MAXWELL 302: CIVIC ENGAGEMENT RESEARCH SEMINAR
FINAL VERSION (11/28/2017)

Fall 2017
2:00-4:45 PM
Tuesdays
012 Eggers Hall

Instructor
Dr. Anne E. Mosher
amosher@maxwell.syr.edu
Office Hours: Wednesdays 1:00-3:00 or by appointment
404C Maxwell Hall

Purpose of the Course

The purpose of the Maxwell CCE Program is to provide a venue in which students can:

• become experienced deliberative practitioners of publicly engaged scholarship, including civic and community engagement;
• navigate the complex contours of civil society through public work and action; and
• demonstrate through their senior Action Plans that they can develop feasible community-based interventions and forms of civic engagement that enhance the public good.

MAX 302 occupies an intermediate phase in that process. It bridges the sophomore-level MAX 301/310 pairing—which explored theories of citizenship, ethics and justice and provided an introduction to civic engagement in practice through the community placement—and MAX 401, which will provide you with the opportunity to actually do “engaged praxis.” (Praxis, of course, is the seamless hybridization of theory and practice [can’t have one without the other!]; engagement in this case means “doing” praxis in a community-driven/-based way.) It draws on experiences gained during the sophomore year Community Placement. MAX 302 thus hones in on these CCE program learning outcomes:

1. **Characterize different theoretical and practical approaches to historical and contemporary questions of citizenship and civic engagement** through a) exploration of appropriate scholarly literatures associated with a societal issue that interests you and b) hand’s-on experience doing community-based research.
2. **Discover how research in the social sciences shapes policy making at the local, national and international level.**
3. **Identify the range of governmental and non-profit actors in the city of Syracuse and surrounding region relevant to the student’s interests** through a research project on behalf of CCE, the Lerner Center and the Allyn Foundation.
4. **Explain, both orally and in writing, complex theories and practices regarding questions of citizenship and civic life** through a final group project report, a public group presentation, an individual research paper, and a poster session.
5. **Apply disciplinary knowledge and social science methodology to an original research project on a civic, political, or global issue**, resulting in a concrete intervention (MAX 401).
Reading Materials

There are very few “common” readings in this course. However, by the end of the semester you will probably have perused more than 50 journal articles and at least 10 books—if not more! What makes this encounter with that much reading material special is that what you read is of your choosing! You get to decide on your own (and with some help from your instructor and professors from your other majors) what is pertinent to helping you develop the basic deliverables for this course.

Attendance

Required. Please notify me in advance of the course meeting via email or voicemail (443-1510) if you are ill or otherwise unable to attend. Failure to notify in advance will result in the recording of an unexcused absence.

Technology

The use of tablets, smartphones, and laptops is encouraged in this course. Please bring a wireless device to class. Any recording—audio or visual—of class meetings must be approved by the instructor, and out of courtesy to others in the course, by peers in advance—unless said recordings are part of an Office of Disability Services approved accommodation.

Assessment

See tentative listing at the end of this syllabus draft.

Grades will be calculated based on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
<td>Fantastic job; wouldn’t change or suggest a thing!</td>
</tr>
<tr>
<td>A-</td>
<td>90-94%</td>
<td>Fantastic job; with a few weaknesses as noted</td>
</tr>
<tr>
<td>B+</td>
<td>86-89%</td>
<td>Very good job; some notable weaknesses.</td>
</tr>
<tr>
<td>B</td>
<td>83-85%</td>
<td>Very good job; some notable weaknesses.</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
<td>Mediocre job; many weaknesses, more effort needed</td>
</tr>
<tr>
<td>C+</td>
<td>76-79%</td>
<td>Mediocre job; many weaknesses, more effort needed</td>
</tr>
<tr>
<td>C</td>
<td>73-75%</td>
<td>Mediocre job; many weaknesses, more effort needed</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
<td>Poor job; more negatives than positives, little effort</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td>Poor job; more negatives than positives, little effort</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
<td>Unacceptable job; no real effort made</td>
</tr>
</tbody>
</table>

Late Assignment Policy

Assignments turned in at any point after the established deadline are considered late and will be assessed a flat 15% deduction. No exceptions. Given the instructor’s grading, research, travel, and administrative responsibilities and work-life balance considerations this semester, she will have very little latitude to adjust her grading schedule to accommodate late work once our syllabus is concretized. Therefore, extensions simply cannot be granted except in cases of extreme illness or family emergency.
**Academic Integrity and Conduct**

We will be adhering to SU’s policy on Academic Integrity as communicated by the University’s Academic Integrity Office (AIO). To quote this policy:

Syracuse University’s academic integrity policy reflects the high value that we, as a university community, place on honesty in academic work. The policy defines our expectations for academic honesty and holds students accountable for the integrity of all work they submit. Students should understand that it is their responsibility to learn about course-specific expectations, as well as about university-wide academic integrity expectations. The university policy governs appropriate citation and use of sources, the integrity of work submitted in exams and assignments, and the veracity of signatures on attendance sheets and other verification of participation in class activities. The policy also prohibits students from submitting the same written work in more than one class without receiving written authorization in advance from both instructors. The presumptive penalty for a first instance of academic dishonesty by an undergraduate student is course failure, accompanied by a transcript notation indicating that the failure resulted from a violation of academic integrity policy. The presumptive penalty for a first instance of academic dishonesty by a graduate student is suspension or expulsion [bold emphasis mine]. SU students are required to read an online summary of the university’s academic integrity expectations and provide an electronic signature agreeing to abide by them twice a year during pre-term check-in on MySlice. For more information and the complete policy, see http://academicintegrity.syr.edu.

