

# COMMUNITY ENGAGEMENT & LEADERSHIP APPROVAL PAGE (CEL SIGNATURE FORM)

**Proposal Title:** POLS 4357 Leadership and Civic Participation CRN 26772

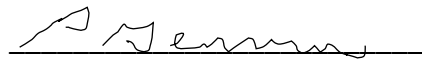
**College:** College of Liberal Arts

**Department:** Political Science

## DEPARTMENT CHAIR

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I have read the enclosed proposal and approve this proposal on behalf of the department.



9/27/2021

Signature

Date

## COMMUNITY ENGAGEMENT & LEADERSHIP REVIEW COMMITTEE CHAIR

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I have read the enclosed proposal and approve this proposal on behalf of the CEL review committee.

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Signature

Date

## COLLEGE CURRICULUM COMMITTEE CHAIR

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I have read the enclosed proposal and approve this proposal on behalf of the college curriculum committee.

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Signature

Date

## COLLEGE DEAN

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I have read the enclosed documents and approve the proposal on behalf of the college. I certify that the necessary funds will be allocated by the college in support of this proposal.

\_\_\_\_\_

\_\_\_\_\_

Signature

Date

# Community Engagement & Leadership (CEL) Certificate Program

## Liberal Arts “CEL” Course Application Form

\*All fields below are required and please be sure also attach your proposed syllabus to this form (see also the “Faculty Syllabus Design Guide” for additional guidance).

**Request for approval for the following course:** POLS 4357 Leadership and Civic Participation

**Faculty Member:** Azuri Gonzalez, Ed.D.

**Course Prefix/Abbreviation and CRN Number:** POLS 4357- CRN 26772

**Course Title:** Leadership and Civic Participation

**Undergraduate or Graduate Level:** Undergraduate

**Department:** Political Science

**Rational for including the course as a “CEL” (Community Engagement & Leadership) course for the Community Engagement & Leadership Certificate Program:**

This course offers a very clear connection between the role of a student as an engaged citizen and democracy. Leadership and civic participation are the primary focus. Learning objectives and engagement activity directly contribute to their understanding and development as engaged citizens.

The course being proposed as a Liberal Arts “CEL” (Community Engagement & Leadership) course for the Community Engagement & Leadership Certificate Program must fulfill the following requirements. Please describe how the proposed course meets each requirement and attach a copy of the syllabus for the course.

- 1. The course must either require 20 to 60 engagement hours, result in a deliverable that will be made available to the community, or both. Please describe the service hours and/or deliverables that will be a graded component of this course.**

This course typically requires 20 hours of engagement in the community. During the time of COVID, I have shifted this to an indirect service activity, with the use of group and class time to formulate and prepare for indirect community participation initiatives and outreach events. The hour requirement is comparable.

- 2. What percentage of time will the above engagement hours and deliverables comprise for this course?**  
The learning objectives and concepts of the course are all directly related to the experience. Students formulate their projects and experiences based on course concepts such as organizing, mobilizing, and the engagement of different generations in civics. Students reflective final presentation includes and requires the integration of their engagement experience reflection. As an estimate, 30 to 40 percent of classes will dedicate a portion of time to discuss and reflect on progress towards the project.

- 3. What percentage of the final grade will the above service hours and deliverables comprise for this course (20% minimum to 80% maximum recommended)?**

This portion is 20% of the grade. Please note that the embeddedness of the activity and the course concepts are directly related to the purposes of the community engagement and leadership certificate program.

- 4. How will these elements be assessed?**

The direct portion that is graded in relation to the community engagement project will be graded based on completion. The reflective portion will be graded based on participation in class discussions and finally in the final presentation and exam.

**5. What is the “alternative engagement” activity requirement for students experiencing extenuating circumstances?**

There is no need for an alternative activity given how it is structured this semester taking into account COVID related potential emergencies. It is embedded and does not require students to schedule additional time (outside of specific events organized) for them to complete direct service hours in the community. In the event of some extreme, unforeseen circumstance for a class member, and alternative assignment may be considered on a case by case basis as would be the case for any component of the course.

