

**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 "Blect" 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

Weber, "The Nature of the City," 23-46

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

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
Stringer, *Action Research*, 95-124
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
Petty, *High Rise Stories*, 237-270

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
Hirsch, *Making the Second Ghetto*, 1-39; 212-258
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:

Mathews, David. 1999. *Politics for the People* 2nd Ed. Urbana: University of Illinois Press.

Petty, Audrey. 2013. *High Rise Stories*. San Francisco. McSweeney's books.

Stringer, Ernest T. 1999. *Action Research*. 2nd, Ed. Thousand Oaks, CA: Sage.

Strolovitch, Dara Z. 2007. *Affirmative Advocacy: Race, Class, and Gender in Group Politics*. Chicago: University of Chicago Press.

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

Aristotle. 1984. [b. 384 BC]. *The Politics*. Trans. Carnes Lord. Chicago: University of Chicago Press.

Aristotle. 1991. [b. 384 BC]. *On Rhetoric: A Theory of Civic Discourse*. Trans. George A. Kennedy. New York: Oxford University Press.

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

Cress, Christine M, Peter J. Collier, Vicki L. Reitevauer, and Associates. 2013. *Learning Through Service*. Sterling, Va.: Stylus Publishers.

Dimmitt's Grove Neighborhood Plan. 2016.

- Harris-Perry, Melissa V. 2011. *Sister Citizen: Shame, Stereotypes, and Black Women in America*. New Haven: Yale University Press.
- Hirsch, Arnold R. 1998. *Making of the Second Ghetto: Race and Housing in Chicago 1940-1960*. Chicago: University of Chicago Press.
- Kretzmann, John P. and John L. McKnight. 1993. *Building Communities from the Inside Out*. Evanston: Center for Urban Affairs and Policy Research.
- Madison, James. 1961. [1789]. *The Federalist Papers*. Ed. Clinton Rossiter. New York: Mentor Books.
- Marshall, T. H. 1992. [1950]. *Citizenship and Social Class*. London: Pluto Press.
- Rimmerman, Craig A. 2005. *A New Citizenship: Unconventional Politics, Activism, and Service*. 3rd Ed. Boulder, CO: Westview Press.
- Sampson, Robert J. 2012. *Great American City: Chicago and the Enduring Neighborhood Effect*. Chicago: University of Chicago Press.
- Smock, Kristina. 2004. *Democracy in Action: Community Organizing and Urban Change* New York. Columbia University Press.
- Tocqueville, Alexis. 1966. [1832]. *Democracy in America*. Trans. George Lawrence. Garden City, NY: Anchor.
- WBRP Strategic Plan. 2017. Vol. 2.
- West Bloomington Neighborhood Plan. 2008.
- Weber, Max. 1969 [1921]. "The Nature of the City" pp. 23-46 in *Classic Essays on the Culture of Cities* Ed. Richard Sennett. Englewood Cliffs, NJ: Prentice Hall.
- Zukin, Cliff, Scott Keeter, Molly Andolina, Krista Jenkins, and Michael Delli Carpini. 2006. *A New Engagement? Political Participation, Political Life, and the Changing American Citizen*. New York: Oxford University Press.

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

Jim Simeone

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Hours: T 2-4; F 9-11; and by appt.