



**The University of Colorado, Colorado Springs (UCCS)**  
**PSC 1510 – LEADERSHIP FOR THE NEXT GENERATION:**  
**Citizenship and Community Service (2020)**  
3 semester hours

**I. Contact Information**

**Instructor: Jimmy Gomez**

Title: Adjunct Professor

Office: San Antonio, Texas

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Email: [jgomez12@uccs.edu](mailto:jgomez12@uccs.edu)

**Office Hours**

Skype by appointment (*send email*)

Telephone by appointment (*send email*)

**Communication:** If you have any questions, then you may email your assigned instructor. University policy requires you to use your UCCS email account for any and all academic communications.

**II. Course Description**

This 8-week course is designed to introduce students to functions of local, state, and federal government through participation in the [American Legion Boys State](#) and [American Legion Auxiliary Girls State](#) programs. Additional topics include communication, leadership, citizenship, community service, service learning, and the functions and dynamics of government.

**III. Course Prerequisites/Co-requisites**

Acceptance and full participation in the American Legion Boys State or the American Legion Auxiliary Girls State.

**IV. Course Objectives and Student Learning Outcomes**

At the end of the course, students should be able to:

1. Demonstrate an understanding of local, state, and federal government;
2. Practice active citizenship;
3. Describe legislation as a response to policy problems;
4. Assess the characteristic of campaigns for office;
5. Identify the characteristics of good leadership;
6. Assess their participation in American Legion Boys State and American Legion Auxiliary Girls State; and
7. Develop critical and analytical thinking abilities and oral and written expression.

**V. Course Topics**

Communication, leadership, citizenship, community service, service learning, and the functions and dynamics of government.

## VI. Instructional Methods and Activities

This course is online-only in conjunction with full participation in American Legion Boys State and American Legion Girls State summer leadership programs.

## VII. Evaluation and Grade Assignment

In computing grades, the requirements will be weighted as following:

Boys/Girls State Participation:	30%
Discussion Questions:	35%
Citizenship Essay:	35%

**Grading:** Categories are as follows: A=90-100, B=80-89, C=70-79, D=60-69, F=0-59.

**Boys/Girls State Participation:** Participating in and completing a full session of American Legion Boys State or American Legion Girls State is thirty percent of your grade. Each unexcused absence from any scheduled session or event will result in a deduction of points. The following scale will be used for determining your Boys/Girls State Participation grade:

- A (100%) = no absence
- B (85%) = one absence
- C (75%) = two absences
- D (65%) = three absences
- F (55%) = four or more absences

**Citizenship Essay:** (*Unit 4, page 8 below*) This essay asks you to reflect upon your experience in American Legion Boys State or American Legion Auxiliary Girls State. In a 5-6 page essay, discuss the following:

- What were your overall impressions and thoughts of your experience in Boys/Girls State?
- What did you learn about citizenship, leadership, governance, power, decision-making, and conflict resolution in Boys/Girls State? Give examples of your experience with these concepts.
- In what ways did this experience change your attitude towards government and politics?
- Name an individual at the Program who had a significant influence upon your week and why?
- What else would you like us to know or did you learn about your experience in Boys/Girls State?

**Essay Format:** 12-point Calibri font, 1.15 spacing, indents for each paragraph, no space between paragraphs, 1" margins, page numbers, proper citations (if any). This assignment will be submitted by email by you to your instructor. Be sure and request a receipt option in your email account.

**Discussion Questions:** Each unit of this course will ask you to watch selected videos and read selected articles on three topics: leadership, civic engagement, and power. For each topic, you will be asked to answer a series of questions. These videos, articles, and questions are provided within this syllabus. Use the CANVAS Learning Management Systems to complete units 2, 3, 4 and 5.

**Discussion question format:** 12-point Calibri font, 1.15 spacing, indents for each paragraph, no space between paragraphs, 1" margins, page numbers, proper citations (if any).