**6. How will the service hours and deliverables contribute to the overall Learning Objectives as stated in the syllabus?**

The hours and deliverables are directly related to the course description and learning objectives. Students will integrate learning about civic participation trends across generations, as well as civic engagement models and strategies for improving civic participation in their community. All activities will be facilitated and organized remotely and will work directly with the Center for Community Engagement to be implemented. Please note that the overall content of this course also includes understanding the use and role of education, role of high school and higher education facilitated engagement in promoting and perpetuating the education of an engaged citizen. All components of the course directly contribute to the community engagement and leadership learning of students. Please see syllabus.

**7. Who is your Community Partner for this course? If this is yet to be determined, what is the planned process for identifying a Community Partner?**

Students will be organized by groups and each will collaborate with a representative student from the Center for Community Engagement to implement their civic participation strategy and activity. Students may decide to include additional speakers and I will help facilitate the introduction and solicitation of such partners.

**8. How many faculty members within your departments are able and willing to teach this course in this format?**

At this point, it is my understanding that I am the only one who offers this course. I have no doubt that if another person would be recruited to offer this course, they too would find the merit in integrating community engagement.

# Leadership and Civic Participation POLS 4357 (CEL)

Political Science - CRN:26772

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

EDU Building 203

**Instructor:** Dr. Azuri L. Gonzalez

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

**Contact:** 915.747.7969 | azurig@utep.edu

**Office Hours:** Via [MS Teams](#) 4:45pm to 5:45pm T/TR and by appointments (preferred).

## Course Description:

The focus of this CEL\* course is on leadership, civic participation, 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 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.

\*NOTE: The "CEL" designation for this course stands for "Community Engagement & Leadership" and is part of a new certificate program in the College of Liberal Arts. The purpose of this CEL course is to strengthen students' understanding of their role in society as engaged citizens and to build the knowledge and competencies that will enable them to be socially responsible and participating community leaders.

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:**

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 Structures*

### **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 29, 2021.

**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 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 available with you 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 to also 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 6 (Chpts 1-4)                      **Journal 2:** Zunkin week 8 (Chp 1, 4 & 5)

**Journal 3:** Hart week 11 (Chpts 2,4, 6 & 7)                      **Journal 4:** Han- week 13 (Chpt 1)

**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

Civic 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 may be completed individually or in groups. Additional guidelines will be discussed during the second and third week of classes.

#### Final Exam [FE]

A final 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 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 some group work may be facilitated via MS TEAMS. 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, 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:** 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 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.

### **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	Civic Engagement Project & Reflection Piece [CEP]	20%
F	0-59	Final Exam [FE]/Final Presentation [FP]	20%
		<b>TOTAL</b>	<b>100%</b>

### **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 \$100.00 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]

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](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 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, Zoom & MS Teams are 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**

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 Student Health Center is equipped to provide COVID 19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when 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, and will be available at no charge on campus during the first week of classes. 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:

(if updates are made, the **date will be displayed here**- UPDATED [date])

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.

Wk		Tuesday		Thursday	
Wk	Date	Date	Date	Date	Date
1	8/24	Course Introduction Complete questionnaire Questionnaire Activity	8/25	Course introduction: What is Civic Engagement?	
2	8/31	Deborah Stone Policy Paradox: Equity (in class reading and activity)	9/2	Civic Engagement – Quantity, Quality and Equality What is civic engagement? Macedo Chapter 1	
3	9/7	Macedo Chapter 1 Group questions Macedo Chapter 2 bullets	9/9	Civic Engagement Planning Leadership Poster Introduction	
4	9/14	Macedo Chapter 2 National Electoral Processes Solutions to address quantity of engagement Leadership Assignment introduced and assigned	9/16	Civic Engagement Planning Generational Survey Macedo Chapter 2	
5	9/21	Macedo Chapter 3: American Metropolis and Local Politics Assignment	9/23	Macedo Chapter 3: American Metropolis and Local Politics Discussion	
6	9/28	Macedo Chapter 4: Associations and Nonprofits Assignment/ discussion	9/30	Macedo Chapter 4: Associations and Nonprofits Assignment/ discussion <b>Macedo Journal due Sunday, October 3</b>	
7	10/5	Zukin Chapter 1 Overview Activity Community Engagement Planning	10/7	Midpoint Troika Leadership Assignment reviewed	

