

PPCS 100
Introduction to Public Policy and Community Service
Fall 2002

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This course examines the meaning and interconnection of citizenship, politics, community, culture, religion, diversity, public policy, responsibility, democracy, and service in today's society.

The major objectives of the course are:

- (1) to promote an understanding of the interdisciplinary nature of the study of public policy making and community service, including the influence of social, cultural, political, economic, and religious factors in community life;
- (2) to develop an awareness and responsibility concerning the common good and just relationships in the larger society;
- (3) to explore the links between citizen education and service learning, including an examination of what does "service" mean, should people do service, why do people serve, and what is the relationship of service and the educational process;
- (4) to introduce the key ideas, concepts, and themes that undergird the Public Policy and Community Service major;
- (5) to strengthen students' analytical, written, oral, and leadership skills.

Required Reading for PPCS 100

Stephanie Armour. "Living Wage Movement Takes Root Across the Nation." USA Today (July 23, 2002). CR, 134-36.

Benjamin Barber. "A Failure of Democracy, Not Capitalism." New York Times (July 27, 2002). CR, 131-33.

Karen Christopher. "Family-Friendly Europe." American Prospect (April 8, 2002). CR, 139-41.

Craig Cox. "A GI Bill for All of Us." Utne Reader (May-June 2002).
CR, 191.

Craig Cox. "A Kinder, Gentler Draft." Utne Reader (January-February 2002). CR, 192-93.

- Harvey Cox. "Religion and the War Against Evil." Nation (December 24, 2001). CR, 186-88.
- Barbara Ehrenreich. "Religion Starter Kits." Progressive (May 2001). CR, 179-80.
- Barbara Ehrenreich & Frances Fox Piven. "Without a Safety Net." Mother Jones (May/June 2002). CR, 121-24.
- Carol Faulkner. "My Beautiful Mother." In Janet Zandy, ed. Liberating Memory. CR, 211-14.
- Stephen L. Fisher. "Who Cares: Fighting Cynicism, Apathy with Citizen Politics." E&H Alumnus (Fall 1996). CR, 7-8.
- Steve Fisher, ed. Class Reader for PCS 100.* CR
- Paulo Freire. Chap. 2 from Pedagogy of the Oppressed. CR, 9-18.
- Anna Greenberg. "What Young Voters Want." Nation (February 11, 2002). CR, 146-47.
- Thich Nhat Hanh. "Three Wondrous Answers." From The Miracle of Mindfulness. CR, 199-202.
- Sara Hebel. "National-Service Program Turns Critics into Fans." Chronicle of Higher Education (April 26, 2002). CR, 189-91.
- David Hilfiker. Not All of Us Are Saints: A Doctor's Journey with the Poor. NY: Ballantine Books, 1994.* H
- Michael Ignatieff. "Introduction." From The Needs of Strangers. CR, 59-64.
- June Jordan. "Good News of Our Own." Progressive (August 1999). CR, 149-50.
- Martin Luther King, Jr. "On Being a Good Neighbor." From Strength To Love. CR, 203-08.
- Barbara Kingsolver. Animal Dreams. NY: HarperCollins, 1990.* K
- Barbara Kingsolver. "Saving Grace." From Small Wonder. CR, 152-55.
- Barbara Kingsolver. "Household Words." From Small Wonder. CR, 46-51.
- Frances Moore Lappe & Paul Martin DuBois. Chap. 3 from The Quickening of America. CR, 142-45.
- Helen Lewis. "Building Communities: A 12 Step Program." (1997).

CR, 230-60.

Robert Linthicum. "Building Heaven and Creating Hell: The Bible on Economic, Political, and Religious Systems and Their People." Social Policy (Summer 2001). CR, 160-67.

Paul Loeb. "Patriotic Ballads." www.Workingforcahnqe.com (August 2002). CR, 182-84.

Paul Loeb. Soul of a Citizen: Living with Conviction in a Cynical Time. NY: St. Martin's, 1999.* L

Andrea Martin. "Citizenship or Slavery." Utne Reader (May-June 1996). CR, 196.

