COLLEGE: College of Liberal Arts   **DEPARTMENT:** Political Science Department
COURSE CODE: CITIGOV   **CLASS DAYS/TIME/ROOM:** _____
INSTRUCTOR: _____   **CONSULTATION HOURS:** _____

Course Description

This course provides students with a setting to critically examine and evaluate the multiple expressions of citizenship in democratic governance. As such it aims to facilitate their exploration of the interaction, challenges, opportunities, and limits of citizenship and governance in theory and in practice. In particular, students will contextualize citizenship and governance through the actual practice of citizenship based on their involvement in a governance project.

In this course, the students are expected to determine the meaning and significance of the concept of citizenship and skillfully interpret and evaluate through observation, communication, information and argumentation its link to democratic governance. The course shall enable the students to internalize and demonstrate the values of social responsibility, responsible citizenship, and commitment to the advancement of common good, justice, freedom, human rights, and rule of law.

Through transformative learning, the students shall be able to communicate ideas, information, and arguments orally and in writing the notion and practice of citizenship and its relation to the development/underdevelopment of society, government, and the world. Furthermore, the students are expected to practice citizenship through a governance project that promotes good democratic governance and collaborative learning.

Learning Outcome

CLA ELGAs	Learning Outcome
A DLSU graduate is a: · Critical and creative knowledge producer · Socially responsive and collaborative citizen · Competent professional · Diversity-sensitive communicator · Morally principled and faith-inspired leader	**Upon the conclusion of this course, students are expected to complete a collection of individual and group outputs from their involvement in a governance project that they have identified and selected. Their involvement in the governance project is characterized by active and reflective participation. Said outputs will require students to reflect upon their role as citizens within these initiatives. Their reflections will be concretized in appropriate recommendations that benefit from the application of social scientific tools and the concepts that they have learned in classroom sessions regarding good democratic governance.**

Final Course Output

As evidence of attaining the above learning outcome, students are required to accomplish and submit the following during the indicated dates of the term.

Learning Outcome	Required Output	Due Dates
Upon the conclusion of this course, students are expected to complete a collection of individual and group outputs from their involvement in a governance project that they have identified and selected. Their involvement in the governance project is characterized by active and reflective participation. Said outputs will require students to reflect upon their role as citizens within these initiatives. Their reflections will be concretized in appropriate recommendations that benefit from the application of social scientific tools and the concepts that they have learned in classroom sessions regarding good democratic governance.	**Final Output** **Governance Project:** In general, an active and reflective participation in an on-going governance initiative. Specifically, students are required to examine their place as active citizens in the chain or flow of a current governance initiative and to evaluate the design and impacts of the governance program according to the theories, concepts, and norms of good democratic governance employing social scientific tools of inquiry. Students will be divided into groups, with each group undertaking a specific Governance Project.	Week 3: Description of an issue Week 5: Description of an ongoing governance project Week 10: Citizenship fair Week 14: Group final paper and journal entry #4
	Component Outputs For purposes of submitting assigned individual and group outputs identified below, each group should put up a web-based blog where outputs are posted. Students are reminded that a citizen's right to exercise freedom of expression entails the corresponding responsibility to be accountable for whatever views are expressed. Hence, in each blog-site, the following disclaimer should be clearly placed: "The views expressed in the essays appearing in this website are attributed only to the identified author/s, and do not represent the views of the entire group, the class, the course instructor, nor the university to which the student belongs." Individual output #1: Blog entry #1: "**What bothers me?**" (5%) Students are expected to cite their concerns and insights regarding the political arena, via primary criticisms of certain issues and topics. Group output #1: **Description of the Issue** (including stakeholder analysis) (10%) Students are expected to give an overview of an issue that they want to be engaged with for the governance project.	 End of Week 2 End of Week 3