8	10/12	<b>Poster Presentations: Leadership theories and approaches Assignment due (blackboard)</b> Survey DUE Monday, Oct. 11	10/14	Precursors to community Engagement Zukin Chpt. 4/5 Zukin Journal Due Sunday, Oct. 17
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9	10/19	Conclude Zukin discussion Hart Chapter 2: Parties, Voters and Interest Groups	10/21	Hart Chapter 2: Parties, Voters and Interest Groups
10	10/26	Hart Chapter 4: Education for Citizenship Assignment	10/28	Hart Chapter 4: Education for Citizenship Discussion
11	11/2	Hart Chapter 6: Voting Age and Participation	11/4	Hart Chapter 7 Review and discussion Group activity in class Hart/Youniss Journal Due Sunday, Nov. 7
12	11/9	Community Engagement Project cont. Pecha Kucha Information Activity	11/11	<b>Will present in class in groups</b> <b>Hart Journal Due Sunday, Apr 4</b>
13	11/16	Introduction to Han Ho Organizations develop Activists Lone wolves, Organizers and Mobilizers	11/18	Han Chapter 1 Group Assignment Lone wolves, Organizers and Mobilizers Han Journal Due Sunday, Nov. 21
14	11/23	Strategizing on best approach for empowerment/ Group Activity	11/25	Thanksgiving
15	11/30	Semester Content Review PechaKucha Peer Review	12/2	Final Presentations
Final		Thursday, December 9 4:00 p.m – 6:45 p.m. Final exam/ Course Conclusion Discussion		

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

# Thinking through your community engagement project

In this class, we will continue to discuss the importance of engaging with our communities to expand our views and perspectives on challenges and approaches to solutions around us. It is also important that we practice the concepts that we are learning and that we engage with different institutions that help with that engagement.

The goal of your engagement project is to articulate for yourself how you are making a difference and engaging with your community.

This semester you will have the option to engage in the following:

## I. Voter outreach and voter registration

Things to do:

- Voter registration drives
- Become deputized
- Offer to register people at work or in class
- If not deputized, identify ways that you are encouraging others to vote and to be informed on how to vote
- May make use of social media

## II. Organize a community-focused event

Things to do:

- Develop a concept of what kind of event is needed
  - Raise awareness
  - Provide training for others
  - Collect goods
  - Engage others
- Identify need for speakers, panelists, trainers, etc.
- Identify target audience
- Promote it, set-up logistics, and implement it
- The CCE can provide support with logistics

## III. Public Service Announcement

Things to do:

- Research topic of interest and data needed for the PSA
- Research types of PSA's and the format best suited for your PSA
- Conceptualize the message, the audience, the steps needed to create it
- Identify tools, skills and equipment needed
- Identify who else you might involve (organization?)
- Propose who might want to make use of it and take steps to offer it if you are proud of your product.

## IV. General volunteerism:

Things to do:

- Identify projects or activities that will allow you to complete 20 hours
- Research what it will take to be involved (caution: some organizations require 30 hours of training alone)
- Have a back-up plan for how you will complete your hours

**V. Propose your own project:**

Things to do:

- Prepare a brief proposal for your professor indicating the following:
  - What are you proposing?
  - How will you complete it?
  - Why do you want to take this route?
  - Who will benefit from your project?
  - How will you know you were successful?

**Activity:**

1. Which of these opportunities sound the most interesting to you?
  
2. What questions do you have to further consider this opportunity?
  
3. How would this project benefit from being conducted as a group?
  
4. How would it benefit from being completed as an individual?
  
5. What other ideas come to mind?

Use this space below with further instructions: