

# HYBR-Leadership and Civic Participation POLS 4357

Fall 2023

Political Science - CRN: 13692

**Meets:** Tuesdays and Thursdays, 3:00 p.m. to 4:20 p.m.

**Location and Format:** HYBRID - In-person classes in Geology Building Rm. 123  
*Virtual classes via Zoom and MS Teams*

**Instructor:** Ms. Jennifer M. Lujan

**Office:** 1514 Hawthorne - Meetings during office hours may be held virtually. In-person meetings by appointment.

**Contact:** 915.747.7969 | [jmlujan@utep.edu](mailto:jmlujan@utep.edu)

**Office Hours:** Via [MS Teams](#) 2:00pm to 3:00 pm T/TR and by appointment (preferred)

## **Course Description:**

In this course, we focus on civic participation, leadership, and community engagement and their impact on the vitality of democracy. Through the course, we will 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, 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. We will also learn and reflect on the importance of engaging in political discourse, understanding the diversity of viewpoints on society, and the impact generational perspectives have on policy. Most importantly, we will discuss democracy health and the role that new generations have in revitalizing, growing, or sustaining such a democracy. 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, students will be able to identify and build on their strengths, skills, and knowledge and participate in an experiential opportunity in the community through this course.

Students will be able to strengthen the following [Edge Advantages](#):

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

## **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 to 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:**

This class is a **HYBRID** course; some classes are held in person, and some are held virtually via Zoom or MS Teams. This class meets every Tuesday and Thursday at the scheduled time and will include in-class assignments and group discussions. 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
- *Liberating Structure Activities*

### **Teaching Philosophy**

My teaching philosophy involves meeting students where they are and encouraging them to develop their self-awareness and skills. I focus on a strength-based approach, where students can identify their strengths and skills to succeed in any situation. I value respectful communication, critical thinking, and expanding perspectives to help students become boundary spanners. I believe in collective learning while also expecting individual contributions. Lastly, I believe that we can all learn from each other, as "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 submit 'bullets' or notes pages for discussion **every time**. Participation 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 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:** November 3, 2023.

**Assignments:** Specific instructions and due dates on all assignments will be given in class and 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 for each assigned reading. All notes are to be a typed bulleted list of thoughts, reflections, or questions you may have on the reading. You are expected to have this document to help you participate during 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 are in the calendar of activities. Please refer to the [calendar of assignments and activities](#) below.

**Journals:** All bullets are also to be submitted via the Journal function on Blackboard where a “journal” is a compilation of all bullets 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 chapter assigned for each of the three books assigned in the course as follows:

**Journal 1:** Macedo week 7 (Chs. 1-4)

**Journal 2:** Zukin week 9 (Chs. 1, 4 & 5)

**Journal 3:** Hart & Youniss week 12 (Chs. 2 & 4)

**Journal 4:** Han- week 13 (Ch. 1)

*There are times when specific 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.

Community Engagement Project [CEP] 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 completed in groups. Additional guidelines will be discussed during the second and third weeks of classes.

#### Final Exam [FE]

A final is administered as a reflective exercise to identify learning throughout the course. Completing this activity is crucial and factored into your final exam/presentation 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 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 and as indicated in class (see red font section above). No late work is ever accepted without proper communication or documented emergency.

#### **Technological requirements:**

Classes will be held in person and via MS TEAMS (for group work) and Zoom. Course content and information will be made available via 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. You will need to download or update the following software: Microsoft Office, MS Teams, Zoom, 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.

### Learning systems and their use for this class

**Blackboard ULTRA:** 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, and 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 and for ongoing assistance from me. You are welcome to reach out via the MS Teams chat function at any time, and I will respond as soon as it is possible for me to do so. You are also welcome to schedule brief meetings or ask questions via MS Teams video calls.

**Zoom** will be the main tool for classes held virtually. The link for the course is made available via Blackboard.

### 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:** 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. Hart & Youniss. 2018. Renewing Democracy in Young America. ISBN: 978-0-19-064151-1
4. *Other readings as assigned. These will be made available via Blackboard as PDF documents.*

### Grading and Performance Evaluation:

Grade Scale			
A	90-100	Journals and Reading Bullets [JRB]	20%
B	80-89	Attendance & Participation [AP]	30%
C	70-79	Leadership Assignment [LA]	10%
D	60-69	Community Engagement Project	20%
F	0-59	Final Exam [FE]/Final Presentation [FP]	20%
		TOTAL	100%

### Extra Credit:

Students are expected to perform in each of the evaluated areas successfully. 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 grades. 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 \$100.00 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]

