

Thurgood Marshall College 15: Public Service in America Winter 2015

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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 web site: www.publicsvminor.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 as 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

Topic selection paper (January 20):	05 points
Class participation & projects:	10 points (being present, <u>prepared</u> , & <u>participating</u>)
Midterm (February 5):	35 points
Team Campaign Plan (March 12):	05 points + 10 points (5 will be the average allocated by your team based on your contribution and 10 for the actual plan and presentation)
Final Paper (March 17):	<u>35 points</u>
Total	100 points

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)
- Clinton, Bill. "The Case for Optimism". *Time Magazine*. January 1, 2012. www.time.com/time/magazine/article/0,9171,2125031,00.html
- Gates, Bill. 2013. Myth One: Poor Countries are Doomed to Stay Poor. <http://annualletter.gatesfoundation.org/#section=myth-one>
- Margolis, Michael. Inside the Storytelling Matrix: www.getstoried.com/inside-the-storytelling-matrix-part-1-problem-and-paradox
- Smith, Christian and Hilary Davidson. November 3, 2014. "Giving money away makes us happy. Then why do so few of us do it?" VOX. www.vox.com/2014/11/3/6078101/giving-money-away-makes-us-happy.

January 8: How to live a more purposeful life

Complete and bring your Giving Interest Inventory

Resources:

- Fulton, Katherine & Andrew Blau. *Looking Out for the Future*. Global Business Network and Monitor Institute. 2005. (Orientation, Chapter 1, Chapter 2, and pp 73-75) www.futureofphilanthropy.org/files/finalreport.pdf
- Gentile, Mary C. "Turning Value into Action." *Stanford Social Innovation Review*. Fall 2010. (On the TMC Ted Site)
- Navran, Frank. *Defining Values, Morals, Ethics*. www.navran.com/article-values-morals-ethics.html
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January 13: Is right and wrong always right and wrong?

Resources:

- Markkula Center for Applied Ethics at Santa Clara University. (www.scu.edu/ethics).
 - o Framework for Thinking Ethically: www.scu.edu/ethics/practicing/decision/framework.html
 - o Making Ethical Decisions: www.scu.edu/ethics/practicing/decision/making.pdf
- Rebecca Skloot, *The Immortal Life of Henrietta Lacks* (**entire book**)
- (Do not read until done with book) A Family Consents to a Medical Gift, 62 Years Later, <http://www.nytimes.com/2013/08/08/science/after-decades-of-research-henrietta-lacks-family-is-asked-for-consent.html?hp&r=0>

January 20: Topic selection paper due <u>at the start of class</u>

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:

- McKnight, John L. 1995. "The Professional Problem." *Carless Society: Community and its Counterfeits*. Pages 16-25. New York: BasicBooks.
www.books.google.com/books?id=86hceYOU2DQC&pg=PA16&source=gbs_toc_r&cad=3#v=onepage&q&f=false
- Putnam, Robert. <http://xroads.virginia.edu/~hyper/DETOC/assoc/bowling.html>
- Schudson, Michael. "The Varieties of Civic Experience". *Citizenship Studies*, Vol. 10, No. 5, pp. 591-606. February 2006. (On our TED site)

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

Resources:

- California Association of Nonprofits. 2014. *Causes Count*. www.calnonprofits.org/causes-count
- Fulton & Blau (pp 6&7) See link above
- Pallotta, Dan. September 14, 2012. "Why Can't we Sell Charity Like We Sell Perfume?" *Wall Street Journal*. <http://online.wsj.com/article/SB10000872396390444017504577647502309260064.html>
- De Tocqueville, Alexis. "On the Use Which the Americans Make of Associations in Civil Life. *Democracy in America: Volume 1*. Pages 513-517. New York: Harper & Row Publishers, 1988.
<http://www.press.uchicago.edu/Misc/Chicago/805328.html>
- 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:

- John Gardner. "Building Community" www.thesocialcontract.com/artman2/publish/tsc0101/article_4.shtml
- Kania & Kramer. 2011. "Collective Impact," *Stanford Social Innovation Review*.
www.ssireview.org/pdf/2011_WI_Feature_Kania.pdf

- Steven Mayer. Building Community Capacity. www.effectivecommunities.com/pdfs/ECP_GroupContribution.pdf
- O'Connell (pp 106-126)
- Spitfire. Planning To Win: A Tool. www.planningtowin.org

February 5: Midterm (bring at least one blue book)

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:

