

## SYLLABUS

Community Issues and Service Learning – Spring, 2015  
Class meets Tues and Thurs 11-12:15 pm. Room 1125 Nancy Nicholas Hall

Instructor: Connie Flanagan, [caflanagan@wisc.edu](mailto:caflanagan@wisc.edu)  
Office: 4153 Nancy Nicholas Hall  
Office Hours: The two hours before each class or by appointment

### Course Description and Objectives

The course will draw from students' collective learning experiences in their community-based service learning. Core concepts about democracy in America, the land-grant university's historic mission, and about how everyday citizens collectively can build a strong democracy will be introduced. Students will also be introduced to the range of ways that citizens participate in democratic decision-making and will practice some of these forms. The course is based on the reciprocal relationship between practice in the community and readings, reflections, and exercises in class. Assignments ask you to reflect on your community-based practice and apply concepts in the readings and discussions in class in your reflections. N.B. In the syllabus, CBO refers to community-based organization, the group with whom you engage in your service-learning experience. For some classes, graduate students in the PhD program in Civil Society and Community Research will be guest lecturing and facilitating the class discussion.

### Required Texts:

*Education for Democracy: Citizenship, Community, Service* edited by Benjamin Barber and Richard Battistoni. Dubuque, IA: Kendall/Hunt Publishing. Note that there are several editions of this book– page numbers on syllabus will differ but names of authors will be the same

*The Quickening of America: Rebuilding our nation, Remaking our lives.* Frances Moore Lappe and Paul Martin DuBois. San Francisco, CA: Jossey-Bass.

In addition, online and publicly available resources are listed as assignments.

### Course Objectives

After participating in this class, students will be able to:

- Articulate the role that various (CBOs) community based organizations (including the one in which they are volunteering for their service learning) play in Civil Society
- Define Civil Society and its relationship to government
- Articulate the roles that CBOs play in a democratic society
- Describe ways that CBOs reframe what we may consider private issues into public concerns
- Understand the role of CBOs as free spaces for changing democracy
- Challenge myths about public life and understand collective power
- Be more aware of public issues, policies, and current events that impact them and others
- Articulate the role(s) of nonprofit organizations in civil society in both compensating for and challenging the private (market) and public (government) sectors.
- Understand ways that individuals can act on their personal values via engaging with the collective goals and actions of organizations.

### Course Requirements

- Participation with a community based organization during the term
- Participation in class discussions and exercises (15%). N.B. Consider the reflective questions listed on the syllabus as fodder for thought as you read and prepare for class discussions.
- A “5-minute” public presentation of your CBO (imaginary audience – either legislators, donors, fellow volunteers, fellow students, fellow citizens) (5%). The purpose of this exercise is to practice how you would communicate (in a short amount of time) the cause of the organization for which you

- volunteer to a public audience. Take the perspective of the audience and convince them.
- WRITTEN REFLECTIONS – 6 LISTED ON THE SYLLABUS (Each is worth 10% of grade)  
Upload to the class site at Learn@UW by the night PRIOR to the class day when it is assigned for discussion. Collectively, this will enhance the class discussion.
- An op-ed piece in which you take a stand on the community issue that the CBO where you are engaging in service learning is addressing (20% of the grade). Bring in four copies for review by your peers in class on date assigned.

1/20 Course introduction: Syllabus and overview.

WRITTEN REFLECTION: UPLOAD TO LEARN@UW

People have different ideas about what democracy means. In your own words, write a few paragraphs about “What democracy means to me”.

1/22 Prior to class, watch video, Naomi Klein on “This changes everything”

[https://www.youtube.com/watch?feature=player\\_embedded&v=Q8Yyd5dxTGE](https://www.youtube.com/watch?feature=player_embedded&v=Q8Yyd5dxTGE)

Read Chapter 2 (We each have a public life) from *The Quickening of America*.

In class discussion of community engagement and our public lives.

Students from 350.org and Slow Food UW – examples of CBO opportunities

1/27 Read *Education for Democracy* - pp.18-25 – Dewey’s Search for Great Community;  
pp. 487-493 Dewey – Democratic Conception in Education.

Lecture/Discussion – The public realm, public education and democracy

1/29 Read Chapter 1, 3 from *The Quickening of America*.

