Class: Tuesday & Thursdays from 9:00 to 10:20 am, Thurgood Marshall College (TMC) Provost Conference Room, room 126.

Office hours: Before class (8:30 to 9:00) in room 127 (Provost Conference Room), Thursday from 10:20 to 11:00, and by appointment. To set up an appointment please send me an email.

Public Service Minor website: www.publicsvcminor.ucsd.edu

Course Description and Summary of Course Objectives
Public Service in America is an opportunity for students to discover what it means personally and collectively to contribute to the greater good. Together, the class will explore what is service and why it is important to our communities, a thriving civil society, and vibrant democracy. Using one’s own interest, students will examine how the public, private, and independent sectors must work together to solve our society's challenges. During this interactive course, students will have an opportunity to put theory into practice and meet community leaders who will share their experience as they relate to the topics we explore in class.

Required Reading
Because public service touches many fields and across time, readings and other resources will be both historical and contemporary; and written by journalists, political scientists, sociologists, practitioners, as well as others.

Books
- Brinkley, Douglas. Rosa Parks. (I recommend the audio book for this one)
- Gladwell, Malcolm. Tipping Point: How Little Things Can Make a Big Difference
- O’Connell, Brian. Civil Society: The Underpinnings of American Democracy
- Skloot, Rebecca. The Immortal Life of Henrietta Lacks

Course Requirements

Class participation: All students will come prepared and participate in all class discussions. Lectures will compliment and not supplant readings. Students are expected to be well versed in the readings and class discussions/lectures/presentations. There will be in-class projects as well as sessions where students will take the lead. These opportunities will be unannounced prior to the class. Failure to be present, come late, be prepared, or engage the day of the projects and class facilitations will affect your grade negatively.

Topic Selection Paper: A two to three page essay on your chosen final paper topic is due at the start of class on January 20. The following items are required for successful completion of this project:

- Identification of a chosen topic. Write your possibility/obstacle story a explained by Michael Margolis in our reading
- Justification (personal reason) for the selection of this topic
- Preliminary list of resources that may be used to understand how the public (government), private (corporate), and independent sectors interplay with your chosen topic. It will be helpful for you, if this list includes a quick summary of what you hope to learn from each resource.

This paper will give me, as the instructor, an opportunity to give you feedback on your topic and writing style as well as identify guest speakers who may be of interest to the class.

Midterm: There will be an in-class midterm examination (February 5) based on course readings and resources, lectures, and class discussions. You will be required to purchase blue books and pens before class.

Team Campaign Plan: In small teams, students will create a campaign for a community building opportunity on campus. There will be some time to work on this project in class, but the expectation is that the team will find time to work collectively on their plan outside of class if needed. The plan is due and the team will present to class on March 12. Additional details will be given in class.

Final Writing Assignment: The Final Paper will be an essay of 8 to 10 pages in length and will include a cover page, endnotes, and work cited page (in addition to the 8 to 10 pages). It is due by 11:00 am on Tuesday, March 17 or sooner.

The following items are required for a successful completion of this project:

A. The paper will include three sections:

1. A summary of the student’s envisioned change. This summary may include but not be limited to: (10 points)
   - Why is this vision important
   - How are things different/better in your vision?
   - What is the result of the change? Why is this change so important?

2. An explanation of the current and/or potential positive role(s) that the independent, public, and private sectors as well as media, technology and/or other institutions discussed in the course can and should have in the envisioned change. (see Katherine Fulton & Andrew Blau, pp 18-19 for guidance) You must back your assertions with data, best practices, class resources, and/or other sources and cite the source. (20 points)

3. A conclusion (at least 1.5 pages) with your personal public service plan. In this conclusion, you will provide details of what action you personally will take towards achieving your defined vision as well as include your reasoning for the plan. This plan should build on your strengths and its expectations realistic. I can focus on your role either currently and/or in the future. (10 points)

B. The essay must incorporate a significant discussion of at least five course resources as they pertain to the selected topic.

