THE UNIVERSITY OF TEXAS AT AUSTIN

UGS 302 : Participatory Democracy (63865) FALL 2014

Room : MAIN 220E (also Sutton 4.118) Time: Mondays 1-4pm

INSTRUCTOR: **Dr. Patricia A. Wilson, Ph.D.**
Contact: **patriciawilson@utexas.edu; 512 471-0130**
Office Hours: **By appointment T and Th afternoons**
Location: **SUT 3.122**

Course Overview

Students who want to be engaged citizens--who want to make a difference locally or globally--can benefit from a knowledge of participatory democracy, both its theory and its practice. The tools of participatory democracy give the student the ability to research a contentious public issue, understand and respect perspectives that differ from their own, and facilitate productive conversation across differences. Many of the course examples will deal with conflicting values, beliefs, and interests around environmental, social, and economic issues. The course has an ethics flag and a writing flag. Special attention is given to quality of oral presentations.

Course Objectives

By the end of the course the student should be able to

- Understand differing perspectives on a public issue
- Write a discussion guide presenting three points of view
- Engage in collaborative inquiry with those holding different perspectives
- Distinguish debate from dialogue and deliberation
- Design a public forum for dialogue and deliberation
- Facilitate small group dialogue and deliberation
- Understand the role of a facilitative leader in community or public life

Required Textbooks

- Briand, Michael K. *Practical Politics: Five Principles for a Community that Works*. Urbana: University of Illinois Press, 1999.
- Clark, Susan and Woden Teachout. Slow Democracy: White River Junction Vt: Chelsea Green, 2012
- Palmer, Parker J. *Healing the Heart of Democracy: The Courage to Create a Politics Worthy of the Human Spirit*. San Francisco: Jossey-Bass, 2011.

Any additional required readings will be available on the course Blackboard site.

Class Structure

The 3 hour weekly class will incorporate lecture, class discussion of readings, group exercises, skill-building, and reflection. There will be two required off-campus events to attend, as well as two required events on campus.

Course Requirements

Class Participation – Maximum Points: 15
All students are expected to attend every class, to arrive on time, to come having completed the readings and discussion questions or other assignments, and to participate in class discussion, small group activities and role-plays. Class participation includes making an effort to learn and practice the skills of dialogue and deliberation. Please bring a cell phone for interactive polling exercises. Note: a portion of your participation grade will be based upon attending office hours with the peer mentor and/or instructor at least once.

On-line Participation - Maximum Points: 10
All students are required to read and follow the class discussion of the readings on our Facebook page, and contribute at least five original entries over the course of the semester and five replies to others' entries. Each entry should be one paragraph in length (typically three to four sentences). Original entries on the readings for that week should be posted by Sunday evening at 10pm. Replies should be posted by Monday morning no later than 10am

Issues Paper – Maximum Points: 35
Working with one other student in the class, you will prepare a four page citizens' issue guide following the principles from the course readings. The guide will frame three alternative perspectives on the issue, and provide key research data to inform the discussion.
The issues guide is to include reference to no less than 3 ***scholarly*** articles or books. It is to be written in a formal but accessible style: third person, organized with an introductory paragraph, statement of the issue, presentation of key data, and framing of alternative perspectives, with appropriate citations and bibliography following MLA, scientific, or Chicago style guidelines,, and understandable to a non-college educated reader. This project will consist of the following steps, reviews, and due dates:

Sept. 15 Selection of issue and related articles
Sept. 22 Introduction, statement of issue, and framing of alternative perspectives (peer review)
Sept. 29 Research data and sources (peer review) (presentation by library staff)
Oct. 6 Perry Casteneda library/presentation by library research staff
Oct. 13 Draft of entire issue guide (peer review)
Oct. 20 Final version (instructor review)

Students are strongly encouraged to use the Undergraduate Writing Center prior to the final draft of the paper. It is recommended that this be done after the initial draft and prior to submitting the final version.

One-Pagers - Maximum Points: 5

A one-page reflection paper examining your personal experience of a required out-of-class event in the light of course readings and class work. Due the Monday following the event.

