

# Leadership and Civic Participation POLS 4357

Political Science - CRN: 18150

Meets: T/TR: 1:30pm to 4:20pm Quin Hall 203

**Instructor:** Azuri L. Gonzalez, MA

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Office Hours: 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 in the community

## **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
- 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:**

- Service learning/community engagement experience
- Lectures and presentations
- Facilitated small and large group discussions
- Educational video presentations
- Guest speakers
- Interactive activities
- Use of *Liberating Structures*
- Connections with the *UTEP Edge*

## **Teaching Philosophy**

I believe in meeting students “where they are” while also challenging students to expand their self-awareness and hone their skills. I believe in a strength-based approach to teaching and learning where students are offered an 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**. Notes are due during class and may not be submitted via e-mail unless arrangements to do so have been made prior to their due date. Students will also be asked to journal on experiences throughout the semester. **No late assignments are accepted**. Also, please silence cell phones and keep them out of sight to limit distractions and allow for rich and engaged discussions and class participation.

**Attendance:** Students should notify the instructor of any reason for which the student cannot make it to a class 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:** November 1, 2019

**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 paragraphs or bulleted list of thoughts, reflection, or questions you may have on the reading. You are expected to bring this sheet with you to help you participate in class. 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 analysis will be given in class.

**Journal:** 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 6 **Journal 2:** Zunking- week 10 **Journal 3:** Han- week 13

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 pop quizzes. 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 presenting on a leadership theory researched and associated with class readings and topics. 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 in the community or for the community (depending on the project selected). Specific training and guidelines for this will be covered during class and facilitated by the Center for Civic Engagement.

Final Exam [FE]

A final exam will be administered and a study guide will be provided. This midterm will help students review material learned in the first part of the semester. The Midterm grade is averaged out with the Final Presentation grade and consists of 20% of the total grade.

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 service-learning experience will be expected to be combined into an end-of semester presentation. The due dates and details for this will be provided at a later time. The presentation will be required to be submitted via Blackboard in addition to your in-class submission/presentation.

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

**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.

**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 21<sup>st</sup> 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]	25%
B	80-89	Attendance & Participation [AP]	15%
C	70-79	Leadership Assignment [LA]	15%
D	60-69	Service-learning Project/ Experience	20%
F	0-59	Final Exam [FE]/Final Presentation [FP]	25%
		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.

### **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.

**Calendar of Assignments and Activities: (if updates are made, the date will be displayed here)**

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.

Week/ Date	Tuesday	Date	Thursday
1 Aug 27	Course Introduction Questionnaire activity	Aug 29	Questionnaire activity II Civic participation experiences Views on Leadership and leadership theory assignment distributed
2 Sept 3	Service-learning introduction Deborah Stone Policy Paradox: Equity (in class reading and activity)	Sept 5	Service-learning training Community engagement project/activity should be selected
3 Sept 10	Civic Engagement – Quantity, Quality and Equality Chapter 1: Macedo Assignment: Who engages in our circle?	Sept 12	Civic Engagement – Quantity, Quality and Equality Generational differences Chapter 1: Macedo
4 Sept 17	National Electoral Processes & Factors that influence participation Chapter 2: Macedo	Sept 19	National Electoral Processes Solutions to address quantity of engagement Chapter 2: Macedo
5 Sept 24	The American Metropolis Differences between local and national politics Pp. 67-96 Chapter 3: Macedo	Sept 26	Impact at local level politics Importance of context Pp. 97-115 Chapter 3: Macedo
6 Oct 1	Associations and Nonprofits Chapter 4: Macedo Community engagement project check-in assignment due	Oct 3	Nonprofit and community engagement Chapter 4: Macedo Journal 1 Due (By Sunday, October 6, 10:00 p.m.)
7 Oct 8	Assessing Political Citizenship Enhancing Quality of Participation and Engagement Chapter 5: Macedo	Oct 10	Leadership Theories and approaches LAssignment due

8 Oct 15	Inroduction to New Engaement The new divide Chapter 1: Zukin	Oct 17	Generational differences in participation How make voice heard? Chapter: 1 Zukin Reading: Kingston, Policy Formation: Problems, Agendas and Formulation (2006)
9 Oct 22	Attitudes towards community engagement Chatper 4: Zukin	Oct 24	Functional Government And Expectations Chapter 4: Zukin
10 Oct 29	Generational pathways to engagement Chapter 5: Zukin	Oct 31	Role of public education in preparing its citizenry Chapter 5: Zuking Journal Due (By Sunday, November 3)
11 Nov 5	Where do young people stand politically? Youth engagement and impact Chapter 6: Zukin Communtiy Engagement project check-in assignment 2 due	Nov 7	Lone Wolves, Moblizers and Organizers Introduction: Han Possible visitor/speaker
12 Nov 12	Strategies for Building Power Chapter 3: Han	Nov 14	Organizing vs. Mobilizing Chapter 4: Han Chapter 5: Han (students will need to do one of the two chapters/we will determine which in class)
13 Nov 19	Organizing vs. Mobilizing Chapter 4: Han Chapter 5: Han (students will need to do one of the two chapters/we will determine which in class)	Nov 21	Chapter 6: Han (beginning) Presentations Begin- Part 1 Journal Due (By Sunday, November 24) Potential catch-up day
14 Nov 26	Presentations Part 2 Study guide for exam reviewed	Nov 28	Thanksgiving No class / University Closed
15 Dec 3	Final Exam (part 1)	Dec 5	Final Presentations Community engagement hours should be completed by Friday, December 8 (Dead day)
Final	Thursday, December 12 4:00 – 6:45 Final presentations and final activity Final Exam Part 2		