Public Service as Responsible Citizenship
School of Public Affairs and Administration
Rutgers University – Newark Campus

M/W – 10:00-11:20 AM
ENG 211
Fall 2013

Instructor:
Bonnie Granatir, MPA
bonnie@granatir.com
Hours by arrangement

Introduction:
This course is designed to provide a comprehensive overview of public service by describing the history of public service in the context of American democracy; examining the current erosion of interest in public service; exploring the diversity of action for effective public service; and by allowing students to explore their personal perspectives and experiences regarding public service.

Course Overview:
Public Service as Responsible Citizenship is designed to encourage students’ current and future commitments to the common good. Students will explore their personal values with respect to leadership service and diversity through critical analysis of social issues, reflection and practice. By the end of the course, students should be able to articulate an understanding of public service and apply theories and models of service and leadership to an issue of their choosing. This course critically examines the community service approach to “public work” and seeks to understand how service might be more effective in improving community life. Students will learn basic strategies and tactics utilized by individuals, groups, and organizations to maintain and improve the quality of life in their communities.

The course is constructed around a simple model of public service options that includes participation in public service not only as a core responsibility as citizens and members of the community but as a method to fulfill our human desire to make a difference and to improve the conditions of living within the community and society in general. This engagement cannot be restrained by the simplifying distinction between the public and private sectors.

The course will focus upon the impacts within the community of the diverse alternatives within public service, whether through traditional political participation, personal volunteering, careers in public service, service on nonprofit boards, and socially-responsible engagement in corporate careers. When appropriate, guest speakers will share their personal experiences in these diverse arenas of public service. The course will argue that all citizens have the chance to engage in public service during their lives – the question is therefore, how to improve the odds that they will both make and sustain their commitment?
Course Objectives:

Upon completion of this course, students will:

- Have a clear understanding of the notion of public service and its application within our modern democratic society
- Be able to apply theories of citizenship and social contract to current public service practices
- Be able to connect the theories of public service to practical public service experiences by becoming engaged within the community

Course Requirements:

**Participation and Attendance:**

Class attendance is required. Two or more absences will negatively affect the final grade. Students will be expected to share their knowledge and opinion of lectures, required readings and related materials. This is a course based primarily upon class discussion and group participation so class attendance is essential. Students who are absent are responsible to notify the instructor prior to class and to individually obtain the content and materials covered. Most of the communication will be done through Blackboard; students are individually responsible to properly access the information from the website.

**Assignments:**

**Readings:** Students are expected to complete the assigned readings *prior* to class. The required textbook is to be purchased and all other articles will be made available via Blackboard. *Students are to confirm that they have Blackboard access by September 11 or other arrangements will be made for temporary document access.*

**Short Essays:** Four one-page essays will explore various aspects of public service (see syllabus for specific instructions and due dates)

**Public Service Investigation:** Groups of students will investigate a local public service organization and present a report to the class. Reports will be scheduled throughout the semester. Groups will self-organize and sign up for presentation dates (see final pages of the syllabus for project expectations)

**Service Opportunities:** In lieu of class on October 23 and Nov 25, students are expected to complete 2 two-hour shifts of volunteer service  (see final pages of the syllabus for project expectations)

**Final Project:** Groups of students will develop a conceptual public service approach to a real-world issue (see final pages of the syllabus for project expectations)

**Format of Written Assignments:** All papers are to be submitted in 12-font, double-spaced, with one-inch margins. The heading must include the student’s name, date of submission, title of assignment, and instructor’s name. All non-original work MUST be cited. The following websites provide basic guidelines regarding the APA citation style:

http://www.lcc.edu/library/help/citation/apaonline
For any further help with reading, writing or even research skills, students may reach out to the Rutgers, Newark Writing Center, which provides writing tutoring and writing workshops to all undergraduate students currently enrolled in classes on the Rutgers University, Newark Campus. The Newark Writing Center is located in Conklin 126. Contact information may be found on their website: [http://www.ncas.rutgers.edu/writingcenter](http://www.ncas.rutgers.edu/writingcenter)

