INTRODUCTION TO THE COURSE
Welcome to “Citizenship, Democracy, and Difference”! This course is designed to cause you, and all of us collectively, to reflect on what it means to be a citizen in the contemporary United States. It is a “service-learning” or “community-based learning” course, which means that you will be doing service work in the community each week with a non-profit organization or government agency as a way to gain a deeper understanding of civic engagement and your role as a citizen. This is a highly demanding and also highly rewarding course. The course demands a consistent commitment to a local organization, a good deal of writing, a modest reading load, and consistent and active class participation.

Specifically, this course is intended to:
• Broaden your understanding of your role as a citizen and your personal sense of civic responsibility.
• Develop your ability to communicate with people of a variety of backgrounds.
• Increase your awareness of the work that community-based organizations do in a democracy.
• Deepen your understanding of civic engagement and its role in democracies.

Service
This course will require you to choose a community-based organization from a list of organizations that I provide. You will volunteer with that organization for a minimum of 3 hours per week (for 12 weeks of the semester), 36 hours total for the semester. The organizations that are partnering with this course this semester are the Bayview Community Center, the Kennedy Heights Community Center, the Vera Court Neighborhood Center, and the YWCA, as well as the organizations in which TRiG Students are doing service work (see below). Within the first few days of class, I will match you up with one of these organizations, based on your preferences. Shortly thereafter, you will co-sign a Community Involvement Agreement that will represent your commitment to work with this organization consistently throughout the course. Your service work is an integral component of this learning experience. We will use it in a variety of ways: it

1 The format of this course was greatly influenced by similar courses taught by Rick Battistoni (Providence College) and Richard Guarasci (Wagner College).
will form the basis for much of your journal writing, for our class discussions, and for your two major writing assignments. It will also count for part of your grade, based on assessments by your supervisor at the organization you are working with.

Writing Intensive
This course is designated as a Writing Intensive course. You will be required to write 2 papers for this course, as well as maintain a journal for the duration of the semester. We are very fortunate to have the opportunity to work with Writing Fellows in developing your 2 major papers. You will find details of these assignments below.

TRiG
This course is part of a Transfer Student Interest Group (TRiG), which means that it is one of 3 related courses that a group of students who are in their first year of transferring to the UW-Madison take together. There are approximately 10 of you who are a part of this TRiG. The name of this TRiG is “Kids and Your Community: Making a Difference in the Lives of Children.” It is designed for students with a strong interest in working with children in the public and/or non-profit community. The other two courses in this TRiG are Psychology 560: Child Development and Psychology 399: Service Learning in Psychology. Students who have registered as part of the TRiG will be doing their service work for our class (PoliSci425) at the same site that they will be doing their service work for Psych 399. (They’ll be required to put in more hours, to fulfill the requirements for both courses). We are fortunate to be a part of a TRiG. It will enable those of you in the TRiG to share your knowledge about child development with the rest of us, and will enable those of us doing service work in other venues to share our knowledge of a broader range of community-based organizations and government agencies.

Course readings
Readings posted in the course outline below are available for purchase as a coursepack at Bob’s Copy Shop at 616 University between Lake and Frances St. (257-4536). (This is the Bob’s Copy Shop on the East end of campus, not the one near the Union South site.) You will need to prepay for the pack in person, and then pick it up a day or so later. This is also on reserve as a coursepack at College Library.

Class participation
This class is a seminar, which means class sessions will mainly consist of discussion. Class participation counts. You should come to class prepared to discuss the readings (this means having read and thought about the readings) as well as your service experiences. Keeping a journal will help you prepare for these discussions. I expect our conversations will be lively and rewarding experiences for each of us.

We will take turns generating questions for our class discussions. During the second week of class, you will sign up to provide five carefully thought out questions that require consideration of the readings and service work with respect to one class session’s readings. You will then email these questions to the class email address by 24 hours prior to the respective class session. I will also be providing questions we will likely discuss the day before each class.

