

# Political Science 401: Citizenship, Democracy, and Difference

Fall 2002

MW 8:50 am

Room: We will meet in Van Hise 119 until a more suitable classroom has been assigned. The new room will be announced in class.

Professor Katherine Cramer Walsh

201A North Hall

**Office Hours:** 2:30-4:30pm Mondays or by appointment ([kwalsh@polisci.wisc.edu](mailto:kwalsh@polisci.wisc.edu))

Home page: [www.polisci.wisc.edu/users/kwalsh](http://www.polisci.wisc.edu/users/kwalsh)

## 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. You will find it to be a highly demanding and highly rewarding course that gives you hands-on experience as a citizen in the Madison area. The course demands field service, 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 engage in collective decision making with people of a variety of backgrounds.
- Increase your awareness of the work that community-based organizations do in a democracy

## Field Service

This is a service-learning course, which means that this course uses field service in the Madison community as a teaching tool. 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 2 hours per week, 25 hours total for the semester. Your field service is an integral component of this learning experience. In the first few weeks of the course you will co-sign a Community Involvement Agreement that will represent your commitment to participate consistently throughout the course. This participation is essential for this course 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 the relevant field supervisor.

## 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 across the course 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

The following book is required reading for the course and can be purchased at Canterbury Books, which is located off of State Street at 315 W. Gorham. This book has also been put on reserve in the Reserve Room at the College Library.

Barber, Benjamin R. and Richard M. Battistoni (eds.) 1999. *Education for Democracy: Citizenship, Community, Service*, Revised printing. Dubuque, Iowa: Kendall/Hunt.

You will also be responsible for the additional readings posted in the course outline below. These readings are available for sale as a coursepack at Bob's Copy Shop in the University Square shopping center on University Avenue, near the Southeast Area dorms (*not* the Bob's Copy Shop across the street from Union South). Please note that Bob's does not accept credit cards (checks and cash only). The cost of the coursepack is \$30.00. The coursepack is also on reserve at College Library.

## Class participation

This class is a seminar, which means class sessions will be heavily weighted toward 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 to prepare for these discussions, which I anticipate will be lively and rewarding experiences for each of us.

We will take turns leading class discussions. I will lead the first week and a half of class, but after Sept. 16, you will each lead one class session with one other member of the class. During our second class session (September 9<sup>th</sup>), I will have you choose which day you wish to lead. To lead a class, you should together present a **short** 5-10 minute review of the readings assigned for that session. This review should consist of a very short summary of the salient points, the central argument of each reading, and the evidence or logic of this argument. Together, you should offer your understanding of the relevance of the readings for the topics we have been discussing in the course. Then, you will lead our dialogue for that class session. I want you to facilitate discussion rather than give a presentation. You are encouraged to refer to experiences you have had in your field service as illustrative examples and/or as dilemmas for us to discuss. As part of your duty as discussion leader, you will each turn in a one-page outline of the key points raised by that session's readings as well as at least 3 questions for us to collectively consider. Grades on these papers will count toward your class participation grade (and will count for 5% of your overall grade).

## WRITING ASSIGNMENTS

One of the writing assignments for this class will be a journal that you keep throughout the course of 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 (2-3 pages), especially as soon after each session at your organization as possible. Your entries should consist of three types, in roughly equal proportions: 1) reflections on the readings, 2) reflections on your field experiences, and 3) reflections on how the readings help you make sense of your field experiences. For each entry, you should record the date and which type of reflection it is (reading, field service, or integration of the two). All of your entries should be typed. 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 encountered while volunteering at your organization. Feel free to include newspaper articles, photographs, flyers, or other material relevant to your organization, and to be creative. These journal entries are not expected to be polished essays, but they should not be purely stream of consciousness, 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 at three times during the semester; I will return it with comments. You should keep these comments in your journal. Each time you turn in your journal, you should turn in all of the entries as well as my previous comments.

