

University of North Texas at Dallas
Fall Semester 2016
SYLLABUS for Distance Learning

PADM 5900: Citizen Engagement, Advocacy, and Community Leadership
3 Credit Hours

Department of	Public Leadership	School of	Liberal Arts & Science
Instructor Name:	Dr. Janiece Upshaw		
Office Location:			
Office Phone:			
Email Address:	janiece.upshaw@untdallas.edu		
Office Hours:	Tuesday – 3:00 – 5:50 Wednesday – 3:00 – 5:50 Thursday 2:00 – 4:00		
Classroom Location:	DAL2 338		
Class Meeting Days & Times:	Wednesday: 6:00 – 8:50 p.m. (08/22/2016 - 12/13/2016)		
Course Catalog Description:	5900. Special Problems. 1-3 hours each. Conference courses open to advanced students capable of doing independent research under the direction of the instructor. Prerequisite(s): consent of department chair.		
Prerequisites:			
Required Text:	1. Smart Communities: How Citizens and Local Leaders Can Use Strategic Thinking to Build a Brighter Future (Essential Texts for Nonprofit and Public Leadership and Management) 2nd Edition by Suzanne W. Morse Publisher: Jossey-Bass, March 10, 2014 2. The Responsive City: Engaging Communities Through Data-Smart Governance Stephen Goldsmith , Susan Crawford ISBN: 978-1-118-91090-0 August 2014 Jossey-Bass 3. Our Kids: The American Dream in Crisis Paperback by Robert D. Putnam, March 29, 2016 4. The Lobbying and Advocacy Handbook for Nonprofit Organizations, Second Edition: Shaping Public Policy at the State and Local Level , July 23, 2013 by Marcia Avner, Josh Wise, Jeff Narabrook, Jeannie Fox		
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-1616 web: http://www.untdallas.edu/library email: library@untdallas.edu UNT Dallas Bookstore: phone: (972) 780-3652 web: http://www.untdallas.edu/bookstore e-mail: untdallas@bkstr.com		
Course Goals or Overview: The goals of this course are as follows -			
	1. To develop an integrated process of joint work in communities that can yield the greatest evidence of success. 2. To build a framework for strategic decision making and investing. 3. To develop a pragmatic understanding of how to lobby and advocate to improve quality of life issues. 4. To integrate solutions of Smart City Governance into the UNTD Urban Institute		
Learning Objectives/Outcomes: At the end of this course, students will be able to:			
1	To analyze issues in South Dallas against the backdrop of Putnam’s work in “Our Kids: the American Dream in Crisis.”		
2	To develop an advocacy plan that uses citizen engagement.		
3	To write a comprehensive bill that can be introduced to the state government officials.		

4	To produce a persuasive white paper on the promotion of citizen engagement, advocacy and community leaders at the UNTD Urban Institute
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Online/Hybrid Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Blackboard announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

Schedule	Topic	Activities	Due Date
Aug 24 (Class)	Building the Foundation for Community Change	Morse: Preface; Chapter 1 Putnam: Chapter 1	Complete Introductory Activity
Aug 31 (Class)	Investing/Working Together	Morse: Chapter 2 & 3 Putname: Chapter 2, 3, 4	
Sept 7 (Online)	Community Strengths/Practicing Democracy	Morse: Chapter 4 & 5 Putnam: Chapter 5 & 6	Online Discussion # 1: Due by 9/13 11:59 p.m.
Sept 14 (Class)	Preserving the Past/Growing New Leaders/ Inventing the Future	Morse: Chapter 6 & 7	Essay on Putnam's Our Kids: The American Dream in Crisis 9/21/16 6:00 p.m.
Sept 21 (Online)	Develop a Plan for Lobbying/Advocacy	Avner: Chapter 1	Online Discussion #2: Due by 9/27 11:59 p.m.
Sept 28 (Class)	Implementing Plan	Avner: Chapter 2 http://www.ou.edu/oil/resources/Bill_Packet.pdf	
Oct 5 (Online)	Sustaining Advocacy/Nonprofits & the Law	Avner; Chapter 3 & 4 Avner: Appendix C	Online Discussion #3: Due by 10/10 11:59 p.m.
Oct 12 (Class)	Lobbying/Advocacy Guest Speaker		Advocacy Plan & Grassroots Plan Due by 10/19 6:00 p.m.
Oct 19 (Class)	Introduction to Data Smart Governance	Goldsmith: Foreward by Michael Bloomberg v. – vi. Introduction: 1 – 16 Chapter 1	
Oct 26 (Online)	Networked Citizenry/ Interactive City	http://www.dallascitynews.net/white-house-announces-smart-cities-initiative-dallas-to-launch-innovation-alliance http://www.dallasinnovationalliance.com/news/ http://www.dallasnews.com/business/columnists/mitchell-schnurman/20151207-dallas-gears-up-to-be-a-smart-city.ece Goldsmith: Chapter 2 & 3	Online Discussion #4: Due by 11/1 11:59 p.m.
Nov 2	City as Digital	Goldsmith: Chapter 4 & 5	Online

