PADM 2110

Public Leadership for Social Change

*Tuesdays & Thursdays (11:00-12:15)*

*Science Math Learning Center 386*

## Faculty Information

**Name:** Michelle Allgood, Ph.D., MPA **Office:** 3042 Social Science Building   
**Email:** [mallgood@unm.edu](mailto:mallgood@unm.edu)

**Office hours:** Tuesdays 1:00 – 2:00 orby appointment (<https://calendly.com/drallgood/30min>)

## Purpose of a Syllabus

*A syllabus is meant to serve as a guide to students and represents an agreement between the instructor and students. You should use this syllabus to engage with the course. I have set up the syllabus to help you manage the course work while establishing my expectations and boundaries for this course.*

## Land Acknowledgement

*Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia. The original peoples of New Mexico - Pueblo, Navajo, and Apache - since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land itself and those who remain stewards of this land throughout the generations and also acknowledge our committed relationship to Indigenous peoples. We gratefully recognize our history.*

## Statement of Inclusion

*UNM campuses – from classrooms to communal spaces, from events to ethos – are inherently inclusive, accessible and readily accommodating to all students, staff, faculty, administration, and community members, inclusive of race, ethnicity, gender, sexual orientation, gender identity and expression (SOGIE), religion, first-generation college status, ability/disability status, and all other categories/identities.*

## Statement Acknowledging the Labor and Sacrifices of Black Americans

*At UNM, we respectfully acknowledge the traumatic history of forced labor of Black Americans who have advanced our country. We are indebted to the enslaved and exploited African Americans who established our U.S. infrastructure and economy, advanced civil rights, and continue to influence popular culture. We are obligated to continuously recognize historic and current systemic oppression and injustices placed on Black Americans. We are grateful to their ancestors; for without them we would not be where we are today.*

## Subject to Change Notice

*All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with me, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.*

## Working with Difficult Content

*This class works with content and material that some may find difficult. The course could deal with many controversial social issues, just like real-life work and leadership in the public sphere. Some media, texts, readings, and topics discussed could be seen as racist, sexist, homophobic, transphobic, misogynistic, or otherwise disagreeable. My intent is not to sanction a particular view. Instead, I champion reasonable, knowledgeable, and respectful discussion and debate about issues, often from multiple perspectives. If something goes too far for you, see me about strategies for coping with that moment, discussion, or assignment. Feel free to remove yourself from class or discussions where you anticipate discomfort. You still are responsible for any material you miss. Much like the Civility in the Classroom statement’s purpose, this policy aims to maintain an environment that helps you learn. I hope you can draw some comfort from this policy when our discussions push past your comfort zone. This policy covers all our course-related meetings, whether face-to-face or online.*

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# Course Information

Public service organizations touch every part of your life and are tasked with helping improve the opportunities available to all members of society. Understanding the leading role public service organizations play in responding to and directing change is the first step in participating in that change yourself. Governments at all levels, professional associations, civic and/or nonprofit organizations, and local commerce enterprises are key actors in overcoming the increasingly challenging and complex challenges facing society. Different public service values shape the response of and leadership choices made by public service organizations when working to support social change.

This course extends the School of Public Administration's mission statement to undergraduate students that will go on to contribute to public and/or not-for-profit organizations that function at all interrelated levels of government around the globe. Students will acquire critical knowledge and skills to help them address ethical, equity, and managerial challenges in a complex and diverse world. This is an applied, experiential course that prepares you to lead productively according to public service values by requiring active learning practices and developing your communication skills by thinking through and defending solutions to problems with no easy answers and tremendous tradeoffs.

## Course Materials

### Textbook

* Komives, S. R., & Wagner, W. (Eds.). (2016). *Leadership for a better world: Understanding the social change model of leadership development.* John Wiley & Sons. **{Required}**

### Online Materials

* Required materials for each week will be available on Canvas.

## Technical Skills

In order to participate and succeed in this class, you will need to be able to perform the following basic technical tasks:

* Use Canvas (help documentation located in “Help”>”UNM Canvas Help Site” link on left course menu, and also at [Online Student Documentation](https://canvasinfo.unm.edu/students/index.html) ).
* Use email – including attaching files, opening files, downloading attachments
* Copy and paste within applications including Microsoft Office
* Open a hyperlink (click on a hyperlink to get to a website or online resource)
* Use Microsoft Office applications
  + Create, download, update, save and upload MS Word documents
  + Create, download, update, save and upload MS PowerPoint presentations
  + Create, download, update, save and upload MS Excel spreadsheets
  + Download, annotate, save and upload PDF files
* Use the in-course web conferencing tool (Zoom) *as needed*
* Download and install an application or plug in

## Technical Requirements

### Computer

* A high-speed Internet connection is highly recommended.
* Supported browsers include: [Detailed Supported Browsers and Operating Systems](https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Canvas/ta-p/66)
* Any computer capable of running a recently updated web browser should be sufficient to access your online course.  However, bear in mind that processor speed, amount of RAM and Internet connection speed can **greatly** affect performance. Many locations offer free high-speed Internet access including  [UNM’s Computer Pods](https://computing.unm.edu).
* Microsoft Office products are available free for all UNM students (more information on the [UNM IT Software Distribution and Downloads page](http://it.unm.edu/software/index.html))

## Tracking Course Activity

Canvas automatically records all students’ activities including: your first and last access to the course, the pages you have accessed, the number of discussion messages you have read and sent, web conferencing, discussion text, and posted discussion topics. This data can be accessed by the instructor to evaluate class participation and to identify students having difficulty with Canvas, class material, etc. ***Note:*** *Unexpected Canvas system outages are rare but, if they occur, I will advise everyone on how to proceed. For Canvas help, visit UNM’s* [***Canvas Info Site***](https://canvasinfo.unm.edu/support/index.html)

