There is a short assignment for the first class meeting. You should read this syllabus and come prepared to discuss the readings assigned for the first class on January 11, 2019.
Day / Time: Fridays, January 11 - March 15 (winter) and April 5 - June 7 (spring)
- Class Days: 2:00-4:00 pm
- Group Engagement Days: 2:00-5:00 pm (including travel time)

Location: Annenberg Hall Room G01 or off-site (group engagements)

Office Hours: Please schedule via email (elizabeth@allowgood.org) as needed

Course Perspective
Community Engagement is the foundation of the Civic Engagement Certificate Program. As such, this course serves as your introduction to the intersection between off-campus community engagement, learning, and active citizenship in a democracy.

The civic sector – long standing in nature – has entered a period of unprecedented change over the last few decades. Such shifts have been in part due to the rise of innovations in social enterprise. Engaging meaningfully in these organizations demands a thorough understanding of the sector landscape, a confidence employing strategic tools to advance sustainable change, and an active consideration of accountability in light of potential social transformations.

This course is designed to provide a survey of the civic engagement sector from a critical analytical perspective. After providing an overview of the sector, we will delve deeply into distinctive aspects of civic engagement such as youth as agents of change, sustainable impact, stakeholder engagement, philanthropy as a tool for social change, social innovation, models for global engagement, and more. We will focus on emerging models that provide novel approaches to sustainable engagement, and we will have the opportunity to explore the similarities, differences, and nuances of such approaches. Moreover, we will utilize case studies that focus on both small ventures and more established organizations to critically analyze core concepts of this course. We will read about and discuss issues confronting educational organizations, major corporations, small NGOs (non-governmental organizations), and social enterprises.

Course Objectives
The primary objective of all class discussions, engagement experiences, and class assignments is the same: to connect academic frameworks, knowledge, and key concepts to your experiential learning engagements. Your learning should be deepened and enriched by personal and group engagement activities as you consider how to most effectively actualize your values and strengths in the sector. The aims of this course are:

1. To develop a broad understanding of myriad ways in which community organizations and citizens work to achieve change through community action in their neighborhoods and beyond;
2. To provide you with knowledge, skills, and tools – including primacy of mission, philanthropic frameworks, etc. – to actualize your interests in civic engagement;
3. To reinforce the importance of critical analytical thinking and to emphasize civic leadership as core components of high impact engagement;
4. To encourage and inspire your personal commitment to the sector over the remainder of your Northwestern career and throughout your lifetime; and
5. To emphasize the attributes, opportunities, and responsibilities of effective and strategic civic engagement.

Conceptual Framework and Course Themes
This course will introduce you to some of the basic facts and trends of the civic engagement sector and provide you with the opportunity to apply and critically analyze approaches to engagement in the local and global context.

The overall framework of the course is structured around themes including: Civic Engagement, Identity, Sustainability and Impact, Global Citizenship, Innovation, Philanthropy, Social / Plural Sector, Stakeholder Engagement, Strategic Analysis of Organizations, Democracy, and Your Role in the Sector

Required Reading
*The Good Citizen: How a Younger Generation Is Reshaping American Politics* by Russell Dalton and *Winners Take All: The Elite Charade of Changing the World* by Anand Giridharadas. All other readings will be made available on Canvas or handed out in class.

Engagement Experiences
Community Engagement is an experiential education class, and as such, has two components: engagement experiences and classes. The deep learning will take place at the intersection of the two. For the engagement experiences component, you are required to complete 25 hours of engagement in each quarter, for a total of 50 hours. Each quarter these hours will be divided evenly between group engagement experiences that we do together as a class in Evanston or Chicago (totaling 12.5 hours) and individual engagement experiences that you identify and do on your own (the remaining 12.5 hours).

Individual Engagement
You will be provided with suggestions and resources to help you seek out individual engagement opportunities. Please see the Civic Engagement Certificate Handbook for more information about what types of engagement are eligible to be counted towards the requirement. All individual community engagement hours should be logged in the online form, which will be shared on the first day of class.

Group Engagement
The week before each group engagement experience, you will receive a short “briefing” to prepare you for the experience. The briefing will include a description of the organization, the purposes of the experience, and logistical information (such as where we will meet). It will also include web links to the organization so that you can explore their website and materials before you visit them.

