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

Tuesday/Thursday 4:00pm-5:20pm
CPS-104
Spring 2015

Instructor:
Bonnie Granatir, MPA
bonnie.granatir@rutgers.edu
Hours by appointment

Course Description:
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 Pre-requisites: None

Textbook and Materials:
- All other reading materials will be available through Blackboard

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:

- Be able to describe public service concepts and explain the importance and influence of those concepts within our modern democratic society
- Be able to identify vocational opportunities to serve the public good that exist in all three economic sectors: public, private, and nonprofit
- Be able to compare and contrast theories of citizenship and social contract in relation to current public service practices
- Be able to research and evaluate existing organizations based upon current theories of best practices in public service
- Be able to devise and implement methods to increase civic engagement in today’s society in order to solve difficult social problems
- Be able to identify a social issue, describe and evaluate what is currently being done to address the problem, identify other opportunities for improvement, and create a strategy that helps to ameliorate the issue
- Be able to create a personal plan for ongoing civic engagement whether through traditional political participation (voting), volunteering and advocacy, careers in public service, service on nonprofit boards, socially-responsible engagement in corporate careers, and/or elected public office.

**School of Public Affairs and Administration 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 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 January 22 or other arrangements will be made for temporary document access.

Discussion Board Posts and Responses: As noted in the syllabus, students will address a series of 10 questions in response to readings and PPT lectures and respond to 2 of their classmates’ posts (see pages 5-6 of the 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 page 6 of the syllabus for project expectations).

Service Opportunities: In lieu of class on February 17 and March 31, students are expected to complete 2 two-hour shifts of volunteer service (see pages 6-7 of the syllabus for project expectations).

Final Project: Groups of students will develop a conceptual public service approach to a real-world issue (see page 7 of the syllabus for project expectations).

Extra Credit Opportunities: If and when outside-of-class campus or community events, speakers, or discussions related to public service become available, the instructor may offer extra credit for student attendance and/or participation. Adequate notice will be given in advance of such opportunities.

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

Rutgers University Libraries:

Many library resources are available online. Assistance is available through phone, email and chat. Information about the library can be found here: http://libguides.rutgers.edu/intro
Please review this 2-minute video about the library online resources:
http://www.youtube.com/watch?v=jJvFVqjz8Dg

Undergraduates: The Writing Center

Offers writing tutoring and writing workshops to all undergraduates students currently enrolled in classes on the Rutgers, Newark campus.
175 University Avenue
Newark, NJ 07102
Conklin 126
973-353-5847
http://www.ncas.rutgers.edu/writingcenter
Introduction: http://www.youtube.com/embed/DaAYHC5aUHs?rel=0
**Serving Students with Disabilities**
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. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the Office of Disability Services web site at: https://ods.rutgers.edu/students/registration-form.

**Academic Integrity**
Students at Rutgers University are expected to maintain the highest ethical standards. The consequences of academic dishonesty, including cheating and plagiarism, are very serious. Rutgers' academic integrity policy is at academicintegrity.rutgers.edu. When you submit an exam or assignment, you need to abide by the honor pledge of "On my honor, I have neither received nor given any unauthorized assistance on this examination (assignment)."

Multimedia presentations about academic integrity may be found at http://www.scc.rutgers.edu/douglass/sal/plagiarism/intro.html and http://wps.prenhall.com/hss_understand_plagiarism_1/0,6622,427064-,00.html

*New students are strongly encouraged to review the online tutorial*

**Psychological and Counseling Services**
If you experience psychological or other difficulties as a result of this course, or because of other issues that may interfere with your performance in the course, please contact the University's Psychological and Counseling Service Center (http://www.counseling.newark.rutgers.edu; 973-353-5805), which is located in Blumenthal Hall, Room 101. The Center offers a variety of free, confidential services to part-time and full-time students who are enrolled at Rutgers.