In addition, you will each be making brief presentations on your service site in class on November 20th. For most of you, there will be others in class serving at your site, so these presentations will be group projects. The purpose is to share with others in class your knowledge and passion about the place you’ve been working.
WRITING ASSIGNMENTS

One of the writing assignments for this class will be a journal that you keep throughout the semester. Your journal entries will form the basis for our class discussions and for your two paper assignments. Plan to write at least three times a week (about one single spaced page per entry). Your entries should consist of three types, in roughly equal proportions: 1) reflections on the readings, 2) observations from or reflections on your service experiences (ideally as soon as possible after your service work), and 3) analysis of the way the readings relate to your service work and vice versa. For each entry, you should record the date and which type of reflection it is (reading, field service, or integration of the two). For the first two times that you work with your organization, your journal entries related to your field service should be mainly observation. That is, focus on describing what you see and hear. Try to resist making value judgments, or reflecting on what you see. What do people in that setting do? Who is in the setting? What does it look like? Where is it located? What activities are you assigned to do? What surprises you? I want you to get down as many details as possible in these early entries. They will serve as a benchmark for you to reflect upon later in the semester, especially when writing your term papers.

You will be writing your journal entries as private blog entries via Google Sites. You will each have your own blog, which only you and I will be able to read. (We will have a training on how to do this in class on Sept. 11th. Until that date, create your journal entries as .doc documents.) On 3 dates during the semester (noted in the calendar below), I will grade your entries. I will occasionally give you specific questions to think about as you write, but you are encouraged to think ahead to the paper assignments. You are free to reflect on any aspect of the course material or experience that you encounter while volunteering at your organization. Feel free to include newspaper articles, photographs, flyers, or other material relevant to your organization, and to be creative. I do not expect these journal entries to be polished essays, but I do not want them to be purely stream-of-consciousness writing either. Writing in your journal will be most valuable if you use it consistently to record, reflect upon, and analyze specific issues and experiences. You will hand in your journal entries three times during the semester; I will return them with comments and a grade.²

I will grade the journals as follows:

A: more than 3 journal entries (of roughly one page in length each) per week, good balance between reflecting on the readings, reflecting on service experiences, and excellent integration of the two.

AB: more than 3 journal entries (of roughly one page in length each) per week, adequate balance between reflecting on readings, service experiences, room for improvement with respect to integrating service experience with readings.

B: 2-3 journal entries per week (of roughly one page in length each) per week, adequate balance between reflecting on readings, service experiences, room for improvement with respect to integrating service experience with readings.

C: 1-2 journal entries per week, adequate balance between reflecting on readings, service experiences, room for improvement with respect to integrating service experience with readings.

² Portions of advice on this journal assignment are borrowed from Meta Mendel-Reyes’ (Swarthmore) service-learning syllabus.
D: 1-2 journal entries per week, lack of balance between reflecting on readings, service experiences, room for improvement with respect to integrating service experience with readings.

**First paper assignment**

The first paper assignment is to craft an argument in response to the following question: How is the work that people are doing in your organization political? You could answer this in a wide variety of ways. Allow yourself to be creative in how you choose to do so.

Here are some possible themes you might pursue to write this paper:

- Where does the organization get its funding? What levels of government provide funding and what do the employees and volunteers at this organization have to do to secure this funding?
- What are the public problems that the organization is trying to address? Would they be better addressed through new legislation? If you are not working with a government agency or organization, would the public problems be better addressed through the government providing services the organization currently provides? Why or why not?
- How does participating in the programs the organization provides affect how the clients of the organization view themselves as citizens (use the Joe Soss article assigned below as a guide here)? How does it affect how they view their relationship to government and public officials? Does it increase or decrease the likelihood that people will participate in politics in the future?

To write this paper, you should draw upon what you have learned from our course readings, class sessions, as well as the observations and reflections you record in your journals. That is, in your paper, I want you to reference class readings as well as your experience in your service work. It is acceptable—in fact, recommended—that you explicitly talk about your own personal observations of your organization in your paper. Aim for informed observations rather than mere anecdotes. You can write in the first person. In addition, you should actively gather information from your organization, by doing such things as attending staff or board meetings, and interviewing members of the staff and clients of the organization. It may also be useful for you to do research on the background of the organization through searching the archives of local papers online or through the Lexis/Nexis database available through the UW Library homepage. I also encourage you to do additional background research on topics related to your argument, such as research on the public problem that your organization is facing. Finally, it is often useful to state how you define political early on in this paper.