**Need Help?** Students needing help with technical issues can contact UNM IT for help. Click on this link for more information: <https://it.unm.edu/support/> or call (505) 277-0857 (24/7). For UNM Web Conference Technical Help: (505) 277-0857

## Workload Expectations

This class is a three credit-hour course. Class meets for two 75-minute sessions of direct instruction for fifteen weeks during the semester. Please plan for a *minimum* of six hours of out-of-class work (or homework, study, assignment completion, and class preparation) each week.

| What Will I Learn? | |
| --- | --- |
| *Learning Objectives* | *Course Component(s)* |
| *Course Goal 1: Upon successful completion of the course, you will be able to critically engage with, discuss, and present topics related to public policy and social change.* | |
| Learning Objective 1.1: Evaluate different viewpoints around a social change policy issue. | * Reflection activities * Profile paper * Team policy analysis * In-class activities |
| Learning Objective 1.2: Demonstrate confidence in identifying credible sources to use when researching a policy issue. | * Academic Integrity Tutorial * Profile paper * Team policy analysis |
| Learning Objective 1.3: Develop and communicate an analysis of specific public policies, including identifying policy alternatives, by relying on researched data and logical reasoning. | * Profile paper * Team policy analysis * In-class activities |
| *Course Goal 2: Upon successful completion of the course, you will be able to explain the role public service organizations play as leaders in social change.* | |
| Learning Objective 2.1: Explain the purpose of public service organizations. | * Reflection activities * In-class activities |
| Learning Objective 2.2:Describe how the core values of public service influence the actions public service organizations take to oversee social change. | * Reflection activities * In-class activities |
| Learning Objective 2.3: Analyzea public issue that is driving social change and evaluatepotential interventions. | * Profile paper * Team policy analysis * In-class activities |
| Learning Objective 2.4: Categorize the different elements involved in public leadership for social change including stakeholders, political influence, public funding, and ethics. | * Reflection activities * Profile paper * Team policy analysis * In-class activities * 7c’s group presentation |
| Learning Objective 2.5: Recognize and reflect on your ownpower, influence, implicit bias, and opportunities to engage in enacting social change. | * Reflection activities * In-class activities |
| *Course Goal 3: Upon successful completion of the course, you will recognize your own**power, influence, implicit bias, and opportunities to engage in enacting social change.* | |
| Learning Objective 3.1: Demonstrate an ability to collaborate with peers to identify opportunities to enact social change. | * Reflection activities * Team policy analysis * In-class activities * 7c’s group presentation |
| Learning Objective 3.2: Develop the skills to communicate clearly and succinctly, both verbally and in writing. | * Reflection activities * Profile paper * Team policy analysis * In-class activities * 7c’s group presentation |
| Learning Objective 3.3: Discover new learning skills, including critical reading and analysis, innovative thinking, problem solving, and organization, to increase the likelihood of life-long learning. | * Reflection activities * Profile paper * Team policy analysis * In-class activities * 7c’s group presentation |
| Learning Objective 3.4: Assess personal progress towards meeting learning goals through self-evaluation and reflection on personal learning processes. | * Syllabus quiz * Self evaluations |

## 

# Engaging In the Course

## Communication

**Look for the answer first.** When questions arise during the course of this class, please remember to check these three sources for an answer: (a) the course syllabus, (b) Canvas announcements, and © the Q & A Canvas discussion thread.

**Where to post your questions.**  If you cannot find an answer to your question, and it is a question of a *general nature* (such as clarification on an assignment, or where to find something in Canvas, for example) please post your question to the Q & A discussion thread. This discussion thread can display your questions and answers for the benefit of all students. Students can answer each other’s questions here, too. I will post answers on the Q & A discussion thread within **1-2 business days**. For questions of a personal nature, email me directly. Allow between **1-2 business days** for replies to direct emails.

I am happy to respect all students who choose to use an alternate, chosen name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. You can change your displayed name in some UNM systems including Canvas.

## Email

UNM email is an official means of communication among students, faculty, and staff. You are expected to read and act upon email in a timely fashion. You bear the responsibility of missed messages and should check your UNM-assigned email regularly. ***All official correspondence for this class will be sent to your UNM email account or posted to Canvas. Please ensure Canvas notifications are being sent to your email as I rely on Canvas announcements to communicate about deadlines, course materials, etc.***

## Attendance and Accommodation of Excused Absences

You are expected to attend all class meetings. A student with excessive absences (defined as three or more absences) may be dropped from a course (with a grade of W) or receive a grade of F at the end of the semester. Absences due to illness, or to authorized University activity such as field trips, athletic trips, etc., should be reported to me. The reporting of absences does not relieve you of responsibility for missed assignments, exams, etc. **You are expected to take the initiative in arranging to make up missed work**.

***Excused absences*** for classes will be given without penalty to the grade in the case of any of the following six reasons: (1) University-sanctioned and/or university-approved activities; (2) religious holidays; (3) military work performed in the line-of-duty; (4) jury duty or similar governmental obligation (a copy of the summons or other official paperwork must be provided); (5) illness, quarantine or self-isolation related to illness; and (6) family death or emergency. When any of the first four reasons conflict with class meeting times, you are responsible for informing the professor of the reason for the absence ***at least* one week in advance of the absence**. Excused absences do not relieve you from responsibility for any part of the course work required during the period of absence. I will provide accommodations that *may* include participation in classes remotely, access to recordings of class activities, or make-up work. Failure to notify me a week in advance may result in grading penalties. Absences for illness, quarantine, or self-isolation related to illness or a family emergency should be communicated as soon as possible (by emailing me at [mallgood@unm.edu](mailto:mallgood@unm.edu)).

# Assignments and Evaluation Procedures

Grading

True learning requires much more than submitting assignments—learning occurs when both student and instructor are engaged and collaborate effectively. I focus my class around four core elements of learning: preparation, participation, application, and reflection. While collaboration can foster an environment for learning, learning itself is an individual process that requires personal commitment, effort, and accountability. As learning is individual, it is important to me to recognize your individual effort and growth while providing feedback on your work, even while asking you to participate in team assignments.

