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 developing your civic self. 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, alderperson, or city agency; 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) and local governments 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).
FIG!
As you all are aware, this course is part of a First-year Interest Group called “Citizenship and Social Change in the Contemporary United States.” Each of you are also taking Civil Society and Human Ecology 375: Leadership and Civic Engagement for Social Change; and History 150: American Histories: The Nineteenth Century. All of the instructors involved in these courses are very much looking forward to learning with you this semester. The classes connect in fascinating ways, and we are looking forward to learning from you as you draw your own insights about the connections.

Service
This course will require you to choose a community-based organization from one of community center, alders, or city agencies that have agreed to partner with this course. You will volunteer with that organization or person for a minimum of 3 hours per week (for 12 weeks of the semester), 36 hours total for the semester. The community centers that are partnering with this course this semester are the Bayview Community Center, the Vera Court Neighborhood Center, the Lussier Community Education Center, and the Catholic Multicultural Center. The alders, in other words elected members of the City of Madison Common Council, are Shiva Bidar-Sielaff (District 5), Zach Wood (District 8), Maurice Cheeks (District 10), Sara Eskrich (District 13), and Rebecca Kemble (District 18). You may also choose to work with the City of Madison Clerk, Maribeth Witzel-Behl, on a voter outreach program with campus. 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 verification of your work by your supervisor at your volunteer site.

Community-Based Learning Fellow
We are fortunate to have a community-based learning fellow working with our class. CBL Fellows are undergrads with experience with community-service who are hired by the Morgridge Center for Public Service to help with CBL courses. (Consider applying for one of these positions in future years!) Our CBL Fellow is Nasitta Keita, and her email address is nkeita@wisc.edu. This is fabulous, because Nasitta was in this course (and this FIG) last year! And also, because she is an inspiring campus activist, and the recipient of last year’s Campus Compact Newman Civic Fellows Award for our campus.

Writing Intensive
This course is designated as a Writing Intensive course. You will be required to write 2 long 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.

Course readings
Readings posted in the course outline below are available on our Learn@UW site or at the link noted after the title of the reading. They are also available for purchase 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.

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 two times a week about 400 words 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.²

² Portions of advice on this journal assignment are borrowed from Meta Mendel-Reyes’ (Swarthmore) service-learning syllabus.
I will grade the journals as follows:

A: more than 2 journal entries (of roughly 400 words each) per week, good balance between reflecting on the readings, reflecting on service experiences, and excellent integration of the two.

AB: more than 2 journal entries (of roughly 400 words each) per week, adequate balance between reflecting on readings, service experiences, room for improvement with respect to integrating service experience with readings.

B: 1-2 journal entries per week (of roughly one 400 words each) per week, adequate balance between reflecting on readings, service experiences, room for improvement with respect to integrating service experience with readings.

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

D: 1 journal entry 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: Where is democracy happening in your service work? To write this paper, it will help to address the following questions: What is democracy? What does it look like in practice? Where do you see democracy in action in your service work? Where do you not see democracy occurring in your service work? Finally, how can you as an individual help to make more democracy occur in that organization, district, or portion of city government? One way to tackle this paper is to first write journal entries about each of the above questions.

To write this paper, you will likely need to ask questions of people at your organization, of your alder, or city agency. It may also be very helpful to observe one or more city government council, board or commission meetings related to your service work, or perhaps a staff meeting or some kind of community event at your community organization. You should definitely draw upon what you have learned from our course readings, class sessions, as well as the observations and reflections you record in your journals. In other words, in your paper, I want you to reference class readings as well as your experiences 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.

The paper should be 7 to 8 pages in length of double spaced, 10 to 12 point type, using reasonable margins. The pages should be numbered and stapled. Until further notice, it is necessary that you turn in a hard copy to me because we are working with Writing Fellows (see below). 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 (you do not need to write about each of these in your paper—they are intended to help you develop an argument): 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 7 to 8 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 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

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. He will not assign a grade to your paper;
I will grade the final submissions after you have met with the Writing Fellow to review his 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%
- **Journal writing** 30%
- **First paper** 25%
- **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: polisci201-1-f16@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 2015 semester, work 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, alder or city agency 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 or alder. The application deadline is Friday, December 3rd. However, please turn in a draft of your application by Friday, November 4th, so that I can give you feedback and help you turn in the best possible application.

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

T 9/6: Overview of course and orientation to service learning

Journal assignment (to do in your blog as soon as possible after the first session of class):
For your first journal entry, answer the following: What does it mean to me to be a good citizen?

R 9/8: 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 9/9 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 9/12: I will email you the organization with which you have been matched.

