

IMPROVISING CITIZENSHIP
GATEWAY 100
Fall 2020
Hybrid Version

COURSE DESCRIPTION

What does it mean to be a citizen? Our class will pursue answers to this question as we read essays, a novel, screen a film, and read case studies of civic practice. We will consider what citizenship has meant in theory and what it has meant historically. We will then ask: what does citizenship mean in America today? We shall improvise an answer to this important question by venturing out together as Citizen Scholars to observe what citizens are doing in our city and in cities across the United States.

PART ONE: UNDERSTANDING CITIZENSHIP

- 8-17 Topic: Gateway to the University **PG TENT**
Assignment: Using concepts
Reading: Course Pack: Aristotle, *The Politics*, 35-38
Exercise: What does Aristotle do with the concepts of partnerships and the good?
- 8-19 Topic: The soul of a citizen: Making our lives count **PG TENT**
Assignment: Private integrity and the public sphere
Reading: Course Pack: Loeb, "Making our Lives Count," 12-33
Exercise: Come to class with examples from Loeb and Hanna-Attisha where integrity mattered
- 8-21 Topic: Communitarian (duty-based) and Liberal (rights-based) views of citizenship **ZOOM**
Assignment: Using distinctions to make sense of the world
Reading: Course Pack: Conover, Leonard, and Searing, "Duty is a Four-Letter Word," 147-171
Exercise: Write out and post a paragraph comparing the two definitions of citizenship
- 8-24 Topic: The importance of facts in any issue: The rise of the NRA **ZOOM**
Assignment: Asking questions of a reading
Reading: Course Pack: Jill Lepore, "Battleground America," *The New Yorker*, April 23, 2012, 39-47
Exercise: Post three confusing terms in the reading and the definitions you find
- 8-26 Topic: Locating a debate: Gun rights/fights in America **PG TENT**
Assignment: Asking questions of a reading
Reading: Course Pack: Bogus, "The History and Politics of the Second Amendment," 3-25
U.S. v. Miller, 175-182
Exercise: Bring to class a list of three confusing terms in the reading and the definitions you find
- 8-28 Topic: Applying the theories to the facts: should gun ownership be an individual right? **PG TENT**
Assignment: Learning basic background information and reading a US Supreme Court opinion
Reading: Course Pack: Selections from *U.S. v. Heller*, 1-32 (from Scalia's opinion)
Exercise: How is the Lepore piece different in kind (as a piece of writing) from the Scalia opinion?
- 8-29 Special Saturday class: Deborah Halperin's tour of WBRP **MEET AT AMES**
- 8-31 Topic: CLASS DEBATE: Should gun ownership be a matter of duty or rights? **PG TENT**
Assignment: Prepare for class debate
Reading: Course Pack: Selections from *U.S. v. Heller*, 1-27 (from Steven's dissent)
Exercise: Post claim-objection-rejoinder sequences
- 9-2 *Draft of Essay #1 due in class* **PG TENT**
Peer review of essay and discussion of the persuasive genre and claim-objection-rejoinder sequences

