

EDL F104

Leadership for the Public Good

Fall 2008 Tuesdays and Thursdays, 11 am - 12:15 pm, 115 MacMillan Hall

Instructors:

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Description of the course:

Leadership for the Public Good explores theories and practices of citizenship and leadership. Using the interdisciplinary scholarship of citizenship, citizenship education, and leadership studies, we will explore what it means to work in public life and lead for the public good in local, national, and international contexts. Through intensive reading, lively discussion, and service-learning experiences that connect theory with practice, we will critically examine the meanings of leadership, citizenship, and the public good. The course will help students develop their own educational vision and plan as it relates to preparing to be a citizen and leader in democratic public life. Fulfills Miami Plan Foundations requirement as well as a requirement for the College of Arts and Sciences (CAS-C – Other Social Science).

Course goals:

Our aim is that by the end of this course,

1. You'll be able to differentiate and compare different conceptions of citizen, citizenship, public good, and civic leadership. You'll be able to use this deepened understanding of these ideas to further understand democratic life and your future role in it.
2. You'll be able to use a variety of skills to engage other students, citizens, and leaders in various kinds of community work. You will learn how to ask better questions, develop listening and dialogue skills, and improve your research and organizing skills. You'll also be able to describe how a group of citizens might go about addressing an issue or problem that affects their community.
3. You'll have developed a learning plan for yourself that sets out an educational path that you can pursue at Miami that will expand and enhance your knowledge, skills, and commitments as a democratic citizen and civic leader.

Course Requirements:

Learning in a class such as this is somewhat different from a typical college course and so the evaluation is also somewhat different. A significant portion of our learning will derive from structured academic reflection on experiences in the community. Together, we will also strive to

create an active and energetic learning community in the class. Accordingly, the evaluation in this course is designed to match the multiple and creative ways learning will take place. There will be five major requirements for the course; your grade will be determined by the way in which you fulfill them, as follows:

1) Civic Engagement Project with Journaling and Final Presentation (25 %)

This is a service-learning course, which means that it combines classroom learning with community engagement experiences. In addition to the regular class meetings, you will participate in approximately 25 total hours of community work over the course of the semester. It may help you to think of the ongoing civic engagement you will do as a primary “text” for the course. However, since your community engagement involves relationships with people outside of campus, your responsibility for full participation in this text is even greater than the other more conventional course requirements.

On Aug. 28th, we will offer you several civic engagement options, which will include:

- The League of Women Voters – three different projects
- Moon Co-Op and Local Foods Project
- Work with political campaigns
- Self-generated projects in the community

After you decide what you want to do in the community, you will need to complete a **learning contract** that will outline your goals with your community work, with appropriate signatures. Your weekly commitment should be underway by **week three** of the course. To keep track of your experiences in the community, we strongly recommend you keep a civic engagement **journal**, reflecting on your community experiences. Journaling is crucial to making meaning of your experiences, connecting those experiences with course content, and making you a more reflective practitioner. Journal entries can include a brief log of your activities (hours and activities since your last entry), and also more importantly your ideas, thoughts, and reflections on your experiences.

Your civic engagement work will become part of on-line and classroom discussions; it will also help you interpret and make meaning of the readings and concepts of the course. During the final weeks of the semester, you will make a presentation on your community engagement work in the community.

2) Reflection Papers (3) (30 %)

A percentage of your final grade will be based on structured, written essays in which you will reflect on class readings and discussions within the context of your community experiences. Your papers will be prompted by questions provided that will ask you to analyze one of the readings from the section of the course. You should anticipate two papers for the course (approximately 3-5 pages each) which will be due on 9/23, 11/13, and 12/2. Please submit by e-mail to Prof. Knight-Abowitz.

3) Interviews with Civic /Community Leaders (10 %)

During the course of the semester, you will be expected to conduct an interview with a local civic / community leader to learn more about the issues facing the communities of Oxford, Butler Country, and Miami University. After conducting the interview, you should turn in a short

reflection paper with an analysis and summary of the conversation. This paper is due on 10/30. Please submit by e-mail to Prof. Knight-Abowitz.

4) Final Paper and Presentation: Case study of a community issue (20 %)

You will research and select a community issue or problem, and using concepts and theories discussed in our course, analyze the problem and generate possible solutions and approaches. You will write up this analysis, and present it to our class and a few invited guests from the community.

