

INTG 401-01: CITIZENSHIP – BUILDING COMMUNITIES

Fall 2017 – Course Instructor: Jonathan Coley, PhD

COURSE INFORMATION

- **Class Location:** Wallace Hall 213; **Class Time:** TTh 2:00 p.m. – 3:15 p.m.
- **Office Location:** Wallace Hall 3; **Office Hours:** MW 12:30 p.m. – 1:55 p.m.; TTh 12:45 p.m. – 1:55 p.m.; & by appointment
- **Office Number:** 309-457-2185; **E-mail:** jcoley@monmouthcollege.edu

COURSE DESCRIPTION

In this course, we will explore the decline, and the potential for renewal, of civic engagement in the United States. The course begins with Putnam's *Bowling Alone*, which charts the decline of formal and informal civic engagement in U.S. communities over the several decades leading up to the book's publication in 2000. The book also offers several explanations for the decline of civic engagement and discusses the implications of this decline for crime, education, health, and more. The course then moves to two books that consider how communities might reverse these trends in civic engagement through formal attempts at building social capital (Putnam and Feldstein's *Better Together*) and informal attempts at "reclaiming conversation" (Turkle's aptly named *Reclaiming Conversation*). Finally, the course concludes with Loeb's *Soul of A Citizen*, which explores ways that we might overcome personal barriers to civic engagement.

In line with the objectives of Integrated Studies, this course requires students to volunteer for a local community organization and, together with a small group, develop a proposal on how we could further promote volunteerism in Monmouth. I will place students with two local organizations, the Jamieson Community Center and the Buchanan Center for the Arts; the leaders of those two organizations will be working with me to track your volunteer hours and guide your research.

REQUIRED TEXTS

The following books are required in the course:

- Loeb, Paul Rogat. 2010. *Soul of a Citizen: Living with Conviction in Challenging Times*. New York: St. Martin's Griffin.
- Putnam, Robert D. 2000. *Bowling Alone: The Collapse and Revival of American Community*. New York: Simon & Schuster.
- Putnam, Robert D., and Lewis D. Feldstein. 2003. *Better Together: Restoring the American Community*. New York: Simon & Schuster.
- Turkle, Sherry. 2015. *Reclaiming Conversation: The Power of Talk in a Digital Age*. New York: Penguin Books.

EVALUATION

The total course grade will be calculated accordingly:

- Attendance and Participation 20%
- Community Volunteer Work (10 hours) 20%
- Group Research Project 25%
- Small Take-Home Assignments (3) 15% (5% each)
- Final Take-Home Exam 20%

The **attendance** and **participation** grades are based on your regular attendance in class and thoughtful contributions to class discussions. Attendance will be taken every class period; all students are allowed two absences, but one percentage point will be deducted for every additional class period missed. (Note: two “tardies” will equal one absence.) **Please note: in case of emergencies, such as a death in the family or documented illness, I may excuse students from missing class, but I must be notified prior to or within a day of the absence.**

Students will be required to devote 10 hours of **volunteer work** to a local community organization. I will assign students to the organization (either the Jamieson Community Center or the Buchanan Center for the Arts), and that organization will be tracking your volunteer hours. **Students are not eligible to pass the course unless they complete all 10 volunteer hours.**

For the **group research project**, students will be required to work with a small group to write a 15-page paper on how we might further promote volunteerism in Monmouth. Full details will be passed out later in the semester.

The **take-home assignments** will require students to respond to prompts related to the books that we are reading in the class. Prompts will be passed out at least two weeks prior to the deadline for each assignment.

The **final take-home exam** will include a series of short answer and essay questions that require students to reflect on the course (including the volunteer work and group research project) and the Integrated Studies curriculum as a whole.

