Introduction

In this course we will examine the role of citizenry in a democracy by exploring theories and practices of civic engagement. We will particularly focus on the civic engagement of young adults. This cohort is of interest because they are attitudinally and behaviorally distinct from people in other age ranges, and because 18-26 year olds often opt out of the political process. However, understanding the implications of young adults’ civic engagement is methodologically and theoretically challenging and current research provides conflicting answers to the question “are young people political?” Making the task more difficult are changing definitions of citizenship as a result of the ever-changing relationship between citizens and news media. Taken together, we will try to better understand the ways youth engagement shape political problems and collective action strategies.

Readings

There are two textbook required for this course:


Additional reading material will be posted to Moodle.

General Education and Learning Objectives

This course fits within the Social Sciences area of general education at LSU. As such, the general education learning objectives relevant to this course are:

- The different levels of association, from friends and family, to economy and polity, even to civilizations of global significance.
- The patterns by which societies organize how people relate not only to each other but to the world around them, ranging from relations to their physical environment to relations to the divine.
- The diversity of cultures, across time and space, as well as universal social characteristics and global networks.
- Patterns of imagined best societies as well as discoveries of unintended consequences.
**Evaluation**

Final grades in this course are based on your success in 6 areas for a total of 200 points.

1. **Personal Reflections on Citizenship and Civic Engagement.** What does it mean to participate in civic life? Where did you learn this? [500 words, 10%, due Tuesday 1/27 in class]

2. **Midterm Exam.** Exam will be essay format. You will be given 4 questions and asked to answer 2 of your choice. Each essay will be worth 20 points. Students will be graded on their ability to convey their understanding of the material in a well-formed essay. [20%, Tuesday 3/3]

3. **Revisiting Citizenship and Civic Engagement.** How has the course affected your views expressed in the first paper? [800 words, 15%, due Tuesday 4/21 in class]

4. **Civic Engagement Initiative Paper and Presentation.** Conduct research on a group whose members are engaging in some form of civic engagement and/or trying to enhance or promote civic engagement at the local, regional, national, or international level. Present initiative to peers in class, sign up for date in-class. [1000 words, 25%, Paper due Friday 5/1 4:30 p.m.]

5. **Final Exam.** Exam will be essay format. You will be given 4 questions and asked to answer 2 of your choice. Each essay will be worth 20 points. Students will be graded on their ability to convey their understanding of the material in a well-formed essay. [20%, Saturday 5/9 12:30-2:30]

6. **Quizzes.** [TBD 10%]

A summary of assignments and point values (based on 200 total course points) appears below.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Personal Reflection</td>
<td>20</td>
<td>Thursday, January 27</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>40</td>
<td>Tuesday, March 3</td>
</tr>
<tr>
<td>Revisiting Citizenship</td>
<td>30</td>
<td>Tuesday, April 21</td>
</tr>
<tr>
<td>Civic Engagement Paper</td>
<td>40</td>
<td>Friday, May 1 by 4:30pm</td>
</tr>
<tr>
<td>Civic Engagement Presentation</td>
<td>10</td>
<td>April 23, 28, 30</td>
</tr>
<tr>
<td>Final Exam</td>
<td>40</td>
<td>May 9, 12:30-2:30</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20</td>
<td>TBD</td>
</tr>
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At the end of the course, your total will be converted to a letter grade using the following cutpoints: 200-186 = A, 170-185 = B, 154-169 = C, 138-153 = D, 0-137 = F.

**Class Policies**

**FILMING & RECORDING.** You may not film or record this class without permission.

**OFFICE HOURS AND AVAILABILITY.** This course is team taught by both Doctors Johnson and Searles. You are encouraged to seek out either or both instructors whenever you have questions. We will each grade some of all students work, and will share instruction duties.

**EMAIL.** Neither Johnson or Searles considers email an appropriate medium for the discussion of grades or graded work. If you would like to discuss the evaluation of your work or your grade in the class, please visit during office hours or make an appointment. We will make every effort
to respond to student emails within 1 business day (i.e., 24 hours during the work week). However, if you email a sufficiently complicated question that will require our consultation given the fact that this is a team taught class, we may require additional time to make a substantive response.

