

**Rutgers University-Newark, Department of Political Science**

**Syllabus: 21:790:360 Urban Politics and Policy: Education and Social Justice**

Spring semester, 2019

M Th 1 to 2:20 pm, Conklin Hall 352 (with possible off campus meetings for group projects)

Instructor: Jyl Josephson      Office hours: Mondays 10 to 11:30, Thursdays 2:30 to 4

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**Overview:**

*Course Description:* This is a community engaged class that involves community engaged instruction, a community partnership with a civic engagement organization in Newark, and engagement with basic skills of democratic practice and community problem solving. We will use the Public Achievement and Power Civics curricula as a way to structure the problem-solving feature of the class.

*Learning Goals:*

Students will understand the practice of public work through readings, group discussion and decision-making processes, and hands on action projects

Students will learn two models of active citizenship for public problem solving: public achievement, and the civic cities model, and draw from both models as useful for completing the action project

Students will identify a public problem and will learn and practice skills in problem-solving and in effective communication to solve a specific public problem that effects their community

Students will map the political environment that is important to solving the public problem, identify opportunities and possible obstacles, and the steps to problem solving including important civic knowledge and relationships that are key to solving the problem

Students will plan and take action on the problem, and evaluate their work on the problem, including planning next steps that may be necessary to solve the problem

*Learning Activities:*

Students will learn basic tools for civic engagement, including relational meetings, house meetings, conducting issue research, completing OPRA requests, using the media, and identifying power centers around their selected public problem

Students will conduct a public work project that they identify, analyze, plan, and carry out, using methods from the six step process of the public achievement model and the ten step civic cities model, as appropriate. (We will be improvising. We will use what works!)

Students will plan, conduct, and evaluate a public forum on the public problem that they have identified

Students will work collaboratively in teams to accomplish these goals

**Keywords:** public work, relational meeting, house meeting, power mapping, civic cities, civic trustees, “no-blame” problem solving

**Assignments:**

**Reading Presentation:** Each student will choose one of the readings, for which they will provide a brief summary and help lead class discussion of the reading. Students may post these summaries in Blackboard. 10 % of course grade

**Reaction Papers:** Students will complete a total of three reaction papers: guest speaker, class activity, and final project. The first two papers will be two to three pages in length; the final paper should be about five pages in length. The first two reaction papers are worth 10% each of the final course grade, and the final reaction paper is worth 20%

**Journal of action projects:** Each student will keep a journal of their group action project, making notes after each activity. These will be graded; they should also be used when preparing the final reaction paper. You will keep this journal in Blackboard, and I will provide you with feedback. The journal will be worth 15% of the final course grade

**Action project and public forum:** These will be a key class activity and are the main project of the class. This project and forum will be worth 35% of the course grade. This will be a group grade; I will be more specific about how this will work as we carry out the project.

**Required Reading materials:**

Harry Boyte, *The Citizen Solution* (this book is available at the bookstore but I will also place it on reserve at the library and will place required chapters in Blackboard)

Harry Pozzycki, *The 21<sup>st</sup> Century Citizens Manual* (this book will be provided)

Other readings as assigned (available in Blackboard)

**Relevant Rutgers University-Newark policies:**

- Academic Integrity: As an academic community dedicated to the creation, dissemination, and application of knowledge, Rutgers University is committed to fostering an intellectual and ethical environment based on the principles of academic integrity. Academic integrity is essential to the success of the University’s educational and research missions, and violations of academic integrity constitute serious offenses against the entire academic community. • Academic Integrity Policy: <http://academicintegrity.rutgers.edu/academicintegrity-policy/>
- Disability Services: Rutgers University welcomes students with disabilities into all of the University’s educational programs. In order to receive consideration for reasonable accommodations, you must complete and submit the Registration Form, schedule and complete an intake meeting, and submit appropriate documentation. If your request for reasonable accommodations is approved, you will receive a Letter of Accommodations (LOA), which you should present privately to the instructor as early in the semester as possible. Accommodations are not retroactive and are effective only upon submission of the LOA to the instructor. Please begin the process by completing and submitting the Registration Form, Applying for Services, which is available at the website below. • Applying for Services: <https://ods.rutgers.edu/students/applying-for-services> • Documentation Guidelines:

<https://ods.rutgers.edu/students/documentationguidelines> • Letter of Accommodations (LOA):  
<https://ods.rutgers.edu/myaccommodations/letter-of-accommodations> • Office of Disability Services  
(ODS) Suite 219, Paul Robeson Campus Center (973) 353-5375 [odsnewark@rutgers.edu](mailto:odsnewark@rutgers.edu)

- Religious Holiday Policy: Students are advised to provide timely notification to instructors about necessary absences for religious observances and are responsible for making up the work or exams according to an agreed-upon schedule.