	Group output #2: **Description of an existing governance initiative** (including where and how they can engage) (15%)	
	Students are expected to give a primary account of a certain governance initiative whose aim is to address the issue they cited in the previous output.	End of Week 5
	Individual output #2: Blog entry #2: **"What do we hope to achieve?"** (10%)	
	Students must be able to express their preliminary expectations regarding their role in a certain governance initiative, and the possible outcomes and experiences that they could gather from this engagement. This is in preparation for the citizenship fair.	End of Week 8
	Individual output #3: Blog entry #3: **"What major insight have I gained so far from my on-going experiences in engaging in the initiative?"** (10%)	
	Students must be able to describe their experiences, and present the insights they gathered from participating in a governance initiative.	End of Week 11
	Group output #3: **Final Paper on the group's experiences during their engagement** (15%)	
	Students are expected to describe the totality of their experiences during the engagement, and to evaluate the governance project's design and impacts based on their observations and knowledge concerning good democratic governance with an application of social scientific tools of inquiry.	End of Week 14
	The final paper should also contain appropriate recommendations that benefit from the application of social scientific tools and the concepts that students have learned in classroom sessions regarding good democratic governance.	
	Individual output #4: Blog entry#4: **"What are the prospects and limits of my power as a Citizen?"** (15%)	
	Students are expected to have a clear understanding of their role and identity as a citizen. This is accomplished through an examination of the extent and limitations of their power as individual citizens, and as a part of civil society organizations (CSOs).	End of Week 14

Rubrics for Assessment

The individual and group outputs of the students will be assessed using specific rubrics. Assessment rubrics for the individual and group culminating papers are found below. Assessment rubrics for other component outputs are attached as an annex.

Group Output #3: Final Paper on the group's experiences during their engagement

Criteria	Exemplary 4	Satisfactory 3	Developing 2	Beginning 1	RATING
Purpose	Introduces and presents paper effectively and clearly; purpose is obvious to the reader	Introduces and presents the paper adequately	Introduces and presents paper somewhat effectively	Introduces and presents the paper poorly; purpose is generally unclear	5%
Writing quality and format	The paper contains very minimal or no grammatical and technical errors. Uses APA format accurately and consistently	The paper contains some grammatical and technical errors. Uses APA format with minor violations	The paper contains several grammatical and technical errors. Reflects incompetence in the use of APA format	The paper contains substantial grammatical and technical errors. Does not use APA format	5%
Development and content	Develops paper with exceptional care, including all topics assigned in a seamless manner; provides a balanced presentation of relevant information and shows a thoughtful, in-depth analysis of the topics; reader gains insights	Develops paper as assigned, including a full discussion of each topic assigned; information displays a clear analysis of the significant topics; reader gains some insights	Does not fully develop paper as assigned and may ignore one of the major issues or treat it in a cursory manner; analysis is basic or general; reader gains few insights	Paper is undeveloped; paper relates poorly to the assignment and includes very little discussion of the issues discussed in the course; analysis is vague or not evident; reader is confused	25%
Cohesion and insight	Ideas are supported effectively; the group shows clear evidence of having understood and synthesized course concepts; the application of concepts to the event chosen is exceptional	Ideas are generally supported; the group shows evidence of having read, understood, and correctly applied the course concepts to the event chosen	Many ideas are unsupported and it may not be clear whether the writer has understood or synthesized the concepts; application to the event may be incomplete	Writing is incoherent and shows little or no insight; there is no evidence that the group has read the assigned texts or understood the concepts	25%
Collaboration	The groupmates always worked from each others' ideas. It was evident that all group members contributed equally to the final output	The groupmates worked from others' ideas most of the time. And it seems like everyone did some work, but some people are carrying the project tasks more.	The groupmates sometimes worked from others' ideas. However, it seems as though certain people did not do as much work as others.	The groupmates never worked together. It seems as though only a few people worked on the final output	15%

					25%
Contribution and creativity	The paper offered an imaginative new insight or a very interesting idea on governance and citizenship. The demonstration also showed strong effort was made in breaking new ground and building excitement about the course.	The paper offered an imaginative idea or approach on citizenship and governance. The paper also showed initial effort was made in building excitement about the course.	The paper offered nothing new or is not very imaginative — no interesting information or approach on citizenship and governance is offered. The paper also showed initial effort was made in building excitement about the course.	The paper was not complete and offered no new information or approach on citizenship and governance. The paper also showed that little effort was made in building excitement about the course. The effort is very lackluster.	
				TOTAL	100%

* A grade of 0.0 (below 70%) will be given to students who: 1.) did not submit any output; 2.) did not meet any of the objectives within the passing score; and 3.) committed plagiarism.