The collaborative nature of the class should mirror practices found in the workplace and allow you to not only take responsibility for your work, but assess your performance. Team assignments cannot be changed unless the instructor determines the team environment is unhealthy and all efforts to correct the team culture have been taken. If this process is overwhelming or you need additional support, please contact me as soon as possible to set up a time to talk. This process may be uncomfortable and challenging, but my hope is you will be able to move beyond remembering course content into creating, evaluating, and analyzing the course material. Please give yourself the space to try hard things, fail *and try again*, and learn something new.

Focusing on reflection and team-based work **does not mean you do not participate** in the learning process. **You can fail this course if you do not follow the instructions outlined in this syllabus and on Canvas.** It is your responsibility to reflect on your performance on assignments and adhere to deadlines. Please review the individual assignments for grading criteria. Unless otherwise noted in the syllabus and assignment, you will receive a complete/incomplete grade where your work is rated on a scale of “**Exceeds Expectations**”, "**Meets Expectations**", "**Does Not Meet Expectations**", and "**Did Not Submit**". If you do not a submit an assignment, you receive an automatic incomplete for the assignment. If more than 50% of the submitted assignment does not meet the expectations outlined in the rubric, the assignment is also considered incomplete. Finally, I may use my discretion to mark an assignment as incomplete based on previous behavior in the course. For example, if a student consistently fails to respond to a peer's discussion post *as required* and has been warned about this practice, that student may be subject to an incomplete on future discussion post assignments. Feedback and scores for assignments will be available via the Gradebook on Canvas. Feedback on assignments will be available within 5-7 business days of the due date via the Gradebook.

I determine final grades by relying on your evaluated work, examining the improvement in your assigned work, reviewing the feedback from your team mates on your assigned work, and reviewing your self-evaluations and reflections throughout the course. ***I reserve the right to change grades as appropriate.***

*Note: You are also asked to complete the course evaluation, which is separate from the self-evaluations completed throughout the course. The course evaluation provides me with valuable information and is used, in conjunction with the information from students' self-evaluation to improve student learning. You are notified when the online evaluation form is available.*

## Submitting Assignments and Late Work

All assignments, unless otherwise announced, MUST be submitted via Canvas. Each assignment will have a designated place to submit the assignment. Do not submit an assignment via email.

## Course Deadlines

Course deadlines are here to help you succeed. Deadlines are a way to help you balance the demands on your time (work/school/family/friends/etc.) and engage in time management and help me provide feedback in a timely/helpful way. Unless otherwise noted, due dates are final. No exceptions will be provided unless written approval from me is provided or as allowed by University policy (see below). All assignments are due **before 11:59 pm** on the date listed. This requirement means you should plan on turning in your assignment ***before 11:59 pm***as Canvas takes a few minutes to upload documents.

**No late work will be accepted**. All assignments not submitted by the due date shown on the syllabus will result in an automatic grade of "0" unless you have made prior arrangements with me. If you know that you will have an issue in advance for why you will be unable to meet a specific deadline, **please contact me in advance of the deadline.** If appropriate, I will consider making an accommodation. *Note on extra credit: Please do not ask for extra credit. Although an extra credit assignment may be offered to the whole class for attending a talk or participating in a learning experience beyond those assignments shared in this syllabus, no individualized extra credit work will be permitted.*

## Grading Guidelines

The assignment grading in this course will break down as follows:

|  |  |
| --- | --- |
| **Grade** | **Range:** |
| A+ | 97.0% to 100 % |
| A | 94.0% to < 97.0 % |
| A- | 90.0% to < 94.0 % |
| B+ | 87.0% to < 90.0 % |
| B | 84.0% to < 87.0 % |
| B- | 80.0% to < 84.0 % |
| C+ | 76.0% to < 80.0 % |
| C | 70.0% to < 76.0 % |
| D | 60.0% to < 70.0 % |
| E | 0.0% to < 60.0 % |

# Assignment Descriptions and Course Schedule

Below are the assignment descriptions and an outline of the material we should cover throughout the semester. We may vary from this schedule as the class progresses. Therefore, use this schedule with the caveat that assignments may be changed for any given class session. Unless otherwise noted, due dates are final. No exceptions will be provided unless written approval from Dr. Allgood is provided or as allowed by University policy.You are required to use the citation style and format of the American Psychological Association (APA). Review the APA Referencing and Citation Guide by clicking on this link: ​​<https://libguides.unm.edu/psychology/apa-citing>.

