

University of North Texas at Dallas
Fall Semester 2019
SYLLABUS for Distance Learning

PLDR 5375: 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:	FH 200C
Office Phone:	972.338.1538
Email Address:	janiece.upshaw@untdallas.edu
Office Hours:	Monday - 2:00 – 5:00 Wednesday – 2:00 – 5:00 or by appt.
Classroom Location:	FH 243
Class Meeting Days & Times:	Saturday: 9:00 a.m. – 2:50 p.m.
Course Catalog Description:	This course focuses on effective methods of citizen engagement in a democracy, community building, and the role of advocacy practiced by community leaders, nonprofit and public organizations to bring about social change.
Prerequisites:	PLDR 5320 & PLDR 5300
Required Text:	<p>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</p> <p>2. The Responsive City: Engaging Communities Through Data-Smart Governance Stephen Goldsmith, Susan Crawford ISBN: 978-1-118-91090-0 August 2014 Jossey-Bass</p> <p>3. Our Kids: The American Dream in Crisis Paperback by Robert D. Putnam, March 29, 2016</p> <p>4. Stir It Up: Lessons in Community Organizing and Advocacy by Rinku Sen, ISBN: 9780787965334</p>
Access to Learning Resources:	<p>UNT Dallas Library: phone: (972) 780-1616 web: http://www.untdallas.edu/library email: library@untdallas.edu</p> <p>UNT Dallas Bookstore: phone: (972) 780-3652 web: http://www.untdallas.edu/bookstore e-mail: untdallas@bkstr.com</p>
Course Goals or Overview: The goals of this course are as follows -	
	<ol style="list-style-type: none"> 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	
Week 1	August 31	Online
Week 2	September 7	Class
Week 3	September 14	Class
Week 4	September 21	Online
Week 5	September 28	Class
Week 6	October 5	Online
Week 7	October 12	Class
Week 8	October 19	Online

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
Week 1 (Online)	Building the Foundation for Community Change Investing/Working Together	Putnam: Chapters 1-6 (Read entire book and write essay due 9/21)	Essay on Putnam's Our Kids: The American Dream in Crisis 9/21 11:59 p.m.
Week 2 (Class)	Foundation for Community Change Investing Right the First Time Working Together Building on Community Strengths	Morse: Preface, Chapters 1 - 4	Online Discussion # 1: Part 1 Due by 9/12 Part 2 Due by 9/15
Week 3 (Class)	Practicing Democracy Preserving the Past/Growing New Leaders/ Inventing the Future	Morse: Preface; Chapters 5 - 8	Online Discussion # 1: Part 1 Due by 9/12 Part 2 Due by 9/15
Week 4 (Online)	Introduction to Data Smart Governance Networked Citizenry/ Interactive City City as Digital Platform/The Responsive Employee	Goldsmith: Foreward by Michael Bloomberg v. – vi. Introduction: 1 – 16 Goldsmith: Chapter 1-3 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	Online Discussion # 2: Due by 9/22
Week 5 (Class)	Data-Smart City/Rethinking Government Toward More Responsive Cities	Goldsmith: Chapter 4 -8	Online Smart Cities Challenge Due by 9/29

Week 6 (Online)	Community Organizing Integrated strategies Organizing new constituencies	Sen: Introduction; Chapters 1 - 4	Online Discussion #3: TBD Due by 10/6
Oct 7 (Class)	Taking Action Leading Movements	Sen: Chapters 5 – 9	
Week 8 (Class: 9:00 – noon)		Final Exam	Final Exam Due 10/19 3:00 P.M.

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

Three Discussion Posts will be available on Canvas. 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

Discuss the announcements 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* (see preface, p. XIII - Thriving Communities Model - 2nd paragraph)?

<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>

Read the Case Study of the Living Lab, found on the Dallas Innovation Alliance website. What aspects of the Living Lab do you find most exciting?

Discussion #3

TBD

Projects:

Reflection Essay on Putnam’s book: *Our Kids: An American Dream in Crisis* (maximum word count – 1500) Should include a brief introduction, and 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, **do not write 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) *

*Alexander, B. (2015, April 1). Concluding Robert Putnam's *Our Kids*, asking "What is To Be Done?". Retrieved August 1, 2016, from <https://bryanalexander.org/tag/putnam2015/>

Online Smart Cities Challenge:

<https://www.youtube.com/playlist?list=PLE0JbKk9QnJ39QDizBR8pluuY6dfB9kAZ>

Addressing the challenges of today and tomorrow

Over the past year, the U.S. Department of Transportation (U.S. DOT) has leveraged nearly \$350 million in public and private funds for smart city and advanced transportation technologies. Building on *Beyond Traffic 2045*, the Smart City Challenge provided a spark for cities looking to revolutionize their transportation systems to help improve people's lives. Through the Smart City Challenge, the Department committed up to \$40 million to one winning city. In response, cities leveraged an additional \$500 million in private and public funding to help make their Smart City visions real. And, in October 2016, the Department announced an additional \$65 million in grants to support community-driven advanced technology transportation projects in cities across America, including 4 of the finalists in the Smart City Challenge.

