

CIT 400: Citizenship Seminar
University of New England
Fall 2010

Faculty

Samuel A. McReynolds, Ph.D., Coordinator Decary 320, x2327 smcreynolds@une.edu	Sec. A Mon, 11:00-12:20 Sec. B Mon, 12:30-1:50 Sec. C Mon, 9:30-10:50
Dan Leclerc, M.A. Decary 114, x2320 dleclerc@une.edu	Sec. N Thurs, 11:00-12:20
Richard LaRue, D.P.E. Decary 313, x2605 rlarue@une.edu	Sec. D Tue, 4:30-5:50
Mark Nahorney, ABD Decary 129, x2595 mnahorney@une.edu	Sec. E Mon, 3:30-4:50
Angela Shambarger, M.Ed. Decary 129, x2105 ashambarger@une.edu	Sec. F Wed, 9:30-10:50
Theo Dunfey, M.A. Decary 330 x2513 tdunfey@une.edu	Sec. G Wed, 11:00-12:20 Sec. M Fri, 12:30-1:50pm
Sandra Larned, M.A. Decary 52, x2585 slarned@une.edu	Sec. H Wed, 12:30-1:50
Roxanne Longoria, MPH. Decary 44, x2826 rlongoria@une.edu	Sec. I Wed, 4:30-5:50
William L. Paterson, M.Ed., C.P.E. 655 Main Street, 1 st FL. Saco, x3589 wpaterson@une.edu	Sec. L Mon, 4:30-5:50
Bethany Fortier, M.P.H. 655 Main Street, 1st Fl., Saco, x3555 bfortier@une.edu	Sec. N Thu, 4:30-5:50

Staff

Theo Dunfey, MA, Coordinator
 Citizenship Service-Learning
 Decary 330 x2513
 tdunfey@une.edu

Marie Hubbard, Coordinator
 College Community Mentoring Program
 Decary 330 x2294
 mhubbard@une.edu

For a complete discussion of the UNE Core Curriculum see: <http://www.une.edu/cas/core/default.asp>

Course Description:

Citizenship Seminar is a one-credit experience that gives students the opportunity to reflect on their previous years of study in the light of their duties and responsibilities as members of a larger society. It directs the student's attention both outward with a civic contribution and inward with reflection. It is intended to assist the student in making a bridge between their college years and their post-college life.

Course Objectives:

- a. To extend students' understanding and engagement in active learning and community involvement;
- b. To enhance students' ability to use creative and critical thinking skills and strategies in their community life;
- c. To communicate effectively about students' lives as they relate to membership in a larger community;
- d. To integrate perspectives from other disciplines in discussion of community issues;
- e. To encourage students to express themselves orally and in writing about civic issues.

Course Requirements:

To meet the above objectives, each student will:

1. Actively participate in all (seven) small group seminars during the semester.
2. Complete all written assignments including a civic engagement proposal, two essays on designated civic events or presentations and a final reflective essay.
3. Complete a community or civic activity. This can be completed by:
 - a. Selecting a 15 hour civic engagement activity that is independent of other course work (**recommended**).
 - OR
 - b. Engaging in an additional 15 hours of an internship experience or in structured civic engagement activities in courses. This activity needs to extend the internship in new directions and not just add additional hours.*
 - OR
 - c. Engage in another civic activity such as writing and publishing an article for a newspaper, campus debate, or radio or television program.

At the end of the term each student will submit a Civic Engagement Site Evaluation Form completed by the site supervisor (for options 3a and 3b) or copy of article or video or audio tape (for option 3c).

Evaluation:

Final grades for the course will be on a pass/fail basis. All assignments and forms that are needed for the course are posted as announcements on myUNĒ.edu(?). Students must be familiar with this system. All written assignments must thoroughly address all the elements requested, be submitted on the due date, be well written, and demonstrate creative, independent, and abstract thought. Grading will follow a point system. Students must **earn 70 of 100 points** to pass the course. Students that do **not** pass the course will be required to take it again.