**ASSIGNMENT: THIS WEEK, BY THE END OF THE DAY FRIDAY, 9/16:
Contact alder or supervisor at your community center to set up semester-long service work

T 9/13: Getting ready for your service work: journaling, getting ready to be disturbed, and navigating Madison.


www.ode.state.or.us/opportunities/grants/saelp/willing-to-be-disturbed.pdf

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

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 9/15: Thinking about citizenship and democracy via ethnography
Monday, September 19th
**VOLUNTEERING BEGINS**

T 9/20: Citizenship and democratic community


R 9/22: The ability to disagree with civility as a civic competence

**ASSIGNMENT DUE:** Upload to Learn@UW a high quality piece of writing in favor of a candidate running for election in the November elections whom you oppose. If you are eligible to vote in elections in the United States, this candidate can be running for any election that will be on your ballot on November 8th. If you are not eligible to vote in US elections on November 8th, this piece of writing can be about any candidate (here or in another country) whom you oppose.

T 9/27: The role of social identity in making sense of politics


****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 9/29: To be determined on the basis of your needs and progress.

**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 up-to-date information on what you need to do in order to vote on November 8th.

T 10/4: Models of participation and the effects of inequality


**DUE: JOURNALS TO DATE***

You should have written 9 entries by the end of this day to be eligible for an A. You do not need to turn these in to me. I will count whatever you post to your blog by 11:59pm on this date as part of this round of journal check-ins.

R 10/6: The right to vote
M.L. King, Jr. 1991. “Give Us the Ballot—We Will Transform the South.” Address
Available at
http://mlk-kpp01.stanford.edu/index.php/encyclopedia/documentsendry/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
pp. 99-103.

T 10/11: Racial disparities and Economic Inequality
on the State of Racial Disparities in Dane County. Download pdf from
http://racetoequity.net/ (right side of page.) NOT INCLUDED in HARD COPY
COURSEPACK

Recommended:
Rev. Alex Gee. “Justified Anger: Rev. Alex Gee Says Madison is Failing its

Paul Fanlund. “Has Madison’s Focus on Blacks Pushed Latinos to the

R 10/13: Talking about race on a university campus
We will watch a documentary, “What’s Race Got To Do With It?” in class today.

(July/August 1989). CR, 69-71. On the web at:
https://www.deanza.edu/faculty/lewisjulie/White%20Priviledge%20Unpacking%20the%20Invisible%20Knapsack.pdf

T 10/18: Native American Heritage Tour of UW-Campus led by Aaron Bird Bear, an Interim
Assistant Dean and Director in the School of Education
MEET AT MEMORIAL UNION INFO DESK

****DUE TODAY: FIRST VERSION OF FIRST PAPER*****

R 10/20: Inclusivity on our campus
Gardener’s Tale.” American Journal of Public Health 90(8)” 1212-1215.

*****ASSIGNMENT: look at the feed of tweets on Twitter under the hashtag
#thereaUW. Come to class ready to discuss the following: What surprised you? Why?
T 10/25: Privilege and social class

R 10/27: Applying *Evicted* (the Go Big Read book) to ourselves and our society
   Collective art project at Wheelhouse Studios. We will meet at Wheelhouse Studios, in the basement of the West end of Memorial Union.
   You should have finished reading *Evicted* by this class period.

T 11/1: Understanding the lived experience of fellow residents of our democracy

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

   Matthew Desmond talk, 7pm, Shannon Hall

W 11/2: Lunch for select groups of UW-Madison students with Go Big Read author, Matthew Desmond, 12:15-1:30, place tbd

R 11/3: *Evicted*, continued.

Friday, 11/4: Due: Draft Skornicka Applications

T 11/8: ELECTION DAY! If you vote in Madison, GO VOTE!
   Claiming space in democracy

R 11/10: The downsides of volunteering
   J. McKnight, “Why ‘Servanthood’ is Bad,” reprinted in *Education for Democracy*

Friday, 11/11, is Veteran’s Day

T 11/15: Local government: What difference does it make?
   ******DUE TODAY: JOURNALS SINCE LAST CHECK-IN*******
   (11 to be eligible for an A.) You do not need to turn these in to me. I will count whatever you have written since first check-in that is posted to your blog by 11:59pm on this date as part of this round of journal check-ins.

R 11/17: 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 11/22: The opposite of action? Silence and deciding to stay

R 11/24: NO CLASS—THANKSGIVING

T 11/29: The unique political participation of your generation

R 12/1: To be determined on the basis of our interests and our needs
****DUE TODAY: FIRST VERSION OF SECOND PAPER****

Friday, 12/3: Skornicka Public Service Award applications due

T 12/6: What is the role of a public university?

R 12/8: Listening as a civic competence

Monday 12/7 through Friday 12/11: ***LAST WEEK OF VOLUNTEERING***

Saturday 12/10 is International Human Rights Day

T 12/13: Courage as a civic competence

R 12/15: Reflections on this course and the future
****DUE: JOURNALS SINCE LAST CHECK-IN****
(10 to be eligible for A.) You do not need to turn these in to me. I will count whatever you have written since second check-in that is posted to your blog by 11:59pm on this date as part of this round of journal check-ins.

**MONDAY, DECEMBER 19: SECOND PAPER DUE, REVISED by 5pm (with first version, writing fellow comments, and cover sheet explaining changes you have made).**