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 field 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, field experiences, room for improvement with respect to integrating field 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, field experiences, room for improvement with respect to integrating field experience with readings

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

D: 1-2 journal entries per week, lack of balance between reflecting on readings, field experiences, room for improvement with respect to integrating field experience with readings

### **First paper assignment**

The first paper assignment is to identify and analyze the central public problem facing the organization (or a specific section of the organization) with which you are working. First, describe this problem in detail. Whom is your organization attempting to help? What are their goals and how have they decided to pursue them? What obstacles does your organization face? Are these obstacles individual people, public opinion, local institutions and/or other community-based organizations? Describe the nature of the interaction with other people in the community—including public officials-- that pursuing these goals requires.

Second, your paper should address what are the causes and consequences of the problem your organization is confronting. Explain alternative ways of responding to this problem and evaluate the appropriateness of the approaches your organization is using.

To write this paper, *you should draw upon what you have learned from our course readings, and class sessions, as well as the reflections you record in your journals.* In addition, you should attend staff meetings of your organization, interview members of the administrative staff, and also clients of the organization. It will also be useful for you to visit the public library (the closest branch is the main library at 201 W. Mifflin Street, just off of the Capitol Square) and search for articles pertaining to your organization in back issues of *The Wisconsin State Journal*, *The Capital Times*, *The Madison Times*, *The Isthmus* and/or other local publications. The librarians on duty will be able to direct you to additional resources.

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 "FAQs About Documenting Sources" (<http://www.wisc.edu/writing/FAQ/documentation.html>).

### **Second paper assignment**

For the second paper, you will write a citizenship autobiography. What does it mean 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 and then in detail explain how your understanding of citizenship has changed across the course of the semester in response to your service activity, the assigned readings, our class sessions, and your journal work. How

has this class changed you, if any? 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 at this time in American history? 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 two writing tutors, called Writing Fellows, assigned to our course this semester, David Bolles ([dabolles@students.wisc.edu](mailto:dabolles@students.wisc.edu)) and Anna Mance ([aamance@students.wisc.edu](mailto:aamance@students.wisc.edu)). These 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:

The Writing Fellows 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. Please include a cover letter explaining how you responded to each of your Writing Fellow's comments.

Note that participation in the Writing Fellows 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 Fellows 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 fellows to provide you with a constructive critique and that, in turn, should enable you to engage in a more self-confident and satisfying revision. They will not assign a grade to your paper; I will grade the final submissions after you have met with the writing fellow assigned to you to review his or 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. If you are not sure what constitutes plagiarism, please see the UW Academic Misconduct Guide (<http://www.wisc.edu/students/amsum.htm>), consult the writing center (<http://www.wisc.edu/writing>) and/or ask me for help. Plagiarism is a serious academic offense, punishable by suspension or expulsion from the University.

#### GRADING SYSTEM:

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

Field service	5%
Class participation	10%
Class assignments:	
Choosing placement site (credit/nocredit basis)	5%
Community involvement Agreement (cr/ no cr)	5%
Discussion leading paper	5%
Journal writing	20%
First paper	25%
Second paper	<u>25%</u>
<b>TOTAL</b>	<b>100%</b>

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

#### CLASS EMAIL LIST

You will need to have a working email address at which you can receive course-related announcements. Any announcement that I send over email, I will also repeat in class, but doing the following will ensure that you are up to date with course assignments, clarifications, etc. First, make sure you have an email account. If you do not go to

<http://wiscinfo.doit.wisc.edu/wiscworld/youraccount.htm>

or call 264-4357 for further information. Also, **you must have your current and preferred email address on file with EASI in order to receive mail on the class list.** (For example, if EASI thinks your preferred address is your @students.wisc.edu account, you will only receive emails pertinent to this class at that address, even if you tend to use a @yahoo.com, @hotmail.com address, etc.) The email address for our class is [ps-401sl@lists.students.wisc.edu](mailto:ps-401sl@lists.students.wisc.edu). You are welcome to post course-related emails to this address.

You can find this syllabus and potentially other course-related material on my web site at [www.polisci.wisc.edu/users/kwalsh](http://www.polisci.wisc.edu/users/kwalsh).

