

**PSCI 202 Engagement & the City:  
Millennials and the New Citizenship  
Spring 2022**

1-5 Receive syllabus; class introductions; defining advocates: civic agents who frame a broader focus

**Part 1: Social Justice and the City**

- 1-10 Neighborhood effects and applications: the neighborhood as the unit of analysis  
Sampson, *Great American City*, 3-25; 31-49; 53-68
- 1-12 Two Chicago neighborhoods to grow up in: Cabrini-Green and Chatham  
Petty, *High Rise Stories*, 29-42  
Moore, *The South Side*, 11-35
- 1-17 **King Day (no class)**
- 1-19 **King Day Teach-In: Hansen 11am**
- 1-19 Life on the north side of Milwaukee  
Desmond, *Evicted*, 1-52  
**QUIZ #1**
- 1-26 Comparing your home neighborhood and west Bloomington  
Bring your laptop to class to access Statistical Atlas, American Factfinder online  
Sampson, *Great American City*, 179-209
- 1-31 Reports from the census tract groups (1500, 1600, 1800, 5900, 1103)  
**SENSES/CENSUS GROUP PRESENTATION** (a group report with photographs)
- 2-2 The many faces of eviction as an everyday occurrence  
Desmond, *Evicted*, 53-107  
**THREE QUESTIONS CLASS**
- 2-4 **PAPER #1 DUE AS A GOOGLE DOC** (census tract comparison)
- 2-7 The varieties of advocacy  
Smock, *Democracy in Action*, 10-34
- 2-9 The assets building and grass roots approaches to civic advocacy  
Kretzmann and McKnight, *Building Communities from the Inside Out*, 1-11; 345-354  
Alinsky, *Rules for Radicals*, 126-164
- 2-14 Case Study: The west side substation issue: WBRP v. BLM  
Ryan Lambert, “Westside of Bloomington: Crime Climate Survey,” 1-27  
Bloomington *Pantagraph* (article pack on Moodle)  
**THREE QUESTIONS CLASS**
- 2-16 **CLASS DEBATE:** Which was the “better” approach to neighborhood safety?
- 2-18 **PAPER # 2 DUE AS A GOOGLE DOC BY 4PM** (asset building v. grass roots advocacy)

- 2-21 Theorizing advocacy: The race dimension  
Harris-Perry, *Sister Citizen*, 28-50
- 2-23 Poverty and profit in white and black  
Desmond, *Evicted*, 111-196  
**QUIZ #2**
- 2-28 The many dimensions of poverty  
Desmond, *Evicted*, 196-269  
**THREE QUESTIONS CLASS**
- 3-2 An American tragedy hiding in plain sight  
Desmond, *Evicted*, 270-313  
**QUIZ #3**
- 3-7 Theorizing advocacy: the class dimension  
MacLeod, *Ain't No Making It*, 11-24
- 3-9 How do the character's testimonials shape your perception of the eviction issue?  
Desmond, *Evicted*, 313-336  
**THREE QUESTIONS CLASS**
- 3-11 **PAPER # 3 DUE AS A GOOGLE DOC BY 4PM** (how testimony enhances issue framing)
- 3-12 / 3-20 **SPRING BREAK**

**PART 2: THE POLITICS OF VOLUNTEERING: ADVOCACY AND TESTIMONY**

- 3-21 Theorizing the double whammy and representing the “intersectionally marginalized”  
Strolovitch, *Affirmative Advocacy*, 1-45
- 3-23 Civic associations and democracy: Tocqueville, Addams, Goldman  
Eliasoph, *The Politics of Volunteering*, 1-42
- 3-28 Putting volunteering in context: the market and government  
Eliasoph, *The Politics of Volunteering*, 43-93  
**THREE QUESTIONS CLASS**
- 4-4 Advocate voices from the field: Police and healthcare reform  
Leviton and Vitale, “To Serve and Protect,” *The Sun*, 4-13  
Atul Gawande, “The Hotspotters” *The New Yorker*, 1-24
- 4-6 Civic life, freedom, equality, perplexity, and dizziness  
Eliasoph, *The Politics of Volunteering*, 94-166
- 4-11 Advocate voices from the field: Reforming education and racism  
Gatto, “Why Schools Don’t Educate,” 1-7  
Strayed, “Twelve Angry Boys,” *Tiny Beautiful Things*, 338-349  
Rankine, *Citizen: An American Lyric*, 5-37  
**THREE QUESTIONS CLASS**

- 4-13 Using testimony to frame policy (using your own voice or ventriloquizing another's)  
Bring your laptop to class to research topics
- 4-18 Researching your issue  
Bring your laptop to class to research topics
- 4-20 Millennials (Dot-coms) and the new citizenship?  
Zukin, et al., *A New Engagement?*, 49-87
- 4-22 **PAPER # 4 DUE AS A GOOGLE DOC BY 4PM** (your voice and issue)

### Course requirements

The following texts are required of all students:

Desmond, Matthew. 2016. *Evicted: Poverty and Profit in the American City*. New York. Broadway Books.

Eliasoph, Nina. 2013. *The Politics of Volunteering*. Cambridge, UK. Polity Press.

Selections from the following readings will be available on the course Moodle page:

Bloomington *Pantagraph* (police sub-station controversy)

Gatto, John Taylor. 1990. "Why Schools Don't Educate," 1-7

Gawande, Atul. "The Hotspotters," *The New Yorker*, January 24, 2011.

Harris-Perry, Melissa V. 2011. *Sister Citizen: Shame, Stereotypes, and Black Women in America*. New Haven: Yale University Press.

Kretzmann, John P. and John L. McKnight. 1993. *Building Communities from the Inside Out*. Evanston: Center for Urban Affairs and Policy Research.

Lambert, Ryan, 2009. [https://digitalcommons.iwu.edu/arc\\_projects/1/](https://digitalcommons.iwu.edu/arc_projects/1/)

Leviton and Vitale, "To Serve and Protect," *The Sun*, 4-13

MacLeod, Jay. 1995. *Ain't No Making It: Aspirations and Attainment in a Low-Income Neighborhood*. Boulder, Co.: Westview Press.

Moore, Natalie Y. 2016. *The South Side: A Portrait of Chicago and American Segregation*. New York: St. Martin's Press.

Rankine, Claudia. 2014. *Citizen: An American Lyric*. Graywolf 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.

Strayed, Cheryl. 2012. *Tiny Beautiful Things: Advice on Life and Love from Dear Sugar*. New York: Knopf.

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

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 four papers, three quizzes, and one team presentation. The course grade will be determined as follows:

Papers:	60% (15% each)
Quizzes and team presentation:	20% (5% each)
Class participation:	20% (3 questions; class debate; attendance)

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