**Grading**

- Attendance & Participation - 10%
- Journal Entries - 40%
- Public Service Investigation - 10%
- Service Opportunities Participation and Discussion - 20%
- Final Project - 20%
- Grading Scale: Final grades will be assigned according to the following scale:
  - A = 90 - 100
  - B+ = 87 - <90
  - B = 80 - <87
  - C+ = 77 - <80
  - C = 70 - <77
  - D = 60 - <70
  - F = <60
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 – other than Discussion Board assignments which are NOT accepted after the due dates - 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.

- **Netiquette**: “Netiquette” is network etiquette, the dos and don’ts of online communication. When posting to our Discussion Board: original post by 12noon and two responses by 11:59pm or communicating with others in our class, please remain courteous. Below are the guidelines we will follow in this course.
  
  o Be professional and courteous
  o Be respectful of other points of view
  o Avoid using slang and abbreviations because they can lead to misinterpretation
  o Do not capitalize all letters because this suggests shouting
  o Think and proofread before you submit

- **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!

**ASSIGNMENT EXPECTATIONS**

Discussion Board Posts and Responses

Objective: The purpose of these individual assignments is to have students consider and record their personal experiences and opinions regarding the public service concepts discussed in the readings and lectures.

Tasks:
1. Access “Discussion Board” in Blackboard
2. Click on the assigned Discussion Board prompt.
3. Prepare an original thread of approximately 100-150 words by noon on the assigned due date. (2 points)
4. Respond to two of your classmates’ posts by 11:59pm on the assigned due dates. (2 points)
5. Student participation includes the following attributes:
   a. Comments show evidence of a thorough reading and analysis of the material(s)
b. Points are relevant to the discussion in terms of increasing everyone’s understanding and are not merely a regurgitation of the readings.

c. Care is taken to distinguish among different kinds of information; i.e. facts, opinions, assumptions, or inferences.

d. There is a willingness to test new ideas rather than remain cautious and safe.

e. Student interacts with other class members by asking questions or challenging conclusions.

f. Student accepts constructive criticism and is willing to offer it to others.

g. Submissions utilize correct word usage, spelling, and punctuation.

h. Please note: NO LATE SUBMISSIONS WILL BE ACCEPTED

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 on March 3, March 5, or March 10.

Service Opportunity Assignments

Objective: The purpose of these individual assignments is to apply the concepts explored in class to a real situation. In lieu of class time on February 17 and March 31, students will volunteer with an organization for at least two hours, provide written proof of their participation, be prepared to present a one-minute oral summary in class on February 24 and April 2, and submit a 2-3 page paper summarizing and analyzing the experience.

Written Proof: This document includes 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 (see Blackboard for “Service Opportunity Verification Form”).
**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
5. Submit a 2-3 page paper and verification form by Tuesday, February 24 and Thursday, April 2.

**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 by March 12

**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 by March 26

**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 by April 14

**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; presents the group’s conceptual strategy to address the problem; and makes clear associations between your issue/strategy and the public service concepts discussed throughout the semester. Presentations will be scheduled on April 23, 28, and 30.

Each group will submit a 10-12 page paper (with a minimum of 10 references) summarizing their work via Blackboard no later than Tuesday, May 12 at 4:00pm.
# COURSE SCHEDULE