** The experience must be socially oriented as opposed to additional technical training in one's major disciplinary area (i.e., cannot be more clinical hours treating individual clients.)*

Class Participation: (30 points)

5 points per class. This is based on the:

- Attendance in class (mandatory on days of proposal reviews and the Debate)
- Contributing to the discussion of the day
- Submission of a NEWS article or editorial relevant to the assigned reading.

Grading scale: 5, 4, 3, or 0 points per class.

Civic Engagement Proposal: (10 points)

10 points for the proposal. Two-page proposal for the civic engagement project.

Details of these proposals are described below.

Grading scale: 10, 7.5, 5 or 0 points.

Due: September 23. The first assignment is a two-page typed proposal that develops your community or civic activity.

Community/Civic Engagement

Students **must** participate in the civic engagement component of the course to successfully complete the initial proposal, paper, and actively participate in class discussions. If a student fails to participate in the civic engagement component s/he will receive a **20-point deduction** for the course. Lack of participation will also negatively affect the number of points that can be earned in each assignment. Completion of the hours is determined by the site supervisor.

There are a number of resources available to help you pick an activity:

- Check online resources such as United Way, or www.volunteermaine.org
- **The Citizenship Service-Learning Center** is located in **Decary 330**. Stop by or contact Theo Dunfey (tdunfey@une.edu x2513) for ideas, additional information, or questions. Ask Marie Hubbard (mhubbard@une.edu or x2294) about the College Community Mentoring Program (another great way to fulfill your community/civic engagement requirement).

Criteria for Appropriate Civic Engagement Activity:

- at least 15 hours of civic engagement
- is off-campus or is through an off-campus organization
- can consist of more than one activity
- must be completed during the same semester that one is taking CIT 400
- meets the criteria developed by the class
- is approved by the class

The written proposal should include:

- a detailed description of the activity to be undertaken
- why the specific activity was selected
- how this activity relates to the additional proposal criteria developed in class
- how this activity relates to the concept of citizenship:
Use “Defining Citizenship” (page 5 of syllabus) and readings for the 2nd class (*Practical Politics* by Harry Boyte, *Community Service: A New Requirement* by E.J.Bloustein, and Oxfam’s *What Is Global Citizenship*) and include at least three references to the ideas in these writings.
- a time line of the activity to be undertaken
- what you hope to learn from the activity
- how this activity will be personally challenging
- any difficulties or problems that you might encounter during the activity.

Civic Engagement Events: (20 points)

10 points per presentation or event. This is based on:

Attendance at two approved civic engagement events. One can be a presentation given on campus (see list of approved events below). One **MUST** be a civic event in the community (see list of meetings posted) but you may attend two of these.

→ For the on campus presentation, submit a two page paper with a separate paragraph addressing:

- Who, what, when, where, and why
- First major point of presentation
- Second major point of presentation
- Third major point of presentation
- Connection of topic to civic engagement
- Final paragraph assessing the presentation.

Grading scale: 10, 7.5, 5 or 0 points.

→ For the civic event in the community you may attend a city council meeting, a planning board meeting, a school board meeting, a special topics meeting (e.g. MERC) or a host of other public meetings. For this event submit a two page paper with a separate paragraph addressing:

- Who, what, when, where, and why
- First major issue or point about a major issue
- Second major issue or point about a major issue
- Third major issue or point about a major issue
- Comments on the value of this civic event particularly as it relates to democracy
- Final paragraph assessing the event.

Attendance at the civic meeting is mandatory. Failure to submit a paper will result in a loss of not only the ten points you could have received but an additional loss of 10 points for non-submission. It will be hard to pass the course without completing these assignments.

Reflective Essays: (40 points)

40 points for the entire essay.

Students must complete an 8-10 page reflection relating the student's civic engagement project to points in the readings and class discussions. Five specific questions are asked. These will be posted early in the semester in myUNE.

Grading scale: 40-35-30-20-0 points.