## Summary of Assignments

1. *Reflection Activities:*You are expected to reflect on your weekly learning, engagement in the course, and insights drawn from the assigned learning materials. You will need to respond to a weekly reflection prompt and interact with your peer’s thoughts as well via the discussion board on Canvas. **You are allowed to miss two (2) reflections with no penalty.**
2. *Preparation Activities:* Preparing and reflecting on your preparation is an important part of the learning process. To prepare you for the course, you need to complete the syllabus quiz and academic integrity tutorial. The syllabus quiz and academic integrity tutorial must be completed to unlock the other course materials contained in the course site on Canvas. There are also two self-evaluations, which help you evaluate your preparation and adjust your learning goals. You receive credit just for taking these evaluations. **You are not allowed any preparation activities. Failure to submit these activities can result in a minimum of a letter grade deduction.**
3. *In-class Assignments:* Being present and engaged in class is an important aspect of learning. As such, each week there will be a graded in-class activity you will need to submit. This activity requires you to work on your own or in teams, depending on activity. You receive credit just for participating in these in-class activities and following the instructions, as outlined in the rubric. **You are allowed to miss three (3) in-class activities with no penalty, except for the days you are assigned to present with your team.**
4. *Profile papers:* You will be asked to reflect on different elements of your own leadership and influences. Each paper will have a specific prompt and rubric. You can receive a 15+ bonus points (per assignment) if you visit the Writing and Learning center *or* UNM’s online writing lab for help on one of these assignments. Specific information for each assignment element is available on Canvas.
5. *Team Assignments (including team evaluations):* Collaboration is a key element in public service. Throughout the semester, your team will work on preparing a group presentation on a 7c leadership element and policy analysis. You will be expected to meet weekly, work on the assigned tasks, and submit your team minutes and team assignments. Specific prompts and rubrics are available on Canvas. **Chronically missing meetings (missing three or more meetings) will result in grade reduction of up to two letters in the final grade. Failure to submit any team evaluation can result in a minimum of a letter grade deduction.**
6. *7c Group Presentation:*Each team will be asked to present on one of the 7 leadership “c”s that we will cover over the course of the semester. Each group will be asked to generate a 40 minute presentation that engages the class with the content and uses different facilitation techniques (lecture, small group discussion, in-class activities, etc.). You will work on preparing your policy round table during your weekly team meetings. Specific information is available on Canvas. **While each team will receive one grade for their work, your grade can be affected if you do not participate and contribute in an equal manner. Failure to fully contribute will result in grade reduction of up to two letters in the final grade.**
7. *Final Presentation and Paper:* For the final evaluation, your team will implement feedback given on previous team assignments to assemble your final policy analysis on a topic of your choosing. You will also be expected to present your findings to your classmates. You will work on preparing your policy analysis and presentation during your weekly team meetings. The paper should be formatted (including references) according to APA guidelines and submitted as a Word document to Canvas. Writing should be clear, well-organized, and contain minimal grammatical errors. The presentation should last no more than 7 minutes with an additional 3 minutes for questions. Specific information for each assignment element is available on Canvas.

The table below outlines the assignments due in this course. A more detailed description of assignments can be found on Canvas.

| **Category**  **(% of Grade)** | **Assignments** | **Notes** |
| --- | --- | --- |
| *Preparation (15%)* | Academic integrity tutorial  Syllabus quiz  Mid-point self evaluation  Final self evaluation  Team evaluations  (3 total) | *Due*: Various due dates (see course schedule).  *Grade scale*: **Complete/Incomplete.** You will receive credit for turning in the assignment along with feedback on how your assignment met expectations.  *Special Notes*: You must submit the academic integrity tutorial in order to unlock the remaining class content. Team evaluations are confidential (only Dr. Allgood sees the answers) and helps maintain team function. **Your final grade will drop by at least one letter grade for each preparation activity you fail to submit.** |
| *Participation (30%)* | In-class activities (29 total) | *Due*: In-class activities are due at the end of each class. You can drop up to three (3) in-class activities.  *Grade scale*: **Complete/Incomplete.** You will receive credit for turning in the assignment along with feedback on how your assignment met expectations. If you submit multiple assignments that do not meet the outlined expectations, you will need to meet with Dr. Allgood and your final grade may be impacted.  *Special Notes*: Some in-class activities may be team-based. You will still need to submit your copy of the work to receive a grade. |
| Team assignments (14 total) | *Due*: Team assignments are due each Sunday before 11:59 pm. You cannot drop any team assignments.  *Grade scale*: **Complete/Incomplete.** You will receive credit for turning in the assignment along with feedback on how your assignment met expectations. If you submit multiple assignments that do not meet the outlined expectations, you will need to meet with Dr. Allgood and your final grade may be impacted.  *Special Notes*: The team assignments are smaller pieces of the 7c’s group presentation and final policy analysis. Chronically missing meetings (missing three or more meetings) **will result in grade reduction of two letters in the final grade.** |
| *Application (35%)* | 7c Group Presentation | *Due*: Various due dates (see course schedule).  *Grade scale*: **Letter Grade.** You will receive an individual letter grade this assignment. You will be able to evaluate your team member’s efforts as an accountability measure. You will receive feedback on how your assignment met expectations. You will also receive feedback from your peers.  *Special Notes*: You are not allowed to miss the class period when your team is assigned to present. While each team will receive one grade for their work, your grade can be affected if you do not participate and contribute in an equal manner. **Failure to fully contribute will result in grade reduction of up to two letters in the final grade.** |
| Team policy analysis (paper and presentation) | *Due*: Various due dates (see course schedule).  *Grade scale*: **Letter Grade.** You will receive an individual letter grade this assignment. You will be able to evaluate your team member’s efforts as an accountability measure. You will receive feedback on how your assignment met expectations. You will also receive feedback from your peers.  *Special Notes*: You are not allowed to miss the class period when your team is assigned to present. While each team will receive one grade for their work, your grade can be affected if you do not participate and contribute in an equal manner. **Failure to fully contribute will result in grade reduction of up to two letters in the final grade.** |
| Profile papers | *Due*: Various due dates (see course schedule).  *Grade scale*: **Letter Grade.** You will receive an individual letter grade this assignment along with feedback on how your assignment met expectations. If you submit multiple assignments that do not meet the outlined expectations, you will need to meet with Dr. Allgood and your final grade may be impacted.  *Special Notes*: You will receive a 15+ bonus points (per assignment) if you visit the Writing and Learning center *or* UNM’s online writing lab for help on one of these assignments. |
| *Reflection (20%)* | Weekly reflections (13 total) | *Due*: Weekly reflections are due Sundays before 11:59 pm. You can drop up to two (2) reflections.  *Grade scale*: **Complete/Incomplete.** You will receive credit for turning in the assignment along with feedback on how your assignment met expectations. If you submit multiple assignments that do not meet the outlined expectations, you will need to meet with Dr. Allgood and your final grade may be impacted. |

