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

**Additional Student Learning Outcomes:**

- To be able to lead and manage in public governance
- To participate in and contribute to the public policy process
- To analyze, synthesize, think critically, solve problems, and make decisions
- To articulate and apply a public service perspective
- To communicate and interact productively with a diverse and changing workforce and citizenship

**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 10 or other arrangements will be made for temporary document access.*

**Discussion Board:** As noted in the syllabus, students will address a series of questions in response to readings and discussions (see final pages of syllabus for assignment expectations)

**Public Service Investigation:** Groups of students will investigate a local public service organization and present a report to the class. 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, students are expected to complete 3 two-hour shifts of volunteer service (see final pages of the syllabus for project expectations) Dates are listed below

**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

http://www.landmark.edu/library/citation-guides/landmark-college-citation-guides/apa-citation-style-guide

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

**Reasonable Accommodations:**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. **Contact:** GENEVIEVE SUMSKI, Assistant Dean, Student Life and Leadership Robeson Room 352 973-353-5300 famoso@andromeda.rutgers.edu

**Grading**

✓ Attendance & Participation – 10%
✓ Public Service Investigation – 20%
✓ Service Opportunities Participation/Written Papers – 20%
✓ Discussion Questions – 20%
✓ Final Project/Research Paper – 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: Late assignments are not allowed.
✓ 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

Principles of academic integrity require that every Rutgers University student:
 ✓ properly acknowledge and cite all use of the ideas, results, or words of others
 ✓ properly acknowledge all contributors to a given piece of work
 ✓ make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of unsanctioned materials or unsanctioned collaboration
 ✓ obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions
 ✓ treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress
 ✓ uphold the canons of the ethical or professional code of the profession for which he or she is preparing

Code of Student Conduct:

Academic Integrity Policy:

New students are strongly encouraged to review the online tutorial

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. 3, 2014</td>
<td>Introduction and Syllabus Review</td>
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<td>Sept. 8, 2014</td>
<td>Democracy and Society in America</td>
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<td></td>
<td>(2) Alexis de Tocqueville, <em>Democracy in America</em>, Book 2, Chapter 5 Of the Use Which the Americans Make of Public Associations in Civil Life, on BB</td>
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<tr>
<td>Sept. 10, 2014</td>
<td>Historical Context: Public, Private, and Nonprofit Sectors – Part 1</td>
<td>Confirm Blackboard access</td>
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Sept. 15, 2014 | Historical Context: Public, Private, and Nonprofit Sectors – Part 2

Form groups for Projects and discuss themes

Sept. 17, 2014 | The Recent Erosion of Public Service

Discussion Question: HAVE TRAGEDIES AFFECTED YOUR DESIRE TO ENGAGE?

Service Opportunity - NO CLASS

2 hour volunteer experience with an organization of your choice

Sept. 22, 2014 | The Effects of Tragedies

Discussion Question: HAVE TRAGEDIES AFFECTED YOUR DESIRE TO ENGAGE?

Sept. 24, 2014 | Reasons to Engage
- (11) Tisch & Weber, Citizen You, Chap.1 – Social Mindstorms

Discussion Question: SHOULD THE NATION WORRY ABOUT NON-PARTICIPATION?

Sept. 29, 2014 | Ways to Engage
- (13) CIRCLE, *Millennial Talk Politics*, publication date unknown, on BB
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Additional Information</th>
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</table>
(15) R. Dalton, Good Citizen, Chap. 9 – The Two Faces of Citizenship |
| Oct. 6, 2014 | Variations in Service                                                 | Spend at least an hour visiting the Corporation for National and Community Service (www.nationalservice.org), the Hands-On Network (www.handsonnetwork.org), Idealist.org (www.idealist.org), the Peace Corps (www.peacecorps.gov), and the Partnership for Public Service (www.ourpublicservice.org), and examine and sort at least four different forms of public service. |
| Oct. 8, 2014 | Group Public Service Investigation Presentations                      | Discussion Question: WHAT IS YOUR DEFINITION OF PUBLIC SERVICE? |
| Oct. 13, 2014 | Group Public Service Investigation Presentations                      |                        |
| Oct. 15, 2014 | Group Public Service Investigation Presentations                      |                        |
| Oct. 20, 2014 | Service Opportunity - NO CLASS                                        | Part 1-Final Project: 2 hour volunteer experience with an organization of your choice |
(18) Urban Institute, Volunteer Management Capacity in America’s Discussion |

**Discussion Question:** WHAT DRAWS YOUR ATTENTION TO A VOLUNTEERING OPPORTUNITY?

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>References</th>
<th>Discussion Question</th>
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</table>
(21) Dalton, The Good Citizen, epilogue, on BB | **Discussion Question:** IS IT RATIONAL NOT TO PARTICIPATE? |
| Nov. 3, 2014 | What Students Learn                 | (22) CIRCLE, National Evaluation of Learn and Serve America, entire, on BB  
(23) National Youth Leadership Conference, Growing to Greatness, 2008, read pages 1-43, on BB | **Part 2 – Final Project** |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Reading/Activity</th>
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<tbody>
<tr>
<td>Nov. 19, 2014</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. 24, 2014</td>
<td>Service Opportunity Discussion</td>
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<td>Part 4 – Conclusion</td>
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<tr>
<td>Nov. 26, 2014</td>
<td>Restoring Idealism to Public Service</td>
<td>(30) Tisch and Weber, <em>Citizen You</em>, Chap. 9, Revitalizing our Democracy: Restoring Idealism to Public Service</td>
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<tr>
<td></td>
<td>Discussion Question</td>
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<td>Discussion Question: MAKE ONE SINGLE RECOMMENDATION FOR</td>
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<td>INCREASING THE AMOUNT OF PUBLIC SERVICE</td>
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<td>Dec. 1, 2014</td>
<td>Final Presentations</td>
<td>Final Paper due Dec. 12th Via Email</td>
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<td>Dec. 3, 2014</td>
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<td>Dec. 8, 2014</td>
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PROJECT EXPECTATIONS

Discussion Questions

Objective: The purpose of these assignments is to have students consider their personal experiences and opinions regarding the public service concepts discussed in the readings. Students will exchange ideas with one another through the discussion board by responding to a question related to the readings. In addition to their initial response, students will need to respond to at least TWO classmates response.

Student participation includes the following activities:

- Do your comments show evidence of a thorough reading and analysis of the materials?
- Are your points relevant to the discussion in terms of increasing everyone’s understanding or are they merely a regurgitation of the readings?
- Do you exercise care in distinguishing among different kinds of information; that is, do you clarify whether you are stating facts, opinions, assumptions, or inferences?
- Do you show a willingness to test new ideas or are all comments cautious and “safe”?
- Are you willing to interact with other class members by asking questions or challenging conclusions?
- Are you open to critique and willing to offer it to others?
- High-quality writing: correct word usage, spelling, and punctuation

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 20 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 2-3 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 2-3 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 2-3 page group summary

**Final Presentation and Paper:**
Each group will deliver a 20 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 15-20 page paper (with a minimum of 15 references) summarizing their work via email no later than Friday, December 12th at 8:00pm.