C. In addition, each student must use information and ideas in the essay that have been derived from at least one personal interview (preferably more), with someone who is a professional doing public service related to your selected topic. You will be prepared prior to the interview(s). The interview(s) will be either face-to-face or over the phone; email interview(s) will not be acceptable. Please make sure to schedule the interview with plenty of lead-time since most professionals have very busy schedules.
D. At least five outside-class, academic writings, reports, articles, and/or other primary sources should substantiate your arguments and should be cited appropriately. (See style guide) A majority of the sources should be professional writings. No more than two resources can be from news article or pages from websites.

Additional requirements for all papers:

A. **Format:** All papers are to be turned in, in print at the start of the class the day it is due. It will be typed, double-spaced, in 12-point font, pages numbered, and stapled. No late or emailed copies will be accepted.

B. **Documentation:** Your papers must be your own work. The paper cannot be a group effort. You must acknowledge your intellectual debts to the outside sources, course resources, and any interviewees, using citations. Citations are always required for direct quotations, paraphrases, or the restatement of someone else’s ideas, as well as for the presentation of specific, factual information. Remember it is better to over cite than under cite. Websites that are cited should include the name of the host institution, author, date and the website address. If an article or book chapter is found on a website, it must be cited as an article and not a website.

Please use endnotes for your citations. You may use any style guide, but make sure to cite the guide you will be using on the cover page of your papers.

Plagiarism will not be tolerated and will result in an automatic fail for the paper!

C. **Editing:** Grammar, punctuation, spelling, and clarity of argument and evidence all count. There are several writing labs on campus.

Papers that earn strong grades will follow these guidelines.

*Late assignments will only be accepted in emergencies, and only by arrangement made by the instructor PRIOR to the regular due date.*

**Grading Policy**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Topic selection paper (January 20)</td>
<td>05</td>
</tr>
<tr>
<td>Class participation &amp; projects</td>
<td>10</td>
</tr>
<tr>
<td>Midterm (February 5)</td>
<td>35</td>
</tr>
<tr>
<td>Team Campaign Plan (March 12)</td>
<td>05 + 10</td>
</tr>
<tr>
<td>Final Paper (March 17)</td>
<td>35</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
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*Grades are not allocated on a curve. Thus, all have the possibility to earn a good grade. Moreover, and minuses will be given. Scheduled face-to-face meeting required to discuss a grade.*
Class Schedule
*Please note that dates and topics may be change depending on possible opportunities.*

January 6: Welcome: Why does one chose to serve and be engaged in their community?

Six word biography

Resources:
- Legacy Giving Interest Inventory (To be given in class to be completed for next class)

January 8: How to live a more purposeful life

Complete and bring your Giving Interest Inventory

Resources:
  www.futureofphilanthropy.org/files/finalreport.pdf

January 13: Is right and wrong always right and wrong?

Resources:
- Markkula Center for Applied Ethics at Santa Clara University. (www.scu.edu/ethics).
  - Framework for Thinking Ethically: www.scu.edu/ethics/practicing/decision/framework.html

January 20: Topic selection paper due at the start of class
January 15 (No lecture) & 20: What makes Civil Society so complex?
There is no lecture on January 15; instead, you are to explore the definition and complexities of civil society. By 10:20 on the 15th via email, submit a one to two-page summary of what you learned.

Your response should be well informed and based on at least three academic resources (not Wikipedia). Response can be in note form meaning bullets and is correct as long as the resources used can verify it. List your resources in appropriate format at the bottom of your response (these are not counted toward the one-page).

Before the 20th, you will be able to access via our TED site additional resources on civil society. For class, be prepared to discuss:

- What roles do the public, private, and independent sectors play in civil society?
- How can civil society strengthen our society, economy, and government?

January 22 & 27: Is our civil society strong or weak?
- How can civil society be measured?
- What are the limitations and threats to civil society?

Resources:
  www.books.google.com/books?id=86hceYOU2DQC&pg=PA16&source=gbs_toc_r&cad=3#v=onepage&q &f=false

January 29: Why is the independent sector critical to our democracy?