Class Participation
All students are expected to be prepared and active in discussion for all required class readings and cases.
Grades
You will receive two grades—one for Winter Quarter and one for Spring Quarter—worth a half credit each. Your grades will be determined as follows:

**Winter Quarter:**
- Active Participation 35%
- Engagement Essay 15%
- Midterm Team Project Concept (team grade) 20%
- Midterm Essay (individual grade) 20%
- Engagement Hours Log demonstrating 12.5 hours or more 10%

**Spring Quarter:**
- Active Participation 40%
- Final Project (team grade) 25%
- Final Essay (individual grade) 35%
- Engagement Hours Log demonstrating 12.5 hours or more 10%

To this end:
- **Attendance at class meetings and in engagement experiences is critical,** and each unexcused absence will result in lowering your grade. An excused absence has a specified reason and is one I have agreed to before class via email. You will be granted one excused absence during the course. If you miss a class, you are responsible for submitting a one-page response to a weekly reading of your choice as a substitute for your class discussion grade for the week.

- **I will assume thorough class preparation and active class participation,** including not only reading cases, articles, and associated materials but thinking about the “questions to consider” in advance. If, for some reason, you have been unable to prepare, please tell me before class – I will cold call regularly. What you say will be important but so will your verbal clarity and impact, as well as your ability to contribute to a *stimulating group discussion.* Note that there are two required books. I recommend you start reading these books well in advance of the class sessions during which they will be discussed.

- **You are required to comply with the policies found in the booklet, “Academic Integrity at Northwestern University: A Basic Guide.”** Your written work may be tested for plagiarized content. Late work will not be accepted. Any student requesting accommodations related to a disability or other condition is required to register with AccessibleNU (accessiblenu@northwestern.edu; 847.467.5530) and provide me with an accommodation notification, preferably within the first two weeks of class. All information will remain confidential.

- **Oral and written communications are important.** I value not only distinctive critical analytical rigor and insightfulness but also the clarity and impact of your writing and speaking. I will bring my best self to this class, and I ask you to commit to the same.
Formatting and Submitting Assignments

All assignments should be submitted as a hard copy at the beginning of class. Make sure to format assignments as follows:

- Have a title at the top. Give your essay a meaningful title of your choice that relates to the content.
- Include your name(s) at the top
- Be typed, double-spaced, using Times New Roman font, 12-point
- Include page numbers on every page
- Do not include a cover page.
- Include citations from at least three articles / concepts discussed in class and at least one external citation.

Graded Assignments

There are three individual papers over the course of the two quarters that require you to identify and interact with a social purpose organization of your choosing, ideally the same one for all three papers. Please read and understand what will be required in each paper early in the course so you can make sure that the organization you choose can supply you with what you need to research and write the three papers. If the organization is local, I suggest you visit it; if it is not, you will have to communicate by phone and other means. Sometimes identifying and gaining agreement from your chosen organization is more challenging and that is part of the assignment. You should attribute all sources including anything you obtain from interviews, research materials, etc.

Engagement Essay (individual) – due at Week 5, February 8th

Our first few classes and engagements have given us a broad framework for understanding the civic engagement sector. As you grow in your current and future role as a civically-minded individual, you have the opportunity to shape organizational outcomes and societal change by employing meaningful frameworks. Thus, we want you to begin utilizing such frameworks now through a critical lens. This assignment is your first opportunity to harness your learning and apply it to your experiences in an analytical fashion.

In this essay, you must explore, critique, and explain the role of your chosen social purpose organization as it relates to at least two key concepts discussed to date in class or during your engagement activities. Moreover, you should emphasize how your organization employs civic action as a tool to benefit the greater good. Give clear examples of how your chosen organization demonstrates the models we have discussed together in their day-to-day operations. Your essay should be 3-4 double-spaced pages.

Suggested Paper Structure:

- Introduction
- Background (mini literature review)
- Main Discussion (3-5 paragraphs)
  - Present your issues of focus in further detail
  - Analyze the issue using key framework / model elements that you presented in the Background section
- Conclusion and Opportunities for Future Exploration

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Midterm Team Project Concept - due at Week 7, February 22nd
From the first day of class onward, we will be reflecting on our community engagement experiences, categorizing and analyzing:

- how different organizations address different challenges in different (and overlapping, and similar) ways, and
- how you can apply your skills, as university students, to make an impact.