(Online)	Platform/The Responsive Employee	http://www.birmingham.ac.uk/Documents/college-social-sciences/public-service-academy/21-century-report-28-10-14.pdf	Discussion #5: Due by 11/8 11:59 p.m.
Nov 9 (Class)	Data-Smart City/Rethinking Government Guest Speaker/Designing the UNTD Urban Institute to be a responsive entity	Goldsmith: Chapters 6 & 7	Research & Write Proposal for a Bill Due by 11/9 6:00 p.m.
Nov 16 (Online)	Toward More Responsive Cities	Goldsmith: Chapter 8	
Nov 23 (Online)	Research South Dallas Organizations		UNTD Urban Institute – Responsive Plan Group A Presentation Due 11/22 11:59 p.m.
Nov 30 (Online)	Research South Dallas Organizations		UNTD Urban Institute – Responsive Plan Group B Presentation Due 11/29 11:59 p.m.
Dec 7 (Class)	Final Exam		

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Discussion Posts

Five Discussion Posts will be available on Blackboard. Discussions are based upon reading assignments, so prepare for each discussion by reading the chapters assigned. Each question for the discussion will be a separate thread. For example Discussion #1 has 3 questions; therefore there will be 3 separate threads. Each individual should read the entire thread before writing their responses to the question. Your posts should reflect a conversation – comment on what you’ve read in the textbooks as well as other student posts; then add your own commentary. Posts only need to be as long as you need to express your opinions. Your classmates will appreciate your ability to write succinctly and not ramble. All students should read the entire thread after the deadline before coming to class. You may post more than once, but not more than 3X to one thread.

Discussion #1

1. What are some of the impacts of the changing economy, suburbanization, and demographics in the South Dallas community? Was the change positive or negative? (Morse: Chapter 1)
2. What three areas in the South Dallas community need more investments to make the community more successful? (Morse: Chapter 2)
3. Identify an example of an issue you care about. Are there others in the community who care about this issue also? What kind of organizations exist around this issue? (Morse: Chapter 3)

Discussion #2

1. Describe the South Dallas' community's three most important assets?
2. What role should citizens play in a healthy democracy? Is social media an asset to this role?
3. Describe the most important historical building or place in South Dallas? How is it used now?
4. Describe a person who you believe has leadership qualities. How are those qualities and skills applied in a community setting

Discussion #3

Conduct a stakeholder's analysis: See Avner: pages 104 – 106 Each team should conduct a stakeholder's analysis online. At the end of the thread, the group leaders should provide a clear summary upon which each team members agrees.

Discussion #4

Discuss the announcements you read about Dallas becoming a "Smart City." Are these areas you believe to be important to citizens? How do you anticipate that this pilot will connect citizens and improve the quality of life discussed in Morse's book: Smart Communities?

Discussion #5

How does what you've read thus far in The Responsive City coordinate with the Article: The 21st Century Public Servant by Catherine Needham and Catherine Mangan? Will digital platforms aid or hinder the responsive public servant?

Projects:

Reflection Essay on Putnam's book: Our Kids: An American Dream in Crisis (maximum word count – 1500) Should include a brief introduction, discussion of each chapter, and a conclusion.