Peggy McIntosh. "White Privilege: Unpacking the Invisible Knapsack." Peace and Freedom (July/August 1989). CR, 69-71.

John McKnight. "Are Social Service Institutions the Enemy of Community?" Social Policy (Winter 1987). CR, 52.

John McKnight. "Why Servanthood Is Bad." The Other Side (January-February 1989). CR, 53-56.

John McMillan. "King's Radical Legacy." In These Times (February 21, 1999). CR, 159.

Larry B. McNeil. "The Soft Arts of Organizing." Social Policy (Winter 1995). CR, 38-41.

C. Wright Mills. "The Promise." From The Sociological Imagination. CR, 1-6.

Ron Nixon. "An Urban Problem Comes to Rural Virginia." Roanoke Times (July 13, 1997). CR, 73-75.

Martha Nussbaum. "Can Patriotism Be Compassionate?" Nation (December 17, 2001). CR, 184-86.

Parker Palmer. Excerpt from To Know As We Are. CR, 21-24.

Michael Parenti. Chaps. 1 & 2 from Democracy for the Few. CR, 103-117.

Katha Pollitt. "For Whom the Ball Rolls." Nation (April 15, 1996). CR, 171.

Katha Pollitt. "The Lord Moves in Mysterious Ways." Nation (December 22, 1997). CR, 175.

- Katha Pollitt. "Victory Gardens?!" Nation (November 19, 2001). CR, 172.
- Robert Putman. "Bowling Together." American Prospect (February 11, 2002). CR, 168-70.
- "Radicalteacher Definition." From Pamela Annas, ed. New Words: A Post-Revolutionary Definition. CR, 18.
- Peter Reason. "Justice, Sustainability, and Participation." Concepts and Transformations (2002). CR, 267-82.
- Peter Saunders. Chap. 1 from Capitalism. CR, 83-87.
- Andrew Schmookler. Excerpt from The Illusion of Choice: How the Market Economy Shapes Our Destiny. CR, 92-102.
- Amartya Sen. "If It's Fair, It Is Good: 10 Truths About Globalization." (2001). CR, 261.
- Holly Sklar. "Imagine a Country." Z Magazine (July/August 1997). CR, 76-82.
- Tracy Smith. "Trashing Appalachia." ALCALines (2000). CR, 224-29.
- Tal Stanley & Steve Fisher. "Partners, Neighbors, and Friends: The Practice of Place-Based Education." Practicing Anthropology (Spring 2001). CR, 33-37.
- Jeremy Taylor. "Service Learning: Education with a Purpose." In Ann Watters & Marjorie Ford, eds. Writing for Change: A Community Reader. CR, 24-26.
- Makani Themba-Nixon. "Changing the Rules: What Public Policy Means for Organizing." Colorlines (Summer 2000). CR, 262-63.
- Marsha Timpson. "Connie's Family." (2002) CR, 137-38.
- Warren Vieth. "A Town Traded Away." LA Times April 19, 2002). CR, 220-23.
- Raymond Williams. "The Importance of Community." From Resources of Hope. Cr, 214-18.
- James Q. Wilson. "The Contradictions of an Advanced Capitalist State." Forbes (September 14, 1992). CR, 98-102.
- Kenneth Woodward. "Of God and Mammon." Newsweek (February 12, 2001). CR, 177-78.

Gloria Yamato. "Something About the Subject Makes It Hard to Name." (1988) CR, 66-68.

Janet Zandy. "Decloaking Class: Why Class Identity and Consciousness Count." Race, Gender, & Class (1996). CR, 88-91.

Howard Zinn. "Big Government for Whom?" Progressive (April 1999). CR, 57-58.

Howard Zinn. "Unsung Heroes." Progressive (June 2000). CR, 156-57.

* To Be Purchased

Additional reading may be assigned during the course.

Course Summary

Below are the daily reading assignments. This represents the instructor's best guess as to how the course will proceed. There may be changes made as circumstances, including reactions from students, dictate. Any changes will be announced in class. If there are major changes, I will distribute a "syllabus addendum" during a class meeting, so you will have the changes described in writing. Ultimately, though, students are responsible for keeping up with any changes in the syllabus. Stay tuned.