<table>
<thead>
<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>Jan. 20, 2015</td>
<td>Introduction and Syllabus Review</td>
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<td>Jan. 22, 2015</td>
<td>Democracy and Society in America</td>
<td>Confirm Blackboard access</td>
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<td></td>
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<td>(2) Alexis de Tocqueville, <em>Democracy in America</em>, Book 2, Chapter 5 <em>Of the Use Which the Americans Make of Public Associations in Civil Life</em>, on BB</td>
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<td><strong>Form groups for Public Service Investigations</strong></td>
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<td>Jan. 27, 2015</td>
<td>Historical Context of Public Service: The YMCA Story</td>
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<td><strong>GUEST SPEAKER: Helen Flores, Executive Director, West Essex YMCA</strong></td>
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<tr>
<td>Jan. 29, 2015</td>
<td>Historical Context: Public, Private, and Nonprofit Sectors</td>
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<td><strong>DISCUSSION BOARD #1: WHAT IS YOUR HISTORY OF VOLUNTEERING? WHAT WENT WELL? WHAT DIDN’T?</strong></td>
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<td>Feb. 3, 2015</td>
<td>The Recent Erosion of Public Service</td>
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<td><strong>GUEST SPEAKERS: Shane Fuller, Them Cloud Kids and Divine Bradley, Future Project</strong></td>
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<td>Date</td>
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<td>Feb. 10, 2015</td>
<td><strong>Reasons to Engage and Ways to Engage</strong>&lt;br&gt;▪ (10) Tisch &amp; Weber, Citizen You, Chap.1 – Social Mindstorms&lt;br&gt;▪ (11) CIRCLE, <em>Millennials Talk Politics</em>, on BB. Read Executive Summary and scan full report for sub-findings</td>
<td><strong>Complete brief online survey by 11am</strong></td>
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<td>Feb. 12, 2015</td>
<td><strong>DISCUSSION BOARD #3:</strong> WHICH FORMS OF ENGAGEMENT ARE MOST ATTRACTIVE TO YOU? COMPARE AND CONTRST FORMS OF ENGAGEMENT THAT DO OR DO NOT APPEAL TO YOU AND CONSIDER HOW YOU MIGHT SEEK OUT ATTRACTIVE PUBLIC SERVICE OPPORTUNITIES.&lt;br&gt;VISIT to the All Stars Project of NJ – 33 Washington Street, Newark</td>
<td><strong>Discussion Board:</strong> original post by 12noon and two responses by 11:59pm (2 plus 2 of 100 pts.)</td>
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<td>Feb. 17, 2015</td>
<td><strong>Service Opportunity - NO CLASS</strong>&lt;br&gt;2 hour volunteer experience with an organization of your choice</td>
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<td>Feb. 19, 2015</td>
<td><strong>Conceptualizing Public Service Today</strong>&lt;br&gt;▪ (12) P. C. Light, “In Search of Public Service”, <em>Research Report established for The Center of Public Service – The Brookings Institution</em>, 2003, pp. 7-11, on BB&lt;br&gt;▪ (13) R. Dalton, <em>Good Citizen</em>, Chap. 9 – The Two Faces of Citizenship, on BB</td>
<td><strong>DISCUSSION BOARD #4:</strong> IS TAKING THIS CLASS A FORM OF PUBLIC SERVICE? CONSIDER HOW TAKING THIS COURSE MIGHT INFLUENCE YOUR PERSONAL PLAN FOR ONGOING CIVIC ENGAGEMENT.&lt;br&gt;<strong>GUEST SPEAKER:</strong> Carlos Lejnieks, President/CEO, Big Brothers and Big Sisters of Essex, Hudson, and Union Counties</td>
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<td>Feb. 24, 2015</td>
<td><strong>Service Opportunity Discussion</strong> (in 60 seconds or less)**&lt;br&gt;Discuss themes and form groups for Final Projects</td>
<td>2-3 pg. Paper &amp; Service Verification (10 of 100 pts.)</td>
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**Feb. 26, 2015**

**Special Video Presentation:** “Inequality for All”, 2013, Robert Reich, Professor of Public Policy, UC Berkeley

Variations in Service

- Spend at least an hour visiting [www.nationalservice.org](http://www.nationalservice.org), [www.handsonnetwork.org](http://www.handsonnetwork.org), [www.idealista.org](http://www.idealista.org), [www.peacecorps.gov](http://www.peacecorps.gov), and [www.ourpublicservice.org](http://www.ourpublicservice.org)


**DISCUSSION BOARD #5: WHAT IS YOUR DEFINITION OF PUBLIC SERVICE?**

**Mar. 3, 2015**

**Group Public Service Investigation Presentations – Day 1 of 3**

Final Group Project Conferencing

**Mar. 5, 2015**

**Group Public Service Investigation Presentations – Day 2 of 3**

Final Group Project Conferencing

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**Part 2 – Public Service as Engagement**

