**Political Science 4320**

**Civic Engagement, Civil Society and Community**

**Spring 2017**

**UH 001**

**T/TH 9:30-10:50**

Instructor: Dr. Deen

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Office Hours: T/R 11:00-11:45, Wednesdays 1:30-2:30 and by appointment.

If these times are inconvenient, I will be happy to make individualized appointments.

THE FASTEST WAY TO REACH ME IS VIA EMAIL.

Blackboard: This course will make use of our course page in Blackboard. Please visit this site immediately for help accessing the course: <http://www.uta.edu/blackboard/students/index.php>

***Course Description:***

Imagine in your mind’s eye a “healthy community.” What are its characteristics? In addition to the physical spaces (parks, schools, shopping, public spaces, roads, *etc.*), imagine the people. What are they doing? How are they using their free time? Are they coming together in groups or living their lives in a solitary fashion? If they form groups, what do those groups look like? Are they primarily based on shared interests? Are they formed around an issue or topic that affects the community?

Now think about the “engaged person” – that man or woman who attends community meetings, works on behalf of causes or groups, who volunteers his or her time, perhaps runs for elected office or volunteers for appointed positions. What explains why these people choose to spend their time in this fashion? What difference does it make if a community has more or less of these people? What impact do they have on society? How do their activities involve (or not involve), affect or not affect public policy?

This course will explore these issues using the city of Arlington as a case study. Students will learn what scholars have to say about civic engagement and social capital and their relationship to political behavior (like voting, working on campaigns or donating money). We will explore civic engagement and civil society both at the level of the community (what are the characteristics of a “healthy” or “engaged” society) and at the individual level (what does it mean for a person to be civic minded or to be “engaged” in their community). We will learn from local organizations, elected officials and civic leaders as well as our own observations about the communities in which we live.

By the end of this term, the successful student should:

* Know and understand the debate concerning changes in levels of civic engagement and social capital over time
* Be able to analyze and synthesize knowledge on the various concepts and theoretical perspectives examined in the class.
* Be able to apply these concepts to case studies.
* Be able to assess and evaluate the utility of particular theories of politics.

**Student Responsibilities**

**Attendance, reading quizes and in-class participation** At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. In this class, daily attendance may be recorded and I expect you to attend all classes. Students should come to class having read and thought about the material. People who don’t attend class typically do very poorly on the exams. Exam questions draw heavily on lecture material and in-class discussion. Some material may only be available by coming to class. **Students miss class at their own risk.** Should you find occasion to be absent, I will be happy to discuss the material **once you have obtained class notes from another student**.

Communicating your thoughts to others is an important component of learning and thus participation will be an important part of this course. Participation means not only responding to questions, but also asking questions inside and outside of class and engaging in the class activities (in class and on Blackboard). Coming to office hours, emailing me and staying after class all count as participation. People who participate typically perform better on other assignments than those who do not.

**Reading responsibilities** There is a substantial amount of reading and I expect you to do the assigned reading. Students who come to class having read and thought about the materials will find excelling in **the exams and the paper** much easier than will students who are not prepared. Not surprisingly, these are the components of the final grade. Also, **class participation** is difficult when one has not read and the **reading quizzes** will be much easier to pass if one has read well.

While we will discuss as much of the reading assignments as possible, students should know that some assignments will not receive as much deliberation as others. Thus, students will need to think about and re-read some materials in preparation for class assignments and the exams.

Reading the material and making every effort to understand it is so important that when this does not happen (*i.e.* when it is obvious that people have not read), **difficult questions from that material will appear on the exam. I also reserve the right to have in-class and/or Blackboard reading quizzes.**

Reading, not understanding and asking questions in class is **OK**. I do not expect you to master the reading right away or even easily. I do expect you to try and I will provide resources for you to become better readers (for example, please see the handout, “Efficient and Effective Reading”).

The required texts for this course are:

* Baiocchi, Gianpaolo, Bennett, Elizabeth A., Alissa Cordner, Peter Taylor Klein, Stephanie Savell. 2014. *The Civic Imagination*. Boulder, CO: Paradigm Publishers
* Putnam, Robert. 2001. *Bowling Alone: The Collapse and Revival of American Community*. New York: Touchstone Books by Simon & Schuster.
* Verba, Sidney, Kay Schlozman and Henry Brady. 1995. *Voice and Equality*. Cambridge, MA: Harvard University Press.
* Wuthnow, Robert. 1998. *Loose Connections: Joining Together in America's Fragmented Communities*. Cambridge, MA: Harvard University Press.

There will be additional readings, distributed in class, placed on reserve in the Library or made available on Blackboard. These will be announced in class and in the course schedule.

Throughout the semester, we will be talking about events that appear in the news, both local and national. Students will be expected to keep abreast of developments by reading a national newspaper (*e.g. The New York Times, Washington Post, Wall Street Journal, etc.*) as well as a local paper regularly. There are also many on-line options for staying informed; many news outlets offer email alert services. I recommend gathering news from a variety of sources, newspaper, TV, radio and on-line.