# Course Schedule

|  |  |  |  |
| --- | --- | --- | --- |
| Module and Class | Module and Topic(s) | Preparation | Assignments Due  (Submit on Canvas) |
| *Module 1: Introduction*  Class #1  Tuesday, January 16, 2024 | * Introduction to Course * Important Skills * Overview of Leadership | **Read**   * Syllabus | **Due at the end of class**   * Syllabus quiz (In-class activity #1) |
| *Module 1: Introduction*  Class #2  Thursday, January 18, 2024 | * Team Meeting #2 | **Read**   * Reading Critically (<https://danikabarker.ca/ENG2DEblog/wp-content/uploads/2013/11/CriticalReading.pdf>) * Public Service Career Explainer (<https://www.themuse.com/advice/public-service-career-explainer-guide>)   **Watch**   * “How does social change happen?" ((<https://www.youtube.com/watch?v=j2BQ5ZAkD9Q>) | **Due at the end of class**   * In-class activity #2   **Due Sunday before 11:59 pm**   * Academic integrity tutorial * Reflection Week #1 * Team Assignment #1 |
| *Module 2: Public Service 101*  Class #3  Tuesday, January 23, 2024 | * Public Service 101 * Public Service Motivation | **Read**   * Christensen, T., Lægreid, P., & Røvik, K.A. (2007). “Organization Theory for the public sector” **(pages 1-9)** * Christensen, R. K., Paarlberg, L., & Perry, J. L. (2017). Public service motivation research. (<https://doi.org/10.1111/puar.12796>) | **Due at the end of class**   * In-class activity #3 |
| *Module 2: Public Service 101*  Class #4  Thursday, January 25, 2024 | * Social Policy * Team Meeting #2 | **Read**   * Wicked Problems: Problems Worth Solving (<https://ssir.org/books/excerpts/entry/wicked_problems_problems_worth_solving>) * The Power of a Good Neighborhood (<https://www.wsj.com/articles/the-power-of-a-good-neighborhood-d1c2e2c1>)   **Explore**   * Child Equity Index: <https://www.impacttulsa.org/data-dashboard/child-equity-index/> * Child Opportunity Index: <https://www.diversitydatakids.org/maps/> | **Due at the end of class**   * In-class activity #4   **Due Sunday before 11:59 pm**   * Reflection Week #2 * Team Assignment #2 * Profile Paper #1 |
| *Module 2: Public Service 101*  Class #5  Tuesday, January 30, 2024 | * Public Policy 101 * Evaluating Public Policy | **Read**   * Introduction to Public Policy Making (<https://home.csulb.edu/~msaintg/ppa590/intro.htm>) * Policy Formulation (<https://home.csulb.edu/~msaintg/ppa590/formulat.htm>) * Policy Implementation (<https://home.csulb.edu/~msaintg/ppa590/implemen.htm>) * Making Well Informed Decisions (8 step review) (<https://medium.com/the-post-grad-survival-guide/an-8-step-process-to-making-well-informed-decisions-and-opinions-42d4d94d1476>) * A Practical Guide to Policy Analysis (<https://www.linkedin.com/pulse/practical-guide-policy-analysis-summary-bardachs-eight-fold-david>) | **Due at the end of class**   * In-class activity #5 |
| *Module 2: Public Service 101*  Class #6  Thursday, February 1, 2024 | * Politics and Public Service * Team Meeting #3 | **Read**   * The Political Environment (<https://home.csulb.edu/~msaintg/ppa590/environ.htm>) * The Relationship Between Public Administration and Politics (<https://ekuonline.eku.edu/blog/public-administration/the-relationship-between-public-administration-and-politics/>) * Federal Bureau of Land Management and New Mexico Lands (<https://nmpoliticalreport.com/2023/06/16/stansbury-addresses-what-she-calls-misinformation-about-the-blms-conservation-leasing-proposal/>) | **Due at the end of class**   * In-class activity #6   **Due Sunday before 11:59 pm**   * Reflection Week #3 * Team Assignment #3 |
| *Module 2: Public Service 101*  ***VIRTUAL CLASS***  Class #7  Tuesday, February 6, 2024 | * Introduction to 7c Leadership Model | **Skim**   * Wagner: The Social Change Model of Leadership: A Brief Overview (<https://www.umb.edu/media/umassboston/content-assets/documents/Social-Change-Model-of-Leadership-A-Brief-Overview-Wagner-2dgecz3.pdf>) * Harper & Kezar (2021) Leadership Development for Racially Minoritized Students: An Expansion of the Social Change Model of Leadership (<https://journalofleadershiped.org/jole_articles/leadership-development-for-racially-minoritized-students-an-expansion-of-the-social-change-model-of-leadership/>) | **Due at the end of class**   * In-class activity #7 |
| *Module 2: Public Service 101*  Class #8  Thursday, February 8, 2024 | * Review reading strategies * Team Meeting #4 | *No preparation materials. Finish 7c presentation preparation.* | **Due at the end of class**   * In-class activity #8   **Due Sunday before 11:59 pm**   * Reflection Week #4 * Team Assignment #4 * Team Evaluation #1 * 7 C Presentation Package |
| *Module 3: Learning about the 7 C’s: The Individual*  Class #9  Tuesday, February 13, 2024 | * Team Presentation #1: Consciousness of Self * Team Presentation #2: Congruence | **Skim**   * Komives & Wagner (2017). Chapter 3. * Komives & Wagner (2017). Chapter 4. | **Due at the end of class**   * In-class activity #9 |
| *Module 3: Learning about the 7 C’s: The Individual*  Class #10  Thursday, February 15, 2024 | * Team Meeting #5 | *No preparation materials. Prepare for 7c presentation.* | **Due at the end of class**   * In-class activity #10   **Due Sunday before 11:59 pm**   * Reflection Week #5 * Team Assignment #5 |
| *Module 3: Learning about the 7 C’s*  Class #11  Tuesday, February 20, 2024 | * Team Presentation #3: Commitment * Team Presentation #4: Collaboration | **Skim**   * Komives & Wagner (2017). Chapter 5 * Komives & Wagner (2017). Chapter 6 | **Due at the end of class**   * In-class activity #11 |
| *Module 3: Learning about the 7 C’s*  Class #12  Thursday, February 22, 2024 | * Team Meeting #6 | *No preparation materials. Prepare for 7c presentation.* | **Due at the end of class**   * In-class activity #12   **Due Sunday before 11:59 pm**   * Reflection Week #6 * Team Assignment #6 * Profile Paper #2 |
| *Module 3: Learning about the 7 C’s*  Class #13  Tuesday, February 27, 2024 | * Team Presentation #5: Common Purpose * Team Presentation #6: Controversy with Civility | **Skim**   * Komives & Wagner (2017). Chapter 7 * Komives & Wagner (2017). Chapter 8 | **Due at the end of class**   * In-class activity #13 |
| *Module 3: Learning about the 7 C’s*  Class #14  Thursday, February 29, 2024 | * Building Trust * Team Meeting #7 | **Read**   * Building Trust (<https://extension.umn.edu/vital-connections/building-trust-communities>)   **Listen**   * Trust Me (<https://freakonomics.com/podcast/trust-me/>) | **Due at the end of class**   * In-class activity #14   **Due Sunday before 11:59 pm**   * Reflection Week #7 * Team Assignment #7 |
| *Module 3: Learning about the 7 C’s*  Class #15  Tuesday, March 5, 2024 | * Team Presentation #7: Citizenship * Team Meeting #8 | **Skim**   * Komives & Wagner (2017). Chapter 9 | **Due at the end of class**  In-class activity #15 |