Individual Blog Entry #4: What are the prospects and limits of my power as a Citizen?

Criteria	Exemplary 4	Satisfactory 3	Developing 2	Beginning 1	RATING
Organization	Arranges ideas clearly and logically to support the purpose or argument; ideas flow smoothly and are effectively linked; reader can follow the line of reasoning	Arranges ideas adequately to support the purpose or argument; links between ideas are generally clear; reader can follow the line of reasoning for the most part	Arranges ideas adequately, in general, although ideas sometimes fail to make sense together; reader remains fairly clear about what writer intends	Arranges ideas illogically; ideas frequently fail to make sense together; reader cannot identify a line of reasoning and becomes frustrated or loses interest	10%
Writing quality and format	The paper contains very minimal or no grammatical and technical errors. Uses APA format accurately and consistently	The paper contains some grammatical and technical errors. Uses APA format with minor violations	The paper contains several grammatical and technical errors. Reflects incompetent knowledge of APA format	The paper contains substantial grammatical and technical errors. Does not use APA format	5%
Development and content	Develops paper with exceptional care, including all topics assigned in a seamless manner; provides a balanced presentation of relevant information and shows a thoughtful, in-depth analysis of the topics; reader gains insights	Develops paper as assigned, including a full discussion of each topic assigned; information displays a clear analysis of the significant topics; reader gains some insights	Does not fully develop paper as assigned and may ignore one of the major issues or treat it in a cursory manner; analysis is basic or general; reader gains few insights	Paper is undeveloped; paper relates poorly to the assignment and includes very little discussion of the issues discussed in the course; analysis is vague or not evident; reader is confused	30%
Cohesion and insight	Ideas are supported effectively; the paper shows clear evidence of having understood and synthesized course concepts; the application of concepts to the event chosen is exceptional	Ideas are generally supported; the paper shows evidence of the writer having read, understood, and correctly applied the course concepts to the event chosen	Many ideas are unsupported and it may not be clear whether the writer has understood or synthesized the concepts; application to the event may be incomplete	Writing is incoherent and shows little or no insight; there is no evidence that the writer has read the assigned texts or understood the concepts	30%

Contribution and creativity	The paper offered an imaginative new insight or an interesting idea on governance and citizenship. The paper demonstrates that strong effort was made in breaking new ground and building excitement about the course.	The paper offered some imaginative new information or approach on citizenship and governance. The paper also showed some effort was made in building excitement about the course.	The paper offered few imaginative or new information or approach on citizenship and governance. The paper also showed initial effort was made in building excitement about the course.	The paper was not complete and offered no new information or approach on citizenship and governance. The paper also showed that little effort was made in building excitement about the course. The effort is unimaginative.	25%
				TOTAL	100%

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Other Requirements and Activities

The course will employ a variety of learning activities including: Quizzes; Simulation exercises; Role-playing; Seat works; Film viewing; Lecture-discussions; and Group project planning, implementation, and presentation.

Grading System

Required Output	Percentage
Individual Journal entry #1: "What bothers me?"	**5%**
Group Output #1: Description of the Issue	**10%**
Group Output #2: Description of an existing governance initiative	**15%**
Individual Journal entry #2: "What do I hope to achieve?"	**10%**
Individual Journal entry #3: "What major insight have I gained so far from my on-going experiences in engaging in the initiative?"	**10%**
Group Output #3: Final Paper on the group's experiences during their engagement	**15%**
Individual Journal entry#4: "What are the prospects and limits of my power as a Citizen?"	**15%**
Class Participation	**20%**
TOTAL	**100%**

The final grade will be computed based on this scale:

RATING	GRADE EQUIVALENCE
97-100	4.0
93-96	3.5
89-92	3.0
85-88	2.5
80-84	2.0
75-79	1.5
70-74	1.0
0-69	0.0

Learning Plan

Learning Outcome	Topics	Class Meeting	Learning Activities and/or Required Outputs
Students understand the distinction between the State and the Government; and, they should know how the notion of the State, Government, Society, and Citizens relate to each other.	**Understanding the State, Government, Society, and the Citizen:** A Review of Fundamental Concepts	Week 1	**Group Activity:** Map out the relationships between the following concepts: State, Government, Society, Citizens, Non-Government Organizations
Students understand the challenges of citizenship within a modern polity whose institutions are undergoing legitimation crisis. Furthermore, students analyze the crisis of Philippine democratic institutions in relation to underdevelopment, poverty, and social conflicts.	**Sociological Imagination**	Week 2	**Individual output:** Blog entry #1 **Group Discussion on the results of Blog Entry #1** **Group output #1:** Description of the issue (including stakeholder analysis)
Students understand the distinction between these two kinds of citizenship, in terms of the set of rights and responsibilities that these entail.	**Citizenship Within and Outside the Nation-State:** A Discussion on Filipino and Global Citizenship	Week 3	**Group Activity:** Tabulate the similarities and differences between these two kinds of citizenship.
Students recognize their own political identities, and to understand the role that these play in the formation of their identity as citizens, and the establishment of their standards of a "Good Citizen". Moreover, they should appreciate citizenship as an expression of both individuality and belongingness, and that social responsibility is a fusion of individual happiness/satisfaction and the achievement of a common good.	**Self, Citizenship, and Social Responsibility:** A Discussion on the Power and Responsibilities of the Individual Citizen, as well as the role of Identity in the formation of the Self as a Citizen.	Week 4	**Group output #2:** Description of an existing governance initiative (including where and how they can engage) **Film Viewing**
		Week 5	**Class Recitation:** Regarding how an individual views him/herself as a citizen in relation to his/her identity/ies and what his/her qualifications are for being a "Good Citizen."
Students understand the importance and roles of the various attributes that constitute the Democratic Citizens.	**The Democratic Citizen:** A discussion of the Socially, Politically, and Economically Empowered Citizen	Week 6	**Group Discussion:** Regarding the student's primary knowledge on enabling attributes of the democratic citizen.

Students understand how the concept of governance developed into its current form, and to know the established attributes of good governance. Moreover, they distinguish between governance and government, and the role of the latter in a system of good governance.	**Governance and government:** A discussion of the distinction between these two, and their relationship with each other.	Week 7	**Group Discussion and Planning for Civic Participation in a Governance Programme** **Individual output:** Blog entry #2 ("What do we hope to achieve?)
	Research Break #1	Week 8	
Continuation of Week 7 discussion and activity. Students share their plan of intervention/participation in a governance project that will be showcased in the citizenship fair.	**Governance and Government:** their interaction in a concrete intervention/participation presented in a citizenship fair.	Week 9	**Governance Simulation/Role-Playing Activity** **Individual output:** Blog entry #3
	CITIZENSHIP FAIR	Week 10	
Students share their reflection on civil society and citizenship in their presentation of it in the citizenship fair.	**Governance and the Society:** A Discussion on the Role of the Civil Society in Effective Governance	Week 11	Forum panels, facilitated discussion
Students synthesize their learnings from weeks 7-11. Furthermore, at this point of the course, they must have the capacity to properly evaluate the efficacy of governance initiatives.	**The System of Democratic Governance:** A Discussion on the features of Effective Democratic Governance	Week 12	Workshop
Students share the initial draft of their group final paper about their participation in a governance project. The draft should already contain appropriate recommendations that benefit from the application of social scientific tools and the concepts that they have learned in classroom sessions regarding good democratic governance.	**Initial draft of final paper.**	Week 13	Facilitated presentation and Discussion
	Final examinations week	Week 14	**Group output #3: Final group paper** **Blog entry #4**

References

Constantino David, Karina (1997). Intra-Civil Society Relations. In Miriam Coronel Ferrer (Ed.), Civil Society Making Civil Society. Quezon City: Third World Studies Center.

Cox, Eva (1995). A Truly Civil Society: The Boyer 1995 Lectures. From www.idb.org

David, Randolf (2004). Nation, Self and Citizenship. Pasig City: Anvil.

Diokno, Maria Serena (1997). Democracy and Citizenship in Filipino Political Culture. Quezon City: Third World Studies Center.

