POLITICAL SCIENCE 425: CITIZENSHIP, DEMOCRACY, AND DIFFERENCE
Fall 2014
TR 9:30-10:45
Room: 1053 Education Science

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Office Hours: By appointment, and will be held at my MCPS office.
Mailbox: In the Morgridge Center for Public Service (716 Langdon St.) Just let the person at the front desk know you have mail for me and they will either show you where my mailbox is or will put it in there for you. (I am currently the Interim Director of the Morgridge Center for Public Service, as well as a professor in the Political Science Department.)

INTRODUCTION TO THE COURSE
Welcome to “Citizenship, Democracy, and Difference”! This course is designed to give you, and all of us collectively, an opportunity to develop our conceptions of ourselves as citizens. When you earn a college degree, you are becoming skilled in a particular area of study, but you are also training to become a citizen. And as a faculty member, I see it as my duty to ensure that the university fosters the broader public good. So we are about to embark on an adventure together to figure out how each of us, and our university collectively, can be better democratic citizens.

This is a “service-learning” or “community-based learning” course, which means that you will be doing service work in the community each week as a way to gain a deeper understanding of our course topics. 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:

• Help you develop your own personal sense of good citizenship.
• Broaden your understanding of the connections between government, nonprofit organizations, individual citizens or residents, our university, and public problems.
• Develop your ability to establish these connections—either with other residents or citizens, especially those from a different walk of life than your own, or with organizations and governments
• Increase your awareness of the work that nonprofits (or community-based organizations) do in a democracy.
• Deepen your understanding of civic engagement and its role in democracies.

1 The format of this course was greatly influenced by similar courses taught by Rick Battistoni (Providence College) and Richard Guarasci (Wagner College).
Service
This course will require you to choose a community-based organization from one of several organizations that have agreed to partner with this course. 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, the Lussier Community Education Center, the YWCA, Family Voices, and The Boys and Girls Club of Dane County. 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 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 long papers for this course, 1 short paper, 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.

Course readings
Readings posted in the course outline below are available on our Desire2Learn site and also 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.)

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. BONUS POINTS: If you can come up with some kind of in-class activity to help us process the readings assigned for that day, I will give you 3 extra credit points on your first term paper.

In addition, you will each be making brief presentations on your service site in class on November 13th. 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, until you have described what you observe in detail. 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. 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.

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.

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.

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2 Portions of advice on this journal assignment are borrowed from Meta Mendel-Reyes’ (Swarthmore) service-learning syllabus.
First paper assignment
The first paper assignment is to craft an argument in response to the following question: What is the nature of the connections between your organization and local, county, state and federal governments? I want you to discover what those connections are, and I also want you to evaluate them. For example, here are a few words that might sum up what you discover about the nature of these connections: beneficial, confusing, appropriate, insignificant, invisible, or essential. To write this paper, you will likely need to ask questions of people at your organization, and it will also likely be necessary to do background research on your organization. You may find that past local news coverage will be useful. It may also be helpful to interview relevant people in government. You should also 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. You can write in the first person.

It is also acceptable to focus on one aspect of the public problems that your organization is trying to address. For example, if you are working with the YWCA, you may want to focus just on housing. You may also choose to focus on just one level of government. If you choose to narrow in either or both of these ways, please justify that choice. Finally, you may find it helpful to ponder this question: is the division of labor between your organization and government with respect to the public problem(s) your organization is trying to address appropriate?

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”: http://writing.wisc.edu/Handbook/Documentation.html.

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

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**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, 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:

Class participation, including field service 15%
Class assignments (each graded on credit/no credit basis):
    Choosing placement site 1%
    Community Involvement Agreement 1%
    Writing discussion questions 3%
Two page assessment paper 5%
Journal writing 30%
First paper 20%
Second paper 25%
TOTAL 100%

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

Class Email List
The email address for our course is: polisci425-1-f14@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, 702 W. Johnson St, (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, December 5th. However, please turn in a draft of your application by Friday, November 7th, so that I can give you feedback and help you turn in the best possible application.

CALENDAR

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

T 9/2: 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 9/4: Introduction to community partners
****WE WILL MEET IN THE MORGRIDGE CENTER FOR PUBLIC SERVICE THIS DAY, 154 RED GYM******

Representatives from the organizations that partner with this course will introduce themselves during class.

**ASSIGNMENT DUE FRIDAY 9/5 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 1% of your overall grade and will be graded on a credit/no credit basis.

M 9/8: I will email you the organization with which you have been matched.

**ASSIGNMENT: BY THE END OF THE DAY FRIDAY, 9/12, contact organization to set up semester-long service work**

T 9/9: Citizenship and democratic community

We will talk about how to set up a Google Site today, if you have not been able to do so on your own.