| *Module 3: Learning about the 7 C’s*  Class #16  Thursday, March 7, 2024 | * Constructive Dialogues | **Read**   * Aviles, M., Duong, M., Gross, E., Hall, K., & Jones-Smith, D. (2023). (rep.). *Transforming Conflict on College Campuses*. **(Pages 7-19, 37-50)** (<https://www.aspeninstitute.org/publications/transforming-conflict-on-college-campuses/>) | **Due at the end of class**   * In-class activity #16   **Due Sunday before 11:59 pm**   * Reflection Week #8 * Team Assignment #8 |
| **No Class: Spring Break**  Tuesday, March 12, 2024 & Thursday, March 14, 2024  *Mid-point self-evaluation due Sunday, March 17 before 11:59 pm*  *Team Evaluation #2 due Sunday, March 17 before 11:59 pm* | | | |
| *Module 4: Public Policy Tools and Social Change*  Class #17  Tuesday, March 19, 2024 | * Continuous Learning and Improvement * Root Causes | **Read**   * “Using Root Cause Analysis in Public Policy Pedagogy” by Travis Wagner (<https://www.jstor.org/stable/24369813>) | **Due at the end of class**   * In-class activity #17 |
| *Module 4: Public Policy Tools and Social Change*  Class #18  Thursday, March 21, 2024 | * Policy Analysis Revisited * Team Meeting #9 | Listen   * Data and Justice in Los Angeles (<https://bigger-picture.libsyn.com/ndsc-criminal-justice-data-initiative>) | **Due at the end of class**   * In-class activity #18   **Due Sunday before 11:59 pm**   * Reflection Week #9 * Team Assignment #9 |
| *Module 4: Public Policy Tools and Social Change*  Class #19  Tuesday, March 26, 2024 | * Stakeholder Analysis | **Read**   * What is a Stakeholder? (<https://www.govexec.com/management/2015/03/what-stakeholder-6-things-you-should-know/107778/>) * Stakeholder Participation (<https://www.oecd-ilibrary.org/sites/af1b4fa3-en/index.html?itemId=/content/component/af1b4fa3-en>) | **Due at the end of class**   * In-class activity #19 |
| *Module 4: Public Policy Tools and Social Change*  Class #20  Thursday, March 28, 2024 | * Logic Models * Team Meeting #10 | **Watch**   * Logic Models (<https://www.youtube.com/watch?v=IHEp0gJRTwI>) | **Due at the end of class**   * In-class activity #20   **Due Sunday before 11:59 pm**   * Reflection Week #10 * Team Assignment #10 |
| *Module 4: Public Policy Tools and Social Change*  Class #21  Tuesday, April 2, 2024 | * Logic Models (continued) | **Read**   * Developing a logic model (<https://ctb.ku.edu/en/table-of-contents/overview/models-for-community-health-and-development/logic-model-development/main>) | **Due at the end of class**   * In-class activity #21 |
| *Module 4: Public Policy Tools and Social Change*  Class #22  Thursday, April 4, 2024 | * Public Service Values and Ethics * Team Meeting #11 | **Read**   * The Heart of the Profession: Understanding Public Service Values (<https://www.jstor.org/stable/23208659>) | **Due at the end of class**   * In-class activity #22   **Due Sunday before 11:59 pm**   * Reflection Week #11 * Team Assignment #11 |
| *Module 4: Public Policy Tools and Social Change*  Class #23  Tuesday, April 9, 2024 | * Public Service Values and Ethics | **Listen**   * The 30-Minute Ethical Leader Podcast featuring Ciara Garcia (<https://eller.arizona.edu/30-minute-ethical-leader-podcast>) | **Due at the end of class**   * In-class activity #23 |
| *Module 4: Public Policy Tools and Social Change*  Class #24  Thursday, April 11, 2024 | * Team Meeting #12 |  | **Due at the end of class**   * In-class activity #24   **Due Sunday before 11:59 pm**   * Reflection Week #12 * Team Assignment #12 * Profile Paper #3 |
| *Module 4: Public Policy Tools and Social Change*  ***VIRTUAL CLASS***  Class #25  Tuesday, April 16, 2024 | * Public Funding | **Read**   * Municipal Budgeting 101 (<https://www.lwm-info.org/DocumentCenter/View/380/Municipal-Budgeting-101-Jim-Healey-July-2015-PDF?bidId=>) * New Mexico Budget Report Card (<https://www.volckeralliance.org/resources/state-budget-sources>) | **Due at the end of class**   * In-class activity #25 |
| *Module 4: Public Policy Tools and Social Change*  Class #26  Thursday, April 18, 2024 | * Team Meeting #13 |  | **Due at the end of class**   * In-class activity #26   **Due Sunday before 11:59 pm**   * Reflection Week #13 * Team Assignment #13 |
| *Module 5: Wrapping Up*  Class #27  Tuesday, April 23, 2024 | * Connecting to the community | **Read**   * Wicked Problems: Problems Worth Solving (<https://ssir.org/books/excerpts/entry/wicked_problems_problems_worth_solving>)   **Explore**   * NM Missing and Murdered Indigenous People Crisis: <https://www.iad.state.nm.us/policy-and-legislation/missing-murdered-indigenous-women-relatives/> * NM Water Crisis (pages 2-9: <https://uttoncenter.unm.edu/resources/state-water-task-force/new-mexico-water-policy-and-infrastructure-task-force-final-report-2022.pdf> * Opioid Addiction: <https://www.nmag.gov/taking-action/fighting-the-opioid-crisis-in-new-mexico/> and <https://www.nmhealth.org/about/erd/ibeb/sap/dod/> * Disinformation around elections: <https://www.sos.nm.gov/2022/06/01/rumor-vs-reality-website-fact-checks-misinformation-about-new-mexicos-voting-and-elections/> and <https://www.krqe.com/news/politics-government/new-mexico-highlighted-in-congressional-report-on-dire-problem-of-election-misinformation/> | **Due at the end of class**   * In-class activity #27 |
| *Module 5: Wrapping Up*  Class #28  Thursday, April 25, 2024 | * Power of the Neighborhood * Team Meeting #14 | **Read**   * How to Be a Good Neighbor (<https://www.npr.org/2021/12/01/1060464791/how-to-be-a-good-neighbor>)   **Watch**   * The Political Power in Being a Good Neighbor (<https://www.ted.com/talks/michael_tubbs_the_political_power_of_being_a_good_neighbor?language=en>) | **Due at the end of class**   * In-class activity #28   **Due Sunday before 11:59 pm**   * Reflection Week #14 * Team Assignment #14 * Team Evaluation #3 * Team Policy Analysis Paper * Team Policy Analysis Presentation |
| *Module 5: Wrapping Up*  Class #29  Tuesday, April 30, 2024 | * Final Team Presentations | **Listen**   * Threats to Future Public Service (<https://www.govexec.com/workforce/2023/05/there-are-many-threats-future-public-service-itself/386093/>) | **Due at the end of class**   * In-class activity #29 |
| *Module 5: Wrapping Up*  Class #30  Thursday, May 2, 2024 | * Final Team Presentations | **Watch**   * Real Change Comes Through Policy Not Protest (<https://www.ted.com/talks/phillip_singleton_real_change_comes_through_policy_not_protest>) | **Due at the end of class**   * In-class activity #30 |
| **No Class: Finals Week**  *Final self-evaluation due Tuesday, May 7 before 11:59 pm*  *Profile Paper #4 due Tuesday, May 7 before 11:59 pm* | | | |