- Blackbaud. 2013. Giving throughout the generations: www.blackbaud.com/nonprofit-resources/generational-giving-report-infographic
- 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
- McIntosh, Peggy. 1988. White Privilege: Unpacking the Invisible Knapsack. www.amptoons.com/blog/files/mcintosh.html
- Meslin, Dave: The antidote to apathy: www.ted.com/talks/dave_meslin_the_antidote_to_apathy.html
- Volunteering and Civic Life in America 2013. <http://www.volunteeringinamerica.gov>

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:

- Kania & Kramer. 2011. "Collective Impact," Stanford Social Innovation Review. www.ssireview.org/pdf/2011_WI_Feature_Kania.pdf
- McKnight, Asset Building (On TMC Ted site)
- Manuel Pastor on community organizing: www.youtube.com/watch?v=l3PQvyhdZkl&feature=related

- Rebecca Reyes. February 15, 2012. *7 Things We Learned About Organizing from the Election. Every Day Democracy.* www.everyday-democracy.org/en/Article.1354.aspx
- Taproot Foundation. "Drivers of Social Change." Read all five parts. http://www.ssireview.org/blog/entry/five_levers_for_social_change_part_1

Some examples to help you understand bright spots or best practices for your paper:

- Cardinal, Daniel. August 25, 2014. "How to Get Kids to Class." *New York Times*. <http://mobile.nytimes.com/2014/08/26/opinion/to-keep-poor-kids-in-school-provide-social-services.html?smid=nytcore-ipad-share&smprod=nytcore-ipad&r=2&referrer>
- Center on the Developing Child at Harvard University. 2013. *Building Adult Capabilities to Improve Child Outcomes.* www.youtube.com/watch?v=urU-a_FsS5Y
- Eggers William & Paul Macmillian. January 3, 2013. "Five cross-sector partnerships innovating to solve social problems." *The Guardian.* www.theguardian.com/public-leaders-network/2013/oct/03/five-ways-develop-solution-economy

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.planningtwin.org
- Berkhout, Remko. 2014. *Irresistibly biased? The blind spots of social innovation.* Transformation. www.opendemocracy.net/transformation/remko-berkhout/irresistibly-biased-blind-spots-of-social-innovation

February 19: Case Study: Civil Rights Movement

What strategies (by sectors) were used during the Civil Rights Movement to create sustainable change?

Resources:

- *Rosa Parks* (the entire book)
- 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)
- Kettering Foundation News. September 2014. Citizen and Elected Official: What Kind of Relationship Should There Be? www.kettering.org/kfnews/citizens-and-elected-officials

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
- Bill Moyer & Free Press www.billmoyers.com/content/what-does-media-consolidation-look-like/
- Singh, Sheetal. "Nonprofits in the Age of the New Citizen." *Stanford Social Innovation Review.* August 2, 2012. www.ssireview.org/blog/entry/nonprofits_in_the_age_of_the_new_citizen

- Fast Company, Five of the Most Impactful Public Service Messages in the World.
www.fastcoexist.com/1682438/5-of-the-most-impactful-public-service-campaigns-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."

www.rahiel.com/2014/09/10-ways-make-activism-lifestyle-fad/

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

Resources:

– Birney, Anna, Helen Clarkson et. al. 2010. *Stepping Up. A framework for public sector leadership on sustainability.* Forum for the Future.

www.forumforthefuture.org/sites/default/files/project/downloads/steppinguppub-sector-leadership.pdf

– Farrell, Diana & Andrew Goodman. December 2013. *Government by design: Four Principles for a better public sector.* McKinsey & Company.

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)

– Kettering Foundation News. September 2014. Citizen and Elected Official: What Kind of Relationship Should There Be? 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)*

– Joyaux, Simone. 2012. Fighting the Business Takeover of the Nonprofit Sector.

www.nonprofitquarterly.org/management/20771-fighting-the-business-takeover-of-the-nonprofit-sector.html

– 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:

– City Heights Speak: <http://www.speakcityheights.org/2013/07/voices-gentrification-in-city-heights/>

– Kania & Kramer. 2011. "Collective Impact," Stanford Social Innovation Review.

www.ssireview.org/pdf/2011_WI_Feature_Kania.pdf

– John Gardner: Building Community: www.thesocialcontract.com/artman2/publish/tsc0101/article_4.shtml

– Manuel Pastor on equity: www.youtube.com/watch?v=ih7ZICgzc8M

– Angela Glover Blackwell: Equity is the Superior Growth Model:

www.youtube.com/watch?v=6IU6LlvjzN0&feature=relmfu

March 12: Team Presentations in class

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!