R 9/11: Getting ready for your service work: journaling, cultural competency and orientation to Madison neighborhoods.
M. Wheatley, “Willing to be Disturbed” on the web at www.ode.state.or.us/opportunities/grants/aeap/willing-to-be-disturbed.pdf

DURING CLASS: PICK A DAY FOR WHICH TO WRITE DISCUSSION QUESTIONS

**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.

Monday, September 15th
**VOLUNTEERING BEGINS**
As soon as you can, write one of your journal entries on the following:

What is it that your organization is trying to achieve? What public problem(s) is it trying to solve?
T 9/16: Native American Heritage Tour of UW-Campus led by Aaron Bird Bear, a Recruitment and Retention Specialist in the UW School of Education

MEET AT MEMORIAL UNION INFO DESK

R 9/18: Digesting our tour with Aaron Bird Bear; and Models of democracy in United States founding documents

The Bill of Rights and Amendments to the Constitution
The Declaration of Independence
The Federalist, No. 10

T 9/23: Democracy as a way of life


*****DUE: Signed Community Involvement Agreement Form. This is worth 1% of your overall grade and will be graded on a credit/no credit basis.

R 9/25: A serious problem in a hyper-engaged city


T 10/30: Local government: What difference does it make?

Browse the city’s home page ([www.ci.madison.wi.us](http://www.ci.madison.wi.us)) and compare to the city government home page from your hometown. In particular, use the website to figure out who is your alder and explore his/her city website.

GUEST: Scott Resnick, District 8 Alder and current candidate for Mayor.

**DUE: JOURNALS TO DATE**

R 10/2: The role of CBOs (community-based organizations) in democracies


Berger and Neuhas, “Mediating Structures and the Dilemmas of the Welfare State,” reprinted in *Education for Democracy*

T 10/7: GUEST: Joel Skornicka, Former Mayor of Madison

R 10/9: What is the role of a public university?

T 10/14: Connecting your organization with campus

Today, come to class prepared to discuss what connections exist between the organization you are working with this semester and our campus. Are there links to student organizations? The Badger Volunteers program? Other community-based learning classes? Research projects on our campus? Does it matter?

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

As soon as you finish this first version of your term paper, write your next journal entry on the following: How is your work at the organization you are working with helping or hindering that organization’s ability to address the public problem(s) you just wrote about for your term paper? What would need to change in order for your work to have a more positive impact? How might you gather feedback from the staff at the organization and the people they serve in order to find out?

R 10/16: Models of participation and the effects of inequality

In Inequality and American Democracy: What We Know and What We Need to Learn (L.R. Jacobs and T. Skocpol, eds.), 2005, 19-87.

T 10/21: Disengagement


R 10/23: Engagement with the rest of the globe

Go Big Read book, I am Malala: The Girl who Stood Up for Education and Was Shot by the Taliban, by Malala Yousafzai with Christina Lamb.

T 10/28: Talking about Race

We will watch a documentary, “What’s Race Got To Do With It?” in class today.

****FINAL VERSION OF FIRST PAPER DUE TODAY, with original version, writing fellow’s comments, and a coversheet that explains the revisions you have made.****

R 10/30: White privilege


T 11/4: The right to vote

Available at http://mlk-kpp01.stanford.edu/index.php/encyclopedia/documentsentry/doc_give_us_the_ballot_address_at_the_prayer_pilgrimage_for_freedom/

“Declaration of Sentiments and Resolutions, Seneca Falls” reprinted in The Struggle for Women’s Rights: Theoretical and Historical Sources. George Klosko and

ELECTION DAY! GO VOTE!!
R 11/6: Social class

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

Friday, 11/7: Due: Draft Skornicka Applications

Tuesday, 11/11, is Veteran’s Day

T 11/11: 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 11/13: Show and tell about your organizations

T 11/18: Faith-based engagement

R 11/20: How do the disparities in the Race to Equity report happen here?

GUEST: Everett Mitchell, Director of the UW-Madison Office of Community Relations, and Pastor, Christ the Solid Rock Baptist Church

T 11/25: Connecting through technology
  Come to class prepared to talk about and show examples if possible of ways your organization could better connect with the university through technology

****DUE IN CLASS: FIRST VERSION OF SECOND PAPER****
Because we are working with writing fellows, I need a hard copy delivered to me by the time of our class this day.

R 11/27: NO CLASS—THANKSGIVING BREAK

Monday 12/1 through Friday 12/5: ***LAST WEEK OF VOLUNTEERING***

T 12/2: GUEST: Alyssa Kenney, Executive Director of Kennedy Heights Community Center

R 12/4: Immigrants and refugees

Friday, 12/5: Skornicka Public Service Award applications due

T 12/9: *Leaving open to give us some flexibility*

****DUE: Two-page, double-spaced paper on your impact on your organization and the community. Reflect back on the journal entry you wrote in response to the assignment under 10/14. Using your ideas as a guide, assess your impact this semester on your organization and the people they serve. Suggest ways that this course and/or the university might better assist this organization in addressing the public problems it is attempting to tackle. If you have room, suggest how we might better assess the impact of students in this course on the community in the future.

R 12/11: *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 16: SECOND PAPER DUE, REVISED by 5pm (with first version, writing fellow comments, and cover sheet explaining changes you have made).**