Text: There is **NO** text to purchase. Readings on various topics will be supplied in class or available on line. See the class schedule below for details.

E-mail: Students need to check their **myUNE.edu (?)** e-mail regularly as the instructor will be distributing readings, proposals to review, and announcements via e-mail. This is also a good format to discuss questions or problems and get feedback between classes.

Extreme Weather: Call the UNE storm cancellation number 602-2211 or check the Pipeline Cancellation Bulletin on-line. You may also call the instructor's office. Cancelled classes will be made up on the off-week between classes.

Defining Citizenship

The concept of citizenship has gradually developed over two hundred years. The debate on it was initiated by Rousseau (1712-78) whose social contract introduced the idea of a citizen who is an autonomous individual who can consent or withhold consent to rulers. This was promulgated in the French Revolutionaries' Declaration of the Rights of Man and Citizen.

Today Marshall's classic typology of the development of citizenship is widely accepted. In the first place there was the recognition that everyone had equality before the law. This was civil citizenship and was protected by the law courts. With it came freedom of the person from arbitrary arrest, free expression of opinion and the right to own property. In the second stage came political citizenship reflected in representative institutions. Universal suffrage and the right of every citizen to be a candidate in elections were only accorded in the twentieth century. By that time the third stage, the granting of social citizenship was under way. This guaranteed enough social and economic welfare for a decent existence and provided the education for a person to have the means of understanding the issues of the day. Schools and social services were the institutions underpinning social citizenship. Full citizenship was therefore possession of certain defined rights.

The obverse of rights is duties that, it is argued, are the responsibilities of citizens in a democracy. There is the duty to obey the law, to pay one's taxes and, perhaps, to participate. If you are given a share in the making of the laws you should also obey them. But people expected to fulfill such duties without rights are not citizens but 'subjects'. Immigrants may well be in this position. Turkish workers in Germany, for example, find it almost impossible to claim German citizenship, even after many years' residence, but they have the same obligation to obey the laws as German citizens.

Source:

Bendix, R. 1977. Nation-Building and Citizenship. Berkeley: University of California Press. Marshall, T.H. 1950. Citizenship, Social Class and Other Essays. Cambridge: Cambridge University Press.

Copyright © Frank W. Bealey, 1999. Published by Blackwell Publishers Ltd, 1999 as The Blackwell Dictionary of Political Science by Frank W. Bealey

Citizenship. The Blackwell Dictionary of Political Science (1999). Retrieved 31 August 2005, from xreferplus. <http://0-www.xreferplus.com.lilac.une.edu:80/entry/724998>

**CIT 400: Citizenship Seminar
Fall 2010 - Civic Engagement Debates**

Below are several options for structuring the debates for class during the week of **November 1**. Your class is also welcome to come up with debate topics with the guidance of your professor.

We will discuss these in class and then vote on which option your section wants to engage. Readings that examine different sides of an issue will be provided and additional research will be required.

1. Should research related to cloning of humans and other animals be allowed to continue without regulations imposed by governmental entities?

PRO: Cloning Supporters <http://library.thinkquest.org/24355/data/reactions/pro.html> (accessed January 2008).

CON: Anti-Cloning Research

<http://library.thinkquest.org/24355/data/reactions/cons.html> (accessed January 2008).

Supporters of cloning feel that with the careful continuation of research, the technological benefits of cloning clearly outweigh the possible social consequences. To those against it, cloning presents as much a moral problem as a technical problem. Cloning appears to be a powerful force that can be exploited to produce horrendous results.

2. Is a Single Payer (Public) Healthcare System the Only Way to Ensure Universal Coverage?

YES: Physicians for a National Health Program, from Single-Payer National Health Insurance (http://www.pnhp.org/facts/single_payer_resources.php, accessed October 1, 2007)

NO: Michael Leavitt, from Affordable Health Insurance for All Americans (The Hill, March 27, 2007, accessed at <http://thehill.com/leading-the-news/affordable-health-insurance-for-all-americans-2007-03-27.html> January 2008).

