



# POLS 4320

## CIVIC ENGAGEMENT, CIVIL SOCIETY AND COMMUNITY

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.

## IMPORTANT COURSE DETAILS

We meet Tuesday/Thursday, 9:30-10:50 in UH 002. My office is located in the Department of Political Science offices, UH 206. Ask for me at the front desk. My office hours are Tuesdays from 11:00-11:50 and Wednesdays from 1:30-2:30 or by appointment.

We use Blackboard (BB) extensively for announcements, course content and some course assignments. If you've never used BB, start here: [www.uta.edu/blackboard](http://www.uta.edu/blackboard).

These are the required texts for this course:

- 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.



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- <https://mentis.uta.edu/explore/profile/rebecca-deen>

GET SOCIAL WITH POLS



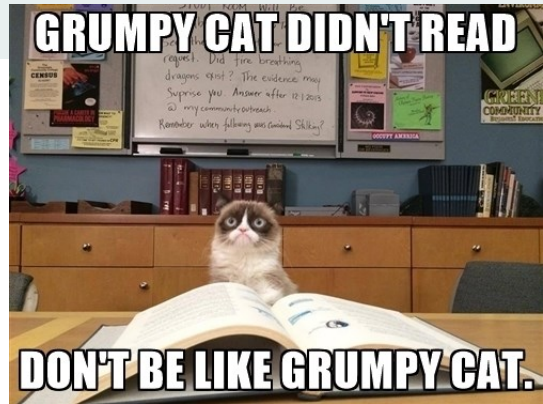
@POLSatUTArlington



@polsutarlington



<https://www.youtube.com/channel/UCqNCuJdMxu2kbDhxxR4z2lg/featured>



## COURSE SCHEDULE

January 15 Introduction

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

January 17

Annette Strauss report on Texas Civic Health

[https://moody.utexas.edu/sites/default/files/2018-Texas\\_Civic\\_Health\\_Index.pdf](https://moody.utexas.edu/sites/default/files/2018-Texas_Civic_Health_Index.pdf)

“How Technology Reshaped Civic Engagement,” available on BB

Start reading Wuthnow and Putnam

January 22 – 24

Wuthnow, *Loose Connections*

January 29 – 31

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 30<sup>st</sup>

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. \*\*

1/31/19 **HAVE YOUR ORGANIZATION CHOSEN**

February 5 – 7

Putnam, *Bowling Alone*, Chapters 10 – 24

2/7/17 **Organizational profile – first check-in**

### GUEST SPEAKERS

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.

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. Here are the dates that are known:

2/12

2/28

3/21

4/11

February 12 – 14

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 19      **Exam 1**

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

February 21

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 26 – March 7

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/>

2/26/18

**Organizational profile – how well are you applying the course concepts?**

March 11 - 15      **Spring Break**

March 19 – 21      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.

<— CHANGES  
MAY OCCUR

If there are changes to the schedule they will be announced in class and on BB.

**Make sure you come to class and monitor BB!**

March 26-28 Political Participation

*Voice and Equality*, chapters 6-8

3/28/18 **Organizational profile – who participates? Why? When? How?**  
**Field Notes check in**

March 29 Last day to drop

April 2 - 4 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 9 - 18

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

4/22/18

**Final analysis due, posted to BB by noon**

April 23 – May 2

**Class presentations**

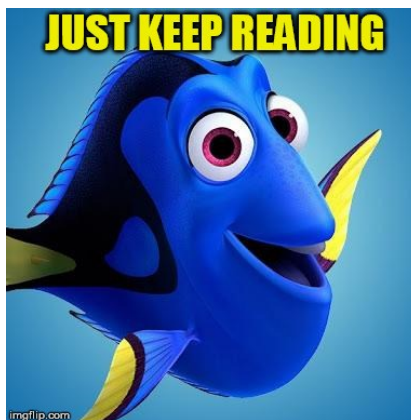
May 7

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/calendars/final-exams.php>



## HOW TO BE SUCCESSFUL

Come to class. Take notes. Review early (not the night before the exam). Come to office hours. Ask for help. Make a friend and study together. Do the readings

What? No magic wand? No Accio Grade-A-us? (I see you, Harry Potter fans.)

Sadly, predictably, the usual advice really is the best. Just for you, I've listed them in order of what I have seen in my many years of teaching as the most important.

COME TO CLASS. Seriously. I will do my best to make it interesting and relevant but I'm only one side of this relationship. You have to show up.

Don't just be in class physically. Come invested in your own learning (you're paying for it after all) and ready to engage. That means writing down more than what's on the screen/board. It also means listening to lecture and discussion and taking notes to help you remember what you've heard.

The last four are really all part of the same thing, which is that there are resources to help you. If you are confused, ask me. If you aren't grasping the material, come see me. If you aren't meeting your goals, let's work together.



*"If you want to lift yourself up, lift up someone else." – Booker T. Washington* (Studying together really does help.)

### GRADES

The final grade will be determined using the following weighting system:

Exam 1	20%
Take home exam 2	20%
Final exam	20%
Course project	30%
Class participation	10%
Total	100%

Letter grades will be assigned as follows:

A	90-100%
B	80 - 89%
C	70 - 79%
D	60 - 69%
F	below 60%

### LEARNING GOALS

What do I want for you in this class?

By the end of the semester you will be able to:

- ◇ 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.





*What mountain do you want to climb?*

## YOUR GOALS

The more important question is what do you want out of the class? If it's just to pass, you can probably accomplish that with only coming to class and cramming for the exams and project.