The first part of the course is devoted to exploring knowledge about ourselves as individuals and our relationships to others and to society; establishing class dynamics and rituals; discussing and selecting service sites; and identifying the key issues, concepts, and questions of the course and the Public Policy and Community Service major. During this time we will be reading and discussing David Hilfiker's Not All of Us Are Saints, a book that drives home forcefully the connections between service and public policy and raises many of the key themes of this course. Take careful notes while reading this book; we will be referring back to the lessons of this text throughout the semester and on the mid-term and final exams.

The second part of the course describes the political and economic context within which community service and public policy-making occur.

The third part attempts to demonstrate that our most serious problems, both the public ones and those that seem most personal, are in large part common problems, which can be solved only through common efforts. We explore the rationale for social involvement, the obstacles to citizen activism, and the ways in which we can lead lives worthy of our convictions. In this section we examine the interconnections among service, citizenship, and public policy issues and rely heavily on

chapters from Paul Loeb's Soul of a Citizen, insightful essays by Thich Nhat Hanh and Martin Luther King, Jr., and the personal stories of guest speakers and class members.

We end the course by reading Barbara Kingsolver's Animal Dreams. This remarkable novel provides the context for us to connect the major themes of the course and to consider what it will take to rebuild our communities and remake our public lives. Kingsolver challenges us to think about how we can really make a difference.

Schedule of Class Meetings and Reading Assignments

- Aug. 30 Why Are We Here and Where Are We Going? A Review of the Syllabus and Course Requirements.
- Sept. 2 Who Are We Here and Why Are We Here? Autobiographical Journal Assignment. Read CR, 7-8.
- Sept. 4 Why Are We Here and Where Are We Going? Connecting Personal Troubles to Public Issues. Read CR 1-6; L, Introduction.
- Sept. 5 Get on Board Day 11 am-1:30 pm. (**Attendance Required**)
- Sept. 6 Why Are We Here and Where Are We Going? Models of Education and How This Course Is Structured. Read CR, 9-20.
- Sept. 9 Why Are We Here and Where Are We Going? The Nature and Rationale for Service Learning. Read CR, 21-37.
Guest Speaker: Keith Coats
Required Lyceum 7:30 pm McG-Street 102
- Sept. 11 Why Are We Here and Where Are We Going? Making Our Lives Count. Read L, Chap. 1.
- Sept. 13 Why Are We Here and Where Are We Going? Probing Our Own Experience of Serving and Being Served: The Relational Model of Power. Read CR, 38-41; L, Chap. 6.
- Sept. 16 Discussion of Key Themes and Questions of the Course.
Read H, Chaps. 1 & 2; CR, 42-45.
- Sept. 18 Discussion of Key Themes and Questions of the Course.
Read H, Chaps. 3 & 4; CR, 46-51.
- Sept. 20 Discussion of Key Themes and Questions of the Course.
Read H, Chap. 5; CR, 52-58.
- Sept. 23 Discussion of Key Themes and Questions of the Course.
Read H, Chap. 6; CR, 59-64.
- Sept. 25 Discussion of Key Themes and Questions of the Course.
Read H, Chaps. 7 & 10; CR, 65.
- Sept. 27 Discussion of Key Themes and Questions of the Course.
Read H, Chap. 8; CR, 66-71.

Sept. 30 Discussion of Key Themes and Questions of the Course. Read H, Chap. 9; L, Chap.2.

Oct. 2 Discussion of Key Themes and Questions of the Course.
Read H, Chap. 12 & Epilogue; CR, 72-75.

Oct. 4 The Politico-Economic System. Read CR, 76-91.

Oct. 7 The Politico-Economic System. Read CR, 92-102.

Oct. 14 The Politico-Economic System. Read CR, 103-18.

Oct. 16 The Politico-Economic System. Read CR, 119-36.

Oct. 18 The Politico-Economic System. Read L, Chap. 7; CR, 137-41.

Oct. 21 Mid-term Exam.

Oct. 23 Reflections on Citizenship, Public Policy, and Service.
Read L, Chap. 3; CR, 142-51.