- 9-4 Conferences (we will go over individual papers in half hour sessions at the peace garden) **PG TENT**
- 9-7 **No class meeting: Essay #1 (persuasive) due by 4 PM in the box outside CLA 251**
- 9-9 Topic: The citizen as a worthy insider, the state as a pack of members **PG TENT**
 Assignment: Extracting meaning from the setting
 Reading: Clark, *The Ox-Bow Incident*, 5-38
 Exercise: Reaction Questions:
 1. What kind of town is Bridger's Wells? What clues does the author offer as to its socio-economic condition? Does this matter?
 2. What do we learn about the status of the narrator and Gil from their interactions with Canby, Moore, and Farnley?
 3. What explains Bartlett's success with the crowd?
- 9-11 Topic: Rights in the pecking order **ZOOM**
 Assignment: Using theme to organize an analysis: the pecking order
 Reading: Clark, *The Ox-Bow Incident*, 38-66
 Exercise: Post a listing of the town's pecking order to class how does it tie to Davies' theory of law?
- 9-12 **No class session**
- 9-14 Topic: What kind of community is a pack? **PG TENT**
 Assignment: Developing a thesis by interrogating a concept
 Reading: Clark, *The Ox-Bow Incident*, 66-121
 Exercise: In class we will free write on the topic of the pack's pecking order
- 9-16 Topic: Of leaders and followers **PG TENT**
 Assignment: Developing a thesis by interrogating a concept
 Reading: Clark, *The Ox-Bow Incident*, 121-147
 Exercise: In class we will free write on the role of leaders and followers in the mob
- 9-18 Topic: Mob rule, honor, and the need to belong **ZOOM**
 Assignment: Discussing the constituents of a good thesis
 Reading: Clark, *The Ox-Bow Incident*, 147-187
 Exercise: Post a thesis statement
- 9-19 HISTORY TOUR OF BLOOMINGTON Noon-2pm with Mike Majteka and Bill Kemp **MEET AT AMES**
- 9-21 Topic: Davies, 1938, and the Nazi follower analogy **ZOOM**
 Assignment: Discussing the constituents of a good thesis
 Reading: Clark, *The Ox-Bow Incident*, 188-217
 Exercise: Post a revised thesis statement
- 9-23 *Draft of Essay #2 due in class* **PG TENT**
 Peer review of essay and discussion of the interpretive genre, thesis revision, and writing style
 Reading: Williams, Clarity and Cohesion. In *Style: Toward Clarity and Grace*, 16-39
- 9-25 Topic: Learning deep revision **ZOOM**
 Assignment: The hows and whys of revision
 Reading: Ballenger, *The Curious Writer*, 617-656
 Exercise: Post your revised thesis statement
- 9-28 Conferences: Using a hook, a frame, a thesis, and evidence **PG TENT**

- 9-30 **No class session: Essay #2 (interpretive) due by 4 PM in the box outside CLA 251**
- 10-2 **No class session**—meet at night for DINNER AND A MOVIE (or Streaming and Takeout)
Do the Right Thing **Meet at the outdoor classroom at 5:00 PM**
We will eat Lucca Grill pizza as a take out at the outdoor classroom; the movie will be available for streaming on Swank.
- 10-5 Topic: The lack of jobs in Spike Lee’s Brooklyn and a post-2008 national update **PG TENT**
Assignment: Bring a list of examples of the impact of joblessness in the film and the US
Reading: Course Pack: Eberstadt, *Men Without Work*, 9-31; 168-178
Exercise: How does earning establish and pervert worth in *Do the Right Thing*? In the US?
- 10-7 Topic: The role of status in Spike Lee’s Brooklyn and the US: Microaggressions **PG TENT**
Assignment: Bring a list of examples of status slights in the film and the US
Reading: Course Pack: Rankine, *Citizen: An American Lyric*, 5-36
Exercise: How does race impact status and pervert worth in *Do the Right Thing*? In the US?
- 10-9 Topic: Analyzing Lee’s critique of the rules of worth and standing **ZOOM**
Assignment: Applying evidence and theory to write an explanatory essay
Exercise: Post a list of quotations from Eberstadt and Rankine to be used in explaining the setting of Spike Lee’s community
- 10-10 **HOMECOMING LUNCH WITH LYNDSEY HAINES 11-2pm Meet at the outdoor classroom at 11AM**
- 10-12 *Draft of Essay #3 due in class* **PG TENT**
Peer review of essay and discussion of technical jargon and the explanatory/analytical genre
- 10-14 **Essay #3 (explanatory essay) due by 4 PM in the box outside CLA 251**