Ferrer, Miriam Coronel (1997). Civil Society Making Civil Society. In Miriam Coronel Ferrer (Ed.), Civil Society Making Civil Society. Quezon City: Third World Studies Center.

Fukuyama, Francis. Social Capital and Civil Society. From www.imf.org

Hirst, Paul (2000). Democracy and Governance. In Jon Pierre (ed.), Debating Governance. Oxford: Oxford University Press.

Magstadt, Thomas (2009). Understanding Politics: Ideas, Institutions, and Issues. 8th Edition. Thomson and Wadsworth. Chapter 10.

Pierre, Jon and Guy Peter (2000). Governance, Politics and the State. London: MacMillan. Parts I and II.

Putnam, Robert (1993). Making Democracy Work. New Jersey: Princeton University Press.

Rawls, John (1993). Political Liberalism. New York: Columbia University Press.

Sen, Amartya (1994). Development as Freedom. Anchor Books.

Villa, Dana (2001). Socratic Citizenship. Princeton and Oxford: Princeton University Press.

Wui, Marlon and Glenda Lopez (1997). State-Civil Society Relations in Policy-Making. In Marlon Wui and Glenda Lopez (Eds.). State-Civil Society Relations in Policy-Making. Quezon City: Third World Studies Center.

Online materials

http://info.worldbank.org/governance/wgi2007/mc_countries.asp
Worldwide Governance Indicators

http://www.cultureunplugged.com
Short films on hunger in the Philippines and on human rights

www.elib.gov.ph; www.eldis.org
Reading materials on responsible citizenship and governance

Annex: Assessment Rubrics for Other Course Outputs

Individual Blog Entry #1: What bothers me?

Criteria	4: Exemplary	3: Satisfactory	2: Developing	1: Beginning	Rating
Insights and organization	Insights into socio-economic and political issues and implications were clearly integrated in the essay. There is awareness of increased complexity of issues and situations. Connections of socio-economic and political issues and the self were clearly explained.	Some insights into socio-economic and political issues. Making connections with implications for self. Some sense of complexity.	Experience with socio-economic and political issues at an intuitive or emotive level. Gains affectively from experiences but insights based on conscious reflection are few or simplistic.	Doing the assignment. Neutral experience without personal resonance or impact.	45%
Commitment and challenge	Essay shows a concrete personal plan of action or personal challenge to address socio-economic and political issues.	Essay indicates a basic 'next step' addressing socio-economic and political issues.	Essay does not clearly define 'next step' of action but touches on opportunities to address socio-economic and political issues.	Essay does not tackle nor show any commitment to address socio-economic and political issues	45%
Writing quality	Strong writing style with clear ability to express thoughts and point of view. Excellent grammar, syntax, and spelling	Good writing style with solid ability to convey meaning.	Writing ability provides meaning adequately. Few grammar, syntax, and spelling errors	Difficulty expressing ideas. Limited syntax. Needs to work on grammar and spelling	10%
				TOTAL	100%

* A grade of 0.0 (below 70%) will be given to students who: 1.) did not submit any output; 2.) did not meet any of the objectives within the passing score; and 3.) committed plagiarism.

Group Output #1: Description of the issue

Criteria	4: Exemplary	3: Satisfactory	2: Developing	1: Beginning	Rating
Integration of concepts, ideas, and insights discussed in class	Concepts, ideas, and insights discussed in class were integrated throughout the presentation. All information are clear, appropriate and correct.	Integration of the concepts, ideas, and insights discussed in class is evident in much of the project. Most information are clear, appropriate, and correct.	Some concepts, ideas, and insights discussed in class are evident.	Only few concepts, ideas, and insights discussed in class are evident.	50%
Citing sources	All sources are properly cited	Most sources are properly cited	Few sources are properly cited	No sources are properly cited	15%
Organization	The sequence of presentation is logical and intuitive	The sequence of information is logical	The sequence of information is somewhat logical	The sequence of information is not logical	25%
Technical	Presentation runs perfectly with no technical glitches	Presentation runs adequately with minor technical glitches	Presentation runs with a notable number of glitches.	There are too many technical glitches to understand the presentation	10%
				TOTAL	100%

* A grade of 0.0 (below 70%) will be given to students who: 1.) did not submit any output; 2.) did not meet any of the objectives within the passing score; and 3.) committed plagiarism.