**MOODLE.** We will use the course website to post readings, supplementary material, and to sometimes make announcements. Please visit the course website on a regular basis.

**CLASS ATTENDANCE AND HOURS OUTSIDE OF CLASS.** Attendance and participation is integral to your success in this class. If you miss a class it is your responsibility to get notes from a peer. It is expected that the students have read the assigned chapters or pages prior to class for the background necessary to properly participate in the discussion and think critically about the concepts addressed. As a general policy, for each hour you are in class, you (the student) should plan to spend at least two hours preparing for the next class. Since this course is for three credit hours, you should expect to spend around six hours outside of class each week reading or writing assignments for the class.

**EXTRA CREDIT.** We will provide up to 4 extra credit points for students who participate in the subject pool at the Media Effects Lab (MEL). For students under the age of 18 alternative assignments are also available on the MEL website. For more information about the MEL including commonly asked questions see here: [http://melresearch.com/undergraduate-students/](http://melresearch.com/undergraduate-students/). For directions to the MEL see here: [http://www.lsu.edu/faculty/msand/MELmap.pdf](http://www.lsu.edu/faculty/msand/MELmap.pdf)

**LATE ASSIGNMENTS.** No late assignments will be accepted. Assignments will be turned in at the beginning of class unless otherwise noted.

**MAKE-UP EXAMS.** Missing an exam will result in a zero grade except under extraordinary circumstances. Such exceptional circumstances, for example illness or medical emergencies, must be either university-approved or verified in other ways (e.g. a doctor’s note indicating grave illness, not routine check-up). In such cases, students must make arrangements with the instructor for taking a make-up exam after providing proof of excusable absence.

**CLASSROOM ETIQUETTE.** Do not carry on side conversations or read the newspaper during class. Do not text, update your relationship status on Facebook, tweet/subtweet, take selfies, post pictures of your food on Instagram, etc. We may ask you to leave the room if you are disturbing others. Turn off all cellular phones prior to entering class. Use of a laptop computer is only permitted for taking notes, students who abuse this privilege may be asked to refrain from use completely and/or leave the classroom if appropriate.

**ELECTRONIC SUBMISSIONS.** We will not accept assignments via email. Please turn in a hard copy of each assignment unless told otherwise. For example, you will submit some work in hard copy form as well as via Moodle.

**ACADEMIC MISCONDUCT.** Plagiarism is not tolerated and will result in disciplinary action. LSU’s policy on plagiarism is the following: “Plagiarism is defined to include any use of another's work and submitting that work as one's own. This means not only copying passages of
writing or direct quotations but also paraphrasing or using structure or ideas without citation.” Please review the University’s excellent guidelines on plagiarism and academic integrity at http://www.lsu.edu/judicialaffairs/ and http://www.lsu.edu/judicialaffairs/Plagiarism.htm.

**DISABILITY ACCOMMODATION.** The Americans with Disabilities Act requires that reasonable accommodations be provided for students with physical, cognitive, systemic, learning and psychiatric disabilities. Please contact me at the beginning of the quarter to discuss any such accommodations for this course. In order to have any accommodations met, you must be registered with the LSU Office of Disabilities Services. More information on registering and accommodation is available on the ODS website: http://appl003.lsu.edu/slas/ods.nsf/index

**COURSE OUTLINE**

**The Problem of Youth Participation**

1. Thurs., Jan. 15  Southern Political Science Association, NO CLASS  

2. Tues., Jan. 20  Wattenberg, Chapters 3-4


4. Tues., Jan. 27  Wattenberg, Chapters 5-6  
   Assignment Due: Personal Reflections on Citizenship and Civic Engagement.


