

Thurgood Marshall College 15: Public Service in America Spring 2017

Class: Tuesday & Thursdays from 3:30 to 4:50 PM, Thurgood Marshall College (TMC) small conference room, room 126.

Office hours: Before class (starting at 3:00 or sooner if you let me know ahead of time) in room 126 and by appointment. To set up an appointment, please send me an email.

Public Service Minor web site: www.marshall.ucsd.edu/psm

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 a 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.

Public Service Resources

Required Resources

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. Many of the readings, students will be able to access directly while others are posted on TMC-15 TritonEd site (formerly TED).

Books

1. Brinkley, Douglas. *Rosa Parks*.
2. Gladwell, Malcolm. *Tipping Point: How Little Things Can Make a Big Difference*
3. O'Connell, Brian. *Civil Society: The Underpinnings of American Democracy*
4. Skloot, Rebecca. *The Immortal Life of Henrietta Lacks*

All students are expected to be civically literate (informed politically). Thus in addition to keeping up with the class resources listed below, **you are to listen to NPR Politics** (weekly podcast) and skim the *Economist* daily newsletter.

Additional Resources

Below in the class resource, if there are items listed after (*****) those items are additional resources you may find of interest. A few others you may want to explore as you move forward in public service include:

- Hidden Brain (podcast)
- Radio Lab (podcast)
- Malcolm Gladwell, Revisionist History (podcast)
- The Daily (NY Times) (podcast)

- Everyday democracy (www.everyday-democracy.org) newsletter and website
- Voice of San Diego (if you are interested in local San Diego issues)
- Nonprofit Quarterly (follow on Facebook, Twitter, and/or get their daily updates)

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 understand and have thoughts on the readings as well as class discussions/lectures/presentations. There will be in-class projects as well as sessions where students will take the lead in facilitating the learning. Some of these opportunities will be unannounced prior to the class. Failure to be present, come late, be prepared or engaged 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 April 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 (business), 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 (**May 4**) 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 **June 8**. When working on your campaign, use class lectures, resources, and guest speakers as inspiration for what your team can do at UCSD. Also, use the resources created by Spitfire Strategies on their website "Planning to Win" (www.planningtowin.org). Each team will submit one Planning to Win worksheet for their campaign.

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 between 3:00 to 4:00 pm on June 12** 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 2 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* (readings) as they pertain to the selected topic. If five are not used, student will lose at least one point.

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. If at least five outside sources are not used, student will lose at least one point.

Additional requirements for all papers:

- A. **Format:** All papers are to be submitted, 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. Points will be lost for papers which are not edited.

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 (April 20)	05 points
Class participation & projects	10 points (being present, <u>prepared</u> , & <u>participating</u>)
Midterm (May 4)	35 points
Team Campaign Plan (June 8)	10 = 05 points + 05 points (5 will be the average allocated by your team based on your contribution)
Final Paper (June 12)	<u>40 points</u>
Total	100 points

Grades are not allocated on a curve. Moreover, plus and minuses will be given. Scheduled face-to-face meeting required to discuss a grade change.

Class Schedule

Please note that dates and topics may be change depending on possible opportunities and circumstances.

April 4: 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)
- 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

April 6: How to live a more purposeful life

- What are values, morals, and ethics?
- What are your values?
- How are you using your values when making decisions?

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 TritonEd Site)
- The Story of Stuff. 2016. "What Kind of Changemaker are you?" www.storyofstuff.org/changemaker

April 11: Is right and wrong always right and wrong?

- What are ethics?
- How can something be ethical and not ethical?

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
 - Making Ethical Decisions: www.scu.edu/ethics/practicing/decision/making.pdf
- Rebecca Skloot, *The Immortal Life of Henrietta Lacks* (**entire 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

April 13: What is civil society?

- What is civil society?
- Why is it difficult to define?

Instead of reading, you are to explore the definition and complexities of civil society. By 10:50 on January 19, submit via email up to two pages summary of your findings responding to the discussion questions above.

Your response should be well informed and based on at least three academic resources (not Wikipedia). Response can be in note form, meaning bullets. All responses can be correct as long as the resources used are verifiable can support the response.

Prior to your research, please take time to read this article on digital literacy meaning how to assess what is a good resource on-line. www.educationworld.com/a_curr/curr194.shtml

April 18: What makes civil society so complex?

Before class, you will have access via our TritonED site to additional resources on civil society. For class, be prepared to discuss:

- What is civil society?
- Why is it difficult to define?
- What roles do the public, private, and independent sectors play in civil society?
- How can civil society strengthen our society, economy, and government?

April 20: Topic selection paper due at the start of class
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April 20 & 25: 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. "John Deere & the Bereavement Counselor." *Carless Society: Community and its Counterfeits*. Pages 16-25. New York: BasicBooks. www.goo.gl/gh2BLQ
- 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 TRITONED site)

- Lilla Mark. November 2016. "The End of Identity Liberalism." *New York Times*. www.goo.gl/P4O5jW

April 27 & May 2: Why is the independent sector critical to our democracy?

- What makes up the independent sector?
- What are its strengths?
- What is the difference between equality and equity?

Resources:

- 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*. www.goo.gl/Nwz4u5
- 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>
- O'Connell (pp 56-75)

- Le, Vu. November 19, 2015. "Why Equality is actively harmful to Equity." *Nonprofit with Balls*. www.goo.gl/aGcZIJ
- National & Community Service (Data Infographic): www.volunteeringinamerica.gov/infographic.cfm

May 4: Midterm (bring at least one blue book)
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May 4: Midterm

May 9: How can you build community at UCSD?

- What are the elements of a community?
- How can you build the capacity of a community?
- What can you do to strengthen community at UCSD?