## VIII. Class Policies and Procedures

### A. Texts:

Note: All readings required for this course are posted in this syllabus and in the CANVAS Learning Management system.

### B. Attendance Policy:

1. Students are required to log in to each online course by the second day during the week in which the course officially begins, or the day of enrollment during late registration to complete the initial introductory postings required in the course.
2. Logging in to an online course constitutes a start and assumes the intention to complete the course.
3. Students must log in at least one additional day during the first week of the course.
4. Students must log in on two separate days each subsequent week of the course to meet attendance requirements or as specified in the syllabus. Nonattendance may affect matters to be determined by your instructor.
5. Students withdrawn due to nonattendance will be permitted to return no sooner than the beginning of the next semester.
6. Students may appeal if they feel an error has been made in their attendance calculation as outlined in the University Regulations Procedure for Appealing a Grade.
7. Students are strongly advised to check email twice weekly.

**C. Make-up Policy:** In order to receive full credit, all assignments must be completed on time and in the manner instructed. The instructor will not accept anything late unless in cases of serious illness, death in the family, or University policy verified by a written note from an appropriate individual.

**D. Course Evaluation Policy:** Students are expected to complete the on-line course evaluation.

**E. Student Services:** UCCS strives to serve students with special needs through compliance with Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities

Act. These laws mandate that postsecondary institutions provide equal access to programs and services for students with disabilities without creating changes to the essential elements of the curriculum. While students with special needs are expected to meet our institution's academic standards, they are given the opportunity to fulfill learner outcomes in alternative ways. Examples of accommodations may include, but are not limited to, testing accommodations (oral testing, extended time for exams), interpreters, relocation of inaccessible classrooms, permission to audiotape lectures, note-taking assistance, and course substitutions.

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including federal loans and grants. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment and retaliation. Please see [https://www.uccs.edu/equity/definitions/title\\_ix](https://www.uccs.edu/equity/definitions/title_ix) for more information.

University policies on serving students with disabilities may be obtained at <https://www.uccs.edu/disability/>. Information on submitting a grievance related to a disability issue may be found at <https://www.uccs.edu/disability/students/grievance-procedure>.

Mental Wellness on the UCCS Campus: If you are having any emotional, behavioral, or social problems, and would like to talk with a caring, concerned professional please see the UCCS Mental Health Services web page at <https://www.uccs.edu/recwellness/mental-health-services>. Remember that all services are offered free to students, and all are strictly confidential. If you have special needs that I need to be made aware of, you should contact me within the first two days of class.

Information about other UCCS student services:

- Dean of Students: <https://www.uccs.edu/dos/>
- Library: <https://www.uccs.edu/library/>
- Office of Information Technology Help Desk: <https://www.uccs.edu/oit/get-help>

**F. Emergency Procedures:** All students should be familiar with the UCCS guidelines on student conduct (<https://www.uccs.edu/dos/student-conduct>) and emergency procedures (<https://www.uccs.edu/pusafety/emerplan/emergency-procedures>).

**G. Academic Integrity:** Faculty and students must observe the UCCS published Academic Honor Code (<https://www.uccs.edu/history/uccs-policies-on-academic-honesty-and-civility/uccs-academic-honor-code.html>).

**H. Course Etiquette:** Please do not email or post anything disrespectful to others in any Forum section. I will not under any circumstance allow unprofessional and/or offensive behavior. I assure you that I will manage this class with the utmost respect toward you,

your time, effort, and money by not allowing anyone to be disruptive on any level whatsoever.

**IX. Tentative Course Schedule:** Always subject to date changes per most current University academic schedule for given semester.

**Eight-week session:** Unit 1: End of Week Two  
Unit 2: End of Week Four  
Unit 3: End of Week Six  
Unit 4: End of Week Eight

**DROP DATE:** The last day to drop the course with a full refund is posted on the website. Last day to drop with no refund ("W" on transcript) is the end of the fourth week of classes.