**Solutions to the Voting Problem**

6. Tues., Feb. 3  Wattenberg, Chapter 7  


Feb. 17 – Mardi Gras, NO CLASS


AND

Watch video op/ed by Michael Delli Carpini, “*Constant Vigilance*”


13. Tues., Mar. 3  MIDTERM EXAM

**Rethinking Civic Engagement**


AND

Watch video op/ed by Michael J. Sandel, “*Citizens or Consumers*”

15. Tues., Mar. 10  Dalton, Chapters 1-2

16. Thurs., Mar. 12  Dalton, Chapters 3-4

17. Tues., Mar. 17  Dalton, Chapters 5-6

18. Thurs., Mar. 19  Dalton, Chapters 7-8


20. Thurs., Mar. 26  Wattenberg, Chapter 8


Apr. 7, 8 – Spring Break, NO CLASS

*New Media and Civic Engagement*


AND


24. Thurs., Apr. 16 Midwest Political Science Association, NO CLASS

Watch “*New Media, New Civics*” Oxford Internet Institute Bellwether talk by Ethan Zuckerman.

25. Tues., Apr. 21 To be announced – watch for Moodle link

Watch “*Participatory Culture, Participatory Civics*” TEDx talk by Henry Jenkins.

Assignment: Revisiting Citizenship and Civic Engagement.

*Wrapping Up*

26. Thurs., Apr. 23 Presentations
27. Tues., Apr. 28 Presentations
28. Thurs., April 30 Presentations

Fri., May 1 turn in Civic Engagement Initiative Paper to either Dr. Johnson or Dr. Searles by 4:30pm.

29. Sat., May 9 Final Exam 12:30-2:30
**WRITING ESSENTIALS**

Writing skills are essential for all of our students, and writing is a skill to be developed in all courses offered in the Manship School of Mass Communication. Manship faculty will evaluate student writing with consideration for these fundamental writing concepts.