Watch video: What is democracy – self interest and common good; YOUR VOICE;

Service and doing your part <https://www.youtube.com/watch?v=OuY-DVsU4BY>

Class discussion: Relational Self-Interest is not selfishness; Claiming our public lives and our democracy

2/3 Read: *The Quickening of America*, Ch. 4 Power is not a dirty word

WRITTEN REFLECTION: UPLOAD TO LEARN@UW. After reading this material:

1. Write down sources of power in your life you didn’t previously realize you had

2. List 3 ideas about power that can be useful and how you might apply each idea in your life.

Facilitated discussion: Victoria Faust (grad student): Social Power, Participation and Democracy

2/5 Read *Education for Democracy* Intro. xi-xiv; pp. 469-480 Barber, The Civic Mission of the University; Bloustein – Community Service – A New Requirement for the Educated Person

Lecture/Discussion: History of the Land Grant University and the Wisconsin Idea

How does your service learning reflect the historical mission of a public university in democracy?

2/10 Read: *Education for Democracy* (pp.168-198 – Barber, Strong Democracy; Boyte, Practical Politics; Havel on Politics, Morality, and Civility; pp. 64-70– Arendt on The Public Realm)

Lecture/Discussion: In what ways does your service learning work reflect the defining elements of the public realm that Arendt discusses?

What critiques of electoral politics are implied in Barber, Boyte’s, and Havel’s essays?

2/12 Guest lecture: Alisa Pykett (grad student), [Co-creating our worlds: Citizens as creative agents](#)

2/17 Read *Education for Democracy* (pp. 33-40 Rousseau, The Social Contract; 521-537 – Tocqueville, Putnam)

Assignment for next class: Write down the following things:

- one issue about which you have strong opinions
- the basis for your opinions
- who else (organizations, individuals, political parties, etc.) might share your opinion
- an opinion or perspective on the issue – opposite to yours - and who might hold that opinion

2/19 Small Group In-Class Discussions of strongly held opinions

Read Chapter 9 from *The Quickening of America*, Educating Real World Problem Solvers.

Class Work/Discussion: How is the work of your CBO an example of the concept “living democracy”

Reflection for next class: Write down the following things:

- The social issue(s) your CBO addresses
- The most significant current public policies, regulations and programs that affect this social issue (they may be direct or indirect) at a federal, state and/or local level
- A description of how the policies, regulations and programs affect the issue and the work of your CBO

- 2/24 REFLECTION: UPLOAD TO LEARN@UW  
How did the small group discussion in class – affect the following:
- your stand on the issue
  - awareness of and considering others’ perspectives
- Victoria Faust (grad student) class facilitation: Social Issues, Civic Literacy, and Public Action
- 2/26 Alisa Pykett (grad student) class facilitation: What is Deliberative Democracy and how does it fit in the constellation of efforts for justice and the common good?  
[National Issues Forum \(NIF\) Issue Guide distributed in class](#)  
- *Sustaining Ourselves: How can we best meet the needs of today and tomorrow?*  
Before next class, read the Issue Guide and prepare for two sessions of small group deliberations
- 3/3 Deliberation Exercise in Class (moderated by graduate students and instructor)
- 3/5 Deliberation Exercise in Class (moderated by graduate students and instructor)
- 3/10 WRITTEN REFLECTION: UPLOAD TO LEARN@UW  
Compare and contrast: Discussions in class with Deliberation in class  
Guest lecture on just spaces in communities for youth of color:  
Professor Brandy Kelly Pryor, Visiting Professor from Texas A&M
- 3/12 Read Ch. 10 and 11 from *The Quickening of America (Arts of Democracy skills)*  
Class Work/Discussion: Small groups: Examples from students’ CBO practice: one-on-one and group skills
- 3/17 Read *Ch. 7 from The Quickening of America (From client to citizen)*  
WRITTEN REFLECTION: UPLOAD TO LEARN@UW  
Discuss several examples from your CBO work to illustrate the contrast in working with people as ‘clients’ vs. as ‘citizens’  
Small group discussion and collective summary – relevance of this distinction to CBOs’ role in democracy
- 3/19 Read *Education for Democracy (pp. 85-118) – Citizenship and the Psychology of Belonging* (Simone Weil, Wm. James, R. Bellah); 57-63– Whitman  
Lecture/discussion – Relevance to democracy of concepts (belonging, stakeholder, collective identity, We, the people)  
Introduction to the OP Ed Exercise: Claiming your public voice on an issue you care about; Argue a position backed up with facts; Recognize opposing argument  
Check out [www.theopedproject.org](http://www.theopedproject.org) -- Write to Change the World and tips for writing a good op ed
- 3/24 Op eds – first drafts and peer reviews in class – bring four copies of your op-ed to class  
Why and how to do peer reviews; Practicing giving and hearing constructive, critical feedback  
Work on peer reviews in groups of four
- 3/26 *Education for Democracy (pp. 281-304)* McIntosh, hooks, Reich  
Discussion of identity and inter-group relations facilitated by staff from the UW-Madison Multicultural Student Center  
Class Work/Discussion – Are there issues of inequality or difference that have come up in the course of your CBO experience? How might they be addressed?

