believe in collective learning while also setting an expectation for individual contributions. Last, I believe in the concept that we are all teachers and learners and that the “wisdom is in the room.”

Students willing to push themselves to learn and demonstrate their learning will be successful in this course. Communication is absolutely key and appreciated.

Students will be responsible for the following:

Class Participation- Participation in this class is crucial. Students are required to be prepared to discuss readings at the beginning of class and should submit ‘bullets’ or notes pages for discussion **every time**. Participation group in group chats is also imperative and necessary to receive credit for any assignment submitted as a group.

Attendance: Students should notify the instructor of any reason for which the student cannot make it to a live class or group session. Attendance is a portion of the class participation grade. To achieve the full attendance credit, no more than 3 classes may be missed. Missing 3 consecutive classes without notifying the instructor may result in being dropped from the class with a (W) before the drop deadline, or with a failing grade (F) after the drop deadline. **Drop deadline:** October 30, 2020

Assignments: Specific instructions and due dates on all assignments will be given in class and will be followed-up with on Blackboard. Please use this syllabus as an overview of the course.

Reading Bullets and Journal [RBJ]

You are required to complete a brief reading analysis sheet for each assigned reading. All sheets are to be typed bulleted list of thoughts, reflections, or questions you may have on the reading. You are expected to have this document available with you to help you participate. You will be expected to discuss and demonstrate your understanding of the material in groups and with the class, and by completing this assignment, you will be better prepared. Due dates and details for each reading are in the calendar of activities.

Journals: All bullets are to also be submitted via the Journal function on Blackboard where a “journal” is a compilation of all bullets for the particular chapter for each book. Journal entries and bullets should be thoughts and questions you are prepared and willing to discuss in class. You are responsible for completing all journal entries for each of the three books assigned in the course as follows:

Journal 1: Macedo-week 7 **Journal 2:** Zunking- week 11 **Journal 3:** Han- week 12

There are times when certain topic discussions take additional class time. When this happens, it is possible that due dates for assignments, or in this case journal due dates, may be pushed back. If you attend class regularly, you will have no problem staying on top of any changes that may occur.

Attendance and Participation Assignments [AP]

AP assignments may include in-class discussions, handouts, activities, and group assignments. Students must be present, on time, and attend the full class period to receive attendance and participation credit for these assignments.

Leadership Assignment [LA] Students will be responsible for preparing a poster on a leadership theory or concept as assigned in class. Guidelines for this assignment will be given at a later time

Service Learning Experience [SL] students will be guided through a community engagement project or activity to enhance their course learning. Projects and activities will be organized to amount to the equivalent of roughly 20 hours of service. This activity will be performed virtually and may be done so in groups or as individuals. Additional guidelines will be discussed during the second and third week of classes.

Final Exam [FE]

A final open book exam will be administered and a study guide will be provided. Independent work is expected.

Final Presentation [FP]

A final presentation will be assigned towards the end of the semester that should help students demonstrate the cumulative knowledge acquired throughout the course. All assignments, chapters, and community engagement experience will be expected to be combined into an end-of semester presentation. A rubric for this presentation will be made available in the final presentation folder on blackboard.

Due Dates: All assignments are due as directed in the syllabus. No late work is ever accepted without proper communication or documented emergency.

Technological requirements:

Classes will be held via Zoom and some group work will be facilitated via MS TEAMS. Course content and information will be made available via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

Learning systems and their use for this class

Blackboard: Students will use blackboard to access assignments discussed in class as well as the syllabus and all guidelines for presentations, projects, final exam, etc. **PLEASE DO NOT** use the blackboard e-mail to contact the instructor. **ONLY USE** the e-mail listed on this Syllabus but communication through MS Teams is preferred. This will allow me to have a virtual face-to-face conversation with you.

MS Teams will be made available for your TEAM work. All assignments completed as groups will be completed through the TEAM channels. Teams will be switched around mid-semester to allow you to engage with a different team for assignments.