## OUTLINE OF THE COURSE

**W 9/4: Overview of course and introduction to community partners**

**F 9/6: DUE by email by 5pm: Ranking of service opportunities and one-paragraph explanation of your first choice. This is worth 5% of your overall grade and will be graded on a credit/no credit basis.**

**M: 9/9: Basics: The Bill of Rights and ideas of the public**

The Bill of Rights and Amendments to the Constitution nos. 13-15, in B and B, pp. 339-344

H. Arendt, "The Public Realm," in B and B, pp. 55-60

**\*\*THIS WEEK: contact organization to set up semester-long service work\*\***

**W 9/11: Citizenship and democratic community**

J. Dewey, "The Search for the Great Community," in B and B, pp. 17-22

H. Rousseau, "The Social Contract" selections, in B and B, pp. 23-30

"The Declaration of Independence," in B and B, pp. 31-35

**\*\*Do these readings, and reflect on them in your journals, but instead of meeting in our classroom, ATTEND THE PROGRAM OF REMEMBRANCE AND REFLECTION 8:45-9:30am ON LIBRARY MALL. \*\***

**M 9/16: Citizenship and democratic community, continued**

D. Kemmis, "Barn Raising," in B and B, pp. 111-119

"The Federalist, No. 10," in B and B, pp. 141-145

**\*\*VOLUNTEERING BEGINS\*\***

**W 9/18: Participatory democracy**

B. Barber, "Neither Leaders Nor Followers: Citizenship Under Strong Democracy," in B and B, pp. 163-172

H. Boyte, "Practical Politics" in B and B, pp. 173-179

**M 9/23: The structure of Madison city government**

City of Madison Government Handbook, skim entire, pay special attention to "Rules, Procedures and Policies," "Council Debate on pp. 23 section E, pp. 142-149 (open meetings law), and pp.153-154.

**\*\*DUE: Community Involvement Agreement\*\* This is worth 5% of your overall grade and will be graded on a credit/no credit basis.**

**W 9/25: The role of CBOs (community-based organizations) in democracies**

J. de Tocqueville, "Of the Use Which the Americans Make of Public Associations in Civil Life," in B and B, pp. 553-557

Berger and Neuhas, "Mediating Structures and the Dilemmas of the Welfare State," in B and B, pp. 559-570

Boris, Elizabeth T. "Introduction: Nonprofit Organizations in a Democracy: Varied Roles and Responsibilities." In Elizabeth T. Boris and C. Eugene Steuerle (eds.) *Nonprofits and Government: Collaboration and Conflict*. Washington, D.C.: The Urban Institute Press. Pp. 3- 29.

**M 9/30: The practicalities of civic action**

Bobo, Kim, Jackie Kendall, and Steve Max. 1991. "A Guide to Tactics," "Designing Actions," and "Grassroots Fundraising." In *Organizing for Social Change*. Washington, D.C.: Seven Lock Press. Pp. 34-41; 48-53; 176-182.

**\*\*TURN IN JOURNALS\*\***

**W 10/2: Mass media and local action**

Bobo, Kim, Jackie Kendall, and Steve Max. 1991. "Using the Media" In *Organizing for Social Change*. Washington, D.C.: Seven Lock Press. Pp. 116-122.

Friedland, Lewis, Mira Sotirovic and Katie Daily. 2000. "Public Journalism and Social Capital: The Case of Madison, Wisconsin. In Doris A. Graber (ed.) *Media Power in Politics* 4th edition. Washington D.C.: CQ Press. Pp. 128-135.

Wade, John. 1993. "Dealing Effectively With the Media: What Local Government Officials Need to Know About Print, Radio and Television Interviews." Washington, D.C.: National League of Cities. Pp. 33, 41-45.

**M 10/7: Political participation across generations**

Glasser, Susan B. "Do 20somethings Hate Politics?" *WHOCAREs* (Fall) 1994 p. 20-28.