# Other Course Policies

## Accessibility Statement

UNM is committed to providing equitable access to learning opportunities for students with documented disabilities. As your instructor, it is my objective to facilitate an inclusive classroom setting, in which students have full access and opportunity to participate. To engage in a confidential conversation about the process for requesting reasonable accommodations for this class and/or program, please contact Accessibility Resource Center at arcsrvs@unm.edu or by phone at 505-277-3506.

If you need an accommodation based on how course requirements interact with the impact of a disability, you should contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format and requirements, anticipate the need for adjustments and explore potential accommodations. I rely on the Disability Services Office for assistance in developing strategies and verifying accommodation needs. If you have not previously contacted them, I encourage you to do so.

## COVID-19 Health and Awareness

UNM is a mask friendly, but not a mask required, community. If you are experiencing COVID-19 symptoms, please do not come to class. If you do need to stay home, please communicate with me. I can work with you to provide alternatives for course participation and completion. Let me, an advisor, or another UNM staff member know that you need support so that we can connect you to the right resources. Please be aware that UNM will publish information on websites and email about any changes to our public health status and community response.

## Citizenship and/or Immigration Status

All students are welcome in this class regardless of citizenship, residency, or immigration status. Your professor will respect your privacy if you choose to disclose your status. As for all students in the class, family emergency-related absences are normally excused with reasonable notice to the professor, as noted in the attendance guidelines above. UNM as an institution has made a core commitment to the success of all our students, including members of our undocumented community. The Administration’s welcome is found on our website. You can access this information by clicking on this link: http://undocumented.unm.edu/.

## Drop Policy

This course falls under all UNM policies for last day to drop courses, etc. Please see the UNM Course Catalog for information on UNM services and policies. Please see the UNM academic calendar for course dates, the last day to drop courses without penalty, and for financial disenrollment dates.

## Title IX: Sex Discrimination, Sexual Harassment, and Sexual Abuse

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered “responsible employees” by the Department of Education (see pg 15 - http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-titleix.pdf). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, please click on this link:<https://policy.unm.edu/university-policies/2000/2740.html>

For an online tool that is designed to help students who may be experiencing dating violence evaluate their safety, make decisions, and connect to campus and community services, visit: [www.myplanapp.org](http://www.myplanapp.org). myPlan is available for students of all gender identities and sexual orientations. This tool is also for friends who want to support someone they are concerned may be in an abusive relationship.

## Prohibition of Sharing Copyrighted Materials and Course Content

The contents of this course, including lectures and other instructional materials, are copyrighted materials and, therefore, are protected by federal intellectual property law. Any unauthorized copying—including video-recording, audio-recording, and stenographic transcription of class lectures—is strictly prohibited. All rights are reserved by the instructor. Students may not upload, sell, or distribute—to any course shell, discussion board, website, or other forum or medium—any course content or any materials that are not the student’s original work, unless the students first comply with all applicable copyright laws. Sharing of assignment submissions and results to websites advertising themselves as “study sites” (e.g., Course Hero) or other similar course information sharing sites is expressly prohibited. Copyright violations may subject students to disciplinary charges for academic integrity violations.

