Beyond the Classroom Living and Learning Program
Spring 2012

UNIV 389L: Beyond the Classroom Seminar III:
Civic Leadership for Community Engagement

Grade Method: REG/P-F/AUD (3 credits)
Section 0101; 1102 South Campus Commons, Building 1

Dr. James V. Riker
Director, Beyond the Classroom (BTC) Living and Learning Program
Office: 1104 South Campus Commons, Building 1
Phone: 301-314-6622
E-mail: jriker@umd.edu
Office Hours: Tuesday 2:00-3:30; W 2:00-3:30 or by appointment
Web: http://www.BeyondtheClassroom.umd.edu

Prerequisites: UNIV 325 and UNIV 326; for advanced students in the Beyond the Classroom (BTC) Living and Learning Program.

Course Overview

This multi-disciplinary seminar enables students to develop their leadership skills by working collaboratively with their peers on joint projects to enhance and to deepen civic engagement and constructive social change on key civic issues on campus and in the broader community on local, national and global issues. Student will carry out collaborative community-based research that addresses an important civic issue and advances civic knowledge for solving that issue. Students will write a research paper (BTC monograph) and contribute to a joint professional report. The seminar will culminate in a BTC civic education or showcase event (e.g., public forum, conference, hearing, video presentation, etc.) where students will share their findings with the broader campus and members of the relevant community.
**Inspiration and Challenge**

“Let us reflect on what is truly of value in life, what gives meaning to our lives, and set our priorities on the basis of that inspiration.” – The 14th Dalai Lama

“We must have the courage to face whatever is present. If not here, where else could we bring alive compassion, justice and liberation?” – Jack Kornfield

“To understand your country you must love it. To love it you must, in a sense, accept it. To accept it as it is, however, is to betray it. To accept your country without betraying it, you must love it for that in it which shows what it might become. America – this monument to the genius of ordinary men and women, this place where hope becomes capacity, this long, halting turn of the no into the yes – needs citizens who love it enough to re-imagine and remake it.” – Roberto Mangabeira Unger and Cornel West, (1998, The Future of American Progressivism, p. 93.

“Only a visionary leadership can motivate ‘the better angels of our nature’ as Lincoln said, and activate possibilities for a freer, more efficient, and stable America – only that leadership deserves cultivation and support. This new leadership must be grounded in grassroots-organizing that highlight democratic accountability. Whoever our leaders will be as we approach the twenty-first century, their challenge will be to help Americans determine whether a genuine multiracial democracy can be created and sustained in an era of global economy and a moment of xenophobic frenzy.” – Cornel West, (1993), Race Matters, pp. 7-8.

**Course Expectations**

Students are expected to participate actively in framing and shaping discussion and to reflect critically on the key concepts and ideas presented in the readings and discussion. Students are encouraged draw on both their own academic and experiential insights to understand the main dimensions affecting the possibilities for transforming leadership for effective community engagement on civic issues. Some seminar time will be devoted to collaborative group project meetings to define priorities, clarify roles and responsibilities, and delegate tasks for joint civic projects.

**Course Learning Outcomes**

Students who successfully complete this course will fulfill the following learning outcomes and will be able to:

1. Engage in knowledge building, problem-solving and critical thinking about vital civic and policy issues from the local to the national and global levels;
2. Understand and apply the concept of civic engagement and strategies for enhancing civic engagement and advancing constructive social change by undertaking participatory action research that addresses a civic issue in a specific community context;
3. Develop their leadership capacities and skills for fostering civil discourse and effective professional practices for public education, research, and advocacy in the nonprofit and civil society sector;
4. Identify the key civic values, attitudes and expectations that motivate them personally as well as others to engage in civic action and leadership; and
5. Engage in effective communication (i.e., writing, class discussion, and presentations) and outreach to key stakeholders to increase public awareness about key civic issues.