**Research paper and course project**

You will be required to complete a course project on civic engagement, social capital and community. A detailed handout on the assignment will be provided. Late papers will not be accepted without my prior approval. The format and specific details of the paper and the iterative assignments will be discussed in class.

Plagiarism is academic dishonesty (see the section on Academic Integrity below) and will not be tolerated. We will discuss what constitutes plagiarism in class. However in brief, if an idea is not your own (whether you have quoted directly or paraphrased) you need to provide the appropriate citation. We will discuss citation styles in class.

Turning in a paper you have completed for another class is academic dishonesty. Turning in someone else’s work is academic dishonesty.

**Assignments and Grading**

The final grade will consist of the following components:

Exam 1 20%

Take home exam 2 20%

Final exam 20%

Course project 30%

Class participation 10%

 Total 100%

Letter grades will be assigned on the following scale:

**% Grade**

90 + A

80-89 B

70-79 C

60-69 D

fewer than 60 points F

**Class Policies**

***Expectations for Out-of-Class Study***: A general rule of thumb is this: for every credit hour earned, a student should spend 3 hours per week working outside of class. Hence, a 3-credit course might have a minimum expectation of 9 hours of reading, study, etc. Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

**Class and University Policies**

No makeup will be scheduled for the exam or the final except for medical reasons or extreme circumstances. Instructor must be notified in advance of the exam to schedule such a make-up. Written documentation of the extreme circumstance may be required and students should expect documentation to be verified.

***Late assignments*** Assignments are due via the delivery method and at the time and date indicated on the assignment handout, unless otherwise notified by the instructor.

***Incompletes*** No incompletes will be given unless you provide a signed doctor’s statement indicating you are too ill to complete the course. Student should expect this documentation to be verified.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**Disability Accommodations:** UTArlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD).Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

Counseling and Psychological Services, (CAPS) [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**Non-Discrimination Policy:** *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit*[*uta.edu/eos*](http://www.uta.edu/hr/eos/index.php)*.*

**Title IX Policy:** The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated.*For information regarding Title IX, visit* [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](file:///C%3A%5CUsers%5Cdeen%5CDropbox%5C4320%20spring%202017%5Cjmhood%40uta.edu).

**Academic Integrity:** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

***My policy on email*** Email is a primary method of communication in this class. Any assignments sent via email will be confirmed as received by the instructor. Students should seek this confirmation and if it is not sent should assume the instructor did not receive the email. I will generally respond to email within one business day. If I haven’t responded, please resend as the message may not have gotten through.

Email etiquette tip: begin your email with a salutation (*i.e.,* “Dear Professor Deen”), sign your name and indicate in the subject line and body of the email the main reason for the message. These tips apply to professional communication, even when we send email from mobile devices.

**Campus Carry:** Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

**Student Feedback Survey:** At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** for semester-long courses**,** a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located [insert a description of the nearest exit/emergency exit]. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Evacuation plans may be found at <http://www.uta.edu/campus-ops/ehs/fire/Evac_Maps_Buildings.php>.

Students should also be encouraged to subscribe to the MavAlert system that will send information in case of an emergency to their cell phones or email accounts. Anyone can subscribe at <https://mavalert.uta.edu/> or <https://mavalert.uta.edu/register.php>

**Student Support Services**:UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring](http://www.uta.edu/universitycollege/current/academic-support/learning-center/tutoring/index.php), [major-based learning centers](http://www.uta.edu/universitycollege/resources/college-based-clinics-labs.php), developmental education, [advising and mentoring](http://www.uta.edu/universitycollege/resources/advising.php), personal counseling, and [federally funded programs](http://www.uta.edu/universitycollege/current/academic-support/mcnair/index.php). For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

**The IDEAS Center (**2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

**The English Writing Center (411LIBR)**: The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at http://uta.mywconline.com. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for detailed information on all our programs and services.

The Library’s 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. <http://library.uta.edu/academic-plaza>

***Library information:***

Library Home Page  [library.uta.edu](http://library.uta.edu/)

Academic Plaza Consultation Services  [library.uta.edu/academic-plaza](http://library.uta.edu/academic-plaza)

Ask Us  [ask.uta.edu/](http://ask.uta.edu/)

Library Tutorials  [library.uta.edu/how-to](http://library.uta.edu/how-to)

Subject and Course Research Guides  [libguides.uta.edu](http://libguides.uta.edu/)

Subject Librarians  [library.uta.edu/subject-librarians](http://library.uta.edu/subject-librarians)

A to Z List of Library Databases  [libguides.uta.edu/az.php](http://libguides.uta.edu/az.php)

Course Reserves  [pulse.uta.edu/vwebv/enterCourseReserve.do](http://pulse.uta.edu/vwebv/enterCourseReserve.do)

FabLab  [fablab.uta.edu/](http://fablab.uta.edu/)

Special Collections  [library.uta.edu/special-collections](http://library.uta.edu/special-collections)

Study Room Reservations  [openroom.uta.edu/](http://openroom.uta.edu/)

***Course Schedule***

Every attempt will be made to keep to this plan. Adjustments may need to be made, however, and will be announced in class. Coming to class will ensure that you know about such changes. Students should complete the reading for a given day prior to coming to class.

