PSCI 270 Engagement & the City: Millennials and the New Citizenship  
Fall 2017

Introduction
8-28 Hand out syllabus; class introductions; initial team/stakeholder assignments made
Introduction to four communities/projects: WBRP, Dimmett’s Grove, Algebra Project, and “Blext” Project

Part One: The city and the citizen advocate
8-30 Ancient and modern theories of the city and advocacy
Aristotle, The Politics, Book 1, Ch. 1 and 2: 35-38
Aristotle, On Rhetoric, 25-45
9-1 The American contribution: Deliberative and associational citizenship
Madison, The Federalist, 77-84
Tocqueville, Democracy in America, 503-530
THREE QUESTIONS CLASS

9-4 Labor Day—no class

9-6 The basic routine of action research: look, think, act
Stringer, Action Research, 1-38
(team assignments finalized; Deborah Halperin visits)

9-8 Stakeholders: interviews and building the preliminary picture
Stringer, Action Research, 39-63
2008 West Bloomington Neighborhood Plan, 1-48

9-9 SPECIAL SATURDAY CLASS EVENT: 1 PM AT THE COURT HOUSE
SOCIAL JUSTICE TOUR OF BLOOMINGTON WITH MIKE MATEJKA AND GREG KOOS

9-11 Local knowledge: Building relationships with community partners
Stringer, Action Research, 65-94
PAPER #1 DUE (QUADRANT SENSES/CENSUS NARRATIVE)

9-13 Reports from the four teams
TEAM PRESENTATION DUE (a team report on their quadrant of Bloomington with photographs)

9-15 Theorizing citizenship: The economic dimension
Marshall, Citizenship and Social Class, 3-43

9-18 Theorizing citizenship: The race dimension
Chapter 19: “Unscripted Learning: Cultivating Engaged Catalysts” by Simeone, Sikora, and Halperin

Ortiz, *We All We Got* (9 minute documentary)
Harris-Perry, *Sister Citizen*, 28-50
THREE QUESTIONS CLASS

9-20 Team #1 community partner visit: WBRP Architectural Housing Survey: Council member Scott Black
Priority 4: Housing, WBRP Strategic Plan V2, 8
STAKEHOLDER INTERVIEW DUE

9-22 How to improve your work in teams
“Building and Maintaining Community Partnerships,” *Learning through Service*, 19-28
“Groups are Fun, Groups are Not Fun: Teamwork for the Common Good,” *Learning through Service*, 51-75

9-25 Dilemmas of advocating for the “intersectionally marginalized”
Strolovitch, *Affirmative Advocacy*, 1-12; 15-45

9-27 Empirical patterns in the dynamics of representation
Strolovitch, *Affirmative Advocacy*, 47-100; 120-127

9-29 The dilemmas of national and local coalition building
Strolovitch, *Affirmative Advocacy*, 174-205
Kretzmann and McKnight, *Building Communities from the Inside Out*, 1-11; 345-354
THREE QUESTIONS CLASS

10-2 CLASS DEBATE: Strengths and weakness of asset building and grass roots approaches at the local level
(Fact pattern: Use the ARC v. BLM on the Bloomington police substation)
Alinsky, *Rules for Radicals*, 126-164
Smock, *Democracy in Action*, 10-34

10-4 Team #2 community partner visit: Dimmitt’s Grove’s Neighborhood Plan: Carlo Robustelli
Dimmitt’s Grove Neighborhood Plan, 10-15

10-6 Building a group action plan: teams work on action plans
PAPER # 2 DUE (asset building versus grass roots advocacy)

10-9 Team #3 community partner visit: Algebra Project: B&GCBN Executive Director Tony Morstatter
STAKEHOLDER ANALYSIS DUE

Part Two: The Neighborhood effect: Cabrini, your neighborhood, and the west side
10-11 Neighborhood effects: the neighborhood as the unit of analysis
Sampson, *Great American City*, 3-25; 31-49; 53-68
10-13 Trust and collective efficacy
Sampson, *Great American City*, 97-137; 179-209
THREE QUESTIONS CLASS

10-16 Narratives from marginalized neighborhoods
Petty, *High Rise Stories*, 11-56

10-18 The structuring of marginalized neighborhoods
Petty, *High Rise Stories*, 141-180; 211-236
THREE QUESTIONS CLASS

**10-20 NO CLASS SESSION FALL BREAK DAY**

10-23 Team #4 community partner visit: Blext Project: City of Bloomington Jennifer Toney

10-25 How do they get that way? Housing policy and the spatial dimension of neighborhood

10-27 Using American Fact Finder: Conducting a demographic analysis
(comparison of your neighborhood tract and the WBRP west side tract)
(Ames Library Lab room 129)

10-30 Team action plan updates
TEAM ACTION PLAN DUE

11-1 How do they get that way? Racism and housing policy in Chicago
THREE QUESTIONS CLASS

**Part Three: A new citizenship? Working with government**

11-3 Citizen advocacy: public not popular
Mathews, *Politics for People*, 1-27
Rimmerman, *A New Citizenship*, 15-31

11-6 Housing in Bloomington: Class visit by Vashuda Pinnamaraju McLean County Regional Planning Director
*Bring it on Bloomington* Comprehensive plan, 24-28
PAPER #3 DUE (setting study comparing efficacy in your neighborhood and the west side)

11-8 Madison’s blueprint and the rise of interest group representation
Mathews, *Politics for People*, 28-78

11-10 Working with officials and the rediscovery of the deliberative public
Mathews, *Politics for People*, 79-134
THREE QUESTIONS CLASS
11-13 New thinking on citizen politics and acting in association
Mathews, *Politics for People*, 134-171

11-15 Team action plan updates
Citizen Jane: Battle for the City (selections from the documentary)

11-17 The politics of civic deliberation
Mathews, *Politics for People*, 175-232
Citizen Jane: Battle for the City (selections from the documentary)

11-20 Organizing a public action
Mathews, *Politics for People*, 232-255
Rimmerman, *A New Citizenship*, 91-118

11-22/26 THANKSGIVING BREAK
November 27 Dot-coms and the new citizenship
Zukin, et al., *A New Engagement?*, 49-87
THREE QUESTIONS CLASS

11-29 PROJECT #1 TEAM PRESENTATION
12-1 PROJECT #2 TEAM PRESENTATION
12-4 PROJECT #3 TEAM PRESENTATION
12-6 PROJECT #4 TEAM PRESENTATION

12-8 Class wrap up

12-14 PROJECT DELIVERABLES DUE

**Course requirements**
The following texts are required of all students:


The following readings will be available on the course Moodle page:

City of Bloomington, Comprehensive Plan. 2015. *Bring it on Bloomington*. (pp. 24-28)
Social contract

Students are required to complete two papers, a stakeholder analysis, a setting study, an action plan, a class presentation, and whatever project deliverables their project team specifies. The course grade will be determined as follows:

- Papers: 30% (10% each)
- Stakeholder work: 20% (interview and analysis)
- Team action plan: 10%
- Team presentations: 15% (5% and 10% respectively)
- Project deliverables: 15%
- Class participation: 10% (3 questions; class debate; attendance)

Instructors

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