ZOOM will be the platform through which we will hold classes. This platform is a bit more user friendly and will allow me to make use of the grouping function when we do in class activities. The zoom link for our class will change periodically. In order to enter the class, you will need to access the link by first going through Blackboard. UTEP does not provide technical support for zoom, however, we are permitted to use this at our discretion. Please let me know if you have any challenges downloading this free tool.

Course Readings and Materials:

1. Stephen Macedo. 2005. Democracy at Risk: How Political Choices Undermine Citizen Participation, and What We Can Do About It. **ISBN-13:** 978-0815754053
2. Cliff Zukin et al. 2006. A New Engagement?: Political Participation, Civic Life, and the Changing American Citizen.
ISBN-13: 978-0195183177
3. Hahrie Han. 2014. How Organizations Develop Activists: Civic Associations and Leadership in the 21st Century **ISBN-13:** 978-0199336777

4. Other readings as assigned. These will be made available via Blackboard as PDF documents.

Grading and Performance Evaluation:

Grade Scale			
A	90-100	Reading Bullets and Journal [RBJ]	30%
B	80-89	Attendance & Participation [AP]	30%
C	70-79	Leadership Assignment [LA]	10%
D	60-69	Service-learning Project/ Experience –	10%
F	0-59	Reflection Piece	
		Final Exam [FE]/Final Presentation [FP]	20%
		TOTAL	100%

Extra Credit:

Students are expected to successfully perform in each of the evaluated areas. However, extra credit will be given for attending/reporting on community or university events **pre-approved** by the instructor throughout the semester. These will be added points to the attendance and participation grade. To document the pre-approved activities, students must reflect on their participation in the Extra Credit Journal.

Policies:

Policy for final exams: [From the online Schedule of Classes]

Exemption from final examination may not be given. Final examinations are scheduled to be two hours, forty-five minutes in length and take place during the final examination period. It is the policy of the university not to administer a second final examination in the course. It is also university policy that students shall not have more than two final examinations in a single day. In the unlikely event that the examination schedule results in a student having three final examinations on a single day, the faculty member upon the request of the student shall reschedule the second of that student's three examinations.

Copyright: Some of the materials in this course are copyrighted. Violation of US copyright law can result in civil damages up to \$100,000 for each work copied. Copying of textbooks is not "fair use" under the Copyright Act. The "fair use doctrine" only permits non-commercial copying of part (in general, not more than 10%) of a copyrighted work. Do not bring a copied textbook to this class. Your cooperation is expected.

1.3 Student Conduct: [From the Handbook of Operating Procedures: Student Affairs]

Each student is responsible for notice of and compliance with the provisions of the Regents [Rules and Regulations](#), which are available for inspection electronically at <http://www.utsystem.edu/bor/rules/homepage.htm>.

1.3.1 Scholastic Dishonesty: [From the Handbook of Operating Procedures: Student Affairs]

It is the official policy of the University that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. It is contrary to University policy for a faculty member to assign a disciplinary grade such as an "F" or zero to an assignment, test, examination, or other course work as a sanction for admitted or suspected scholastic dishonesty in lieu of normally charging the student through the Dean of Students. Similarly, students are prohibited from proposing and/or entering into an arrangement with a faculty member to receive a grade of "F" or any reduced grade in lieu of being charged with scholastic dishonesty. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic

dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

1.3.12 Plagiarism: [From the Handbook of Operating Procedures: Student Affairs]

"Plagiarism" means the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors.

Center for Accommodations and Support Services Policy: If you have or suspect a disability and need an accommodation, you should contact the Center for Accommodations and Support Services (CASS) at 747-5148 or at cass@utep.edu or go to Room 106 Union East Building. If you have already made such arrangements, I should have already received an e-mail communication. **Please e-mail me or communicate with me so that together we make the proper accommodations based on your needs for the applicable assignments or tests listed here.** I am more than happy to work with you to make sure you are successful.