Oct. 25 Reflections on Citizenship, Public Policy, and Service.
Read L, Chap. 4; CR, 152-59.

Oct. 28 Reflections on Citizenship, Public Policy, and Service.
Read L, Chap. 5; CR, 160-67.

Oct. 30 Reflections on Citizenship, Public Policy, and Service.
Read L, Chap. 8; CR, 168-72.

Nov. 1 Reflections on Citizenship, Public Policy, and Service.
Read L, Chap. 9; CR, 173-81.

Nov. 4 Reflections on Citizenship, Public Policy, and Service.
Read L, Chap. 10; CR, 182-88.

Nov. 6 Reflections on Citizenship, Public Policy, and Service.
Read L, Chap. 11; CR, 189-198.

Nov. 8 Reflections on Citizenship, Public Policy, and Service.
Read CR, 199-210.

Nov. 11 Rebuilding Our Communities, Remaking Our Lives. Read CR, 211-18.

Nov. 13 Rebuilding Our Communities, Remaking Our Lives. Read CR, 220-60.

Nov. 15 Rebuilding Our Communities, Remaking Our Lives. Read K,
Chaps. 1-4.

Nov. 18 Rebuilding Our Communities, Remaking Our Lives. Read K,
Chaps. 5-8.

Nov. 20 Rebuilding Our Communities, Remaking Our Lives. Read K,
Chaps. 9-12.

Nov. 22 Rebuilding Our Communities, Remaking Our Lives. Read K,
Chaps. 13-16.

Nov. 25 Rebuilding Our Communities, Remaking Our Lives. Read K,
Chaps. 17-19.

Dec. 4 Rebuilding Our Communities, Remaking Our Lives. Read K,
Chaps. 20-23.

Dec. 6 Rebuilding Our Communities, Remaking Our Lives. Read K,
Chaps. 24-28.

Dec. 9 Rebuilding Our Communities, Remaking Our Lives. Read L,

- Chap. 12; CR, 261-66.
- Dec. 11 Rebuilding Our Communities, Remaking Our Lives. Read CR, 267-82.
- Dec. 13 Where Do We Go From Here? Final Circle. Journals due.

Course Requirements

<u>Grading System</u>		<u>Tentative Grade Distribution for Final Grade</u>	
Quizzes	150	A	500-460
Mid-term Test	75	A-	459-450
Class Part.	75	B+	449-440
Journals	100	B	439-410
Final Exam	<u>100</u>	B-	409-400
		C+	399-390
Total	500	C	389-360
		C-	359-350
		D+	349-340
		D	339-310
		D-	309-300
		F	299-0

Service

Every student in this class must complete a minimum of 25 hours of community service over the course of the semester. During the first days of class you will be provided information about possible service sites and the logistics involved in dealing with the various issues arising from your service activity. Community service is a required activity of this course. **Students who do not complete this requirement in a satisfactory fashion will not pass the course,** no matter how well they have done on the classroom or written parts of the course requirements.

Quizzes

There will be 18 unannounced 10-point quizzes on the assigned reading material. The lowest three grades will be dropped. There will be no make-up quizzes.

Mid-term and Final Exam

Format to be discussed in class.

Attendance

Students are expected to attend all classes and designated Lyceum programs relevant to the course and will be penalized for

more than two absences (**5 points will be deducted from the final grade for each absence over two**).

Class Participation

Students are expected to come prepared to discuss the assigned reading and their service experiences each day. You will be graded on (a) the seriousness of your effort (i.e., whether or not you come to class prepared, and whether or not you are physically, emotionally, and intellectually present); (b) the nature of your interaction with other class members (i.e., whether you listen carefully and respectfully to what others say, your willingness to challenge others and defend your points of view, and whether you provide opportunity and encouragement for others to participate); (c) your faithfulness in meeting your responsibilities in terms of the one-on-one meetings outside of class and the opening quote and question during class; (d) your willingness to interact thoughtfully with guest speakers; (e) your willingness to share experiences from your service site; (f) successful completion of various assessment instruments used in the course; and (g) the quality of your overall effort.

