BSCV 191:
INTRODUCTION TO CIVICUS

FALL 2019

0101
TUESDAY AND THURSDAY
9:30--10:45AM

0201
TUESDAY AND THURSDAY
2:00--3:15PM
The foundation of CIVICUS is five pillars – Community Service Learning, Leadership, Community Building in a Diverse Society, Scholarship, and Citizenship. In the first part of the course, through discussions, exercises, a series of guest speakers, and out-of-class experiences, students will explore a range of ways to think about the pillars and how they can be seen in practice on a local and national level. In the second half of the course students will engage in research and scholarly inquiry to explore pressing contemporary problems – possible topics can include civil rights, homelessness, poverty, health care, education, the environment, immigration, and gentrification – and consider how they can employ the pillars to understand the roots of social issues and affect positive social change.

COURSE INSTRUCTORS
Dr. Korey Rothman, Director, CIVICUS Living and Learning Program
EMAIL: krothman@umd.edu
OFFICE: 0107 Somerset Hall
OFFICE HOURS: Wednesday, 10:00AM-10:45AM
Thursday, 1:00PM-1:45PM
and by appointment

Mr. Andrew Fellows, Campus Community Connection, National Center for Smart Growth
EMAIL: afellows@umd.edu
OFFICE HOURS: By appointment
### COURSE OBJECTIVES

**COMMUNITY BUILDING IN A DIVERSE SOCIETY**
- Understand the complexities around local and national issues and the structures that cause social problems.
- Consider a range of ways to be active change agents.
- Explore organizations that are trying to address social problems.
- Understand how local and national leaders use tactics to engage with the community.
- Consider how local and national leaders leverage strengths to become strong leaders.

**SCHOLARSHIP**
- Develop critical thinking skills.
- Develop or written communication skills.
- Develop oral and written communication skills.
- Explore various theoretical models for understanding social problems.
- Identify ways to become active and engaged citizens on a local, national, and global level.

**CITIZENSHIP**
- Understand the impact language has on civic engagement.
- Commit to communicating with an open and empathetic mind across difference.
- Explore the implications of social inequities and understand how a person's social position influences their civic engagement.
- Explore critical thinking and research skills.
- Consider the impact language has on civic engagement.

**LEADERSHIP**
- Understand how local and national leaders use tactics to engage with the community.
- Consider ways to leverage strengths to become strong leaders.
- Grow opportunities for leadership through service learning.
- Explore the implications of social inequities and understand how a person's social position influences their civic engagement.
- Identify ways to become active and engaged citizens on a local, national, and global level.
READINGS AND VIEWINGS

- *Into the Woods*

WEEKLY ARTICLES

In addition to the readings assigned below, every week you will read the entirety of no more than four newspaper articles from sources such as *The Baltimore Sun* and *The Washington Post*. Articles will be posted on Canvas no later than noon on the Monday before class. Be sure to budget time on Monday to read this.

ADDITIONAL READINGS

Because the class deals with current issues and has many guest speakers, it is difficult to determine the full slate of readings in advance, and there may be additional readings assigned. Readings are due on the day they appear on the syllabus.

COURSE COST

Students should budget approximately twenty-five dollars for Metro fare for Reflection Paper 1 and CliftonStrengths.
Course Requirements

Participation: As this is a seminar-style, discussion-based class, regular attendance and respectful contribution to our ongoing exploration is crucial. You should come to class prepared to offer thoughtful comments about the material. You will receive zero points on days you have an unexcused absence* but remember that attendance does not equal participation. Students who are shy or have difficulty talking in class, please see us to discuss ways we can help you be a more active participant.

Tardiness and Leaving Early: This will be treated as a partial absence.

*Excused Absences: Excused absences from class include religious holidays (you must notify us within the first three weeks of class regarding any religious observance absence(s) for the entire semester), a death in the family (an obituary or funeral program must be submitted), mandatory military service, court dates (an official notice from the court must be submitted), or participation in university activities at the written request of university authorities. If you miss a class due to illness or the illness of a dependent as defined by the Board of Regents policy on family medical leave you must provide written documentation from the Health Center or an outside health care provider verifying dates of treatment and the time period during which you were unable to meet academic responsibilities. (This does not need to include information about the diagnosis.) Please note: absences stemming from work duties other than military obligation (e.g. unexpected changes in shift assignments), service activities, and traffic/transit problems do not qualify as excused absences. In accordance with the university policy on medical absences, you may submit a self-signed note for a single missed lecture or discussion that includes a statement about the illness and acknowledging the information is true and correct under the Code of Student Conduct. The self-signed note must be submitted before the start of class in order to be considered. This self-signed note is not accepted on days with Major Scheduled Grading Events, which are days when you have scheduled quizzes or presentations. The self-signed note also does not exempt a student from turning in an assignment on time. Students with excused absences must complete a short writing assignment to make up the participation points they missed in their absence.

Technology Use: To help facilitate student learning, cell phones, smart watches, laptops, iPads, tablets, etc. are prohibited in class. (For an article with links to studies about how laptops decrease student learning and retention see http://chronicle.com/blogs/linguafranca/2014/08/25/why-im-asking-you-not-to-use-laptops/ and http://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away). Students who have DSS accommodations or have a specific need to use a laptop should see us to discuss exceptions to the policy. Unless it is specifically approved by us before class, you will lose ten participation points for using laptops, cell phones, tablets, or smartwatches in any way.