All students are expected and required to obey federal, state, and local laws, to comply with the Regents' Rules and Regulations, with The University of Texas System and institutional rules and regulations, with directives issued by an administrative official of the U. T. System or The University of Texas at El Paso ("University" or "Institution") in the course of his or her authorized duties, and to observe standards of conduct appropriate for an academic institution, which are available for inspection electronically at <https://www.utep.edu/hoop/section-2/student-conduct-and-discipline.html>

#### **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 coursework 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](mailto: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

When interacting with me or each other, please keep the following in mind. Many of these points apply to in-class behavior as well:

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 the audience. This is a college-level course; therefore, all communication should reflect polite consideration of others' 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, Zoom & MS Teams are not public internet venues; all postings to them should be considered private and confidential. Whatever is posted in these online spaces is intended for classmates and the instructor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

## **COVID-19 Accommodations**

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to [covidaction@utep.edu](mailto:covidaction@utep.edu), so that the Dean of Students Office can provide you with support and help with communication with your professors.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks indoors and around groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area. For more information about the current rates, testing, and vaccinations, please visit [epstrong.org](http://epstrong.org)

**NOTE: I will work with you if you communicate with me. 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 the policies. What is most important is that you learn from this course but that you don't do it at the expense of your health or that of others around you.**

## Calendar of Assignments and Activities:

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. Instructions on when to submit those assignments via Blackboard will also be shared in class. Remember that all readings require that you prepare your 'bullets' and notes for the reading.

**Purple blocks are classes held virtually**

Wk	Date	Tuesday	Date	Thursday
1	8/29	Course Introduction Complete questionnaire Questionnaire Activity	8/31	Course introduction: What is Civic Engagement?
2	9/5	Civic Engagement Models and experiences	9/7	Deborah Stone Policy Paradox: Equity <i>(in-class reading and activity)</i>
3	9/12	Macedo Chapter 1 - Group questions Macedo Chapter 2 – bullets/questions	9/14	<b>Community Engagement Project Planning</b> Community Assets Finalize questions <i>Leadership Poster Introduction</i>
4	9/19	Civic Engagement – Quantity, Quality and Equality What is civic engagement? Macedo Chapter 1 <i>Local Politics assignment introduced</i>	9/21	Assignment Macedo Chapter 2 National Electoral Processes Solutions to address the quantity of engagement <i>Leadership Assignment introduced and assigned</i>
5	9/26	<b>Community Engagement Planning</b> Generational Survey Assigned Macedo Chapter 2 continued	9/28	Assignment Macedo Chapter 3: American Metropolis and Local Politics Discussion <b>Local Politics assignment due Friday 2/17</b>
6	10/3	Macedo Chapter 3: American Metropolis and Local Politics Assignment Review content	10/5	Assignment Macedo Chapter 4: Associations and Nonprofits Assignment/ discussion
7	10/10	<b>Community Engagement Project Check-in</b> Macedo Chapter 4: Associations and Nonprofits Assignment/ discussion	10/12	Zukin Chapter 1: Overview and Jamboard activity- Part 1 <i>Generational Survey review</i> <b>Macedo Journal due Sunday, October 15</b>
8	10/17	Zukin Chapter 1 Civic Views Survey Results and Review Activity <b>Survey DUE</b>	10/19	Midpoint Troika Leadership Assignment workshopped
9	10/24	<b>DUE-Poster Presentations:</b> <b>Leadership theories and approaches</b> <b>Group Presentations</b>	10/26	Attitudes towards engagement / Precursors to community Engagement Zukin Chpt. 4/5

10	10/31	Conclude Zukin discussion Review Precursors to engagement Example of data review article Hart & Youniss Introduction	11/2	Assignment Hart Chapter 2: Parties, Voters and Interest Groups <b>Zukin Journal Due Sunday, November 5</b>
11	11/7	Hart Chapter 2: Education for Citizenship Assignment -Discussion	11/9	Assignment Hart Chapter 4: Education for Citizenship Discussion
12	11/14	<b>Community Engagement Project Discussion</b> Hart Chapter 4 discussion and conclusion	11/16	Introduction to Han Final presentation guidelines <b>Hart/Youniss Journal Due Sunday, November 19</b>
13	11/21	How Organizations develop Activists Lone wolves, Organizers and Mobilizers Organizing/Mobilizing activity & discussion	11/23	<b>Community Engagement Project Discussion</b> Semester Content Review Pecha Kucha Information Activity <b>Han Journal Due Sunday, November 26</b>
14	11/28	Workshop final presentations	11/30	Semester Content Review PechaKucha Peer Review [Potential extra day for calendar adjustments]
15	12/05	Final Presentations	12/07	Final Presentations
Final		Thursday, December 14th 4:00 p.m. – 6:45 p.m. Final exam/ Course Conclusion <b>In PERSON</b> Discussion		

**Let's have a fabulous semester!**