If you want to learn and really grow as a thinking person, you'll need to devote some time to the class. Here are my suggestions beyond what I said on page 4:

*Develop a growth mindset—think how can I learn more instead of what tasks do I have to complete.*

- ◇ Each week review your notes and figure out where the holes are. Fill those holes (ask me or your study-buddy).
- ◇ Make a plan early to study for the exam. Put your study times on your calendar—schedule your success! Give yourself at least three study sessions.
- ◇ For each session, set a goal of what you will master. Quiz yourself to see if you've got it. Try to teach someone else (your study buddy, your teddy bear, your roommate, Alexa or Siri). This will tell you if you've really understood the material.
- ◇ Start early and commit to the course project.

## EMAIL

Email is a primary method of communication in this class, including Blackboard announcements sent as an email. 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 TIPS:

- ◇ Begin your email with a salutation (i.e., "Dear Professor Deen") that isn't "Hey dude."
- ◇ Sign your name
- ◇ Indicate in the subject line the class you are in. While you are important to me, I have lots of other kinds of messages in my inbox. Lots.
- ◇ Start the email with the main reason for the message.
- ◇ These tips apply to professional communication, even when we send email from mobile devices.

## IN THE KNOW

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)

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

Research Coaches <http://libguides.uta.edu/researchcoach>

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

## EMERGENCY

### NUMBERS

In case of an on-campus emergency, call the UT Arlington Police Department at

**817-272-3003** (non-campus phone),

**2-3003** (campus phone).

You may also dial **911**.

Non-emergency number **817-272-3381**

### SFS

The University archives previous student feedback surveys here: <http://www.uta.edu/ier/Surveys/SFS/the-results.php>

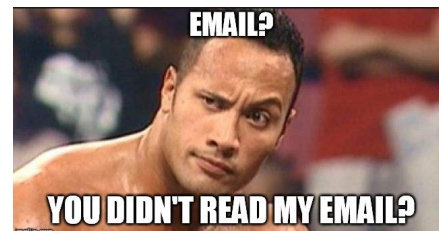
## E COMMUNICATION

### 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>.



## SAFETY

**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/>

**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 on the south side of the hallway. 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.

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>

## END OF THE SEMESTER

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be 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 enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** 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.

## FREE HELP

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. Students can drop in, or check the schedule of available peer tutors at [www.uta.edu/IDEAS](http://www.uta.edu/IDEAS), or call (817) 272-6593.

The English Writing Center (411LIBR): The Writing Center offers FREE tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at <https://uta.mywconline.com>. Classroom visits, workshops, and specialized services for graduate students and faculty 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>



*“You have brains in your head and feet in your shoes. You can steer yourself in any direction you choose.” Dr. Seuss*

## 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, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. 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](mailto:resources@uta.edu), or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

University Tutorial & Supplemental Instruction (Ransom Hall 205): UTSI offers a variety of academic support services for undergraduate students, including: 60 minute one-on-one tutoring sessions, Start Strong Freshman tutoring program, and Supplemental Instruction. Office hours are Monday-Friday 8:00am-5:00pm. For more information visit [www.uta.edu/utsi](http://www.uta.edu/utsi) or call 817-272-2617.





# UNIVERSITY POLICIES

**Americans with Disabilities Act:** The University of Texas at Arlington 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). 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 that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. 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) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Title IX:** The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

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Stuff happens; that's part of life. Another part of life is showing up to required events, like exams. So, no makeup will be scheduled for the **EXAMS 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. I hate that I have to say this, but you would be surprised (or not) at the number of times people try to scam me.

Speaking of not being a scammer, here's the University's policy on 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.

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.

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://www.uta.edu/aao/fao/>).

## FROM CAMPUS POLICE

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor.

This graphic provides each member of the UTA community with information and options for responding to an active threat. These options are not chronological, but are designed to address dynamic situations. Assess the situation (your location, the location of the threat, type of threat, etc.), identify and weigh your options, develop a plan of action and commit to it.

# YOUR OPTIONS TO AN ACTIVE THREAT

## Your options to an active threat

### AN ACTIVE THREAT

#### You Have Choices!

A V O I D	<b>AVOID</b> the situation. <u>Stay away</u> from the area and campus. If you can safely leave the area, <b>RUN</b> . Get others to leave the area, if possible. Prevent others from entering the area.	Know your exit and escape options. If in a parking lot, get to your car and leave. If in an unaffected area, stay where you are. When you are safe, call UTA PD at 817. 272.3003 or 911 with information you have.
	If you can't leave the area safely, <b>DENY</b> or slow entry to the intruder:	
D E N Y	Lock/barricade doors with heavy items. Turn off lights/projectors/equipment. Close blinds and block windows. Stay away from doors and windows.	Silence phones and <b>remain quiet</b> . <u>Don't let your phone give you away</u> . <b>HIDE</b> and take cover to protect yourself. Be prepared to run or defend yourself.
	If you can't AVOID or DENY entry to the intruder, <b>DEFEND</b> your location:	
D E F E N D	As a last resort, <b>FIGHT</b> for your life. Use physical force and any weapons available - fire extinguishers, books, chairs, belts, umbrellas, pens/scissors, hot coffee/drinks, trash cans, etc.	Use the element of surprise. Work together as a team. Develop a plan. Commit to your actions. Your life depends on it. Be aggressive, loud, and determined in your actions.

**Follow ALL instructions.**

**For more information, go to: [police.uta.edu/activeshooter](http://police.uta.edu/activeshooter)**



Emergency: 817.272.3003  
Non-Emergency: 817.272.3381  
[police.uta.edu](http://police.uta.edu)