**Disability Services:**

Students who are in need of disability-related academic accommodations must register with the Office of Disability Services (ODS). Students with authorized disability-related accommodations should provide me with a current Accommodation Authorization Letter from ODS. Accommodations are not provided retroactively, so please let me know about them as early as possible. Further information is available at the ODS web site: [http://disabilityservices.rutgers.edu](http://disabilityservices.rutgers.edu)

**Grading**

- Attendance & Participation – 15%
- Public Service Investigation – 15%
- Service Opportunity Participation and Discussion – 20%
- Short Essays – 4 one-page papers – 20%
- Final Project – 30%

**Policies:**

- **Syllabus:** This syllabus serves as a general outline. The instructor reserves the right to deviate from any part of the syllabus as necessary. Students will be notified of any such modifications.
- **Late Assignments:** Submitting the required assignments is a prerequisite for this class. As such, late assignments will be applied a penalty, namely 10 percent of the assignment for each day between the due date and the submission date.
- **Grade Disputes:** If students have a grade dispute, they should submit a one-page memo to the instructor presenting evidence for their case. The instructor will review and reconsider the original assignment. This review may lead to a grade increase but equally may lead to a grade decrease based on the new overall evaluation.
- **Class Etiquette:** In order to make the class as enjoyable as possible for everyone, laptops and cell phones should be turned off during the class. Reading outside material, talking during lectures, leaving the classes early, text messaging, emailing, and surfing the web are prohibited in class. Please arrive on time!
- **Academic Integrity:** All students are expected to work independently. All assignments should be the student’s own work – unauthorized collaboration, plagiarism, copying from previous semester answer keys or assignments, and other forms of academic dishonesty are expressly prohibited. It is the student’s responsibility to understand the definition of academic honesty, but if you are ever in doubt, please ask me before you do something that could put your academic career in jeopardy. Rutgers University’s Office of Academic Integrity maintains a website explaining the university’s academic honesty procedures and valuable resources: [http://academicintegrity.rutgers.edu](http://academicintegrity.rutgers.edu)
**Books & Materials:**


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<tr>
<th>Schedule</th>
<th>Part 1 – History and Extent of Public Service</th>
<th>Assignments due</th>
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<tbody>
<tr>
<td>Sept. 04, 2013</td>
<td>Introduction and Syllabus Review</td>
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<td>Sept. 09, 2013</td>
<td>Democracy and Society in America</td>
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<td>Form groups for Public Service Investigations – random assignment</td>
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<td>Sept. 11, 2013</td>
<td>Historical Context: Public, Private, and Nonprofit Sectors – Part 1</td>
<td>Confirm Blackboard access</td>
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<td>Sept. 16, 2013</td>
<td>Historical Context: Public, Private, and Nonprofit Sectors – Part 2</td>
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<td>Form groups for Final Projects (student choice) and discuss themes</td>
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<td>Sept. 18, 2013</td>
<td>Modern Time: Less Engaged</td>
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<td>Sept. 23, 2013</td>
<td>Variations in Service</td>
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<td>- J. Foster-Bey, CIRCLE Working Paper #62, “Do Race, Ethnicity, Citizenship and Socio-Economic Status Determine Civic-</td>
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<tr>
<td>Date</td>
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• Explore one of the program or initiative available in the U.S. (Select one of the opportunity from Additional Opportunities located in the bottom of the website http://www.serve.gov/) |
Part 1 Wrap-Up |

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<th>Date</th>
<th>Topic</th>
<th>References</th>
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• Explore one fact or trends related to political participation from the Pew Research Center |