Group Output #2: Description of an existing governance initiative (Adapted from a rubric found at http://www.uen.org/Rubric/rubric.cgi?rubric_id=16)

Criteria	4: Exemplary	3: Satisfactory	2: Developing	1: Beginning	Rating
Use of Evidence/ Examples	Almost all of the supporting evidence utilized in the paper are accurate	Majority of the supporting evidence utilized in the paper are accurate	More than half of the supporting evidence utilized in the paper are inaccurate	Most of the evidence supporting evidence utilized in the paper are inaccurate	30%
Content	The supporting arguments are clear and persuasive	The supporting arguments are present but lack persuasiveness	The supporting arguments are present but inconsistent	The supporting arguments do not support the thesis statement or main argument	30%
Interpretation	The thesis statement or main argument is clear and persuasive	The thesis statement or main argument and the is present but lacks persuasiveness	The thesis statement or main argument is present but vague	The thesis statement or main argument is not present in the paper	30%
Referencing	Minimal or no flaws in academic referencing entries	Some of the academic referencing entries are flawed	Numerous academic referencing entries are flawed	Majority of academic referencing entries are flawed	10%
				TOTAL	100%

* A grade of 0.0 (below 70%) will be given to students who: 1.) did not submit any output; 2.) did not meet any of the objectives within the passing score; and 3.) committed plagiarism.

Individual Blog Entry #2: What do I hope to achieve?

Criteria	4: Exemplary	3: Satisfactory	2: Developing	1: Beginning	RATING
Use of Evidence	Almost all of the supporting evidence utilized in the paper are accurate	Majority of the supporting evidence utilized in the paper are accurate	More than half of the supporting evidence utilized in the paper are inaccurate	Most of the evidence supporting evidence utilized in the paper are inaccurate	30%
Commitment and challenge	Essay shows a concrete personal plan of action or personal challenge to address socio-economic and political issues.	Essay indicates a basic 'next step' addressing socio-economic and political issues.	Essay does not clearly define 'next step' of action but touches on opportunities to address socio-economic and political issues.	Essay does not tackle nor show any commitment to address socio-economic and political issues	30%
Writing quality	The paper contains very minimal grammatical and technical errors.	The paper contains some grammatical and technical errors.	The paper contains several grammatical and technical errors.	The paper contains substantial grammatical and technical errors.	10%
Content	The supporting arguments are clear and persuasive	The supporting arguments are present but lack persuasiveness	The supporting arguments are present but inconsistent	The supporting arguments do not support the thesis statement or main argument	30%
				TOTAL	100%

* A grade of 0.0 (below 70%) will be given to students who: 1) did not submit any output; 2) did not meet any of the objectives within the passing score; and 3) committed plagiarism.

Individual Blog Entry #3: What major insights have I gained so far from my on-going experiences in engaging in the initiative?

Criteria	4: Exemplary	3: Satisfactory	2: Developing	1: Beginning	RATING
Use of Evidence	Almost all of the supporting evidence utilized in the paper are accurate	Majority of the supporting evidence utilized in the paper are accurate	More than half of the supporting evidence utilized in the paper are inaccurate	Most of the evidence supporting evidence utilized in the paper are inaccurate	25%
Writing quality	The paper contains very minimal or no grammatical and technical errors.	The paper contains some grammatical and technical errors.	The paper contains several grammatical and technical errors.	The paper contains substantial grammatical and technical errors.	10%
Content	The supporting arguments are clear and persuasive	The supporting arguments are present but lack persuasiveness	The supporting arguments are present but inconsistent	The supporting arguments do not support the thesis statement or main argument	25%
Awareness, development, and growth	Significant growth. Evidence of synthesis of experience into goals or plan of action, with implications for the future	Increased sensitivity, change of attitude, and awareness of issues.	Steady course, Incremental progress on awareness.	Limited progress. Repetitious experience and reflection	40%
				TOTAL	100%

* A grade of 0.0 (below 70%) will be given to students who: 1.) did not submit any output; 2.) did not meet any of the objectives within the passing score; and 3.) committed plagiarism.