Course Description
Democratic citizenship is hard work. In this course, we will think carefully about the meaning of democracy, about the meaning of citizenship, and about contemporary challenges facing democratic citizens. Our readings are drawn from political theory and empirical political science, and so will also give you a sense of what the study of politics looks like at the college level.

As you know, PS 100 is part of a first year interest group (FIG). The FIG is designed to ensure thematic connections across the three courses. In fact, this course and English 175 share some common readings (Common Sense and The New Jim Crow). I encourage you to think both about links between the courses and about differences in approach across academic disciplines. Sometimes, you may find yourselves continuing a conversation in our seminar that started in one of the other courses. That’s great – even if I occasionally feel out of the loop!

Course Objectives
1. Students will gain knowledge of different understandings of democracy.
2. Students will critically analyze the meaning of citizenship and its relationship to democracy.
3. Students will critically analyze posed to democratic citizenship in the contemporary world.
4. Students will evaluate the state of democratic citizenship today.
5. Students will become more critical and reflective citizens of democracy.

Course Materials
Course Requirements and Grading

This is a seminar, which means we will spend our sessions discussing the assigned readings in considerable depth and will often focus upon specific passages. Given this, it is absolutely essential that you complete the assigned readings before class and come to class ready to think about them. It is also important that you bring the relevant text(s) with you to each course meeting. Part of your grade depends upon your participation in our discussions; you cannot participate if you do not attend.

Your course grade will also depend on various sorts of writing. These include three 500 word response essays in which you will offer your reflections on the understanding of democratic citizenship that emerges from our readings of Plato, Paine, and Addams in the first weeks of the course. You will then write a 1000 word critical analysis essays on one of three books that raise issues about contemporary democratic citizenship (choosing two from Thiess-Morse, Alexander and Bartels). A final 1500 word essay will ask you to reflect upon our course readings and offer your own analysis of democratic citizenship today.

You will notice on the course schedule several days labeled “digital Friday.” On these days, we will engage in activities (sometimes in class, sometimes at a distance) that explore the place of new technology in education and in our politics. Your participation in Digital Friday activities will form part of you grade.

Course grades will be calculated approximately as follows, though I reserve the right to change assignments and weightings as I deem necessary:

- Response Essays (3 @ 10% each) 30%
- Critical Analysis Essay 20%
- Final Essay 30%
- Digital Friday Activities 15%
- Attendance & Participation 5%

PLEASE NOTE THE FOLLOWING POLICIES:

- Students needing special accommodations to enable full participation in this course should contact the instructor as early as possible. All information will remain confidential. You also may contact the McBurney Disability Resource Center, 1305 Linden Drive, (608) 263-2741 regarding questions about campus policies and services.

- You must complete all assignments to pass the course.

- Papers must be turned in on the due dates listed on the course schedule below. Late papers will be penalized one half letter grade (e.g., A to AB; B to BC) for each day they are late.

- I will not discuss grades on papers for 24 hours after they have been returned. If, after 24 hours’ reflection, you have a concern about a grade, please approach me with a brief written explanation of your concern. Any concerns about grading must be raised no later than two weeks after the assignment has been returned.

- Any instances of plagiarism or academic dishonesty will be dealt with in full accordance with University policy and will result in a grade of “F” for the course.
### COURSE SCHEDULE

#### PART I: Democracy and Citizenship
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>W Sept. 5</td>
<td>Introduction to class</td>
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<tr>
<td>F Sept. 7</td>
<td>What is democracy? What is citizenship?</td>
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#### The Philosopher as Democratic Citizen
<table>
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<tr>
<th>Date</th>
<th>Activity</th>
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<tr>
<td>M Sept. 10</td>
<td>Plato, Apology</td>
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<tr>
<td>W Sept. 12</td>
<td>Plato, Apology</td>
</tr>
<tr>
<td>F Sept. 14</td>
<td>Digital Friday</td>
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<tr>
<td>M Sept. 17</td>
<td>Plato, Crito</td>
</tr>
<tr>
<td>W Sept. 19</td>
<td>Aristophanes, <em>Clouds</em></td>
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<tr>
<td>F Sept. 21</td>
<td>Socrates response essay due</td>
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#### The Revolutionary as Democratic Citizen
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>M Sept. 24</td>
<td>Paine, <em>Common Sense</em>, pp. 3-21</td>
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<tr>
<td>W Sept. 26</td>
<td>Paine, <em>Common Sense</em>, pp. 21-51</td>
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<tr>
<td>F Sept. 28</td>
<td>Digital Friday</td>
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<tr>
<td>F Oct. 5</td>
<td>Paine response essay due</td>
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#### The Social Reformer as Democratic Citizen
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<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>M Oct. 8</td>
<td>Addams, <em>Democracy and Social Ethics</em>, Introduction and Chapter 1</td>
</tr>
<tr>
<td>W Oct. 10</td>
<td>Addams, <em>Democracy and Social Ethics</em>, Chapter 3</td>
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<tr>
<td>F Oct. 12</td>
<td>Digital Friday</td>
</tr>
<tr>
<td>M Oct. 15</td>
<td>Addams, <em>Democracy and Social Ethics</em>, Chapter 4</td>
</tr>
<tr>
<td>W Oct. 17</td>
<td>Addams, <em>Democracy and Social Ethics</em>, Chapter 6</td>
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<tr>
<td>F Oct. 19</td>
<td>Addams response essay due</td>
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PART II: Contemporary Challenges

Nationalism and Democracy
M Oct. 22  
Who Counts as an American?, pp. 1-5 and Chapter 2

W Oct. 24  
Who Counts as an American?, Chapter 3

F Oct. 26  
Who Counts as an American?, Chapter 4

M Oct. 29  
Who Counts as an American?, Chapter 5

W Oct. 31  
Who Counts as an American?, Chapter 6

F Nov. 2  
Digital Friday

Mass Incarceration, Disenfranchisement and Democracy
M Nov. 5  
The New Jim Crow, Introduction and Chapter 1

Unequal Democracy Critical Analysis essay due

W Nov. 7  
The New Jim Crow, Chapter 2

F Nov. 9  
The New Jim Crow, Chapter 3

M Nov. 12  
The New Jim Crow, Chapter 4

W Nov. 14  
The New Jim Crow, Chapters 5 and 6

F Nov. 16  
Digital Friday

Economic and Political Inequality
M Nov. 19  
Unequal Democracy, Chapter 1

The New Jim Crow Critical analysis essay due

W Nov. 21  
Unequal Democracy, Chapter 3

F Nov. 23  
NO CLASS

M Nov. 26  
Unequal Democracy, Chapter 5

W Nov. 28  
Unequal Democracy, Chapter 6

F Nov. 30  
Unequal Democracy, Chapter 9

Democratic Citizenship (and Life in General) in the Digital Age
M Dec. 3  
Hamlet’s Blackberry, Introduction, Chapters 1-2

Unequal Democracy Critical analysis essay due

W Dec. 5  
Hamlet’s Blackberry, Chapters 3-5

F Dec. 7  
Hamlet’s Blackberry, Chapters 6-8

M Dec. 10  
Hamlet’s Blackberry, Chapters 9-11

W Dec. 12  
Hamlet’s Blackberry, Chapters 12-13, Afterword

F Dec. 14  
Final Friday

Final Essay Due Date TBA