A Community of Civility: This class will be a safe place for us all to explore issues and ideas. It is against UMD’s and the course’s policy to use language, including non-verbal language, that is disrespectful to people based on any aspect of their self or identity. This includes religious beliefs, age, race, sex, color, country of birth, marital status, veteran status, sexual orientation, gender identity or expression, personal appearance, physical or mental disability, genetic information, or political affiliation. Students who are disrespectful will be asked to leave class and it will be treated as an unexcused absence
Course Requirements

**Quizzes:** There will be eleven pop quizzes. Quizzes are designed to encourage you to stay attentive in class and up-to-date with the assignments and will cover assigned readings, viewings and newspaper readings, as well as material from class lectures, guest speaker, discussions, and presentations given by classmates. The lowest quiz grade will be dropped. If you miss a quiz because of an unexcused absence, it cannot be made up, but you can use it as your dropped quiz. Quizzes can be given at any time during the class, and if you miss because of lateness or leaving class early, you will not be able to make the quiz up.

**Class Presentations:** Once in the semester you will and a partner will teach the class on a particular social issue from a list generated in class. You will give a fifteen-minute formal presentation on the current details and scope of the issue and what is currently being done to address the issue. This will require extensive research as well as at least one “first hand” interaction with an organization addressing the issue. On the day of your presentation you will turn in a two-page reflection on your first hand experience and a bibliography. More information will be provided on Canvas.

**Final Project:** You will reflect on your class presentations, exploring preliminary ways you can address the problem you researched. More information will be provided on Canvas.

**Extra Credit:** You can earn a maximum of twenty extra credit points through any combination of the options listed below. Extra credit will be added to the total cumulative grade. You can turn in the extra credit any time in the semester, but all extra credit is due by December 3.

- **Out-of-Class Experience:** You may attend an additional out-of-class experience (lecture, field trip, screening, etc.) from the list provided in class and write a two-page response paper exploring what the talk revealed about one or more of the five pillars. (worth up to ten points)
- **Discretionary:** Extra credit points may also be distributed at my discretion for extraordinary contributions to class.

**Seminar with Patricia Roberts-Miller:** On Thursday, November 7 at 7pm we have the exciting opportunity to have a session with the author of *Demagoguery and Democracy*. This is required for all students so please reserve it on your calendar now. If you have a class at that time, please let us know in the first week of class. You will turn in a short reflection paper in advance of the session.

**Reflection Papers:**
- Reflection 1: The Pillars in the Museum of American History
- Reflection 2: Interviews and Surveys
- Reflection 3: *Demagoguery and Democracy*
- Reflection 3: Final Reflection
More information will be provided on Canvas.
GRADE BREAKDOWN: 500 POINT SCALE

A+ 100 and above
A   93-99.9
A-  90-92.9
B+  88-89.9
B   83-87.9
B-  80-82.9
C+  78-79.9
C   73-77.9
C-  70-72.9
D+  68-69.9
D   63-67.9
D-  60-62.9
F   59.9 and below

Participation
100 pts

Quizzes
100 pts (10 each)

Reflections
100 pts (25 each)

Session with Roberts-Miller
25 pts

In-Class Presentation
125 pts

Final Project
50 pts
**Submission:** Unless otherwise indicated, all papers will be submitted in hard copy. Papers are due at the beginning of class. Papers should be stapled so things do not get lost.

**Format and Editing:** All assignments must be typewritten in twelve-point Times New Roman font, double-spaced with one-inch margins, and free of errors. Please consult the “Guide to Common Writing Errors” available on Canvas. You will be graded on the content of your ideas, the formatting of your assignment, and the clarity and accuracy of your writing. Consider visiting the Writing Center on campus before turning in your papers.

**Citations:** All information used in your papers must be fully and accurately cited using MLA style. If you have concerns about your understanding of proper citations, please see me or visit the Writing Center.

**Late Papers:** All written work must be submitted at the beginning of class. For every hour that a paper is late, I will deduct five percent of the grade. If you email the paper or submit it via Canvas, I will consider the time it was sent the time it was turned in.

**Grading Disputes:** If you wish to challenge a grade, you must present the graded assignment and one paragraph explaining why the grade should be changed (including any supporting evidence) in writing no later than one week after the grade is received. After one week, appeals will not be considered.

**Emails to Students:** I will use Canvas and email to convey important information. You are responsible for keeping your email address up to date and ensuring that forwarding to another address functions properly. Failure to check email, errors in forwarding, and returned emails do not constitute an excuse for missing announcements or deadlines.

**Emails to Course Professors:** Remember that email correspondence with your professor is a form of professional communication. Please see the “Guide to Emailing Professors” on Canvas. Before emailing me, please consult your notes, Canvas, and your syllabus to ensure your question has not already been answered. Also, please note that I do not always check email on the weekends or in the evenings, so plan your correspondence accordingly.

For University Course Related Policies, including information on Academic Integrity, Code of Student Conduct, Copyright Infringement, and Accessibility, please visit [http://www.ugst.umd.edu/courserelatedpolicies.html](http://www.ugst.umd.edu/courserelatedpolicies.html)