5) Participation in Class and in Blackboard Discussions (15%)

On Participation in general: Empowering education requires your participation not only in your own learning, but also in taking responsibility for the learning of the entire seminar. As such, you will be expected to come to each class fully prepared and ready to engage in the creation of a learning community. We are looking for participation in class discussion and Blackboard Discussions that show your engagement with course readings, your service-learning placements, and one another as learners. We are not looking for talking for talking's sake, but for substantive and thoughtful participation from all learners in the class.

On Blackboard Discussion Board in particular: In addition to spoken discussion held in class, we believe that virtual discussions will also help students grasp essential conceptions and insights from the course and each other. High quality participation in the class Discussion Board (found on our Blackboard site) is focused on discussion of course concepts and texts, particularly as these intersect with our real lives in community work and service-learning. In this class, you should substantively participate in the Discussion Board conversation at least ten weeks of the semester in order to be eligible to receive full credit for this part of the course. In addition, you will ask students in the class to facilitate the Discussion Board discussion at least once a semester; during that time, you'll be responsible for getting the discussion going and involving class members in the topics and questions that relate to the larger themes of that week or unit.

Discussion board assignments are listed on your course outline. On the day that a Discussion Board is due, the prompt will be posted by the Thursday before that day, giving you ample time to participate in that week's on-line discussion. Discussion boards are due by 3:00 AM on the day that they are listed on your syllabus. Postings after that day/time will not be counted toward your participation grade.

Grading scale for our course:

100 A+

99-92 A

91 A-

An "A" represents excellent work, with little room for improvement.

90 B+

89-82 B

81 B-

A "B" represents good work, with a few minor problems or modest deficiencies in terms of the content or presentation of the assignment.

80 C+
79-72 C
71 C-

A “C” represents average work, with more than one serious flaw in terms of content or presentation of the work.

70 D+
69-62 D
61 D-

A “D” represents below average work, with substantial problems demonstrated with the clarity and presentation of content.

Below 60 is an “F,” which represents a failure to achieve minimal aims of the assignment.

Absence Policy:

Because this is a seminar class, missing class is especially problematic. We learn from and with one another, mostly through discussion. As a result, it is difficult to simply “get the notes” from a seminar class, since the discussion must be participated in to really have an educational effect on a student. Thus, we recommend that you attend class regularly.

Two absences for the semester will not damage your participation or final grade. More than two absences will result in a diminished participation grade and points off your final grade, as appropriate. Please plan accordingly. We follow the general guidelines regarding class absences set forth in the Miami Policy Manual (go to: Miami’s Student Handbook, chapter 9: http://www.units.muohio.edu/secretary/policies_guidelines/student_handbook/academic_regulations/chapter9/index.html#toc194198528).

Academic Integrity:

We are only as good as our word. All work submitted in this course should be your own. Sources should be accurately cited; borrowing from others’ work or ideas should always be referenced. For an excellent resource on citing sources and avoiding plagiarism, go to: <http://www.units.muohio.edu/cwe/facultyresources/Plagiarism.html> >. For information on academic misconduct at Miami University: http://www.miami.muohio.edu/documents_and_policies/handbook/academic_regulations/acadr egspv.cfm >.

Course Materials

Required Texts: Barber, Benjamin and Richard Battistoni, eds., Education for Democracy: Citizenship, Community, Service (Kendall/Hunt Publishing Co., XXXX) (B & B in Course Outline)

Additional Readings: Articles and book chapters available on E-reserve at the library. Our password is <F104>.

Course Outline

I. Narratives of Civic Engagement

Why get involved in civic life? What does it mean to be a citizen? We explore these questions through introductory readings largely based in stories and literature from more personal perspectives.

8/26 First class: Introductions to one another and our class

Intro to Blackboard/other issue about taking a class at Miami
Facilitation

8/28 Overview of Service-Learning Options and Place Tour of Oxford

Meet at the top of the slant walk at the corner of High and Campus Aves.

Due today: <http://freepages.history.rootsweb.ancestry.com/~butlercounty/oxford.html>

11:10 - Kofenya

11:20 - Kate Currie, City Council

Library - reserved from 11:30-12:30 (OLWV, MOON)

9/2 Meanings of Leadership

Due today: Introduction, Chapter 1, & Chapter 11, Ron Heifetz, Leadership without Easy Answers (E-Reserves) & Sharon Daloz Parks, Chapter 1 & Chapter 9, Leadership Can Be Taught (E-Reserves); Stephanie's leadership exercise

9/4 Motivations for civic leadership

Due today: Mansfield (p. 7), Mother Teresa (p. 216), Millard Fuller (p. 218), & Jacob Neusner (p. 2225)

9/9 Motivations for civic leadership

Due today: Berry (p. 639), Weil (p. 91) and Kemmis (p. 125)
Helping fixing serving?