Letter grades will be assigned according to the following distribution:

- A = 93-100%
- A- = 90-92%
- B+ = 87-89%
- B = 83-86%
- B- = 80-82%
- C+ = 77-79%
- C = 73-76%
- C- = 70-72%
- D+ = 67-69%

- D = 63-66%
- D- = 60-62%
- F = < 60% ☹

COURSE POLICIES

1. **Hours per Week Work Expectations** – Students should expect to work an average of twelve hours each week. This includes the 2.5 hours of class time and the remaining 9.5 hours outside of class closely reading texts, volunteering at a community organization, working on their community research project, completing take-home assignments and exams, and meeting with me. This is only an average: some weeks will demand more than others depending on the nature of the assignments due those weeks.
2. **Considerate Attendance** – Students should arrive on time for class and notify the professor if they need to leave class early. Violations of this policy will result in points deducted from the attendance/participation grade.
3. **Respectful In-Class Behavior** – Students should refrain from using cell phones in class; **students who are texting or otherwise using their phones during class will be counted as “absent” for the day.** Students are discouraged from using laptops. Finally, students must avoid sleeping in class, holding personal conversations, and engaging in any behaviors that disrupt me or other students. Violations of this policy will result in points deducted from the attendance/participation grade.
4. **Make-Up Policy** – Students will receive a make-up exam or quiz **ONLY** in cases of excused absences (as defined in the section on attendance grades above). Those exams or quizzes must be taken on the day you return to class (or as otherwise negotiated with the professor). However, students will not be able to make up the final exam.
5. **Late Assignment Policy** – Written assignments will be docked a letter grade for each day that they are late. No essays will be accepted beyond the final exam.
6. **Academic Integrity** – Students will be held to the highest standards of academic integrity. This includes not plagiarizing or presenting other people’s work as your own when writing papers, as well as not cheating in any way on exams. Violations of this policy will result in a failing grade on the assignment in question and referral to the dean.
7. **Academic Support** – The Monmouth College Writing Center offers unlimited, free peer tutoring sessions for students at MC. Peer writing tutors work with writers from any major, of any writing ability, on any type of writing assignment, and at any stage of their writing processes, from planning to drafting to revising to editing. Peer speech tutors are also available on a limited basis to assist student speakers at any point in the process of designing a speech – from outlining to delivery. They are located on the 3rd floor of Mellinger and are open Sunday-Thursday 7-10pm and Monday-Thursday 3-5pm on a first-come, first-served basis. No appointment necessary! Learn more about the Writing Center at their website: <http://blogs.monm.edu/writingatmc/writing-center/>

8. **Disability Policy** – Students with disabilities can apply for accommodations at the Teaching and Learning Center. Please see <http://ou.monmouthcollege.edu/life/disability-services/default.aspx> and notify me if you are granted accommodations.
9. **Syllabus Changes** – Any changes to the syllabus will be announced in class and/or through e-mail.

COURSE SCHEDULE AND OUTLINE

I. WEEKS ONE THROUGH FIVE: THE DECLINE OF CIVIC ENGAGEMENT IN THE U.S.

A. Week One (August 22, 24)

- August 24 – Putnam, Chapter One, “Thinking about Social Change in America” (pp. 15-28)

B. Week Two (August 29, 31)

- August 29 – Putnam, Chapter Three, “Civic Participation” AND Chapter Six, “Informal Social Connections” (pp. 48-64; pp. 93-115)
- August 31 – Putnam, Chapter Seven, “Altruism, Volunteering, and Philanthropy” AND Chapter Nine, “Against the Tide? Small Groups, Social Movements, and the Net” (pp. 116-133; pp. 148-180)

C. Week Three (September 5, 7)

- September 5 – **Guest Speaker: Nancy Mowen (Meet at the Jamieson Community Center)**
- September 7 – **Guest Speaker: Kristyne Gilbert (Meet at the Buchanan Center for the Arts)**

D. Week Four (September 12, 14)

- September 12 – Putnam, Chapter Ten, “Introduction” AND Chapter Eleven, “Pressures of Time and Money” AND Chapter Twelve, “Mobility and Sprawl” (pp. 183-215)
- September 14 – Putnam, Chapter Thirteen, “Technology and Mass Media” AND Chapter Fourteen, “From Generation to Generation” (pp. 216-276)