<table>
<thead>
<tr>
<th>WORD CHOICE</th>
<th>The following words are often confused or misused in writing. Make sure you understand the difference:</th>
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<tbody>
<tr>
<td></td>
<td>• accept, except</td>
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<td></td>
<td>• a lot</td>
</tr>
<tr>
<td></td>
<td>• all right</td>
</tr>
<tr>
<td></td>
<td>• affect, effect</td>
</tr>
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<td></td>
<td>• among, between</td>
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<td></td>
<td>• anxious, eager</td>
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<td></td>
<td>• because, since</td>
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<td>• due to, because of</td>
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<td>• farther, further</td>
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<td>• fewer, less</td>
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<td></td>
<td>• its, it's</td>
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<td></td>
<td>• media (plural), medium (singular)</td>
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<td></td>
<td>• principal, principle</td>
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<td></td>
<td>• stationary, stationery</td>
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<tr>
<th>ACTIVE/PASSIVE VOICE</th>
<th>English sentences have three basic elements: a subject, a verb, and an object. In active voice sentences, the verb is the action element of the sentence, the subject is the &quot;doer&quot; of the action, and the object is the recipient of the action. In passive voice sentences, the subject is not &quot;doer&quot; of the action; the object becomes the &quot;doer&quot; of the action. These sentences flip-flop the subject and the object. In general, active voice sentences are preferred because they focus the reader's attention on the &quot;doer of the action.&quot; Active voice is also more concise because it usually involves fewer words. Although there are situations where passive voice is proper, reliance on passive voice produces a cumbersome text.</th>
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<tr>
<td></td>
<td><strong>Active:</strong> The executive committee approved the new policy.</td>
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<tr>
<td></td>
<td><strong>Passive:</strong> The new policy was approved by the executive committee.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ANTECEDENT/PRONOUN AGREEMENT</th>
<th>A pronoun usually refers to something earlier in the text (its antecedent) and must agree in number — singular/plural — with that to which it refers. A pronoun's antecedent may be either a noun or another pronoun, but it <strong>must</strong> be clear what the antecedent is in either case. A pronoun should have only one possible antecedent. If there is more than one possible antecedent for a personal pronoun in a sentence, make sure that the pronoun refers only to one of them:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Incorrect:</strong> If a student loses their books, they should go to lost and found.</td>
</tr>
<tr>
<td></td>
<td><strong>Correct:</strong> If students lose their books, they should go to lost and found.</td>
</tr>
<tr>
<td></td>
<td><strong>Incorrect:</strong> Jerry called Steve 12 times while he was in Reno.</td>
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<tr>
<td></td>
<td><strong>Rationale:</strong> The pronoun &quot;he&quot; could refer either to &quot;Jerry&quot; or to &quot;Steve.&quot;</td>
</tr>
<tr>
<td>Paragraph</td>
<td>Correct</td>
</tr>
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<tr>
<td><strong>Also, please note that countries and organizations are NOT people. In a sentence in which a country or organization is the subject, the second reference is to “it” (singular) and “its” (singular possessive).</strong></td>
<td></td>
</tr>
<tr>
<td><strong>PARALLEL CONSTRUCTION</strong></td>
<td>An article or a preposition applying to all the members of a series must be used either before the first term or be repeated before each term.</td>
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<td></td>
<td>Correlative expressions (both, and; not, but; not only, but also; either, or; first, second, third; and the like) should be followed by the same grammatical construction.</td>
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<tr>
<td></td>
<td>When making comparisons, the things you compare should be couched in parallel structures whenever that is possible and appropriate.</td>
</tr>
<tr>
<td><strong>ATTRIBUTION/CITING</strong></td>
<td>Presenting ideas and phrases from another writer as your own is plagiarism and is unacceptable.</td>
</tr>
<tr>
<td><strong>PUNCTUATION OF QUOTES</strong></td>
<td>Commas and periods always go inside quotation marks. Semi-colons and colons do not go inside quotation marks. If a statement ends in a quoted question, allow the question mark within the quotation marks to end the sentence. On the other hand, if a question ends with a quoted statement that is not a question, the question mark will go outside the closing quotation mark.</td>
</tr>
<tr>
<td>SUBJECT/VERB AGREEMENT</td>
<td>Singular subjects need singular verbs; plural subjects need plural verbs. Collective nouns (herd, team, board, faculty, etc.) take singular verbs.</td>
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<tr>
<td>PREPOSITIONS</td>
<td>A preposition describes a relationship between other words in a sentence. Examples are: after, at, beside, between, during, into, on, with, etc. In everyday speech we often use prepositions where they are not necessary. Eliminate unnecessary prepositions, particularly those at the end of sentences.</td>
</tr>
</tbody>
</table>

**For more help with writing style, the following Web sites and books are recommended:**
The Online Writing Lab (OWL) at Purdue University - [http://owl.english.purdue.edu/owl/](http://owl.english.purdue.edu/owl/)
*Latest edition of* The Associated Press Stylebook and Briefing on Media Law

**DIVERSITY STATEMENT**

The pledge of the Manship School of Mass Communication is to establish an intellectually diverse environment and an educational experience designed to cope with and improve an interconnected, modern world.

Through its students, faculty, curriculum, and culture, the school will create, maintain and support a supportive climate for learning and working among faculty, students and staff who are diverse with respect to race, ethnicity, national origin, gender, sexual orientation, gender identity/expression, age, spirituality, socio-economic status, disability, family status, experiences, opinions, and ideas.
THE 1, 2, 3s of a Mass Communication Education

1. Values
   - Freedom of Expression and understanding the range of systems of freedom around the world
   - Historical roles of media institutions and individuals in society
   - Ethical ways of pursuing truth, accuracy, fairness and diversity
   - Diversity of ideas, viewpoints and experiences domestically and globally

2. Knowledge
   - Understand and apply theories in presenting visual and written information
   - Ability to think analytically, creatively and independently
   - Use, conduct and evaluate research
   - Understand and apply statistical information
   - Use technology and current tools of the profession

3. Sharing of Information
   - Writing clearly and accurately
   - Editing and critically evaluating own work and the work of others

Believe it. Know it. Share it.