- **University Lecture Series Reflection - Maximum Points: 5 (Due date: Sept. 22)**
- **Others to be announced**

Final Project – Maximum Points: 35

Working in teams of three to five (maximum four teams), students take a public issue of importance to them (campus, local, or global issue), research the issue from a systems perspective, do a stakeholder analysis, and design a public engagement process to collaboratively address the issue. The student team will present the key research findings in class or other on-campus venue, describe the multiple perspectives, and facilitate an in-class or on-campus dialogue or deliberation on the topic. This project will consist of the following steps, reviews, and due dates:

Oct. 27 Team formation
Nov.10 Student teams present objectives, stakeholder analysis, and framing (peer review)
Nov. 17 Student teams present proposed engagement method(s) and event design (peer review)
Nov. 24 Student teams conduct forums (peer and instructor review)
Dec. 1 Remaining student team(s) conduct forums (peer and instructor review)
Dec. 5 Student teams submit 3 page summary and documentation of event design, implementation, and assessment (in digital format)

Important Dates

Attendance is required except where noted:

Tuesday, September 16, 7-8 pm, Bass Concert Hall , University Lecture
Possible:: Austin City Hall, visit to public hearing TBA
Possible: Visit to neighborhood planning meeting TBA
Possible:: Visit to Texas State Capitol Building TBA

Readings and Assignments

(Subject to Modification)

UNIT 1: The Actuality and Possibility of Democracy				
Date	**Topic**	**Readings Due**	**Assignments Due**	**Other dates**
9/08	Overview of Course Class exercise: Interactive Polling Video clips on citizen Engagement Intros			Visit to Undergraduate Writing Center And Goldsmith (GOL) Exhibition Hall
9/15	Role of the facilitator Ground rules Dialogue vs. Debate Inquiry Asking Powerful Questions	Briand, Intro: The Work of Democratic Communities, 1-14 Clark: Ch 1 Town Halls from Hell and Other Stories, (vii-xxxii) 1-19 Palmer, Prelude: The Politics of the		Tues 9/16, 7-8 pm, Bass Univ. Lecture

		Brokenhearted, 1-10		
9/22	**Going to the balcony: Using a SystemsPerspective Identifying Leverage Points Framing difficult choices**	**Briand, Ch 1Impractical Politics, 15-32** **Clark, Ch 2 Rise of Experts and Decline of Local Decision Making 20-37** **Palmer, from Ch 1 Democracy's Ecosystem, 11-20**	**-One pager on facilitator training due** **-One pager on Univ lecture due**	
9/29	Doing a Stakeholder analysis	Briand, Ch 2 The Inescapability of Choice, 33-43 Clark, Ch 3 Communities Taking Action, 38-57 Palmer, Ch 2 Confessions of an Accidental Citizen, 29-46	Data and sources due	-Wed, Oct 3 1:00-3:30 Facilitate at THECB forum on higher education at DoubleTree, N. IH 35 -Fri, Oct. 5 City Forum lunch opt.
10/6	Community Conflict Resolution	Briand, Ch. 3 Alternatives to Impractical Politics, 44-57 Clark, Ch 4The Time is Right, 61-81 Palmer, from Ch.3 The Heart of Politics, 49-50, 66-67	Framing due	
10/13	The Role of Feelings in Public Engagement: Integrating Head and Heart	Briand, Ch 4 Value, Needs, & Conflict, 58-72 Clark, Ch 5 Cultural Cognition, 82-104 Palmer, Ch 4, The Loom of Democracy, 69-87	Complete draft due	
UNIT 2 The Practice of Participatory Democracy				
10/20	Strategies for civic engagement	Briand, Ch. 5 First Principle: Inclusion, 73-97 Clark, Ch 6-7 The Promise of Local & Inclusion 107-129	Final draft due	
10/27	Tools and methods for public dialogue and deliberation	Briand, Ch. 6 Second Principle: Comprehension, 98-125 Clark, Ch 8 Dialogue and Building Understanding, 130-142	Form and meet in teams for final project	
11/3	Public deliberation in practice	Briand, Ch. 7 Third Principle: Deliberation, 126-151 Clark, Ch 9 Deliberation, 143-162	In-class team work	
11/10	Planning a civic engagement event	Briand, Ch 8 Fourth Principle: Cooperation, 152-173 Clark, Ch. 10 Power, 163-173	Student teams present objectives, stakeholder analysis, and framing	
11/17	How do you know you've made a difference: evaluating civic engagement processes	Briand, Chs.9-10 Public Judgment and Action; Fifth Principle: Realism, 173-200 Clark, Ch 11 The Citizens' Jury and Town Meeting, 177-185	Student teams present proposed engagement method(s) and event	

			design for feedback	
11/24	The Facilitative Leader	Briand, Ch 11 Leadership, Practical Politics, and Hope, 193-209 Clark, Ch 12 When Advocacy Meets Slow Democracy, 186-202	Student led Forums	
12/1	Review Course Evaluation		Student led Forums	

ADA Compliance: The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. To determine if you qualify, please contact the Division of Diversity and Community Engagement, Services for Students with Disabilities, 471-6259, http://www.utexas.edu/diversity/ddce/ssd/ Following the certification of your needs, I will work with you to make appropriate arrangements.