As a reflection essay, this should incorporate your own responses, opinions, ideas based upon Putnam's writing. However, refrain from writing in first person, as it is an academic paper. You may use the following reflection questions as prompts to help you with each chapter, but they are not required.

1. Do you agree with Putnam about relative changes to the three oppressive mechanisms (race, class, gender)? Why or why not? (Chapter 1)
2. Does Putnam's picture of the new American family match your experience and observations? Why or why not? (Chapter 2)
3. How does Chapter 3 handle the challenging question of assigning both agency and responsibility to parents? (Chapter 3)
4. Chapter 4 doesn't offer many solutions to the "class gap." What should we do within education to address this class gap? (Chapter 4)
5. Does Putnam's picture of different levels of social connection in the present day match your experience and observations? (Chapter 5)
6. What do you think of Putnam's recommendations? Are there other options we can pursue that he doesn't address? (Chapter 6)

Advocacy Plan: Follow the sample in Avner's book: Chapter 1, pages 62 – 87 to develop an advocacy plan for a participating organization.

Grassroots Plan: Develop a plan, complete with sample meeting agendas, letters, emails, social media, phone call scripts and press releases that can be used by the participating organization.

Bill Proposal: Follow the same in Avner's book: Chapter 2, pages 108 – 111, Appendix D.
http://www.ou.edu/oil/resources/Bill_Packet.pdf

UNT Dallas Urban Institute Responsive Plan: Using four books we've read as a guide, create a white paper to persuade Dr. Terry how the UNTD Urban Institute can promote citizen engagement, advocacy, and community leadership. (maximum 2500 words) Your team will present the white paper online for discussion and feedback. The online presentation will count toward 50% of your final exam grade.

Exams

Your final exam will consist of two parts: the White Paper presentation/discussion/feedback online and a Final Exam in which you may select 4 (out of 5) questions.

Grading Matrix:

Activities/Assignments	Value (percentages)
Discussion Posts (5)	25%
Reflection Essay	10%
Advocacy Plan	10%
Grassroots Plan	5%
Bill Proposal	10%
UNTD Urban Institute White Paper	20%
Final Exam	20%
Total:	100%

Grade Determination

A = 90% or better

B = 80 – 89 %

C = 70 – 79 %

D = 60 – 69 %

F = less than 60%

University Policies and Procedures

Students with Disabilities (ADA Compliance):

Chapter 7(7.004) Disability Accommodations for Students

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untDallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untDallas.edu or at Building 2, room 204.

Blackboard Learn Accessibility Statement:

University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Blackboard Learn course management system's accessibility statement is also provided: <http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx>

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Course Evaluation Policy:

Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Assignment Policy: (According to the instructor's discretion while working in concert with the division/program's guidelines).

Exam Policy: (Online exams and the ability to retake is solely at the instructor's discretion). NOTE: Online exams may be proctored on campus per instructor's discretion.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at

http://www.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf for complete provisions of this code.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

Classroom Policies

Online Attendance and Participation:

The University attendance policy is in effect for this course. Class attendance in the Blackboard classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed in the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency. .

Attendance for this online or hybrid course is considered when you are logged in and active in Blackboard, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to <http://www.untDallas.edu/registrar> for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course

Inclement Weather and Online Classes: Online classes may or may not be effected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Online "Netiquette:

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper "netiquette" (i.e., no writing in all caps (usually denotes yelling), no curse words, and no "flaming" messages (angry, personal attacks).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at <http://www.untdallas.edu/osa/policies>. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate.

Technology Requirements: In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements.

Blackboard Learn 9.1 is the platform software for this course. Blackboard Learn supports major web browsers such as Windows Internet Explorer, Apple Safari, Mozilla Firefox, and Google Chrome. However, since the latter two are updated continually, some recent versions may not be compatible. If you experience difficulty accessing or using components of the course, try using Internet Explorer. Also, no matter what browser you use, always enable pop-ups. For more information see:

- <http://www.untdallas.edu/dlit/ecampus/requirements>
- <https://blackboard.secure.force.com/publicbarticleview?id=kAB700000008Oom>
- https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.html