NETIQUETTE

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

COVID-19 Accommodations

Though this will be completely online, you have access to resources and facilities on campus. Please note the following about going to campus:

Students are not permitted on campus when they have a positive COVID-19 test, exposure or symptoms. If you are not permitted on campus, you should contact me as soon as possible so we can arrange necessary and appropriate accommodations.

NOTE: I will work with you if you communicate with me. These are definitely different times and we are all in different places of comfort with this new way of operating and doing our school work. I WANT YOU TO BE SUCCESSFUL and YOU WILL be successful. Policies are in place so you know what you are responsible for – BUT I can work with you if we can still adhere to the intent of policies. What is most important is that you learn from this course and that you don't do it at the expense of your health or that of others around you.

Calendar of Assignments and Activities:

(if updates are made, the date will be displayed here- UPDATED September 1 **Changes: From Sep 3- Oct 22**
I added a week I had left out accidentally. I spread out the work a bit)

This is the tentative calendar for the semester. Except for changes that substantially affect the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice. Any assignments given in class will also be available via blackboard. Remember that all readings require that you prepare your 'bullets' and notes for the reading.

If highlighted in Purple – expected to meet via Teams with your groups

Week/ Date	Tuesday Date	Thursday
1 Aug 25	Course Introduction Complete questionnaire	Aug 27 Course introduction activity Group Questionnaire Activity
2 Sep 1	Deborah Stone Policy Paradox: Equity (in class reading and activity) What is civic engagement?	Sep 3 What is civic engagement ? Civic Engagement Planning
3 Sep 8	Macedo Chapter 1 Group questions	Sep 10 Civic Engagement – Quantity, Quality and Equality Chapter 1: Macedo Review
4 Sep 15	Civic Engagement Planning Read Macedo Chapter 2	Sep 17 National Electoral Processes Solutions to address quantity of engagement Chapter 2: Macedo Local government Assignment
5 Sep 22	Knowing what is local The American Metropolis Differences between local and national politics Chapter 3: Macedo	Sep 24 Chapter 3 Group Assignment
6 Sep 29	Associations and Nonprofits Chapter 4: Macedo (will review with Han book later in the semester) Community engagement project check-in assignment due	Oct 1 Associations and Nonprofits Chapter 4: Macedo (continued) Community engagement check-in
7 Oct 6	Assessing Political Citizenship Enhancing Quality of Participation and Engagement Chapter 5: Macedo	Oct 8 Macedo Journal 1 Due (By Sunday, Oct 18, 10:00 p.m.)
8 Oct 13	Midpoint Troika Leadership Assignment reviewed	Oct 15 Questionnaire Assignment
9 Oct 20	Leadership theories and approaches Assignment due	Oct 22 Pecha Kucha Information Activity

*These two days might be
swaped depending on how
semester is going*

10 Oct 27	Inroduction to New Engaement The new divide Chapter 1: Zukin Class Review Day	Oct 29	Generational differences in participation How make voice heard? Chapter 2: Zukin (continued)
11 Nov 3	Understanding How Generational Views are shaped Chapter 2: Zukin Assignment Due (questionnaire) Election Day	Nov 5	Understanding How Generational Views are shaped Chapter 2: Zukin
12 Nov 10	Generational pathways to engagement / Role of public education in preparing its citizenry Chapter 5: Zukin	Nov 12	Communtiy Engagement project check-in assignment 2 due Journal Due (By Sunday, Oct 15)
13 Nov 17	Zukin Concepts Reviewed Lone Wolves, Moblizers and Organizers Introduction: Han	Nov 19	Organizing vs. Mobilizing
14 Nov 24	PechaKucha Peer Review Presentations Due Monday, October 31	Nov 26	Thanks Giving
15 Dec 1	Presentations Begin- Part 1 Final Exam Review	Dec 3	Course Conclusion Discussion
Final Dec 10	Thursday, December 10 4:00 p.m – 6:45 p.m. Final exam		