Technology will be used for virtual meetings in this course and our use of such technology is governed by the Family Educational Rights and Privacy Act of 1974 (FERPA), the UNM Acceptable Computer Use Policy, UNM Computer Use Guidelines, and UNM’s Student Code of Conduct. Sharing Electronic video and/or audio recording of the class with participants outside of the class is not permitted without written consent of the instructor and each participating student individually. The form to obtain written consent is available at <https://registrar.unm.edu/forms/ferpa-consent.pdf>. If a student in the course is uncomfortable with completing the FERPA consent waiver, then the student should talk with their advisor or instructor to determine whether successful participation in the class is still possible, or whether another course will meet the student’s degree requirements.

If permission for electronic video and/or audio recording is granted, any distribution of the recording is prohibited. You may not share class recordings with anyone outside of this course and doing so may result in disciplinary action. Students with specific electronic recording accommodations authorized by the University of New Mexico Accessibility Resources Center do not require instructor permission; however, the instructor must be notified of any such accommodation prior to recording. A record of all meetings and recordings is kept and stored by UNM, in accordance with these policies. Guest instructors and other participants may also attend our class meetings. Your instructor will not share course access in relation to class activities outside of the course participants, which include your fellow students, TAs/GAs, and any guest instructors, guest students, or community-based learning partners that we may engage with to achieve the stated course objectives.

## Student Conduct

Students are expected to adhere to the guidelines provided in Pathfinder, which also lay out your rights and responsibilities as a UNM student. Students are expected to create a learning environment where all students collaborate to build a community that embraces the diversity of its members and is free from any form of harassment, intimidation, violence, and exploitation. Free expression and thought is encouraged, but hate speech, disruptive behavior, and other forms of disrespectful conduct are not tolerated. Students may be subject to disciplinary action if their acts violate the student code of conduct either in-person or online. Click on this link to access the student code of conduct: <https://pathfinder.unm.edu/code-of-conduct.html>.

## Disruptive Behavior Policy

According to UNM policy, “Disruptive behavior is student behavior that interferes with the educational process of other students. It may or may not be responsive to faculty or staff intervention. It is behavior that may prevent faculty members and staff from carrying out professional responsibilities. Specific examples of disruptive behavior include [but are not limited to]:

* A student who physically confronts another person.
* A student who verbally abuses another person.
* A student who interrupts the educational process in class by making remarks out of turn, taking over the lecture, or dominating class discussion.
* A student who physically acts out toward University property by breaking windows, throwing furniture or smashing doors.”

This behavior can occur in-person *or* online. Disruptive behavior is not tolerated. Students who engage in disruptive behavior will be asked to leave the class. If students are asked to leave the class, they will be invited to meet with the instructor to discuss the behaviors that need to change, the timeline students should adhere to as part of the change, and the consequences for failing to adjust their behavior. A written summary of the meeting will be provided.

## Support for Students and Academic Integrity

Students should feel empowered during their UNM journey and find success as they grow and develop new skills, knowledge, and passion. I encourage all of my students to become familiar with the services and policies set forth by UNM that will enable them to succeed at UNM, academically and otherwise. All students are advised they are **expected to follow the guidelines laid out in the student handbook (Student Pathfinder)**, which can be accessed by visiting this link: <https://pathfinder.unm.edu>. Visit this website to learn more about the many services available to help you as a student be successful here at UNM: <https://students.unm.edu>.

One important expectation for students is academic integrity. Understanding and avoiding violating academic integrity, including avoiding plagiarism, can be a tricky task. If you have questions, please talk with me **before the assignment is due** so we can resolve the issue and you can avoid serious disciplinary consequences. I expect all students to act with integrity by submitting original work for all class assignments. Failure to submit original work in any way can lead to grade penalties and course failure along with other consequences. While many students unintentionally commit acts of academic dishonesty, ignorance is not an excuse. To promote academic integrity practices, students are required to take the tutorial on Canvas. Students should also review this reference on Avoiding Plagiarism by clicking on this link: <https://owl.purdue.edu/owl/teacher_and_tutor_resources/preventing_plagiarism/avoiding_plagiarism/index.html>.

A couple of rules to help you succeed:

1. If you are unsure about providing a citation, please ask!
2. Always provide a citation for direct quotations and paraphrases or summaries of someone else’s work.
3. Acknowledge the people you collaborate with on any assignments.
4. It is considered cheating to change, alter, or revise someone else’s work and submit that work as your own. **It is also considered cheating to let someone else change and submit your work as their own.** Finally, if you want to use your own prior work for your new work, you need to cite yourself, unless you have specific permission from the instructor to alter the original content.

## Acceptable and Unacceptable Use of AI

When in doubt about permitted usage, please ask for clarification. The use of generative AI tools (e.g. ChatGPT, Dall-e, Grammarly, etc.) ***is permitted in this course*** for the following activities:

* Brainstorming and refining your ideas
* Fine tuning your research questions
* Drafting an outline to organize your thoughts
* Revising originally created language as part of the iterative drafting process
* Checking grammar and style.

The use of generative AI tools ***is not permitted in this course*** for the following activities:

* Finding information on your topic
* Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts assigned to you or content that you put into a Zoom chat.
* Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
* Writing a draft of a writing assignment.
* Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty. For example,

OpenAI. (2023). *ChatGPT* (Mar 14 version) [Large language model]. <https://chat.openai.com/chat>.

Any assignment that is found to have used generative AI tools in unauthorized ways will be subject to grading and other penalties, including being reported for academic dishonesty based on the instructor’s discretion and the seriousness of the offense.