Grading Policies

Grading will be based on points earned for the following activities:

1. Class Participation	15 points
2. On-line Participation	10 points
3. 4 page discussion guide	35 points
4. One-page reflection papers	5 points
5. Final Project	35 points
Total	100 points

- Three unexcused absences may result in a grade reduction. Three tardies equal one absence.
- Late papers will receive a grade reduction for each weekday the paper is late. The paper may not be submitted if it is more than 2 weekdays past the deadline.
- Use of electronic materials during class time for activities beyond the scope of the class (email, texting, twitter, youtube, facebook, un-authorized web searching etc) will result in a 5 point grade deduction

Final grades will be assigned as follows:

93-100	points = A	73-76.99	points = C
90-92.99	points = A-	70-72.99	points = C-
87-89.99	points = B+	67-69.99	points = D+
83-86.99	points = B	63-66.99	points = D
80-82.99	points = B-	60-62.99	points = D-
77-79.99	points = C+	0 -59.99	points = F

Course Policies

1) Students are expected to attend class and submit papers on time. Failure to attend class will result in a lower grade for the course (see grading policy). Post your assignment before class on the day it is due and bring a hard copy to turn in at the beginning of class on the day it is due. Double-sided printing is acceptable. One exception is the last assignment of the semester , which will be submitted electronically to the instructor before 5 pm on the due date.

2) Students who miss a class are responsible for getting the notes and information from a fellow classmate.

3) This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work.

4) Students are responsible for following the instructions provided for completing assignments. Assignments will be graded according to adherence to the instructions presented. If instructions are unclear to the student, the student is responsible for asking for clarification. All written assignments should utilize proper spelling, grammar, citation format, and organization. Students are encouraged to visit the Undergraduate Writing Center or the UT Learning Center for assistance with producing written material.

5) Scholastic dishonesty is not acceptable. Examples of scholastic dishonesty are *unauthorized collaboration* (e.g. copying, getting a friend to read a paper and taking their ideas without researching the ideas yourself), *plagiarism* (failure to cite the source of an idea or group of words that is not your own), and *multiple submissions* (turning in the same or a similar paper to fulfill multiple scholastic requirements). Scholastic dishonesty can be avoided by always turning in your own work and learning the proper citation techniques for borrowed words or ideas. The UT Learning Center and the Undergraduate Writing Center can assist students in maintaining academic integrity. Consequences for dishonesty range from receiving a failing grade to permanent dismissal from the university. Further information at http://deanofstudents.utexas.edu/sjs/acint_student.php . You may also ask your instructor for clarification when in doubt.

6) A student who is having problems with the course is expected to assume the responsibility for notifying the instructor when difficulties arise. (Don't wait until the end of the semester!) A little known fact: The UTLC reports that an important variable between successful and unsuccessful college students is help-seeking behavior (asking professors questions, using the Teaching Assistants, using the learning center, etc.)

7) The course is a team effort between instructor and students: feedback is welcome.

8) Students are expected to respect the opinions and feelings of other students and guest speakers, even though they may differ from their own.

9) University policy is to respect religious holidays. Please advise me of any upcoming holidays and the dates that you will be missing classes so that we can make arrangements for assignments and covering class materials.

10) Please check your cell phone prior to class to make sure that it will not ring or otherwise signal during class. Please put your cell phone away during class unless needed for class exercise. Computers may be used only for note-taking or for class activities.

11) Office hours: . I (the instructor) encourage you to come see me during office hours. I much prefer face to face communications to email. I am usually available just before or after class or during the break as well. Please use email only for quick questions, making appointments with me, or emergencies. Come see me for anything else.

On-line University Resources:

Undergraduate Studies	http://www.utexas.edu/ugs/
UT General Libraries	http://www.lib.utexas.edu/help/librarylist.html
Undergraduate Writing Center	http://www.utexas.edu/cola/centers/uwc/?path[0]=uwc
UT Learning Center	http://www.utexas.edu/student/utlc/
Multicultural Information Center	http://www.utexas.edu/student/mic/
Career Exploration Center	http://www.utexas.edu/student/cec/

On-line Course Resources:

National Coalition for Dialogue and Deliberation www.ncdd.org

Note: the national NCDD conference is October 5-7 in Seattle. Join me!

International Association of Public Participation www.iap2.org

The Democracy Imperative: mobilizing campuses for democracy www.unh.edu/democracy/index.html

Canvas