9/11 Stories of civic leadership

Due today: Declaration of Independence (p. 45) and Letter from a Birmingham Jail (p. 399)

9/16 Narrative of civic leadership: Freedom Summer

Due today: Introduction, Preface, and Chapter 1 from Letters from Mississippi (E-Reserves); In-class movie about Freedom Summer

9/18 Freedom Summer

Due today: excerpt from Letters from Mississippi (p. 227-272, on E-Reserves) & Coles (p. 208)

9/23 Freedom Summer tour - meeting place TBA

First Paper Due

9/25 Freedom Summer, Leadership, and Learning

Due today: Armstrong, "In Search of the Beloved Community" (E-Reserves)

Chapter 6, Barbara Ransby, Ella Baker and the Black Freedom Movement, (E-Reserves)

Documentary: HS students and Freedom Summer

II. Conceptions of Citizenship

How have different scholars, practitioners, and policy makers defined citizenship and civic leadership in a democratic society? What are the ethical and political implications of citizenship today? How can we come up with a broad and useful conception of civic leadership through a careful interpretation of these writings and stories?

9/30 Conceptions of "citizenship"

Meanings of "the public"

Due today: Ellison (E-Reserve), Yoshino (E-Reserve), and Introduction & Chapter 1, Surowiecki, The Wisdom of Crowds (E-Reserve)

10/2 Democracy & rights

What does it mean to be a constitutional democracy? What is a "right"?

Due today: U.S. Constitution (p. 331), and Barber (p. 363)

10/7 Democracy and rights, continued

How do you behave when your rights are threatened? Rights in law vs rights in fact

Due today: Readings by Rand (p. 417), Gobitis and Korematsu excerpts (p. 391), U.S. v. Seeger (p. 423) and Thoreau (p. 409)

10/9 Citizenship and its multiple contexts

Being a global citizen

Watch: <http://youtube.com/watch?v=C5P9J1wCgNM>

Due today: Readings by Barber (631), and

Universal Declaration of Human Rights (<http://www.un.org/Overview/rights.html>)

10/14 Citizenship and its multiple contexts

Being a citizen of the earth

Due today: Readings by Keymer, Chapter 1, The Ecological Life (E-Reserves), Boutros Boutros-Ghali (p. 651)

10/16 Citizenship and the University

Video: Generation Next –The Millennials

Due today: readings by Barber (p. 477) and The New Student Politics (online:

<http://www.compact.org/wingspread/wingspread-web.pdf>)

10/21 Citizenship and the University

Discussion of reading by Harkavy (2006) and Fish (2004) (E-Reserves)

10/23 Do you have to use your rights?

Democracy and civic participation

Due today: Readings by Putnam (p. 565), & Evans and Boyte (p. 617)

10/28 Civic leadership under “strong democracy”

Due today: Readings by Boyte (p. 187) and Barber (p. 177)

10/30 Panel: Local civic / community leaders

Interviews due today

11/4 Election day – Working at polls

11/6 Democracy and the politics of participation

Due today: Readings by Illich (p. 455), Addams (p. 443), & McKnight (p. 461)

11/11 Democracy and the politics of participation

Due today: Readings by hooks (p. 311) & Reich (p. 317)

11/13 Review of Unit

Second paper due

III. Practices of Citizenship

What does civic leadership look like in practice? How can we tie together the semester’s discussions, texts, and real-world examples in meaningful ways?

11/18 Citizenship practices: Historical examples

Hull House and Highlander Folk School

Due today: Chapter 9, Myles Horton, The Long Haul (E-Reserves) and Jane Addams, On Education (E-Reserves)

11/20 Citizenship practices: Contemporary examples

Jane Addams School for Democracy

Due today: Reading from Voices of Hope (E-Reserves)

11/25 Citizenship practices: Contemporary examples

The Algebra Project

Due today: Intro & Chapter 1, Robert Moses, Radical Equations (E-Reserves) Also review the Algebra Project website: <http://www.algebra.org/> and

11/27 THANKSGIVING BREAK

12/2 Working on final exam

Reviewing, writing questions, evaluation criteria

Due today: Third paper

12/4 Presentations on civic engagement work

12/9 Presentations on civic engagement work

12/11 Case study presentations

