

Current Information:

I. A.) DEPARTMENT NAME: Bob Graham Center for Public Service

B.) COURSE NUMBER, and TITLE: IDS 2338 Rethinking Citizenship: Identity, Collaboration, Action

C.) CREDIT HOURS: 3 D.) PREREQUISITES: None

E.) CURRENT CLASSIFICATION

1. General Education Code: B C D H M N P S None

2. Writing Requirement: E2 E4 E6 None

3. Math Requirement: M None

Requests:

II. GENERAL EDUCATION

A.) Requested Classification: B C D H M N P S

B.) Effective Date: Fall Spring Summer 2013 (year)

Or

1-time Approval Fall Spring Summer _____ (year)

III. WRITING REQUIREMENT MATH REQUIREMENT

A.) Requested Classification E2 E4 E6

B.) Effective Date: Fall Spring Summer _____ (year)

Or

1-time Approval Fall Spring Summer _____ (year)

C.) Assessment:

1.) What type of feedback will be provided to the student (in reference to writing skill)?

_____ Grade _____ Corrections _____ Drafts _____ Other

2.) Will a published rubric be used?

IV. ATTACH A DETAILED SYLLABUS

V. SYLLABUS CHECKLIST

Courses that offer students General Education and/or Writing Requirement credit must provide clear and explicit information for the students about the classification and requirements.

A.) For courses with a **General Education** classification, the syllabus should include:

- Statement of the General Education Purpose of the Course with attention to the General Education Classification requested
- List of assigned General Education Student Learning Outcomes
- List of any other relevant Student Learning Outcomes
- List of required and optional texts
- Weekly course schedule with sufficient detail (e.g. topics, assigned readings, other assignments, due dates)

B.) For courses with **Writing Requirement (WR)** classification, the syllabus should include:

- "The Writing Requirement ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning."
- "Course grades now have two components: To receive writing credit, a student must receive a grade of "C" or higher and a satisfactory completion of the writing component of the course."
- A statement or statements indicating that the instructor will evaluate and provide feedback on the student's written assignments with respect to grammar, punctuation, usage of standard written English, clarity, coherence, and organization
- Assignment word counts, page lengths, submission deadlines and feedback dates

Additionally, the syllabus must clearly show that the course meets the WR to

- Evaluate [2,000/4,000/6,000] written words in assignments during the semester
- Provide all feedback on assignments prior to the last class meeting

Important note: The following types of writing assignments **CANNOT** be used to meet the WR: teamwork, exam essay questions, take-home exams, and informal, ungraded writing assignments.

VI. SUBMISSION AND APPROVALS

Department Contact:

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College Contact:

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IDS 2338

Rethinking Citizenship: Identity, Collaboration, and Action

Course Description:

Course encourages students to reflect on the concept of citizenship in the US and internationally, learn to analyze and solve public problems and effectively evaluate methods of civic activism.

Citizenship means something different for everyone. This course is not meant to mold or shape students' civic values or attitudes. Rather, this course is an introspective process whereby students are asked to consider their own citizenship and determine how they will continue to be active citizens throughout their lifetime.

Course Goals:

- 1.) Give students an opportunity to think introspectively about their role as an engaged citizen in today's society. What does citizenship mean to you and how can you continue to be an engaged citizen while at UF and after graduation?
- 2.) Help students understand how our laws and institutions have influenced our concept of citizenship in the US and around the world.
- 3.) Provide students tools to maintain active citizenship. In this course we will discuss: how to negotiate and deliberate, how to keep political dialogue civil, how to identify biased political rhetoric, how to advocate for a cause, and how to write and speak for civic participation.

General Education Purpose of the Course:

This course is designed to meet general education requirements in the Social and Behavioral Sciences. It provides instruction in the key themes, principles, and terminology of American public and civic life with a focus on the history and methodologies of American government, social change, and policymaking. Students examine current sociopolitical issues, practice the necessary research skills for understanding such issues, identify the processes of decision-making and implementation surrounding the issues, and evaluate strategies for influencing public policy. Additionally, students identify effective actions for effecting change on a sociopolitical problem of their choosing and work with those who hold opposing viewpoints in order to find solutions to those problems. In these ways, the course emphasizes the effective application of accepted problem-solving techniques as well as the evaluation of outcomes.

General Education Student Learning Outcomes:

By participating in the course, students will

- know the key themes, principles, and terminology of American public and civic life;
- know the history and methodologies of American government, social change, and policymaking; and
- identify, describe, and explain social institutions, structures, and processes of American public and civic life.

In addition to this knowledge, students will be given opportunities to

- apply formal and informal analyses of the processes by which individuals and groups identify sociopolitical problems and work to change public policy surrounding those problems; and
- assess and analyze public policy and different styles of public leadership.