The paper should be 9 to 11 pages in length of double spaced, 10 to 12 point type, using reasonable margins. The pages should be numbered and stapled. You may use any standard form of citation. Whichever style you choose (e.g. APA, Chicago), you should use both in-text parenthetical references as well as a reference list. For a useful guide on proper methods of citing sources, see the UW Writing Center web page “Citing References in Your Paper”:


**Second paper assignment**

For the second paper, you will write a citizenship autobiography. The question you will address is, What does it mean to me to be a good citizen? You are to revisit your first journal entry in which you described what it means to be a good citizen (see this assignment under the first day of class in the Calendar below), and then in detail explain how your understanding of citizenship has changed (or not) across the course of the semester in response to your service activity, the assigned readings, our class sessions, and your journal work. I want you to aim for a clear conception of citizenship—do not just state that conceptions of citizenship vary widely and that
the proper definition depends on the individual. This paper is your chance to clarify what good citizenship means TO YOU. To formulate your argument, think about these questions: How has this class changed you, if at all? How do you view your role as a citizen? What does service learning mean for your understanding of democratic citizenship? How have the experiences of this semester helped you to understand what citizenship means today? This paper should also be 9 to 11 pages in length of double spaced, 10 to 12 point type, using reasonable margins, stapled and with pages numbered.

**Writing Fellows**

We are very fortunate to have the assistance of writing tutors, called a Writing Fellows, assigned to our course this semester. Writing fellows are upper-division undergraduates who have been trained by UW Writing Center faculty to critically evaluate and respond helpfully to their peers’ writing. They will work with me to assist you in developing writing skills commensurate with your critical thinking abilities. I have chosen to work with Writing Fellows because I believe in the philosophy behind this program: “All writers, no matter how accomplished, can improve their writing by sharing works in progress and making revisions based on constructive criticism.”

**Writing Fellows are:**
- Undergraduate students who will read your writing and make constructive suggestions for revision
- Trained in how to critically evaluate and respond helpfully
- Supervised closely by me

**Writing Fellows do not:**
- Grade your papers
- Teach you course-specific content

(continued next page)

**How it works:**

Our Writing Fellow will work with you on both paper assignments. You will see in the following course schedule that these papers are to be submitted to me in complete, polished form fully two weeks before they are due in final form. I will pass this paper on to your Writing Fellow who will carefully read your paper, make comments on your draft, and then meet with you individually for a conference to discuss your writing and suggestions for revision. You will then revise your paper and submit both the original draft and your revised version on the specified revision date, along with the Writing Fellow’s comments and a cover letter explaining how you responded to each of her comments.

Note that participation in the Writing Fellow component of this course is not optional. Also, all due dates are inflexible. You must turn in your papers by the deadlines indicated on this syllabus. Failure to participate in the Writing Fellow process will reflect directly and negatively on your paper grades. Each initial submission is to be written with the sort of clarity and completeness that you would normally associate with a final version. Your best effort on this will allow the Writing Fellow to provide you with a constructive critique and that, in turn, should enable you to engage in a more self-confident and satisfying revision. She will not assign a grade to your paper; I will grade the final submissions after you have met with the Writing Fellow to review her written comments and have proceeded with the revisions. All students in this course receive “Writing Intensive” credit.
In all of your written work, be sure not to plagiarize. **Plagiarism is not just turning in another person’s paper, copying a paper from the internet, or buying it from a term paper clearinghouse.** People also plagiarize when they cut and paste a phrase, a sentence, a paragraph, or other portion from another source without putting that portion in quotation marks and citing it. Anytime a person uses someone else’s work – even if it is just a phrase—without attributing that work to the original source, that is plagiarism. If you are not sure what constitutes plagiarism, please see the UW Academic Misconduct Guide (http://students.wisc.edu/saja/misconduct/misconduct.html), consult the UW Writing Center (http://writing.wisc.edu/Handbook/QPA_plagiarism.html) and/or ask me for help. Plagiarism is a serious academic offense, punishable by suspension or expulsion from the University.