PART TWO: MODELS OF IMPROVISING CITIZENSHIP

- 10-16 Topic: Citizenship as an evolving norm and shared project Part 1 **PG TENT**
Assignment: Reading and identifying genre: autobiography
Reading: Franklin, *Autobiography*, 39-53
Exercise: What is Franklin’s civic project? Why does he do it?
- 10-19 Topic: Citizenship as an evolving norm and shared project Part 2 **PG TENT**
Assignment: Reading and identifying genre: epic poem
Reading: Rankine, *Citizen: An American Lyric*, 41-55
Exercise: What is Rankine’s civic project?
- 10-21 Topic: Re-thinking color-blind ideals **ZOOM**
Assignment: Post a list of the most striking micro-aggressions in the reading
Reading: Rankine, *Citizen: An American Lyric*, 59-113
Exercise: How does race impact citizenship according to Rankine?
- 10-23 Topic: Community in positive proximity: Spaces **PG TENT**
Assignment: Outside the home: Spaces that foster a broader self and a common identity
Reading: Williams, *What I Found in a Thousand Towns*, ix-xiv; 1-33
Exercise: Bring a list to class of your three favorite examples of positive proximity and why
- 10-26 Topic: Community in positive proximity: Spaces **ZOOM**

Assignment: Outside the home: Spaces that foster a broader self and a common identity
Reading: Williams, *What I Found in a Thousand Towns*, 35-85
Exercise: Post a list to class of your three favorite examples of positive proximity and why

10-28 CLASS INTERVIEW WITH DEBORAH HALPERIN **PG TENT**

Topic: Interviewing a key stakeholder
Reading: WBRP mission statement and webpage
Assignment: Community narrative as genre
Exercise: Bring a list of questions to ask WBRP Board President Halperin

10-30 Topic: Community in positive proximity: Projects **ZOOM**

Assignment: Using history and food as keys to common identity
Reading: Williams, *What I Found in a Thousand Towns*, 87-119
Exercise: Why are history and food especially good identity building project themes?

10-31 ½ CLASS AT AMES LIBRARY INSTRUCTION LAB, **Ames Room 129**

Topic: Researching background and setting information on Blo-No
Reading: Course Pack: Mclean County Regional Planning, "Bring it on Bloomington," 1-22
Assignment: Visit <http://www.mcplan.org> to learn out McLean County
Exercise: We will use the ARC Library Guide and the Statistical Atlas

11-2 ½ CLASS AT AMES LIBRARY INSTRUCTION LAB, **Ames Room 129**

Topic: Researching background and setting information on Blo-No
Reading: Course Pack: Mclean County Regional Planning, "Bring it on Bloomington," 1-22
Assignment: Visit <http://www.mcplan.org> to learn out McLean County
Exercise: We will use the ARC Library Guide and the Statistical Atlas

11-4 Topic: Community in positive proximity: Partnerships **PG TENT**

Assignment: Getting out of the Wesleyan Bubble
Reading: Williams, *What I Found in a Thousand Towns*, 177-212
Exercise: Why are long-term relationships so important in civic partnerships?

11-6 Topic: Community in positive proximity: Blo-No as a test case **PG TENT**

Assignment: Exploring your new community
Reading: Williams, *What I Found in a Thousand Towns*, 239-252
Exercise: Bring a two-page draft of your community narrative to class for workshopping

11-7 **No class session:** Individual conferences on your specific project/partnership narrative **ZOOM**

Exercise: We will use the ARC blog to find examples of BLO-NO projects/partnerships

11-9 **No class session:** Individual conferences on your specific project/partnership narrative **ZOOM**

Exercise: We will use the ARC blog to find examples of BLO-NO projects/partnerships

11-11 Topic: A model community narrative **PG TENT**

Assignment: Using an exemplar as a model
Reading: Course Pack: Larissa MacFarquhar, "Our Town," *The New Yorker*, 57-65
Exercise: How important is working in Orange City and what makes Orange City work?

11-13 *Draft of civic project/community narrative due in class* **PG TENT**

Peer review and discussion of community narrative as a writing genre

11-16 Topic: The conventions of citation and attribution/MLA bibliography **ZOOM**

Assignment: Learning to avoid plagiarism and learning to cite

Reading: *The Allyn & Bacon Handbook*, 581-626
Exercise: Discussion of plagiarism and other pitfalls of original research

11-18 **Final paper (community narrative) due by 3 PM in the box outside CLA 251**

CLASS READING

The following texts should be purchased at the IWU Bookstore:

Rankine, Claudia. 2014. *Citizen: An American Lyric*. Minneapolis. Graywolf Press.
Van Tilburg Clark, W. 1940/1968. *The Ox-Bow Incident*. New York: Penguin Books.
Williams, Dar. 2017. *What I Found in a Thousand Towns: A Traveling Musician's Guide to Rebuilding America's Communities*. New York: Basic Books.