As a result of these learning experiences, students will be able to

- communicate their knowledge, thoughts, and reasoning clearly and effectively across a wide spectrum of media and in a variety of public venues.

Other Relevant Student Learning Outcomes:

Through their thoughtful participation in the course, students will be challenged to

- understand and critically evaluate the democratic society in which they live;
- redefine the concepts of citizenship and civic engagement, considering the collective impact of globalization and technology;
- champion for the common good;
- realize and exercise the power of individual and group action;
- tackle real problems by looking for creative solutions, using available resources, collaborating with others, and taking risks, and;
- reflect upon and evaluate methods for civic activism.

Class Expectations:

This course combines classroom discussion, hands-on workshops, and experiential learning opportunities meant to give students the tools to pursue active citizenship. As such, attendance is absolutely imperative.

This course will be on Sakai (<https://Iss.at.ufl.edu/services/els/>), and the instructor will post updates and other material as needed. **Assignments are expected to be turned in on the due date.** One letter grade per day (not class days) will be taken off for late papers unless you have obtained prior approval for a different date due to special circumstances or have a documented illness or family emergency. Please do not hesitate to let the instructor know if you have some type of special circumstance, but you must do so before the due date unless it is an emergency.

The easiest way to reach the instructor is to come by during office hours or through e-mail. If office hours are not convenient, the instructor will be pleased to set a mutually agreed upon time to meet. Please do not hesitate to ask me for a scheduled appointment. If you have any special needs, please let the instructor know so that we can work together to make this class a success.

Course Instructor:

Dr. Emma Humphries, ekhumphries@ufl.edu
Bob Graham Center for Public Service
220 Pugh Hall

Grading Scale:

A = 93 - 100	C = 72 - 77
A- = 90 - 92	C- = 70 - 71
B+ = 88 - 89	D+ = 68 - 69
B = 82 - 87	D = 62 - 67
B- = 80 - 81	D- = 60 - 61
C+ = 78 - 79	E = 59 or below

*UF is now using plus/minus grading system. UF policy requires that all syllabi now provide information about the new grading system via this link:
<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

Course Requirements:

Quizzes = 50% (5 x 10%)
Active Citizenship = 20%
Papers & Worksheets = 20% (4 x 5%)
Participation & Attendance = 10%

Quizzes:

Students will take 5 short quizzes throughout the semester. The quizzes will include everything discussed in class and in the readings. Guest lectures and workshop material are fair game for quizzes.

Active Citizenship Points:

Citizenship is no longer a passive activity. It's time to flex your active citizenship muscles. Each student must choose a group of activities that count towards the active citizenship grade. Each activity is worth a certain amount of points. You are not required to complete all of the possible active citizenship activities. Students have an opportunity to pick which events they would like to participate in. You must complete enough activities to secure 20 active citizen points. For example you could complete 4 activities worth 5 points apiece ($4 \times 5 = 20$). You must complete the requirements and make a good faith effort to prove that you actually completed this activity in order to receive credit for this activity. This can include signatures from supervisors, pictures, photocopies, and computer printouts of blogs and emails sent. **Rules:** You can only complete individual activities twice. The bill tracking exercise is the only exception to this rule; this activity can be completed up to five times. An "issue of importance" cannot include a sports related issue. It must be a university, local, state, or federal issue. I will consider other activities; please talk with the instructor if you have another proposal for an activity. All activities must be completed between the beginning and end of the semester in which you are enrolled in the class.

NOTE: See class points and activities on next page

Points	Activity
1	Track a bill during the Florida Legislative Session – Write a one page analysis of a bill that interests you. The analysis must include: a summary of the bill (do not copy the web summary word for word), a list of actions taken by the legislature (committee assignments, was it engrossed, enrolled, signed?), and a short statement describing why the passage or veto of this bill is important to you and the state.
1	Help someone register to vote in Gainesville. (You can register yourself)
5	Attend a City Commission meeting – The Gainesville City Commission meets every first and third Thursday of the month at 1:00pm in the City Hall Auditorium. Write a one page summary outlining what was discussed at the meeting. Bonus points if you speak at the meeting. Note: Commission meetings can last well into the evening; you are only required to stay for an hour and a half. If you cannot make it to a City Commission meeting, go to http://www.cityofgainesville.org/GOVERNMENT/ClerkOfTheCommission/NoticeofMeetings/tabid/372/Default.aspx and find another public meeting to attend.
5	Email or write your local, state, or federal politician urging him or her to support or oppose legislation. Provide persuasive evidence to support your point of view. This cannot be a form letter, it must be original.
5	Assist with Student Government elections by working polling places or campaigning.
5	Table in Turlington or Plaza of the Americas in support of an issue that is important to you.
5	Write and post a blog expressing your opinion on an issue of importance to you.
5	Write a letter to the editor of the Alligator, Gainesville Sun, or other newspaper in support or opposition of an issue of importance to you (not sports related). The letter must be published to receive full credit.
5	Produce a video in support of an issue and post it on YouTube.
5	Research how you could get involved with a local, state, or federal non-profit, become a member of that organization, write a 1 page report on your findings.
8	Visit Tallahassee on UF Day or with another organization. Observe legislative proceedings. Write a 2 – 3 page report on what took place in the legislature that day.
10	Volunteer to work on a local campaign.
10	Complete 8 hours of community service. (FAB counts toward this requirement)
15	Visit Tallahassee and speak directly to a state legislator about an issue of importance. Write a 6-8 page paper describing the issue and why it is important to you and the state in general. Weigh the state's options, explain the legislator's comments, and discuss probable outcomes and any future action that you and the legislature might take on this issue.
20	Get Something Done – Bring an issue to the attention of student government, the city commission, or the state legislature. Write a 10 page analysis on an issue that is important to you. Research the issue, give background information on the topic, identify possible solutions, work with a governing body to solve the problem, report on whether you succeeded in your efforts, and discuss any future action that you might take on the issue.