By challenging American cities to use emerging transportation technologies to address their most pressing problems, the Smart City Challenge aimed to spread innovation through a mixture of competition, collaboration, and experimentation. But the Smart City Challenge was about more than just technology. We called on mayors to define their most pressing transportation problems and envision bold new solutions that could change the face of transportation in our cities by meeting the needs of residents of all ages and abilities; and bridging the digital divide so that everyone, not just the tech-savvy, can be connected to everything their city has to offer.

The response to the challenge was unprecedented—we received 78 applications. Cities from Albuquerque to Anchorage and Providence to Portland took the Challenge as an opportunity to create blueprints of their cities' transportation futures.

Seven finalists were selected. Review the final pitch video of the 7 finalist cities. (Each city also presented a detailed written presentation of their plan. Since each plan is 70 – 85 pages in length, you are not required to read them.) Your assignment is to watch each of the 7 finalist videos (each

approximately 3' long) and write a brief paragraph about each video, answering the following questions: 1. What impressed you? 2. What didn't impress you?

After you have watched the all of the videos, predict who you think should win and why. Then watch the video announcing the winner. Did you pick the winner? Although this is a fairly informal assignment, and you may use first person, the paragraphs should be well written.

DIA Event

Attend an event at the Dallas Innovation Alliance. Write a brief synopsis of the event, the information presented, and your response to the information you learned

Final Exams

During this 8 week course you have read the following four books: *Smart Communities: How Citizens and Local Leaders Can Use Strategic Thinking to Build a Brighter Future*, 2nd Edition by [Suzanne W. Morse](#); *The Responsive City: Engaging Communities Through Data-Smart Governance* by Stephen Goldsmith & Susan Crawford; *Our Kids: The American Dream in Crisis* by Robert D. Putnam; and *Stir it Up: Lessons in Community Organizing and Advocacy* by Rinku Sen. From the material listed above, select a key concept that you believe will positively impact the way in which you lead or will lead work in a community. Some questions to consider as you select your concept and develop your paper. You will be allowed to write in 1st person, but do not delve into conversational format. Write at the graduate level, use citations as appropriate. The paper should demonstrate you knowledge of the subject and how your leadership will be informed by the literature.

- How did the author(s) frame the concept?
- How was it defined or explained?
- What examples did they offer?
- Why do you find the concept meaningful or important?
- In what aspect or environment do you plan to use this concept?
- How has it changed your thinking, attitude, or approach?
- What exactly will you do to apply this concept?
- What outcomes do you expect will occur from putting this concept into action?

Remember to include:

1. The concept you selected, from what resource/author
2. Brief explanation of the concept based upon your reading/research
3. Why this was meaningful/relevant to you
4. How you plan to implement this as part of your leadership role
5. What outcomes you expect

Rubric

Final Exam	Possible Points	
Identification of Concept/Resources	10	
Knowledge/Understanding/Explanation of Concept	20	
Accuracy in correlation as to why concept is relevant to current or anticipated work	20	
Feasibility of planned implementation	20	
Overview of anticipated outcomes from practicing or applying concept	20	
Thoughtful analysis	10	
Total	100	

Activities/Assignments	Points	Value
Discussion Posts & Online Assignment (4) – 25pts. each	100	25%
Reflection Essay	100	25%
Final Exam	100	25%
Class Participation/Attendance	40	10%
DIA Event	60	15%
Total:	400	100%

Grading Matrix:

Grade Determination

A = 90% or better

B = 80 – 89 %

C = 70 – 79 %

D = 60 – 69 %

F = less than 60%

Late Assignments:

All assignments are to be submitted online at Canvas. **It is the student's responsibility to ensure the assignment is submitted successfully.** All assignments should be submitted as word documents or PDFs. Do not submit an assignment as an image, as it is difficult, and at times impossible to review. Canvas will time stamp each document. Late work will receive a grade penalty. Work that is turned in at any time during the first 24 hours after the date and time the assignment is due will receive no higher than a grade of B. Work that is turned in at any time during the second 24 hours after a paper is due will receive no higher than a grade of C. Student work will not be accepted under any circumstances more than 48 hours after the assigned due date and time. You will receive a 0 for the assignment.

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 [Disability Services Office](#). You may also contact them by phone at 972-338-1777; by email at UNTDDisability@untdallas.edu or at Building 2, room 204.

Canvas Instructure 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. [Canvas Instructure Accessibility Statement is also provided.](#)

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 [UNT Dallas' Student Code of Academic Integrity](#) 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 Canvas 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 Canvas, 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 [UNT Dallas' 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 [UNT Dallas Student Code of Conduct](#). 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 Assistance: 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 listed on the first page of the syllabus.

If you experience difficulty accessing or using components of the course, try using Google Chrome browser. If you still experience technical difficulties, first, notify your instructor.

If the problem is still not resolved, call Student Assistance (Distance Learning) at the phone number listed on the first page of the syllabus. Also, no matter what browser you use, always enable pop-ups. For more information see:

- [UNT Dallas Canvas Technical Requirements](#)

- [Canvas Instructure Supported & Unsupported Operating Systems](#)