JOURNALS

What Journals Are Not

Journals are not to be confused with diaries, notebooks, or class notes. Diaries usually do little more than log external events ("My parents came to visit this weekend...") with occasional personal comments regarding those events ("I wish they would come more often..."). Notebooks usually do little more than summarize readings ("The author concluded that..."). Class notes do little more than reflect activities and discussions that have taken place in class.

What Journals Are

Journals frequently resemble diaries, notebooks, and class notes because the writer of a journal sometimes responds to external events, or reacts to the reading, or reflects on something, which has been said in class.

Journals, however, represent a distinctive kind of writing. First, they articulate intellectual pilgrimage and autobiography. Students engaged in writing journals find out very quickly that they are putting a very real part of themselves down on paper. To reveal something of one's thoughts and feelings is a very personal activity. It is such a personal activity that some students attempt to stay on a fairly objective level by "reporting" what they have read and thought (but still keeping an academic cocoon securely around them). Other students find out, however, that writing a journal becomes a more authentic

enterprise when the writer does not pretend toward objectivity but lets "the self" speak as well.

Second, journals provide an occasion for insights. Insights are those perceptions where an idea or fact integrates other materials or explains personal experience. The "light" suddenly dawns, and the pieces of a puzzle fall together for the first time! Insights may integrate intellectual understanding or personal experiences. The quest for and the articulation of such insights provide much of the excitement of keeping a journal.

Journals also provide an occasion to raise questions. Journals offer an opportunity to record questions, to speculate on how to answer them, and to understand why the question has come about in the first place. Questions may document ignorance or curiosity, but when one knows why a question is important and what precisely one doesn't know, then there exists a significant kind of awareness.

Third, journals represent a tether, which binds a student to the subject matter of a class. By means of the journal, a student has an ongoing opportunity to respond to class activities, react to assigned readings and outside speakers, reflect on the service experience, engage in "dialogue" with comments the instructor has made, and explore various perspectives on the subject matter of the class as these appear in newspapers, magazines, and on film. In contrast to a research paper, which may be done in a short period of time, a journal provides a semester-long format for interacting with the subject matter of a particular class.

The Contents of a Journal

The contents of a journal are limited only by the subject matter of the course and the writer's creativity, imagination, and breadth of experience. As a result, a journal often includes a variety of materials: personal reflection; comments on lectures or class discussions; reactions to films, tapes, and newspaper and magazine articles; insights gained from readings and the service experience; relevant cartoons and poetry; and extended statements on issues of personal conscience.

Guidelines for Journals

1. Journals are to be kept in a folder for loose sheets of paper.
2. Make frequent entries in your journal. Productive journals contain entries made through the semester, with an average of 2-3 entries per week (minimum of 2 per week).

Once you have begun your community service work, at least one entry a week must provide a written record of your service

activities, as well as some reflection that integrates these activities with the reading assignments and class discussions.

Although your emotional responses to community service are important, they should not be the principal focus of these particular entries. Instead, they should reflect an academic tone, as you try to connect your experiences and your emotional responses to the concepts and lessons of the assigned readings. The reflection questions provided at the end of this syllabus offer a context for these type of entries.

3. Date and number your journal entries. This is helpful if at a later date you want to return to a topic you have previously discussed, or if you want to make a comment about one of your earlier entries.

4. All entries must be typed.

5. Do not be reluctant to put your thoughts on paper. I am not interested in unnecessary verbiage, but I am interested in your insights, questions, comments, criticisms, and discoveries.

6. Use the journal as an opportunity for developing your own ideas about the subject matter taken up in class. For example, you may want to have several entries on the same subject to see if your thoughts change at various points during the semester.

7. Periodically during the semester, read your journal entries and write a "summary" entry: see if particular themes have appeared in earlier entries; see if you are able to answer questions you raised earlier in the semester; see if you can arrive at any conclusions based on your previous entries.

8. You must respond in your journal to all my written comments that are marked with "WB". These responses do not constitute separate entries.