Papers and Worksheets:

Students will complete 4 short papers and worksheets throughout the semester. These papers and worksheets will be given in preparation of a course activity.

Journalism Ranking Assignment: Students will be given a series of newspaper articles and must use Lazere's ranking methods to illustrate partisan arguments in the articles. Try to guess which newspaper the article is from without looking it up on the internet!

Written Oral Argument for Public Testimony: Students will be given a list of topics to choose from. Use the methods described in the Smith book to develop a 3 minute public testimony on this topic. Once each person gives public comment, they will be asked a series of questions from the instructor and other members of the class.

Public Narrative worksheet: Prepare to give your public narrative by filling out the public narrative worksheet.

Self Assessment: Write a 2-3 paper due on the final day of class, outlining your thoughts on citizenship and describing how you plan to be an active citizen throughout your life. What final thoughts do you have about citizenship in general?

Participation and attendance: Your grade for class participation depends not only on physical presence (role will be checked at the beginning of most classes), but also your active participation in class and your "class manners." This means being on time, refraining from side discussions and other distracting behavior and respecting each other's viewpoints. We will be discussing controversial issues about which many people have strong opinions and beliefs so mutual respect is critical for the success of the class. Students may have three unexcused absences during the semester. For each additional absence 5 points will be taken from the class participation grade. Again, if you have special circumstances or an emergency, please let the instructor know so that appropriate arrangements can be made.

Makeup policy: There will be no make up for quizzes. Instead, students will be required to accrue an extra 10 citizenship points. If a quiz is missed during an unexcused absence there is no makeup.

Required Texts:

Dalton, Russell. 2009. *The Good Citizen: How a Younger Generation is Reshaping American Politics*. Washington, D.C.: CQ Press. (\$7 on Half.com)

Graham, Bob. and Chris Hand. 2010. *America: The Owner's Manual*. Washington, D.C.: CQ Press. (\$12 on Half.com)

Smith, Catherine. 2010. *Writing Public Policy: A Practical Guide to Communicating in the Policy Making Process*. Oxford: Oxford University Press. (\$17 on Half.com)

Most articles and some book chapters are available on the course website or via email.

Week by Week Schedule:

Week 1- Who is the “Good Citizen” and what is civic engagement?

Thursday

Introduction, syllabus, and class expectations

What type of citizen are you?

READ or Listen: JFK speech at Vanderbilt Centennial

<http://www.americanrhetoric.com/speeches/jfkvanderbiltconvocation.htm>

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### Week 2 – The changing goals of citizenship

Tuesday

Transformation of citizenship in American Society

**READ:** Joel Westheimer and Joseph Kahne, “Educating the ‘Good’ Citizen: Political Choices and Pedagogical Goals.” PS Online

<http://www.democraticdialogue.com/DDpdfs/WestheimerKahnePS.pdf>

**READ:** Russell Dalton, Chapters 1 & 2, “Citizenship and the Transformation of American Society” and “The Meaning and Measurement of Citizenship.” Pg 1-33

Thursday

Getting Involved with Local Government

Guest Speaker: City Councilwoman Jeanna Mastrodicasa, take notes and ask questions

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Week 3 – Citizenship and Public Education

Tuesday

READ: Constance Flanagan, “Developmental Roots of Political Engagement” PSOnline

<http://www.transad.pop.upenn.edu/downloads/flanagan-politengagment-to%20USA.pdf>

READ: Russell Dalton, Chapter 3, “Forming Citizenship Norms”

Thursday

Is teaching citizenship a good thing? Civics education post 9/11

READ: James Murphy, “Against Civic Schooling” *Social Philosophy and Policy*

<http://journals.cambridge.org/action/displayFulltext?type=1&fid=192720&jid=SOY&volumeId=21&issueId=01&aid=192719>