**Grading**

Your performance on each part of the course will contribute to your final grade as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation, including field service</td>
<td>15%</td>
</tr>
<tr>
<td>Class assignments (each graded on credit/no credit basis):</td>
<td></td>
</tr>
<tr>
<td>Choosing placement site</td>
<td>2%</td>
</tr>
<tr>
<td>Community Involvement Agreement</td>
<td>2%</td>
</tr>
<tr>
<td>Writing discussion questions</td>
<td>3%</td>
</tr>
<tr>
<td>In-class presentation</td>
<td>3%</td>
</tr>
<tr>
<td>Journal writing</td>
<td>30%</td>
</tr>
<tr>
<td>First paper</td>
<td>20%</td>
</tr>
<tr>
<td>Second paper</td>
<td>25%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*There will be no mid-term or final for this course.*

**Class Email List**

The email address for our course is: polisci425-1-f11@lists.wisc.edu. I may occasionally use this for course announcements, but I will also repeat these announcements in class. You are welcome to post course-related emails to this address.

**Special accommodations**

I wish to fully include persons with special challenges in this course. Please let me know if you need any special accommodations in the curriculum, instruction, or assessments for this course to enable you to fully participate. Every effort will be made to maintain the confidentiality of the information you share with me. You may also contact the McBurney Disability Resource Center, 1305 Linden Drive, (608) 263-2741, if you have questions about campus policies and services.

**Post-Semester Fellowship**

Joel Skornicka, an esteemed alumnus of UW-Madison and a former mayor of the City of Madison, has generously donated money to fund the Skornicka Public Service Award. This fellowship of $1000 will be given to one member of this class to continue, during the Spring 2010 semester, working with the organization with which he or she works with as part of this course. To be considered for this award, you should submit a 2 to 3 page double-spaced essay explaining the work you wish to do next semester, the reason this work will be beneficial to your organization and the people of Madison, and why you in particular ought to be granted the award. To be clear: this award will be given to someone who plans to intensify his or her work with the
organization. In addition, please include a letter of support from your supervisor at your organization. The application deadline is Friday, November 30th.

CALENDAR

I. INTRODUCTION TO THE COURSE:
IMMERSING YOURSELF IN A COMMUNITY-BASED ORGANIZATION

T 9/4: Overview of course and orientation to service learning

Journal assignment: For your first journal entry, answer the following: What does it mean to me to be a good citizen?

R 9/6: Introduction to community partners
Representatives from the organizations that partner with this course will introduce themselves during class.

**ASSIGNMENT DUE: Turn in to me a map of Madison (it can be any map—for example, a copy of the map in the phone book) on which you have plotted the exact location of the polling place for someone living at your address. Also, provide a website(s) to which you can refer for finding out if you are registered (either here in Madison or in your home district) and what you need to do if you are not.

**ASSIGNMENT DUE FRIDAY 9/7 by email by noon: Send me a list of your top three choices for the organization you wish to do your service work with this term and a one-paragraph explanation of each of your choices, as well as a brief explanation of the days/times that it would be most ideal for you to volunteer. This is worth 4% of your overall grade and will be graded on a credit/no credit basis.

M 9/10: I will email you the organization with which you have been matched.

**ASSIGNMENT: BY THE END OF THE DAY FRIDAY, 9/14, contact organization to set up semester-long service work

T 9/11: Orientation to Google Sites, and more orientation to Service learning
****CLASS WILL MEET IN B109 COMPUTER SCIENCE TODAY*****

We will also begin discussing citizenship and democratic community:

R 9/13: Getting ready for your service work: journaling, cultural competency and orientation to Madison neighborhoods. More discussion of citizenship and democratic community today, too.

DURING CLASS: PICK A DAY FOR WHICH TO WRITE DISCUSSION QUESTIONS
M. Wheatley, “Willing to be Disturbed” on the web at www.ode.state.or.us/opportunities/grants/saelp/willing-to-be-disturbed.pdf
Monday, September 17th
**VOLUNTEERING BEGINS**

II. COMMUNITY BASED ORGANIZATIONS

T 9/18: The role of CBOs (community-based organizations) in democracies

R 9/20: The role of CBOS, continued
Take Quiz at: http://ase.tufts.edu/polsci/faculty/berry/lobbyingCharitiesQuiz.pdf

Then Read: J. Berry, “The Lobbying Law is More Charitable Than They Think,” Washington Post, Sunday November 30, 2003, Page B01 (go to http://ase.tufts.edu/polsci/faculty/berry/ page down slightly to this article)

T 9/25: Effects of public policy on our conceptions of ourselves as citizens

*****DUE: Signed Community Involvement Agreement Form. This is worth 3% of your overall grade and will be graded on a credit/no credit basis.