Physicians for a National Health Program contend that a single payer healthcare system is the only way to provide health coverage to all Americans. They argue that a single payer system will actually save money by recapturing all the money that is wasted in our multi-payer for profit system.

Mr. Leavitt, Secretary of the Department of Health and Human Services thinks the best way to provide universal coverage is for the government to continue to cover the poor and for the private health insurance industry to be organized to provide a choice of basic health plans at affordable prices. He states the efficiency of the marketplace will do a much better job than the government of delivering quality services at a better value.

3. Is Health Care a Basic Need that Should be Provided to Every American?

YES: Flavio Casoy and Kao-Ping Chua, from The Case for Universal Healthcare (<http://www.amsa.org/uhc/CaseForUHC.pdf> accessed January 2008).

NO: Michael Tanner and Michael Cannon, from Universal Healthcare's Dirty Little Secrets (Los Angeles Times, April 5, 2007, accessed at <http://www.latimes.com/news/opinion/la-oe-tanner5apr05,0,2227144.story?coll=la-opinion-righttrail> January 2008).

Casoy and Chua state that "...health care for all is not just important to achieve, but imperative." They argue that access to universal care is a moral, economic and cultural issue. In other countries health care is a basic right, whereas in the United States it is a privileged only available to those who can afford it.

Tanner and Cannon of the Cato Institute contend that both Democratic and Republican presidential contenders have got it all wrong when it comes to universal healthcare. They state "...there's a big difference between universal coverage and actual access to medical care." Their solutions involve enacting a standard health insurance deduction, expanding health savings accounts and deregulating insurance markets.

4. Is Capital Punishment Justified?

YES: Robert W. Lee, from "Deserving to Die," The New American (August 13, 1990).

NO: Eric M. Freedman, from "The Case Against the Death Penalty," USA Today Magazine (March 1997).

Essayist Robert W. Lee argues that capital punishment is the only fair way for society to respond to certain heinous crimes. Law professor Eric M. Freedman contends that the death penalty does not reduce crime but does reduce public safety and carries the risk of innocent people being executed.

Other Possible Topics:

Does everyone have a right to low-cost (or free) university education?

Should Maine increase alternative energy incentives?

Do schools and university administrators have the right to monitor students on Facebook?

Should Maine Energy Recovery Company (MERC), the waste treatment plant in downtown Biddeford, be closed?

Should the US withdraw troops from Afghanistan beginning in July 2011?

Should British Petroleum be lauded for its efforts to clean-up the Gulf oil spill?

Definition of Themes of the UNE Core Curriculum

The Core Curriculum provides an innovative common learning experience for all UNE undergraduates. It invites students to explore four college-wide themes from multiple disciplinary perspectives and to develop important intellectual skills. Designed to provide a foundation in the liberal arts, the core reflects the values of the university and is designed to prepare students for living informed, thoughtful, and active lives in a complex and changing society. A brief definition of each theme of the Core Curriculum is presented below.

Environmental Awareness: Students discover science as a process and discuss the role of science and technology in society. By the connected courses, General Biology and Environmental Issues, students are prepared for their course work by developing a sense of community of scholars, encouraging active participation in study, and enhancing learning skills.

Social and Global Awareness: This theme focuses attention on the human experience through Human Traditions and Socio-cultural Context of Human Development. Socio-cultural Context of Human Development invites students to explore the human lifespan in cultural, societal, national, and global contexts. In this sequence students use perspectives and methods of the social and behavioral sciences to examine human interaction and growth. In the Human Traditions courses, students analyze human experience within the traditions of the humanities. In this sequence, students inquire into the rise and fall of civilizations, study works of art and literature, and examine the philosophical, religious, and economic ideas that shaped ancient cultures and the modern world.