9. The journal is a central part of the course. You must write regularly and follow the guidelines listed above. Bring your journal to class each day. I will collect the journal a number of times during the term. **Five points will be deducted from the final course grade each time the journal isn't up-to-date or satisfactory when I collect it.**

10. The following criteria will be used in grading journals.
(a) The seriousness of effort--how regularly you write in the journal; how thorough your entries are; how well you follow the guidelines described above; and how willing you are to engage in dialogue with the instructor by responding thoughtfully and honestly to his comments on and responses to your entries.

(b) The quality of the effort--how well you relate your service experience to the reading assignments and concrete questions provided by the instructor; how well you ground all of your responses in what we are reading and discussing in class; originality and diversity of the entries; honesty of the entries; willingness to take risks by tackling tough intellectual and personal issues; willingness to let the "self" speak; and willingness to challenge the instructor and assigned readings when you disagree with them.

(c) Improvement over time--the degree to which your entries improve as the semester progresses.

PCS 100 First Journal Writing Assignment (Due Sept. 2)

Write an autobiographical entry that discusses your own experience of service and being served.

Below are some questions designed to help you think about the role that service has played in your life. You should frame your essay in a way that makes sense to you. You are not required to respond to all or any of these questions, and you should not limit your essay to these questions or just respond in a rote fashion to them.

- 1) In what ways and by whom have you been served well over your lifetime?
- 2) In what ways have you served others well over the past five years.
- 3) In what ways do you serve yourself well now?
- 4) What brought you to this PCS 100 class and/or to your decision to major or minor in Public Policy and Community Service?

JOURNAL REFLECTION QUESTIONS RELEVANT TO SERVICE EXPERIENCE

These questions and statements are intended as suggestions or prompts to guide your journal writing. You are not expected to respond to them in every journal entry. Additional writing topics will be assigned throughout the semester.

1. Describe, in detail, your service placement...the site, the clients, the staff, other volunteers, the location, and the general surroundings (what does it look like, smell like, sound like...).
2. Discuss your first experience at your service placement. Be very specific: when did you go (date and time); how long were you there; whom did you see, talk with; what did you do. Include any first reactions: did you feel useful, anxious, bored, etc., and

do you think you will be able to learn anything from this experience.

3. What are your general duties and responsibilities? What do you do on a typical day at your placement? Describe, in detail, your activities each week.

4. How do people see you at your service placement? As a staff member? a friend? a student?... What do you feel like when you are there?

5. What surprised you the most this week while you worked on your service project? What moved you the most this week during your service work?

6. What was the best thing that happened to you at your service site this week? Was it something someone said or did, something you said or did, a feeling, an insight, a goal accomplished? What did you do that made you feel proud? Why? What did you do that was fun or satisfying?

7. What did you like least about your project this week? Why? What happened that made you feel uncomfortable or unhappy?

8. In what ways are you finding your commitments to your service project difficult to keep? What is helping you to follow through with these commitments despite the difficulties you encounter?

9. What new skill did you learn this week? What did you do that helped you get along and work with others? What did you do that seemed to be effective or ineffective? What feeling or idea about yourself seemed especially strong this week?

10. Did you take (or avoid taking) some risk this week? What were things you wanted to say or do but didn't?

11. What did you discover about other people during your service work this week? Who was the most interesting person you met this week? Why? How did your feelings about any person change as a result of this week's activities?

12. What are some things you have in common with the people with whom you worked this week (your peers, the staff, the person you served)? How are you different?

13. Did you get an idea this week that would improve your service work? The program? The world?

14. What criticisms did you receive this week in regard to your service work and how did you respond?

15. What compliments were you given this week in regard to your service work and what did they mean to you?

16. How does what we have read or are currently reading in PCS 100 relate to and/or help you better understand various aspects of your service experience?

17. What do you perceive as the underlying cause(s) of the social problem(s) with which you are dealing at your service placement? Elaborate on each. What do you suggest as strategies, policies, and/or programs that could be implemented to try and lessen these problems? Who do you think should take the responsibility for formulating and implementing your suggestions?

18. Do you find that service helps the server as well as the person served? Who is helped more? Does it matter?

19. Can your service really "make a difference"? Or do you believe that only changes in policy can make a difference?

20. In what ways are you growing and learning from service? Is it changing you in any way: your ideas, beliefs, habits, values, or goals?