Loeb, Paul Rogat. 1994. "Sustaining the Vision: Every Generation Changes the World." In *Generation at the Crossroads: Apathy and Action on the American Campus*. New Brunswick, New Jersey: Rutgers University Press. Pp. 367-399.

**\*\*DUE: FIRST PAPER\*\*\*\***

**W 10/9: Social capital**

R. Putnam, "Bowling Alone: Americas's Declining Social Capital," in B and B, pp. 571-581)

D. Coats et al., "Can Congress Revive Civil Society?" in B and B, pp. 595-600

D. Campbell, "Social Capital and Service Learning" *PS* September 2000;  
(<http://www.apsanet.org/PS/sept00/campbell.cfm>)

**M 10/14: Cynicism and trust in government**

Mansbridge, Jane. 1997. "Social and Cultural Causes of Dissatisfaction with U.S. Government."  
In Joseph S. Nye, Jr., Philip D. Zelikov, and David C. King (eds.) *Why People Don't  
Trust Government*. Cambridge: Harvard University Press. pp. 133-153.

H. Thoreau, "On the Duty of Civil Disobedience," in B and B, pp. 405-411

A. Rand, "The Fountainhead," in B and B, pp. 413-418

**W 10/16: Globalization**

B. Barber, "Jihad vs McWorld," in B and B, pp. 635-644

B Boutros-Ghali, "Opening Statement at the United Nations Conference on Environment and  
Development, Rio de Janeiro 3-14 June 1992," in B and B, pp. 671-676

**M 10/21: GUEST: Richard Battistoni**

**The pros and cons of volunteering**

J. Addams, "The Subtle Problems of Charity," in B and B, pp. 441-452

I. Illich, "To Hell with Good Intentions," in B and B, pp. 453-458

J. McKnight, "Why 'Servanthood' is Bad," in B and B, pp. 459-464

B. Chapman, "Politics and National Service: A Virus Attacks the Volunteer Sector," in B and B,  
pp. 465-472

**W 10/23: Reconsidering involvement in community**

R. Emerson, "Society and Solitude" in B and B, pp. 121-126;

R. Bellah et al., "Habits of the Heart," in B and B, pp. 93-110

**\*\*\*DUE: FIRST PAPER, REVISED \*\*\*\***

**M 10/28: Citizenship in historical perspective**

ML King, Jr. 1991. "Give Us the Ballot—We Will Transform the South." In James Melvin  
Washington (ed.) *A Testament of Hope: The Essential Writings of Martin Luther King,  
Jr.* San Francisco: Harper. Pp. 197-200.

Selections from *The Struggle for Women's Rights: Theoretical and Historical Sources*. George Klosko and Margaret G. Klosko (eds.) 1999. Upper Saddle River, New Jersey: Prentice-Hall.

- "Declaration of Sentiments and Resolutions, Seneca Falls" pp. 99-103.
- Sojourner Truth, "Ain't I a Woman" pp. 107-109.
- Carrie Chapman Catt. "Need for Organization Rather than Education." Pp. 141-142.
- Jane Addams. "Why Women Should Vote." Pp. 147-155.

T. Youmans. 1993 [1914]. "The Wisconsin Slogan." Reprinted in *On Wisconsin Women: Working for Their Rights from Settlement to Suffrage*. Madison: University of Wisconsin Press. Pp. iix.

**W 10/30: Matters of difference: gender**

M. Piercy, "Saille:Right to Life," in B and B pp. 353

S. Okin, "Introduction: Justice and Gender," in B and B, pp.289-300

**M 11/4: Race and ethnicity**

R. Ellison, "Invisible Man, Prologue," in B and B, pp. 257-264;

G. Anzaldua, "How to Tame a Wild Tongue," in B and B, pp. 274-279;

S. Steele, "I'm Black, You're White, Who's Innocent," in B and B, pp.281-288;

J. Jackson, "Common Ground and Common Sense, 1988 Democratic National Convention speech," in B and B, Pp. 331-337

**W 11/6: Social class**

B. hooks, "Representing the Poor," in B and B, pp. 301-306;

Aristotle, "The Politics," in B and B, pp. 128-130;

R. Reich, "Secession of the Successful," in B and B, pp. 307-314.

**M 11/11: Communicating through art**

McCoy, Martha. 1997. "Art for Democracy's Sake." *Public Art Review* 9: 4-10.