- 3/31 Spring Break
- 4/2 Spring Break
- 4/7 Op eds – second drafts due (Upload to Learn@UW)  
 NAME THE FILE WITH YOUR LAST NAME, FIRST NAME Op Ed  
 Read *Education for Democracy* pp.550-566 Jane Addams, Martin Luther King, Wendell Berry  
 Lecture/Discussion: Role of the nonprofit sector in compensating and challenging the market and state
- 4/9 Read *Education for Democracy* pp. 481-486 – President Clinton on National Service  
 582-586, FDR – The CCC; 628-630 JFK – Peace Corps  
 Eric Luckey – Peace Corps rep on UW campus  
 Lecture – National Service as an alternative institutional model in democracy: A focus on the  
 changing transition to adulthood and the social class divide in civic participation
- 4/14 Read Chapter 6 from *The Quickening of America (Making the media our voice)*  
 View two youtubes on the Radio Partners website – from different parts of the world.  
 Reflect (and be prepared for class discussion) on the role of the media in democracies in general  
 and in fledgling democracies in particular  
[https://search.yahoo.com/search;\\_ylt=AwrBT7x8MC1VSOwA0lpXNyoA;\\_ylc=X1MDMjc2NjY3OQRfegMyBGZyA3lteXktDC05OTkEZ3ByaWQDVXJHcUU4M3BRLktGWk9ydVNKZGxfQQRuX3JzbHQDMARuX3N1Z2cDMQRvcmlnaW4Dc2VhemNoLnIhaG9vLmNvbQRwb3MDMARwcXN0cgMEcHFzdHJsAwRxc3RybAMzNgRxdWVyeQN5b3V0dWJlIG9uIGRlcmVsb3BpbmcgcmlkaW8gcGFydG5lcnMEdF9zdG1wAzE0MjkwMjQ5NTE-?p=youtube+on+developing+radio+partners&fr2=sb-top-search&fr=ymyy-t-999](https://search.yahoo.com/search;_ylt=AwrBT7x8MC1VSOwA0lpXNyoA;_ylc=X1MDMjc2NjY3OQRfegMyBGZyA3lteXktDC05OTkEZ3ByaWQDVXJHcUU4M3BRLktGWk9ydVNKZGxfQQRuX3JzbHQDMARuX3N1Z2cDMQRvcmlnaW4Dc2VhemNoLnIhaG9vLmNvbQRwb3MDMARwcXN0cgMEcHFzdHJsAwRxc3RybAMzNgRxdWVyeQN5b3V0dWJlIG9uIGRlcmVsb3BpbmcgcmlkaW8gcGFydG5lcnMEdF9zdG1wAzE0MjkwMjQ5NTE-?p=youtube+on+developing+radio+partners&fr2=sb-top-search&fr=ymyy-t-999)
- 4/16 Getting out of our Heads: **Experiential Activities**  
 Prepare for this class by viewing this youtube Trends of growing inequality in the US  
 politizane <https://www.youtube.com/watch?v=QPKKQnijsM>  
 In class exercise and discussion: Building a better America (Norton and Ariely)
- 4/21 Claire Berezowitz, (grad student) class facilitation:  
 Civic competencies: What they are and why we should think about them in higher education  
 Drawing from AACU and Bringing Theory to Practice work
- 4/23 For discussion in class:  
 Write a few paragraphs to address the following questions: The social issue(s) your CBO addresses; how  
 do government policies address (or fail to address) the issue?  
 Film – America’s Promise
- 4/28 Five minute pitch for your CBO – mock practice with imaginary audience
- 4/30 Five minute pitch for your CBO – mock practice with imaginary audience
- 5/5 Five minute pitch for your CBO – mock practice with imaginary audience
- 5/7 Discussion in class: The public/community issue(s) your CBO addresses; how does the CBO  
 contribute/sustain/challenge democracy  
 WRITTEN REFLECTION: UPLOAD TO LEARN@UW  
 People have different ideas about what democracy means. In your own words, write a few  
 paragraphs about “What democracy means to me”