READ: Alan Sears and Andrew Hughes, “Citizenship: Education or Indoctrination.” *Citizenship Teaching and Learning*

<http://www.citized.info/pdf/ejournal/Vol%202%20Number%201/013.pdf>

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### Week 4

Tuesday **QUIZ #1**

**READ:** Dalton, Chapter 4, “Bowling Alone or Protesting with a Group”

Thursday

**READ:** Elinor Ostrom, *Governing the Commons*, pg 1-6

**READ:** Tibor MacHan, *The Commons: Its Tragedies and other Follies*, Introduction

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**Week 5 – Advocating for Change**

Tuesday

**READ:** Marshall Ganz, “Why David Sometimes Wins: Strategic Capacity in Social Movements” in *Rethinking Social Movements*.

**READ:** Graham, Define the Problem – Chpt 1

Thursday

**READ:** Graham, Chapters 2 - 6

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**Week 6 – Advocating for Change Continued**

Tuesday

**READ:** Graham, Chapters 7 - 10

Thursday

**Field Trip!!! The class will meet at the Gainesville United Way.**

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**Week 7 – Knowledgeable Citizenship**

Tuesday

**READ:** Smith, Chapter 5, Position Paper: Know the Arguments

**READ:** Lazere – ranking assignment

Thursday **QUIZ #2**

**READ:** Public Journalism – Civic Innovation in America, Chapter 5, available on netlibrary

Discuss the media’s role in our political decisions

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**Week 8 – Knowledgeable Citizens Continued**

Tuesday

**READ:** Smith Chapters 6 & 8, “Petitions and Proposals: Request Action or Propose Policy” and “Testimony: Witness in a Public Hearing.”

Thursday

**Giving public testimony & public comment:** Students will pick a topic and write a 3 minute statement that they will give to the class in “oral testimony.” Turn in the statement during class.

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**Week 9 – Dangers of Groupthink**

Tuesday

**READ:** Irving Janis, Groupthink excerpt



Thursday **No class, go to a City Commission Meeting!!!**

**Week 10 - Public Narrative, A Call to Action**

Tuesday

**READ:** Marshall Ganz, Public Narrative: Self, Us, and Now  
What is public narrative?

Thursday **QUIZ #3**

**Public Narratives:** Students will break into groups and practice their public narrative. Students will spend the remainder of the class presenting their public narrative. Turn in worksheet at the end of class.

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Week 11 – The Art of Negotiation

Tuesday

Public Narrative (Senator Graham visit)

Thursday

READ: Fisher & Ury, “Don’t Bargain over Positions” in *Getting to Yes*
Play “Win the Game”
Debrief

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**Week 12 – Civility and Consensus Building**

Tuesday

**READ:** Dalton, Chapter 5, Tolerating Others

Thursday

**Listening & Negotiation**

Exercise 1: Two students with conflicting viewpoints will be paired with each other. Students must listen for 3 minutes, what did the other person say, what can you agree on?  
Exercise 2: Students will be put into two groups and must work together to solve a non-controversial problem.  
Exercise 3: Students must use their listening and negotiation skills to come to a consensus on a controversial topic chosen by the class.

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Week 13 –

Tuesday **QUIZ #4**

Is diversity eroding our civic culture?

READ: Jack Citron, “The End of American Identity,” in *One America*
READ: Handout from the Bradley Project

Validity of Global Citizenship

READ: Fang Lizhi, “Patriotism and Global Citizenship,” in *Global Visions: Beyond the New World Order*. Online Handout

Thursday

Understanding Naturalized Citizenship

FOCUS GROUP: Please come to class and take notes on citizenship from the perspective of non native born US citizens. Be ready to ask questions.

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**Week 14 - Global Citizenship**

Tuesday

Citizenship around the world

**READ:** Dalton, Chpt 8 "In Tocqueville's Footsteps"

Thursday

Patriotism and Citizenship: Understanding citizenship from a military perspective

**FOCUS GROUP:** Please come to class and take notes on citizenship from the perspective of service members. Be ready to ask questions.

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Week 15

Tuesday

QUIZ #5

Debrief

Incorporating Citizenship into your career

Turn in self assessment paper

Academic Honesty:

Students are required to be honest in their coursework, may not use notes during quizzes or exams, and must properly cite all sources that they have consulted for their projects. Any act of academic dishonesty will be reported to the Dean of Students, and may result in failure of the assignment in question and/or the course. For University of Florida's honor code, see <http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>.

Accommodations for Students with Disabilities:

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. Contact the Disability Resources Center (<http://www.dso.ufl.edu/drc/>) for information about available resources for students with disabilities.

Counseling and Mental Health Resources:

Students facing difficulties completing the course or who are in need of counseling or urgent help should call the on-campus Counseling and Wellness Center (352-392-1575; <http://www.counseling.ufl.edu/cwc/>).