

THE UNIVERSITY OF TEXAS AT AUSTIN

**UGS 302 : (DD) Participatory Democracy (61455 )**

**SPRING 2016**

**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 11-12, drop in or appt Th 2-3**

**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 Canvas 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. Please bring a cell phone for interactive polling exercises. Class participation includes making an effort to learn and practice the skills of dialogue and deliberation. (5 pts first half of semester and 5 pts second half)
- You will have the opportunity to facilitate one of the class discussions on the readings. (4 pts.)
- A portion of your participation grade (1 pt) will be based upon attending office hours with the peer mentor and/or instructor at least once. You may particularly want to meet with her or him to get feedback on your draft discussion guide

### **On-line Participation - Maximum Points: 10**

All students are required to read and follow the class discussion of the readings on Canvas, 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). Entries should be posted by Monday evening at 9pm. At least half of the entries must be submitted during the first half of the semester. You will receive a mid-semester grade and a final grade, with maximum possible points totaling 10.

### **Issues Paper – Maximum Points: 30**

Working with one other student in the class, you will prepare a four page issue guide for a public deliberation 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:

- Jan 26** Selection of issue and partner
- Feb 2** Introduction, statement of issue, and framing of alternative perspectives (peer review)
- Feb 9** Research data and sources (peer review)
- Feb 16** Oral presentation of your proposed issue guide (feedback from class & instructor)
- Feb 23** Written draft of entire issue guide ( peer review)
- March 1** Final issue guide (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.

### **Reflection Papers- Maximum 5 points**

A one-page paper reflecting on the required readings for the week. What is the common thread linking the readings? What is the unique contribution of each? What useful insight do you gain for your own practice in civic engagement? Grade based on 1. depth of understanding of readings, 2. ability to apply concepts to practice, and 3. writing quality. Up to 2 ½ points each. Two papers required. Paper due posted on line before class time and paper copy handed in at beginning of class on date due.

**Event Write-Ups - Maximum Points: 5**

A one-page paper examining your personal experience of a required or recommended out-of-class event in the light of course readings and class work. Up to 2 ½ points each. Due the Tuesday following event.

**Final Project: Community Workshop or Deliberative Event – 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:

**Mar 8** Team formation

**Mar 29** Student teams present objectives, stakeholder analysis, and framing (peer review)

**Apr 12** Student teams present proposed engagement method(s) and event design (peer review)

**Apr 19** Student teams conduct forums (peer and instructor review)

**Apr 26** Remaining student team(s) conduct forums (peer and instructor review)

**May 3** Student teams submit 3 page summary and documentation of event design, implementation, and assessment (in digital format)

***Readings and Assignments***

(Subject to Modification)

<b>UNIT 1: The Possibility of Democracy</b>				
<b>Date</b>	<b>Topic</b>	<b>Readings Due</b>	<b>Assignments Due</b>	<b>Other</b>
1/19	Overview of Course Class exercise: Interactive Polling Video clips on citizen Engagement  Intros			Visit to School of Architecture and Planning
1/26	Role of the facilitator Ground rules Dialogue, Debate, and Deliberation 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 Brokenhearted, 1-10	Choose issue and partner for issues guide assignment	Presentation on data sources
2/02	Going to the balcony: Using a Systems Perspective Identifying Leverage Points Framing difficult choices	Briand, Ch 1 Impractical 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	Framing of topic and three main perspectives due (bring ½ to 1 p. write-up)	
2/09	Doing a Stakeholder analysis	Briand, Ch 2 The Inescapability of	Data and	

		Choice, 33-43 Clark, Ch 3 Communities Taking Action, 38-57 Palmer, Ch 2 Confessions of an Accidental Citizen, 29-46	sources due	
2/16	Community Conflict Resolution	Briand, Ch. 3 Alternatives to Impractical Politics, 44-57 Clark, Ch 4 The Time is Right, 61-81 Palmer, from Ch.3 The Heart of Politics, 49-50, 66-67	Oral presentation of your proposed issue guide	In-class deliberation
2/23	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 written draft of issue guide due	
<b>UNIT 2 The Practice of Participatory Democracy</b>				
3/01	Strategies for civic engagement	Briand, Ch. 5 First Principle: Inclusion, 73-97 Clark, Ch 6-7 The Promise of Local & Inclusion 107-129	Final issue guide due	
3/08	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	
3/22	Public deliberation in practice	Briand, Ch. 7 Third Principle: Deliberation, 126-151 Clark, Ch 9 Deliberation, 143-162	In-class team work	
3/29	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	
4/05	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	In-class team work	
4/12	The Facilitative Leader	Briand, Ch 11 Leadership, Practical Politics, and Hope, 193-209 Clark, Ch 12 When Advocacy Meets Slow Democracy, 186-202	Student teams present proposed engagement method(s) and event design for feedback	
4/19	Student team forums			
4/26	Student team forums			
5/03	Semester review		3 p..assessment due	

**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](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	<a href="http://www.utexas.edu/ugs/">http://www.utexas.edu/ugs/</a>
UT General Libraries	<a href="http://www.lib.utexas.edu/help/librarylist.html">http://www.lib.utexas.edu/help/librarylist.html</a>
Undergraduate Writing Center	<a href="http://www.utexas.edu/cola/centers/uwc/?path[0]=uwc">http://www.utexas.edu/cola/centers/uwc/?path[0]=uwc</a>
UT Learning Center	<a href="http://www.utexas.edu/student/utlc/">http://www.utexas.edu/student/utlc/</a>

---

#### **On-line Class Resources:**

National Coalition for Dialogue and Deliberation [www.ncdd.org](http://www.ncdd.org)  
 International Association of Public Participation [www.iap2.org](http://www.iap2.org)  
*The Democracy Imperative: mobilizing campuses for democracy* [www.unh.edu/democracy/index.html](http://www.unh.edu/democracy/index.html)

**Ethics and Leadership Flag:** This course carries the Ethics and Leadership Flag. These courses are designed to equip you with skills that are necessary for making ethical decisions in your adult and professional life.

**Writing Flag:** This course carries the Writing Flag. You can expect to write regularly in this class, and receive feedback from your instructor. You will have the opportunity to revise one or more assignments, and you may be asked to read and discuss your peers' work. . Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

**Difficult Dialogues Courses:** As a Difficult Dialogues course, this course is designed to teach you to engage in informed respectful dialogue with people who have different beliefs, values, perspectives, or ways of communicating.