**Course Outline:**

**Unit 1:** Participation in American Legion Boys State Program or American Legion Auxiliary Girls State Citizenship Program.

**Unit 2:** Leadership

Read: Articles linked here:

John Kamensky, "The 7 Characteristics of Highly Successful Government Leaders," IBM Center for the Business of Government, March 5, 2013

<http://www.govexec.com/excellence/promising-practices/2013/03/7-characteristics-highly-successful-government-leaders/61675/>

Watch: Videos linked here:

Alessandra Orofino, It's our city. Let's fix it.

[https://www.ted.com/talks/alessandra\\_orofino\\_it\\_s\\_our\\_city\\_let\\_s\\_fix\\_it](https://www.ted.com/talks/alessandra_orofino_it_s_our_city_let_s_fix_it)

Simon Sinek, How great leaders inspire action

[https://www.ted.com/talks/simon\\_sinek\\_how\\_great\\_leaders\\_inspire\\_action](https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action)

David Rothkopf, How fear drives American politics

[https://www.ted.com/talks/david\\_rothkopf\\_how\\_fear\\_drives\\_american\\_politics](https://www.ted.com/talks/david_rothkopf_how_fear_drives_american_politics)

Sheryl Sandberg, Why we have too few women leaders

[https://www.ted.com/talks/sheryl\\_sandberg\\_why\\_we\\_have\\_too\\_few\\_women\\_leaders](https://www.ted.com/talks/sheryl_sandberg_why_we_have_too_few_women_leaders)

Assignment: Answer discussion questions posted here (1-7) on your [homework submission form](#). Be concise and pithy with your responses. No more than 50 words per.

1. After reading these articles and watching these videos, what are the traits of effective leaders versus ineffective leaders?
2. Reflecting upon your experience at Boy/Girls State, give examples you witnessed of effective and ineffective leadership.
3. How can leadership be transformative?
4. How is fear an ineffective leadership quality?
5. Do we need more diverse leaders? Why or why not?
6. How have your thoughts on leadership changed as a result of these readings, videos, and your experiences?
7. How do you envision using leadership to change the community around you?

### **Unit 3: Civic engagement**

Read: Articles linked here:

Stephen Dubner and Steve Levitt, "Why Vote?," New York Times, November 6, 2005

<http://www.nytimes.com/2005/11/06/magazine/why-vote.html>

Watch: Videos linked here:

Michael Sandel, The lost art of democratic debate

[https://www.ted.com/talks/michael\\_sandel\\_the\\_lost\\_art\\_of\\_democratic\\_debate](https://www.ted.com/talks/michael_sandel_the_lost_art_of_democratic_debate)

Pia Mancini, How to upgrade democracy for the Internet era

[https://www.ted.com/talks/pia\\_mancini\\_how\\_to\\_upgrade\\_democracy\\_for\\_the\\_internet\\_era](https://www.ted.com/talks/pia_mancini_how_to_upgrade_democracy_for_the_internet_era)

Omar Ahmad, Political change with pen and paper

[https://www.ted.com/talks/omar\\_ahmad\\_political\\_change\\_with\\_pen\\_and\\_paper](https://www.ted.com/talks/omar_ahmad_political_change_with_pen_and_paper)

Julian Treasure, How to speak so that people want to listen

[https://www.ted.com/talks/julian\\_treasure\\_how\\_to\\_speak\\_so\\_that\\_people\\_want\\_to\\_listen](https://www.ted.com/talks/julian_treasure_how_to_speak_so_that_people_want_to_listen)

Assignment: Answer discussion questions (1-8) on your [homework submission form](#). Be concise and pithy with your responses. No more than 50 words per.