### **Course Schedule:**

#### ***Weeks 1 & 2: Introduction to Key Concepts, building relationships***

Dates: Thursday, January 24; Monday, January 28; Thursday, January 31

#### **Readings for January 28:**

Harry Boyte, *The Citizen Solution*, Ch. 1 “Working Together”

Harry Pozzycki, *The 21<sup>st</sup> Century Citizens Manual: The Power of No Blame Problem Solving*, ch. 1 “Citizen Power in the 21<sup>st</sup> Century”

and Pozzycki ch. 5 “No Blame Problem Solving 10 key steps”

#### **Readings for January 31:**

Joan Tronto, *Caring Democracy* ch. 7 “Caring Democracy”

Hannah Arendt, “The Human Condition”, Part I of *The Human Condition*

#### **Public Achievement action: Individual relational meeting**

#### ***Week 3: Phase One: Exploration and Discovery***

Dates: Monday, February 4; Thursday, February 7

#### ***Readings for Monday February 4:***

Harry Boyte and Nancy Kari, *Building America: The Democratic Promise of Public Work*, Appendix A “Public Work”;

Boyte, *The Citizen Solution*, ch. 2 “Minnesota’s Living Civic Culture”

#### ***Readings for Thursday February 7:***

Boyte, *The Citizen Solution*, ch. 3 “Breaking the Silence”;

Harry Pozzycki, *Citizens Manual*, Chs. 2, 3, and 4

#### ***Weeks 4 & 5: Phase Two: Issue Development***

Dates: Monday, February 11; Thursday, February 14; Monday, February 18; Thursday February 21

**Readings:**

Boyte, *The Citizen Solution*, ch. 6

Harry Pozycki, *Citizens Manual*, Chs. 6 and 7

Eric Fretz, "Core Concept: Power" (manuscript, available in Blackboard)

Domingo Morel, "The Effects of Centralized Government Authority on Black and Latino Political Empowerment," *Political Research Quarterly*

**Public Achievement action: Issue discussion**

**Civic Cities activity: Steps one, two and three**

**Assignment Due: Journal Entry first feedback February 15; Reaction Paper One Due February 24**

**Guest Speaker: Harry Pozycki, Thursday, February 14**

**Class Activity: Monday, February 18: High School guests from Essex & Hudson County 4-H**

**Week 6: Phase Three: Problem Research**

Monday, February 25; Thursday, February 28; Monday, March 4

**Readings:** Boyte, *Citizen Solution*, ch. 7 "Everyday Politics," and ch. 8 "From Isolation to Neighborhood Communities"

**Public Achievement action: Problem mapping, plan for further research**

**Civic Cities activity: Steps four, five, and six**

**Guest Speaker: Dr. Domingo Morel, Monday, February 25**

**March 4, 2019: Revised and updated schedule:** For the next several weeks, we will be working on designing our group projects, drawing on the two prime readings for the class. So we will spend class time as follows: We will begin class with the readings for that particular class day, as noted in the schedule below, led by those of you who have prepared reading presentations. Then, we will spend the remainder of class on group assignments. I will create group assignment spaces for each step in your group area in Blackboard, so that you can enter the information about that assignment.

Week 6: Phase Three: Problem Research

Monday, March 4

**Reading:** Boyte, *Citizen Solution*, ch. 7 "Everyday Politics,"

**GROUP PROJECTS: Power Civics Step two: Research/OPRA Requests**

Thursday, March 7

**Reading:** Boyte, *Citizen Solution*, ch. 8 “From Isolation to Neighborhood Communities” AND reprise of Pozycki chapter 7 “The 4 Power Centers”

**GROUP PROJECTS: Public Achievement action: Problem mapping, plan for further research**

**Weeks 7 to 9: Phase Four: Designing a Project**

Monday, March 11

**Reading:** Boyte, *The Citizen Solution*, ch. 9

**GROUP PROJECTS: Power Civics Step three: Conduct Evidence-based research**

Thursday, March 14

**Readings:**

Boyte, *The Citizen Solution*, ch. 10;

**GROUP PROJECTS: CONTINUE WITH Power Civics Step three: Conduct Evidence-based research AND Public Achievement action: Problem mapping, plan for further research**

**Assignment Due: Journal Entry second feedback March 15**

**NOTE: RUTGERS’ SPRING BREAK is March 16-24**

Monday, March 25

**Readings:**

Harry Pozycki, *Citizens Manual*, ch. 8

**GROUP PROJECTS: Power Civics Step 4: Shape Your Solution**

Thursday March 28

**Readings:**

Harry Pozycki, *Citizens Manual*, ch. 9; Appendix: Sample solutions

**GROUP PROJECTS: Public Achievement action: Designing the project**

**Assignment Due: Reaction Paper Two due March 31**

NOTE: After March 28 there are no assigned readings from the texts; but we will continue to come back to them to guide our step by step process with the group projects.

***Weeks 10 to 13: Phase Five: Implementing the Action Plan***

Monday, April 1; Thursday, April 4; Monday, April 8; Thursday, April 11 Monday, April 15; Thursday, April 18

**Public Achievement action: Implementing the action plan**

**Civic Cities activity: Steps Five through ten**

**Assignment Due: Journal Entry Third feedback April 15**

***Weeks 14 to 15: Phase Six: Reflection, Communication, and Celebration***

Monday, April 22: Prepare presentations for public forum

**Thursday April 25: Public Forum? Part of P3/Lumina foundation conference**

Monday, April 29; Thursday, May 2; Monday, May 6 (last day of class)

**Public Achievement action: Final meeting, celebration, evaluation**

**Civic Cities activity: Civic Forum**

**Assignment Due: Final Reaction Paper Due May 12**