Resources:
- Fulton & Blau (pp 6&7) See link above
- National & Community Service (Data Infographic): www.volunteeringinamerica.gov/infographic.cfm
- O’Connell (pp 56-75)

February 3: How can you build community at UCSD?
- Come to class ready to discuss how the readings relate to building community on UCSD campus

Resources:
February 5: Midterm

February 10: How can you as an individual make a difference?
- Leadership
- Service/volunteerism
- Political participation
- Philanthropy - the giving of money, skills, and time
- Career decisions
- Creative expressions
- Consumer choices

Resources:
- Chronicle of Philanthropy. 2012. America’s Generosity Divide. (Read the article and explore the tool link in the article) www.philanthropy.com/article/America-s-Generosity-Divide/133775/
- Dudley, Drew: Everyday Leadership www.ted.com/talks/drew_dudley_everyday_leadership.html
- Meslin, Dave: The antidote to apathy: www.ted.com/talks/dave_meslin_the_antidote_to_apathy.html

February 12: How effective is community organizing as a tool for change?
- Types of community organizing
  - Asset Based
  - Citizen centered
  - Collective Impact
  - Consensus
  - Crowdsourcing
  - Faith based
  - Issue based
  - Place based

Resources:
- McKnight, Asset Building (On TMC Ted site)
- Manuel Pastor on community organizing: www.youtube.com/watch?v=l3PQvyhdZkl&feature=related

February 15: Taproot Foundation. "Drivers of Social Change." Read all five parts. http://www.ssireview.org/blog/entry/five_levers_for_social_change_part_1

February 17: What is advocacy and why is it vital for the pursuit of the greater good?
Come to class ready to discuss advocacy. Your response should be well informed and based on at least three resources (not Wikipedia). Your response is correct as long as the resources used can verify it.

Resource: In addition to your research
– www.planningtowin.org

February 19: Case Study: Civil Rights Movement
What strategies (by sectors) were used during the Civil Rights Movement to create sustainable change?

Resources:
– O’Connell (pp 39-55)

February 24: What role(s) can the media and technology play in building social capital and community?
• To what sector does the media belong?
• Does technology and the media build or impede the building of social capital?
• What about community?

Resources:
– Free Press. "Who Owns Media?" (explore the website) www.freepress.net/ownership/chart
Fast Company, Five of the Most Impactful Public Service Messages in the World.  

February 26: How can you create a social epidemic that will achieve your UCSD campaign’s goal?

Resources:
- Gladwell (Entire book)
- Tesfamariam, Rahiel. 2014. “10 Ways to Make Activism a Lifestyle and Not a Fad.”  

March 3: How can the public sector be an asset to pursuing a greater good?

Resources:
  www.mckinsey.com/Insights/Public_Sector/Government_by_design_Four_principles_for_a_better_public_sector?cid=other-eml-alt-mip-mck-oth-1312
- O’Connell (pp 39-55)
  www.kettering.org/kfnews/citizens-and-elected-officials

March 5: How can the private sector be an asset to pursuing a greater good?

Resources:
- Economist Survey: The Business of Giving (on Ted)
- Saguaro Seminar. 2000. "Better Together." (pp. 31-41)  
  www.bettertogether.org/pdfs/bt_30_87.pdf

March 10: Can a neighborhood be rebuilt while strengthening a community?

Case Study: City Heights

Readings:
- John Gardner: Building Community:  
- Manuel Pastor on equity:  
  www.youtube.com/watch?v=ih7ZICgzc8M
- Angela Glover Blackwell: Equity is the Superior Growth Model:  
  www.youtube.com/watch?v=6lU6LvjzN0&feature=relmfu
March 12: Presentation of Team UCSD Campaigns

- Teams presentations of campaigns
- By 4 p.m., all team members are required to submit to me via email their points for each of their team members. This will be completely confidential. Each member may earn up to 5 points from each team member. The average will be added to the points given by the lecturer for the actual plan and presentation. If you do not submit points for your team members, points will be taken away from your grade.

March 17: Final paper is due in class between 10 and 11:00 am

You will be able to pick up your paper at Sara Turner’s office during the first two weeks of Spring Quarter.

Enjoy your break!