Part 2 – Public Service as an Engagement

Part 1 Wrap-Up

Part 1 – Final Project

1 page paper

1 page paper
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<tr>
<th>Date</th>
<th>Event</th>
<th>Reading Material</th>
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<tr>
<td>Oct. 23, 2013</td>
<td>Service Opportunity – NO CLASS</td>
<td>2-hour Volunteer Experience with an organization of your choice</td>
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   - Explore the information you may find about one nonprofit organization of your choice from one of the following websites (Guidestar, Charity |
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tr>
<td>Nov. 13, 2013</td>
<td>Bridging to Act Two</td>
<td>Tisch &amp; Weber, <em>Citizen You</em>, Chap. 8 – Bridging to Act Two</td>
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<td>Nov. 25, 2013</td>
<td>Service Opportunity – NO CLASS</td>
<td>2-hour Volunteer Experience with an organization of your choice</td>
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<td>Nov. 27, 2013</td>
<td>Friday Schedule</td>
<td>No Class – Happy Thanksgiving!</td>
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<td>Dec. 02, 2013</td>
<td>Service Opportunity Discussion</td>
<td>Part 3 Wrap Up</td>
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<td>Review Final Project Format &amp; Presentation Schedule</td>
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<td>1 page paper</td>
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<td>Dec. 09, 2013</td>
<td>Final Presentations</td>
<td>Paper due Dec 16</td>
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<td>Dec. 11, 2013</td>
<td>Final Presentations</td>
<td>Paper due Dec 16</td>
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PROJECT EXPECTATIONS

Public Service Investigation

Objective: The purpose of this group assignment is to link the concepts and principles explored in the classroom to an actual public service institution. The investigation will focus upon a local formal or informal organization that provides public service. The analysis may be focused upon an individual or group of individuals associated with the selected institution, upon a specific event or program conducted by the organization, or upon the local chapter of a broader organization as an entity.

Tasks:
1. Identify and select a local institution
2. Describe the environment within which the institution exists
3. Describe the overall institution including its: mission and purpose; program(s); funding sources; and whom it serves
4. Establish how the selected institution is associated with public service – link this review to the concepts of public service developed in class
5. Investigate through direct contact (onsite visit or interview) the specific element (a person, program, event, or the entire entity) you are interested in
6. Describe your personal opinion on how the activities of this specific element (individual, group, program or entity) impact the community
7. Identify some recommendations that might help improve the actions of the institution
8. Present a 10-15 minute group report to the class according to pre-arranged schedule

Service Opportunity Assignment

Objective: The purpose of this individual assignment is to apply the concepts explored in class to a real-situation. Students will volunteer with an organization for at least two hours, provide written proof of their participation, and submit a 2-3 page paper analyzing and summarizing the experience

Written Proof: This document should include the name of the student, the date and the time of volunteerism, and a signature and contact information (telephone/email) from an official within the organization

Paper Content:
1. Present and introduce the organization and the services it offers
2. Describe your experience – i.e. tasks accomplished, work done…..
3. Determine how your experience is related to public service
4. Establish what the organization could do to improve the volunteers’ experience
Final Project

Objective: The purpose of this group assignment is to apply the concepts and principles explored in class to the conceptual development of a public service institution. This assignment will address a real-time human service issue, determine the actions currently addressing this problem, and then provide a creative strategy the new organization could pursue in support or improvement of the issue.

Tasks:

Part 1:
A. Identify and select a cause or issue
B. Provide a brief description of the issue (context and causes)
C. Submit a 1-2 page group summary

Part 2:
A. Establish what is currently being done to address the problem
B. Describe your personal opinion on the effectiveness of these programs
C. Submit a 1-2 page group summary

Part 3:
A. Identify potential opportunities you may recognize in the current environment
B. Develop a conceptual strategy your institution will take to improve the situation
C. Submit a 1-2 page group summary

Final Presentation and Paper:
Each group will deliver a 10-15 minute presentation to the class which summarizes their cause or issue; describes current efforts to address the problem; and presents the group’s conceptual strategy to address the problem.
Each group will submit a 10-12 page paper summarizing their work via Blackboard no later than Monday, December 16 at 10am.