For your team project, you will work in small teams to write a 3-page overview for a creative product that can be shared with others to demonstrate how university students can engage in deep and diverse ways in community action. You should focus on a community action topic (such as youth development, homelessness, global development, etc.) that resonates with your group. In your paper, you should address themes present your issue, offer background for the problem, discuss your idea for your creative approach to bring attention to the issue, and consider how you will employ a lens that emphasizes sustainability, impact, and mission-primacy.

For your final project at the end of Spring Quarter, you will complete your creative product to be presented in PowerPoint or Prezi. More details will follow early in Spring Quarter.

Midterm Essay (individual) - due at Week 10, March 15th
During this quarter, we have begun to explore the civic engagement landscape. As you consider your current and future role in the sector, you should reflect critically the ways in which organizations are structured, in which they operate, and how their leadership envisions impact. This assignment is meant to challenge you to apply lessons learned both during classroom experiences and external engagements to the organization of your choosing. I encourage you to identify an organization with a mission and programs aligned with your civic interests.

Assignment detail: Write a 6-7 page essay that examines an existing social purpose organization, its activities, structure, sustainability, and opportunity for growth. Your midterm assignment is to apply and analyze an existing social purpose organization using Waterman’s 7-S (system, structure, style, staff, skills, strategy, superordinate goals) model. Your essay should identify each of the “S’s” as they exist in the organization’s current structure, should identify either strengths or weaknesses where evident and relevant, and should suggest opportunities for organizational improvement.

Suggested Paper Structure:
- Title
- Introduction to a Social Purpose Organization of Choice (1 page)
- Overview of Waterman’s 7-S model and discussion of model strengths and weaknesses (1 page)
- Application of Waterman’s 7-S model to the Social Purpose Organization of Choice (3-4 pages)
- Conclusion and Opportunities (1 page)
  - Having applied Waterman’s 7-S framework, what questions do you still have about this organization’s operations and future activities?
  - What do you want to know more about and why?
General Expectations
Individuals typically participate civically because of their personal passions and values. I take academic integrity seriously, and I expect that you attribute your work to the sources on which you draw – books, articles, websites, or information provided by organizations without exception. Above all, I recognize you are taking this course as part of your certificate commitment but also because you aspire to have significant understanding of the sector for your current and future engagements. I commend you! As a result, we should all bring to the course the enthusiasm, energy, and commitment that are the traits of all successful social purpose individuals. I look forward to walking alongside you over the next two quarters. We have much to learn together, and our collective commitment to exploration will enrich us all.

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WINTER QUARTER

Mission Matters

Week 1: January 11
Introduction to Program, Course, People, and Conceptual Framework
As we prepare to understand various community engagement models that transcend sectors, this class will provide an important introduction to the concept of a mission statement as a crucial beacon for organizational operation. We will also spend time understanding the larger framework for this course, set expectations for our time together, and begin discourse around agency in context of the sector.

Required Reading:
- Course syllabus

Questions to Consider:
- What are the attributes of an effective mission statement?
- Why is a mission statement of primacy for social purpose organizations?
- Why might one’s personal mission statement be important in the context of civic engagement?
- What is your personal mission statement?

Assignment Due: Read syllabus in advance of first class, come prepared to discuss the required reading for today’s class, and write your personal mission statement in advance of class. Be prepared to share your personal mission statements in small groups and with the entire class.

Week 2: January 18
Guest Lecturer: Dr. Dan Lewis

Required Reading:
- The Good Citizen: How a Younger Generation Is Reshaping American Politics by Russell Dalton. Read chapters 1, 2, 3 & 9. That includes:
  - Citizenship and the Transformation of American Society
  - The Meaning and Measurement of Citizenship
  - Forming Citizenship Norms
  - The Two Faces of Citizenship

Week 3: January 25
Group Engagement at Curt’s Cafe with guests from Youth Job Center and Y.O.U.
Week 4: February 1

An Exploration of Civic Engagement and the Plural Sector

Civic engagement is often centered around organizations that serve the public good. As we consider meaningful engagement, we must also come prepared with a framework for how such organizations operate effectively. The starting point for a nonprofit – fundamentally and strategically – is a compelling mission. The mission must inspire multiple stakeholders, focus the organization’s activities and resources, frame complex tradeoffs, and be able to reflect changes in the external environment. From this foundation, key stakeholders, a sound strategy, and active networks must nourish organizations.