A course packet containing common readings in copyrighted form will be distributed on the first day of class. You will be charged for this packet through the business office as a course fee.

The following texts are available on my Moodle page at the Ames Library webpage.

Ballenger, B. (2005). Revision Strategies. In *The Curious Writer* (pp. 617-656) New York: Longman.
Williams, J.M. (1981/1990). Clarity and Cohesion. In *Style: Toward Clarity and Grace*. (pp. 16-65). Chicago: University of Chicago Press.

COURSE REQUIREMENTS

The grade in this course is based on 4 papers (including drafts) (85%), and class participation (15%). The precise weight of each requirement is listed below.

Essay #1:	20%
Essay #2:	20%
Essay #3:	20%
Civic project/community narrative:	25%
Class discussion:	15%

At any time before the last class, students may hand in re-writes of the first three essays. However, re-writes must show evidence of a thorough revision; simply responding to comments and correcting grammar and spelling is not real revision. Re-write grades will be averaged equally with the essay grade to produce a final composite grade.

It is important that you attend this class regularly. In addition, draft deadlines are strict since they often are keyed to the class sessions. Assignments will be posted on my homepage—see the address below.

COURSE GOALS

- To develop good habits at all stages of the writing process.
- To learn how to use writing to interpret, think with, and strengthen concepts.
- To learn how to revise writing and to establish the practice of rewriting.
- To learn how to write creatively and to defend a claim clearly.
- To learn to appreciate debate and enjoy contention.
- To learn to use reflection and analysis to improve the practice of citizenship.

WRITING CENTER

Every gateway student should visit the IWU Writing Center at least once. The better writers will visit more than once. Tutors can be especially helpful when you bring specific issues to their attention and when you bring the class assignment with you. The Writing Center is located in Ames Library Room 105B. The telephone number is 556-

3810. Call to schedule an appointment. Be sure to bring a hard copy of your paper and the assignment to your meeting.

COURSE POLICIES

Any remote learning will be conducted using Zoom or Google Meet. Course content will be on Moodle and assignments will be posted on my university webpage. I will make every effort to accommodate students who either get infected with or exposed to Covid 19 and need to be quarantined or who can't attend in-person class sessions due to the pandemic. **I will keep attendance at all in-person sessions to facilitate contact tracing, if needed, and all remote sessions to assure students are keeping up with the material.** If you are struggling with the material for any reason, please contact me via e-mail or in person so that I can work with you individually.

This class is being taught in a hybrid version. We will meet in-person as much as possible and remotely when needed. When we meet in person, we shall meet at the Peace Garden tent. This tent is located adjacent to 1208 North Evans just two blocks east of the Evelyn Chapel near the corner of University and Evans (see the campus map). The syllabus indicates our meeting location there as **PG TENT**. If it is expected to be below 45 at 11am or raining hard, I will alert you that morning via e-mail of a change in plans--either to a **ZOOM** or classroom setting. If there is a widespread Covid 19 outbreak, we will likely have to continue the class solely using **ZOOM** or **Google Meet**.

Illinois Wesleyan University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on a disability (including mental health and chronic or temporary medical conditions), it is your responsibility to register with Disability Services. Please note that accommodations are not retroactive and accommodations cannot be provided until I receive an email from Disability Services. Once the email is sent, please make arrangements with me as soon as possible to discuss your accommodations confidentially so they may be implemented in a timely fashion. For more information contact Disability Services by visiting 110 Holmes Hall, calling [309-556-3231](tel:309-556-3231), or emailing cshipley@iwu.edu.

OFFICE HOURS

Professor James Simeone
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Peace Garden tent or CLA 251
M 3:15-4; TTH 1-3; W 9-10; or by appointment
e-mail: jsimeone@iwu.edu