**Mar. 10, 2015**

**Group Public Service Investigation Presentations – Day 3 of 3**

Final Group Project Conferencing

**Mar. 12, 2015**

**Voluntary Public Service Engagement**

- (15) Tisch and Weber, Citizen You, Chap. 5 – A City of Citizens

**DISCUSSION BOARD #6: WHAT DRAWS YOUR ATTENTION TO A VOLUNTEERING OPPORTUNITY?**

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**Discussion Board: original post by 12noon and two responses by 11:59pm**

(2 plus 2 of 100 pts.)

**Part 1 – Final Project**

(3 of 100 pts.)

**Discussion Board: original post by 12noon and two responses by 11:59pm**

(2 plus 2 of 100 pts.)
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<tr>
<th>Date</th>
<th>Activity</th>
<th>Supplementary Information</th>
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<tr>
<td>Mar. 24, 2015</td>
<td><strong>Voting as Service</strong></td>
<td>DISCUSSION BOARD #7: IS IT RATIONAL NOT TO PARTICIPATE? SHOULD THE NATION WORRY ABOUT NON-PARTICIPATION? WHAT IS YOUR PLAN FOR POLITICAL PARTICIPATION?</td>
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<td>GUEST SPEAKER: Jesse Burns, Director of Communications and Projects, League of Women Voters of NJ</td>
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<td>Mar. 26, 2015</td>
<td><strong>What Students Learn</strong></td>
<td>DISCUSSION BOARD #8: HOW HAS SERVICE LEARNING AFFECTED YOU? HOW MIGHT THIS INFLUENCE YOUR PERSONAL PLAN FOR ONGOING CIVIC ENGAGEMENT?</td>
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<td>GUEST SPEAKER: Daniel Horgan, Executive Director, GenerationOn</td>
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<td>Mar. 31, 2015</td>
<td><strong>Service Opportunity – NO CLASS</strong> 2-hour Volunteer Experience with an organization of your choice</td>
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<td>Apr. 2, 2015</td>
<td><strong>Service Opportunity Discussion</strong></td>
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<td>Apr. 7, 2015</td>
<td><strong>Careers in Public Service</strong></td>
<td>DISCUSSION BOARD #9: WHAT ARE THE BENEFITS AND COSTS OF A PUBLIC SERVICE CAREER?</td>
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<td>GUEST SPEAKER: Dean Sharon Stroye, MPA, Assistant Dean for Undergraduate Programs, SPAA Rutgers-Newark</td>
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**Discussion Board: original post by 12noon and two responses by 11:59pm (2 plus 2 of 100 pts.)**
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Guest Speaker</th>
<th>Notes</th>
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<tr>
<td></td>
<td>GUEST SPEAKER: Lynne Wilson-Bruchet, Victim Assistance Specialist, Homeland Security Investigations, Newark</td>
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<td>GUEST SPEAKER: Jocelyn Gilman, Community Chapter Executive, American Red Cross, Northern New Jersey</td>
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<td>GUEST SPEAKER: Erez Levin, Senior Account Manager, Google</td>
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<td>Part 4 - Conclusion</td>
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<td>Apr. 21, 2015</td>
<td>Restoring Idealism to Public Service</td>
<td>(25) Tisch and Weber, <em>Citizen You</em>, Chap. 9, Revitalizing our Democracy: Restoring Idealism to Public Service</td>
<td>Discussion Board: original post by 12noon and two responses by 11:59pm (2 plus 2 of 100 pts.)</td>
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<td>Apr. 23, 2015</td>
<td>Final Presentations</td>
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<td>Presentations (5 of 100 pts.)</td>
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<td>Apr. 28, 2015</td>
<td>Final Presentations</td>
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<td>Final Paper due May 12 (6 of 100 pts.)</td>
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<td>Apr. 30, 2015</td>
<td>Final Presentations</td>
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