E. Week Five (September 19, 21)

- September 19 – Putnam, Chapter Sixteen, “Introduction” AND Chapter Seventeen, “Education and Children’s Welfare” (pp. 287-306)
- September 21 – Putnam, Chapter Eighteen, “Safe and Productive Neighborhoods” AND Chapter Twenty, “Health and Happiness” (pp. 307-318; pp. 326-335)

First Take-Home Assignment Due at the Beginning of Class on September 21

II. WEEKS SIX THROUGH TWELVE: POSSIBILITIES FOR RENEWING CIVIC ENGAGEMENT IN THE U.S.

A. Week Six (September 26, 28)

- September 26 – Putnam and Feldstein, Introduction AND Chapter One, “Valley Interfaith” (pp. 1-33)
- September 28 – Putnam and Feldstein, Chapter Two, “Branch Libraries” AND Chapter Three, “The Shipyard Project” (pp. 34-74)

B. Week Seven (October 3, 5)

- October 3 – Putnam and Feldstein, Chapter Four, “The Dudley Street Neighborhood Initiative” AND Chapter Seven, “Do Something” (pp. 75-97; 142-165)
- October 5 – Putnam and Feldstein, Chapter Eight, “The Harvard Union of Clerical and Technical Workers” AND Chapter Nine, “Experience Corps” (pp. 166-205)

C. Week Eight (October 10)

- October 10 – Putnam and Feldstein, Chapter Twelve, “Portland” AND Conclusion (pp. 241-294)

Second Take-Home Assignment Due at the Beginning of Class on October 10

FALL BREAK – NO CLASS ON OCTOBER 12

D. Week Nine (October 17, 19)

- October 17 – Turkle, “The Empathy Diaries” (pp. 3-18) AND “The Flight from Conversation (pp. 46-56 ONLY)
- October 19 – Turkle, “Solitude” AND “Self-Reflection” (pp. 59-99)

E. Week Ten (October 24, 26)

- October 24 – Turkle, “Family” (pp. 103-136)
- October 26 – Turkle, “Friendship” (pp. 137-176)

F. Week Eleven (October 31, November 2)

- October 31 – Turkle, “Romance” (pp. 177-207)
- November 2 – Turkle, “Education” (pp. 211-248)

G. Week Twelve (November 7)

- November 7 – Turkle, “The Public Square” AND “The Nick of Time” (pp. 293-333)

Third Take-Home Assignment Due at the Beginning of Class on November 7**III. WEEKS TWELVE THROUGH SIXTEEN: OVERCOMING PERSONAL BARRIERS TO CIVIC ENGAGEMENT**

A. Week Twelve Continued (November 9)

- November 9 – Loeb, “Introduction to the New Edition” AND Chapter One, “Making Our Lives Count” (pp. 1-41)

A. Week Thirteen (November 14, 16)

- November 14 – Loeb, Chapter Two, “We Don’t Have to Be Saints” AND Chapter Three, “One Step at a Time” (pp. 42-81)
- November 16 – Loeb, Chapter Four, “The Cynical Smirk” AND Chapter Five, “Unforeseen Fruits” (pp. 82-124)

B. Week Fourteen (November 21)

- November 21 – Loeb, Chapter Six, "The Call of Stories" AND Chapter Seven, “Values, Work, and Family” (pp. 125-194)

THANKSGIVING – NO CLASS NOVEMBER 23**C. Week Fifteen (November 28, 30)**

- November 28 – Loeb, Chapter Eight, “Village Politics” AND Chapter Nine, “Widening the Circle” (pp. 195-256)
- November 30 – Loeb, Chapter Ten, “Pieces of a Vision” AND Chapter Eleven, “Coping with Burnout” (pp. 257-315)

D. Week Sixteen (December 5)

- December 5 – Final Class Day – Discussions of Research Projects

Group Research Paper Due at the Beginning of Class on December 5**Final Take-Home Exam Due on Friday, December 8, at 8:00 a.m.**