Required Reading:

Questions to Consider:
- This week, you were presented with myriad perspectives on how to view the nonprofit / plural sector. Which is the most parsimonious framework to understanding the sector? Must we choose? Why or why not?
- How can organizations inspire key stakeholders to actualize their missions?
- What can history teach us about the sector at large? Is it essential for organizational leaders to understand historical context of the social purpose sector? Why or why not?

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Identities Influence

Week 5: February 8
Group Engagement at Evanston City Hall

Assignment Due: Engagement Essay (due at beginning of class)

Week 6: February 15

Unearthing the Influence of Identity
At the core of civic engagement, we find our own assumptions, values, mindsets, and selves. Our identities play a role in how we actualize our engagement with others, in our communities, and in the world at large. Developing an understanding of our underlying assumptions and challenging our typical perspectives, we will work together to explore the
ways in which our identifies influence our behaviors. Moreover, we will consider how other activists have been bolstered by harnessing their personal strengths and leveraging them for collective impact.

Required Reading:
- *Winners Take All: The Elite Charade of Changing the World* by Anand Giridharadas
- Biography: *Marwen* Deputy Director, Akilah Halley

Questions to Consider:
- How might our identities intersect with our personal philanthropic passions?
- Why is it important to have people with diverse identities in a decision-making group?
- What role does our identity play as we consider our own engagement in civic life? How can we challenge ourselves to be true to our identities through our civic experiences?

**Week 7: February 22**
Group Engagement at *Rotary International*

Assignment: Midterm Team Project (due at beginning of class)

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**Strategies Strengthen**

**Week 8: March 1**
*Strategic Analysis: Empowering Youth as Agents of Change*
Thus far, we have focused on mission primacy as organizations start and grow their efforts. As organizations develop, they can easily drift from their desired vision to affect change. We will focus on how strategic tools might provide structure for organizational advancement. Such models have been effective in guiding organizations in the for-profit sector, and lessons can be gleaned from these successes and applied to the activities of social purpose organizations. In this class, we will develop an understanding of the models, apply the frameworks to an existing social purpose organization, and analyze the effectiveness of employing the 7-S model for organizational change.

Required Reading:
- Case: Questbridge: A Search for Scale, Stanford Graduate School of Business, Copyright © 2005
- Waterman, Jr., “Structure is Not Organization”, *McKinsey Staff Paper*, June 1979 (7-S Model for Organizational Change)
- Biography: *Mikva Challenge* chief executive officer, Michelle Morales

Questions to Consider:
- Why might business models (i.e. 7-S Model for Organizational Change) be effective tools to understand youth-serving organizations?
• How would you assess QuestBridge’s overall strategic position using 7-S analysis?
• I challenge there is a neglected “S” in the 7-S Model: Stakeholders. In the case of youth-serving organizations, why might the voices of youth and their parents be of essence to achieving impact?

Week 9: March 8 | NOTE: Class time is 2:00 - 5:30 PM
Group Engagement with The Obama Foundation

Week 10: March 15
Sustainability, Impact, and Stakeholder Engagement
As social purpose organizations multiply, resources become increasingly more challenging to acquire; social, human, and financial capital become limited resources. Therefore, responsible organizational leaders must prioritize creating sustainable solutions that consider potential impact at the outset. Moreover, emphasizing stakeholder engagement ensures the strength of organizational activities. There are inherent assets in the individual and partner stakeholders that surround and organization, and those that understand how to actualize stakeholder strengths will benefit from engaged contributors.

Assignment: Midterm Essay (due at beginning of class)

Required Reading:

Questions to Consider:
• How would you prioritize sustainability, impact, and stakeholder engagement as the leader of a social purpose organization?
• Should social transformation be at the core of all plural sector organizations’ activities?
• Why is system leadership imperative for significant advancement of sustainable civic engagement?