1. What does democracy mean to you?
2. Reflecting upon your experience at Boy/Girls State, give an example where democracy worked and an example where democracy was unsuccessful. For both example, why?
3. What are some of the biggest threats to democracy?
4. Reflecting upon your experience at Boy/Girls State, give an example where you assisted in political change.
5. Identify a significant problem in your community and how politics could solve that problem?

6. Why is language, discourse, and speaking important in a democracy and necessary for creating political change?
7. How have your thoughts on democracy changed as a result of these readings, videos, and your experiences?
8. How do you envision using democracy to change the community around you?

#### **Unit 4: Power**

Read: Articles linked here:

Vivian Giang, "7 Powers Leaders Can Use for Good or Evil"

<https://www.americanexpress.com/us/small-business/openforum/articles/7-powers-leaders-can-use-for-good-or-evil/>

Watch: Videos linked here:

Hugh Evans, What does it mean to be a citizen of the world?

[https://www.ted.com/talks/hugh\\_evans\\_what\\_does\\_it\\_mean\\_to\\_be\\_a\\_citizen\\_of\\_the\\_world](https://www.ted.com/talks/hugh_evans_what_does_it_mean_to_be_a_citizen_of_the_world)

Eric Liu, Why ordinary people need to understand power

[https://www.ted.com/talks/eric\\_liu\\_why\\_ordinary\\_people\\_need\\_to\\_understand\\_power](https://www.ted.com/talks/eric_liu_why_ordinary_people_need_to_understand_power)

James Heimans, What new power looks like

[https://www.ted.com/talks/jeremy\\_heimans\\_what\\_new\\_power\\_looks\\_like](https://www.ted.com/talks/jeremy_heimans_what_new_power_looks_like)

Assignment: Answer discussion questions (1-5) on your [homework submission form](#). Be concise and pithy with your responses. No more than 50 words per.

1. What is power? What are the different types of power?
2. Reflecting upon your experience at Boy/Girls State, give an example you exercised power successfully and unsuccessfully or witnessed power used successfully or unsuccessfully?
3. How does democracy give ordinary citizens power? Why and how?
4. How have your thoughts on power changed as a result of these readings, videos, and your experiences?
5. How do you envision using power to change the community around you?

#### **Unit 5: Participation in American Legion Boys State and American Legion Auxiliary Girls State**

**Citizenship Essay:** This essay asks you to reflect upon your experience in American Legion Boys State or American Legion Auxiliary Girls State. In a 5-6 page essay, discuss the following:

- What were your overall impressions and thoughts of your experience in Boys/Girls State?

- What did you learn about citizenship, leadership, governance, power, decision-making, and conflict resolution in Boys/Girls State? Give examples of your experience with these concepts.
- In what ways did this experience change your attitude towards government and politics?
- Name an individual at the Program who had a significant influence upon your week and why?
- What else would you like us to know or did you learn about your experience in Boys/Girls State?

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**NOTE: THE INSTRUCTOR RESERVES THE RIGHT TO MODIFY THIS SYLLABUS and COURSE OUTLINE.**

**Enrolling** in this class constitutes acceptance of these rules, the syllabus and its standards.

**\*\*\*NOTE\*\*\***

***Only with prior coordination and subsequent approval of the student's instructor can an incomplete be granted in line with this stated University policy:***

### ***Incomplete or "I" Grade***

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Work which is of satisfactory quality but which, because of circumstances beyond the student's control, is not complete, may be marked "I" (incomplete). The deficiency must be met within the first month of the next regular semester or within the first two weeks of either summer session of attendance (whichever comes first). "I" grades are removed only by completion of the course work, not by repeating the course. "I" grades will be changed to "F" grades by the UCCS Registrar's Office one calendar year following the official end of the semester in question, unless previously changed to a final passing grade. If the student does not resume studies either at this university or elsewhere within a calendar year following the semester or summer session for which the "I" grade was recorded, the "I" grade cannot be removed. Instructors should not allow students to complete work for a course in an attempt to remove an "I" grade without prior approval of the instructor's academic dean.