**Assessment and Grading:**
Assessment of student performance will be based on the following course requirements.

<table>
<thead>
<tr>
<th>Item</th>
<th>Course Requirement</th>
<th>Format</th>
<th>Weighting (percent)</th>
<th>Relevant Learning Outcomes</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Active Leadership Role in Seminar Participation</td>
<td>• Lead discussion</td>
<td>20 percent</td>
<td>1-5</td>
<td>Every week</td>
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<td>2.</td>
<td>Leadership &amp; Professional Skills Assessment</td>
<td>• Leadership Exercises</td>
<td>10 percent</td>
<td>1-5</td>
<td>TBA</td>
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<td>3.</td>
<td>Civic Research &amp; Action Project, Research Design and Literature Review</td>
<td>• 2 Project Ideas</td>
<td>30 percent</td>
<td>1-5</td>
<td>• February 10&lt;br&gt;• March 2&lt;br&gt;• March 30&lt;br&gt;• April 13</td>
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<td></td>
<td></td>
<td>• Issue Brief</td>
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<td>• Research Strategy</td>
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<td>• Action Plan</td>
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<td>4.</td>
<td>Civic Research &amp; Action Project Paper</td>
<td>• Draft</td>
<td>20 percent</td>
<td>1-5</td>
<td>• April 27&lt;br&gt;• May 10</td>
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<td>• Final Version</td>
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<td>5.</td>
<td>Civic Research &amp; Action Project Presentation</td>
<td>• Civic Education Forum</td>
<td>20 percent</td>
<td>1-5</td>
<td>• May 4</td>
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**Course Requirements:**
Students will conduct, either alone or as part of a small group, a community-based research and action project using the model of community-based participatory research. Students are expected to engage in systematic inquiry, identifying and applying relevant methodological approaches that are most appropriate to addressing the civic issue under study. Students are encouraged to identify key community stakeholders and to make use of their own contacts and resources to define appropriate civic projects.

*Course articles and materials will be distributed in class and also be made available either on-line, or through the course web site on ELMS.*
ACADEMIC INTEGRITY INFORMATION

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.shc.umd.edu.

To further exhibit your commitment to academic integrity, remember to sign the Honor Pledge on all examinations and assignments: “I pledge on my honor that I have not given or received any unauthorized assistance on this examination (assignment).” Website: www.shc.umd.edu

Course Evaluation

You are highly encouraged to participate in the new campus-wide online course evaluation system, CourseEvalUM, in order to provide you valuable feedback about this course. When the evaluation process is open the last two weeks of the semester, please go to the web site: www.courseevalum.umd.edu to complete your evaluation.

Course Schedule

Week 1, February 3, 2012: Overview of the Seminar: Leadership for a Civically Engaged Semester for Research and Action

*Discuss ideas for potential civic research and action projects*

Week 2, February 10, 2012: Embracing the Inspiration and Challenge of Envisioning a Better World

**Assignment Due:** Propose two ideas for possible civic research and action projects

Required Readings:

Other Resources:

Week 3, February 17, 2012: The Responsibility of Transformative Leadership: Seeing Possibilities, and Changing Expectations

Readings:

Other Resources:

**Week 4, February 24, 2012: The Millennial Generation: Transformative Leadership for the 21st Century?**

**Readings:**

**Other Resources:**

**Week 5, March 2, 2012: Understanding the Context: Diagnosing and Defining the Problem and Identifying Pathways for Constructive Social Change**

**Assignment Due:** Prepare an Issue Brief for your Civic Research & Action Project

**Readings:**

**Week 6, March 9, 2012: Assessing Where and How to Make Difference: Criteria for Optimizing Impact**

**Readings:**
**March 16, 2012**: No Class – Citizens for Global Solutions, White House Briefing, Washington, D.C., 9:00am-5:00 pm (You need to register to participate).

March 23, 2012: No Class – Spring Break

**Week 7, March 30, 2012**: Participatory Action Research for Civic Action

**Assignment Due**: A Research Strategy for your Civic Research & Action Project


**Week 8, April 6, 2012**: Strategizing Civic Action: Identifying Key Stakeholders and Developing Action Plans


**Week 9, April 13, 2012**: Collaborative Governance: Linking Theory and Practice

**Assignment Due**: An Action Plan for your Civic Research & Action Project


**Week 10, April 20, 2012**: Developing Effective Communication and Outreach Strategies


**Week 11, April 27, 2012**: Crafting a Common Plan of Action: Developing Key Findings and Recommendations

**Assignment Due**: Draft Civic Research & Action Project Paper

**Week 12, May 4, 2012:** Civic Educational Forum: Student and Group Presentations

*Presentation of Civic Research & Action Project Papers*

**Week 13, May 10, 2012:** Evaluating the Process: Critical Reflections about the Civic Leadership for Community Engagement Process

**Assignment Due:** *Final Civic Research & Action Project Paper*