R 9/27: Local government institutions and civic engagement

T 10/2 GUEST: Bridget Maniaci, Madison Common Council District 2 Alderperson

**DUE: JOURNALS TO DATE***

III. MODELS OF DEMOCRACY

R 10/4: The Bill of Rights and ideas of the public
The Bill of Rights and Amendments to the Constitution
The Declaration of Independence
The Federalist, No. 10

T 10/9: **Models of participation and the effects of inequality**

R 10/11: **Participatory democracy**

T 10/16: **Faith-based engagement**

****FIRST VERSION OF FIRST PAPER DUE in class**********

R 10/18: GUEST

T 10/23: **Military service and citizenship**

IV. PROBLEMS OF CIVIC ENGAGEMENT

R 10/25: **The downsides of civic engagement**

T 10/30: **The cons of volunteering**
I. Illich, “To Hell with Good Intentions,” reprinted in *Education for Democracy*
J. McKnight, “Why ‘Servanthood’ is Bad,” reprinted in *Education for Democracy*

R 11/1: ****FINAL VERSION OF FIRST PAPER DUE TODAY, with original version, writing fellow’s comments, and a coversheet that explains the revisions you have made.****
The right to vote


GENERAL ELECTION DAY. Go vote! (See http://uc.wisc.edu/vote/ for info on eligibility, how to register and where to vote.)

VI. SOCIAL IDENTITY, SOCIAL GROUPS, AND INTERGROUP RELATIONSHIPS

R 11/8: Race and social class
We will watch a documentary in class together today.
Watch slideshow: http://www.pbs.org/race/005_MeMyRaceAndI/005_01-slideshow.htm

**DUE: JOURNALS SINCE LAST CHECK-IN***

Sunday, 11/11, is Veteran’s Day

T 11/13: Race and social class, continued

R 11/15 GUEST: Joel Skornicka, Former Mayor of Madison

T 11/20: PRESENTATIONS ON YOUR SERVICE SITES
And discussion of Mass-mediated participation

R 11/22: NO CLASS—THANKSGIVING BREAK
T 11/27: Talking to Bridge Divides?
   M. McCoy and P. Scully, “Deliberative Dialogue to Expand Civic Engagement: What
   Kind of Talk Does Democracy Need?” National Civic Review 91(2), Summer
   2002.
   Race,” in Race and Ethnicity in the United States: Issues and Debates. S.
   Steinberg (ed.) Blackwell.

R 11/29: Immigration
   Sonia Nozario. “Enrique’s Journey” available at http://www.pulitzer.org/works/2003-
Feature-Writing. Read chapter 1-3, 6. (chapters 4 and 5 are recommended)

Friday, 11/30: Skornicka Public Service Award applications due

Monday 12/3 through Friday 12/7: ***LAST WEEK OF VOLUNTEERING***

T 12/4: Refugees
   A Hmong Child, Her American Doctors, and the Collision of Two Cultures. New
   **DUE IN CLASS: FIRST VERSION OF SECOND PAPER**

R 12/6: Native Americans and citizenship
   Lawrence D. Bobo and Mia Tuan. 2006. “Return of the Chippewa: Foundations of the
   Treaty Rights Controversy.” In Prejudice in Politics: Group Position, Public
   University Press, 48-86.

T 12/11: Tyranny of the majority
   Times, Feb. 20, A27.
   B. Barber, “The Reconstruction of Rights,” reprinted in Education for Democracy
   **PAPERS HANDED BACK WITH COMMENTS**

R 12/13: Tyranny of the majority, continued and Reflections on this course and the future
   M.L. King, Jr. “Letter from the Birmingham Jail,” reprinted in Education for Democracy
   U. Le Guin, “The Ones Who Walk Away from Omelas,” reprinted in Education for
   Democracy
   *****DUE TODAY: JOURNALS SINCE LAST CHECK-IN*******

**TUESDAY, DECEMBER 18: SECOND PAPER DUE, REVISED by 5pm (with first
version, writing fellow comments, and cover sheet explaining changes you have made).**