There will be a series of guest speakers in class. These are members of the community who have volunteered their time to speak with us. Several points: their presentations are fair game for exams and assignments; their availability takes priority over our schedule and we will have to be flexible; they are to be accorded respect and treated graciously as they are guests on our campus. Dates for the speakers will be announced as they become available.

January 16 Introduction

**Big Picture: Do we bowl alone and does it matter?**

January 18

Annette Strauss report on Texas Civic Health <https://moody.utexas.edu/sites/default/files/TX_CHI_TX.pdf>

“How Technology Reshaped Civic Engagement,” available on BB

Start reading Wuthnow and Putnam

January 23-25

Wuthnow, *Loose Connections*

January 30 - February 1

Putnam, *Bowling Alone,* Chapters 1 – 9 (this is what we will cover but continue reading as we will complete the book in next week)

January 31st Census Day - \*\* All students must be on the course roster to receive class credit by this date. Please visit with Dr. Deen to make sure that you are on the class roster. \*\*

2/1/18 HAVE YOUR ORGANIZATION CHOSEN

February 6-8

 Putnam, *Bowling Alone,* Chapters 10 – 24

2/8/18 Organizational profile – first check-in

February 13-15 Alternative perspectives

Theda Skocpol, "Unravelling From Above," The American Prospect no. 25 (March-April 1996): 20-25.

Ladd. 1996. "Data just don't show an erosion of social capital"

Skim Dahl and Abdelzadeh. 2017. “Self-Selection or Socialization? The Longitudinal Relation Between Civic Engagement and Political Orientation Among Adolescents” In *Nonprofit and Voluntary Sector Quarterly* 46(6): 1250-1269.

February 20 Exam 1

**Big Ideas: Building a Model of a Healthy Civil Society**

February 22

List of activities from Putnam's Better Together book and website that create and build social capital: <https://www.hks.harvard.edu/saguaro/whatyoucando.htm>

Hays, R. Allen. 2002. Habitat for Humanity: Building Social Capital Through Faith Based Services. In JOURNAL OF URBAN AFFAIRS, Volume 24, Number 3, pages 247–269.

Civic responsibility <http://learningtogive.org/papers/paper11.html>

Civic skills <http://learningtogive.org/papers/paper176.html>

Civic virtue <http://learningtogive.org/papers/paper12.html>

February 27 – March 8 The Civic Volunteerism Model

Volunteering

Verba, Sidney, Kay Lehman Schlozman and Henry E. Brady. 1995. *Voice and Equality* *,* Intro – chapter 3, Chapters 9-12, 15

Data on volunteering <http://2013.volunteeringinamerica.gov/>

2/27/18 Organizational profile – how well are you applying the course concepts?

March 12 - 16 Spring Break

March 20-22 Engagement

Hays, R. Allen.  2007. “Community activists’ perceptions of citizenship roles in an urban community: a case study of attitudes that affect community engagement.” JOURNAL OF URBAN AFFAIRS II *Vol. 29/No. 4/2007*

Kim, Jang and Johnson. 2016. “Tying Knots with Communities: Youth Involvement in Scouting and Civic Engagement in Adulthood.” In *Nonprofit and Voluntary Sector Quarterly* 45(6): 1113-1129.

March 27-29 Political Participation

 *Voice and Equality*, chapters 6-8

3/29/18 Organizational profile – who participates? Why? When? How? Field Notes check in

March 30 Last day to drop

April 3 - 5 Effect of volunteering and engagement on citizens and citizenship

Review Wuthnow

*Voice and Equality*, chapters 16 - 17

Hays, R. Allen. 2002. Habitat for Humanity: Building Social Capital Through Faith Based Services. In JOURNAL OF URBAN AFFAIRS, Volume 24, Number 3, pages 247–269.

**What does civil society and engagement look like in our community?**

April 10 - 19

*The Civic Imagination.*  2014.  Baiocchi, Gianpaolo, Bennett, Elizabeth A., Alissa Cordner, Peter Taylor Klein, Stephanie Savell

4/23/18 Final analysis due, posted to BB by noon

April 24 – May 3

 Class presentations

May 11 8:00am – 10:30 Final Exam

This is the time scheduled by the Office of Records. For a complete list:

<https://www.uta.edu/records/_downloads/finals/final%20exam%20schedule%20SPRING%202018.pdf>