Robert Pinsky and Maggie Dietz (eds.) 2000.*Americans' Favorite Poems: The Favorite Poem Project Anthology*. New York: Norton. "Introduction," "The Sentence" by Ann Akhmatova, "Preface to a Twenty Volume Suicide Note" by Amiri Baraka, and "At the Fishhouses" by Elizabeth Bishop.

**\*\*DUE: JOURNALS TO DATE WITH MY COMMENTS FROM PREVIOUS CHECK-IN\*\***

W 11/13: **The interference of identity**

A. Lorde, "Age, Race, Class, and Sex: Women Redefining Difference," in *B and B*, pp. 249-256;

J. Kennedy "Address to Southern Baptist Leaders" Sept. 12 1960. Reprinted on <http://www.civnet.org>.

M 11/18: **Decision making and heterogeneity**

Mendelberg, Tali and John Oleske. 2000. "Race and Public Deliberation." *Political Communication* 17: 169-191.

**\*\*DUE: SECOND PAPER\*\***

W 11/20: **Immigration and refugee status**

Chavez, Linda. 1994. "Immigration Politics." In Nicolaus Mills (ed.) *Arguing Immigration: The Debate Over the Changing Face of America*. New York: Touchstone. Pp. 31-36.

Fadiman, Anne. 1997. "The Melting Pot" in *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*. New York: Farrar, Straus and Giroux. Pp. 181-209.

M 11/25: **Native Americans and citizenship**

"Answers to frequently asked questions." 1997/1998. *Native American Connections*. Pp14-16.

"Making the Grade In Indian Country" a Five Part Series published in the Wisconsin State Journal.

Smith, Susan Lampert. "Climbing the Education Mountain." *WSJ* July 21, 2002. A1.

Bloom, Betsy. "Ho-Chunk Talk Got Action." *WSJ* July 22, 2002. A1.

Smith, Susan Lampert. "Urban Indians Get a Reason to Learn." *WSJ* July 25, 2002. A1.

Smith, Susan Lampert. "First Wave of Teachers." *WSJ* July 27, 2002. A1.

Smith, Susan Lampert. "Some Successes." *WSJ* July 28, 2002. A1.

W 11/27: **Obligations toward the land**

A. Leopold, "The Land Ethic," in *B and B*, pp. 645-658

M 12/2: **Tyranny of the majority**

J. de Tocqueville, "Unlimited Power of the Majority in the United States and Its Consequences," in *B and B*, pp. 345-352

B. Barber, "The Reconstruction of Rights," in *B and B*, pp. 361-370

**\*\*\*LAST WEEK OF VOLUNTEERING\*\*\***

**W 12/4: Tyranny of the majority, continued**

Lynch, Thomas. 2001. "We Should Witness the Death of McVeigh." *The New York Times*, Feb. 20, A27.

M.L. King, Jr. "Letter from the Birmingham Jail," in B and B, pp. 395-404

S. Jackson, "The Lottery" in B and B, pp. 381-388

U. Le Guin, "The Ones Who Walk Away from Omelas," in B and B, pp. 423-430

**M 12/9: Service and the University**

B. Barber, "The Civic Mission of the University", in B and B, pp. 477-483

E. Bloustein, "Community Service: A New Requirement for the Educated Person," in B and B, pp. 489-494

**W 12/11: Where do we go from here?**

F. Roosevelt, "The Civilian Conservation Core," in B and B, pp. 617-620;

J. Kennedy, "Special Message to Congress on the Peace Corps," in B and B, pp. 677-679

**F 12/13: \*\*DUE: SECOND PAPER, REVISED AND JOURNALS TO DATE, WITH MY COMMENTS FROM PREVIOUS CHECK-INS\*\***