Resources:

- John Gardner. "Building Community" www.thesocialcontract.com/artman2/publish/tsc0101/article_4.shtml
- 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

May 11: 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

Guest: Linda Katz, founder of Women Give San Diego & San Diego Women’s Foundation

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/
- CNN. 2015. The Disruptors. 13 people making a difference. <https://goo.gl/aHmfK>
- Dudley, Drew. “Everyday Leadership.” (TED Talk) www.goo.gl/Yn0bX
- McIntosh, Peggy. 1988. White Privilege: Unpacking the Invisible Knapsack. www.amptoons.com/blog/files/mcintosh.html
- Meslin, Dave. “The antidote to apathy” (TED Talk) www.goo.gl/Gkdj8
- Volunteering and Civic Life in America 2013. <http://www.volunteeringinamerica.gov>
- 80,000 Hours. “Can one person make a difference? What the evidence says.” May 2016. www.80000hours.org/career-guide/how-much-difference-can-one-person-make

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*. <https://goo.gl/VTcY3l>
- 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 Willian & Paul Macmillian. September 3, 2013. “Five cross-sector partnerships innovating to solve social problems.” *The Guardian*. www.goo.gl/ogZL42

May 16: What is advocacy and why is it vital for the pursuit of the greater good?

- Where power comes from?
- How is it exercised?
- How does advocacy and lobbying differ?
- What can one do to exercise their power?

Resource: In addition to your research

- Spitfire Strategies. “Planning to Win.” www.planningtowin.org
- Berkhout, Remko. 2014. *Irresistibly biased? The blind spots of social innovation*. Transformation. www.goo.gl/keobzs
- Heldiz, Adriana. March 2017. “The Most Effective Ways to Advocate for your Cause.” *Voice of San Diego*. www.goo.gl/ix3jr1
- Eric Liu. How to Understand Power. TedTalk. www.goo.gl/VffvmK (watch the video, take the quiz under the think tab)
- Taproot Foundation. “Drivers of Social Change.” Read all five parts. http://www.ssireview.org/blog/entry/five_levers_for_social_change_part_1

May 18: How effective is community organizing and lobbying as a tool for change?

- What can we learn from successful organizing efforts?
- How can you best get out of your “bubble”?

Resources:

- Levin, Ezra, Leah Greenberg, and Angela Padilla. January 2017. “To Stop Trump, Democrats Can Learn from the Tea Party.” *New York Times*. www.goo.gl/pgLxXw
- Kania & Kramer. 2011. "Collective Impact," Stanford Social Innovation Review. www.ssireview.org/pdf/2011_WI_Feature_Kania.pdf
- McKnight, Asset Building (On TMC TritonEd site)
- Manuel Pastor on community organizing: www.youtube.com/watch?v=I3PQvyhdZkl&feature=related
- PBS. 2016. “Do you live in a bubble? (A quiz).” www.goo.gl/x8C2RB
- 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

May 23: How can the private sector be an asset to pursuing the greater good?

Guest Speaker: Stephen Chin, Sharp Hospital

Resources:

- *Economist Survey: The Business of Giving (on TritonEd)*
- 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
- Saguario Seminar. 2000. "Better Together." (pp. 31- 41) www.bettertogether.org/pdfs/bt_30_87.pdf
- Michael Porter. “The case for letting business solve social problems.” (TED Talk) www.ted.com/playlists/139/social_good_inc

May 25: How can you create a social epidemic that will achieve your UCSD campaign’s goal?

Work on your team campaign in class

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/

- Hidden Brain. November 1, 2016. “Episode 50: Broken Windows.” www.goo.gl/dQFFb5

May 30: What role(s) can the media and technology play in building social capital and community?

Guest speaker: Patty Chavez, Communication & External Affairs Director, South Bay Community Services

- 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. 2013. "What does Media Consolidation Look Like?" www.goo.gl/E1EkTH
- Fast Company, Five of the Most Impactful Public Service Messages in the World. www.goo.gl/KleXCo
- Singh, Sheetal. "Nonprofits in the Age of the New Citizen." Stanford Social Innovation Review. August 2, 2012. www.goo.gl/31E5h
- Yee, David. November 2016. "Outrage Addiction is America's New Political Vice and It's Killing Independents. Independent Voter Project. www.goo.gl/92m6eH

June 1: How can the public sector be an asset (or blocker) to pursuing a greater good?

- What makes up the public sector?
- What tools does the public sector have?
- What are effective public strategies for your vision?

Guest Speaker: Laura Fink

Resources:

- Eggers, William & Paul Macmillan. The Solution Revolution. www.solutionrevolutionbook.com/frameworks
- Farrell, Diana & Andrew Goodman. December 2013. *Government by design: Four Principles for a better public sector*. McKinsey & Company. www.goo.gl/nRozUJ
- Kettering Foundation News. September 2014. Citizen and Elected Official: What Kind of Relationship Should There Be? www.goo.gl/ZPsiWg
- O'Connell (pp 39-55)

June 6: Case Study: Civil Rights Movement

- What may be Rosa Parks' vision statement?
- What strategies (by sectors) were used during the Civil Rights Movement to create sustainable change?

Resources:

- *Rosa Parks* (the entire book)

- Mindmapping. www.litemind.com/what-is-mind-mapping

- PBS News Hour. 2016. “Race Matters” (Series of news stories on race)

June 8: Campaign presentation in class

June 8: Campaign Presentation by teams

- Spitfire Strategies. “Planning to Win.” www.planningtowin.org/download
- Teams presentations of campaigns. In addition to your presentation, please turn a completed *Planning to Win Worksheet* for your campaign.
- By 6 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.

June 12: Final paper is due in class between 3:00 and 4:00 pm.

Thank you & enjoy your break!