The instructor also expects that students will deport themselves in a professional and polite manner in class. This means arriving on time and staying in the classroom until the end of our meetings. This means refraining from getting up in the middle of a presentation and leaving the room, unless absolutely necessary. It also means respecting the opinions of others, even if you disagree. Rudeness to others is unacceptable! Please remember that deliberative citizenship—one of the foundational tenets of the CCE program—is based on a philosophy of listening to opposing viewpoints and showing mindful empathy toward the Other. There is much to be learned by considering the reasons why someone sees the world differently (or similarly) to you. Moreover, being deliberative is an absolutely essential skill toward doing true publicly engaged scholarship and community-based collaboration.

**Disability Statement**

The instructor is committed to your success and to supporting Section 504 of the Rehabilitation Act of 1973 as amended and the Americans with Disabilities Act (1990). This means that in general no individual who is otherwise qualified shall be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program or activity, solely by reason of having a disability.

If you believe that you need academic accommodations for a disability, contact the Office of Disability Services (ODS), 804 University Ave.; 443-4498. Since accommodations may require early planning and generally are not provided retroactively, please contact ODS as soon as possible. If there are any disability-related concerns that you have about the course, please speak with the instructor as soon as possible.
You are also welcome to contact me privately to discuss your academic needs although I cannot arrange for disability-related accommodations.

Diversity and Disability:
Syracuse University values diversity and inclusion; I am committed to a climate of mutual respect and full participation. My goal is to create learning environments that are useable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or accurate assessment or achievement, I invite you to meet with me to discuss additional strategies beyond accommodations that may be helpful to your success.

Policy On Student Academic Work

The standard Syracuse University Policy states:

In compliance with the federal Family Educational Rights and Privacy Act, works in all media produced by students as part of their course participation at Syracuse University may be used for educational purposes, provided that the course syllabus makes clear that such use may occur. It is understood that registration for and continued enrollment in a course where such use of student works is announced constitute permission by the student.

After such a course has been completed, any further use of student works will meet one of the following conditions: (1) the work will be rendered anonymous through the removal of all personal identification of the work's creator/originator(s); or (2) the creator/originator(s') written permission will be secured.

MAX 302 specifics:
Students should be aware that their group project work will be made publicly available for use by the Lerner Center, Allyn Foundation, your individual community partners, and CCE in the future. By remaining in the course, students are acknowledging their approval to have their work highlighted. The CCE chair and program coordinator will seek student approval for use of their names for project attribution. We want to give credit where credit is due.

The CCE program will seek permission of all quoted authors to use this work in publications and will provide copies of said publications to quoted authors in advance of publication.

Religious Observance Days

SU’s religious observances policy, found at http://supolicies.syr.edu/emp_ben/religious_observance.htm, recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holy days according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors.
**Schedule**

AUG 29  Course Introduction: CCE and Social Science Research  
SEP 5  Meeting with our Primary Community Partners: The Allyn Foundation and the Lerner Center for Public Health Promotions  
SEP 12  Collaborative Community-Based Research and Project and Syllabus Co-Design  
SEP 19  Getting to December 5th: Logistics, Assessment, and the Proposal  
SEP 26  Group Work Day. Interview Data Analysis  
OCT 3  Discussing the Final Poster. Group Data Analysis Work Time  
OCT 10  Group Report Out/Prepping the October 17th Presentation  
OCT 17  Presenting Work Progress to Community Partners  
OCT 24  Visualizing and Analyzing the Ecosystem, Thinking about the Group Report  
OCT 31  Group Work Day. No formal class meeting.  
NOV 7  Group Work Day. No formal class meeting.  
NOV 14  Group Report Out and Discussion of Final Logistics for Individual Work  
NOV 21  NO MEETING: THANKSGIVING BREAK  
NOV 28  Last-Minute Group Project Troubleshooting, Scheduling and Syllabus Revision; Discussion about One Pagers/Posters  
DEC 5  Group Project Public Presentations and Individual Research Poster Presentation  

**Assessment**

**Individual Effort (60%) of the course grade**

- **Attendance, Participation and Homework**  
  20%

- **Individual Research Vignette**  
  20%

  First assignment—500-word Essay: “Reading the academic literature and popular media for its research value” (no grade, only feedback—builds toward literature review and annotated bibliography)  
  Due: September 12th

  Proposal (no grade assigned, only feedback)  
  Due: October 2nd

  One-Hour Individual Meeting with Course Professor  
  DUE: October 5th-10th

  Proposal Revision/Revise and Resubmit Tables  
  DUE: One week after individual meeting.

  Citi Training—Basic Human Subjects Research for the Social Sciences Proposal Revision (grade assigned but not counted formally into course grade)  
  DUE: OCTOBER 21st.

  Literature Review and Annotated Bib (grade assigned but not counted formally into course grade)  
  DUE: OCTOBER 31st.

  Final Research Vignette (basis for the grade)  
  DUE on a rolling, sign-up basis starting December 10th and ending December 14th.

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1 Grade is based on 7-page Vignette; Vignette is built incrementally over semester from other assignments in this category. It should reflect only the very best elements of the prior assignment.
Individual Research Poster 10%

First iteration. Due October 2nd.
Second iteration. Due: One week after individual meeting.
Penultimate Iteration. Due: November 28
Final Version. Due: December 4

Final Self-Assessment/Peer Assessment 10%
Due December 15th

Group Project Grade (40% of the course grade)

Conducting Group Research2 4%
Subgroup Work 10%
Individual Participation in Group 10%

Public Presentation3 8%
Due December 5th

Final Report 8%
Due December 12th

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2 Based on professor observation plus self-/peer-assessment assignment. Same is true for Subgroup Work and Individual Participation in the Group.
3 Based on professor observation.