Critical Thinking: Human Responses to Problems and Challenges: This theme builds upon and develops the knowledge and skills students have mastered in their first two years while it teaches students to deal with complex problems and issues they confront in their upper level major courses. Each program requires its majors to enroll in Case Studies in Decision Making and Problem Solving where students and faculty engage in informed critical and creative thinking about problems confronting professionals in the field. Centering on the thinking process, as well as the on the issues, students research and identify causes of problems, generate and evaluate possible solutions, and decide upon a plan of action.

Citizenship Seminar: is a one-credit experience that gives students the opportunity to reflect on their previous years of study in the light of their duties and responsibilities as members of a larger society. It directs the student's attention both outward with a civic contribution and inward with reflection. It is intended to assist the student in making a bridge between their college years and their post-college life and helping them to become more engaged in their community.

Civic Engagement Events: Campus Presentations Fall Semester 2010

Attend at least one of the events listed below and reflect on it as instructed. Additional opportunities will be announced in each section.

=== SEPTEMBER ===

September 12, 6:30-7:45pm, Multipurpose Rooms, Campus Center, Biddeford
"Cultural Collisions" – Comedy/Spoken Word with Joe Hernandez-Kolski
Welcome Back Week Event for all First-Year Students

September 22, 7-9pm, MPRs (tentative location)
"Sustainability Across Central America" Presented by the Green Living Project
www.greenlivingproject.com

September 29, 7pm, Multipurpose Rooms, Campus Center, Biddeford Campus
"Global Unity Through Global Diversity"
Presentation by Billy Mills, Olympic Champion

===OCTOBER===

October 6, 12pm, WCHP Lecture Hall, Portland Campus
"The Scalpel and the Silver Bear: The First Navajo Woman Surgeon Combines Western
Medicine and Traditional Healing"
Presentation by Lori Arviso Alvord, M.D.
Inter-professional Education Collaboration

October 12, 12-2pm, Work Abroad Panel, St. Francis

October 12, 12pm, St. Francis Room, Library, Biddeford Campus
"Out of the Depths"
Presentation by Native Elder Isabelle Knockwood
A personal account of a residential school experience and the effects of Prime Minister
Stephen Harper's apology many years later.

October 22, 12-2pm Spotlight on CIT Brazil, St. Francis

===NOVEMBER===

November 3, 12pm, Ludcke Auditorium, Portland Campus
"New Faces of America"
Multicultural Theatrical/Multimedia Presentation
Inter-professional Education Collaborative

**==PLEASE CHECK BACK. ADDITIONAL PROGRAMS WILL BE LISTED AS
THE SEMESTER PROGRESSES==**

Schedule of Class Meetings and Assignments:

Section Meetings	Topic	Readings	Assignments
M Sept 13 Tu Sept 14 W Sept 15 Th Sept 16 F Sept 17	Intro to Citizenship Seminar and course structure. Discuss proposal criteria.		After the first class, prepare a two-page (maximum) proposal for participation in a community or civic activity. Write proposal and email it to your instructor by Sept 23. Include your CIT section on the proposal. The instructor will e-mail the proposals to the class members to read for the next class session.
M Sept 27 Tu Sept 28 W Sept 29 Th Sept 30 F Oct 1	Proposal Presentations	1. <i>Defining Citizenship</i> (page 5 of syllabus) 2. <i>Practical Politics</i> by Harry Boyte 3. <i>Community Service</i> by E.J.Bloustein 4. Oxfam - <i>What Is Global Citizenship</i> On Google site: "Readings for Wk 2"	Be prepared to present your proposal in class. Be prepared to discuss the assigned readings. Choose Debate Topic for your seminar.
M Oct 4 Tu Oct 5 W Oct 6 Th Oct 7 F Oct 8	The Decline of Civic Engagement	1. Civic Disengagement in Contemporary America: http://0-www3.interscience.wiley.com.lilac.une.edu/cgi-bin/fulltext/119017013/PDFSTART 2. Three research abstracts (On Google site: "Reading for Wk 3")	Read news article or editorial that relates to assigned reading and bring a copy to class.
M Oct 18 Tu Oct 19 W Oct 20 Th Oct 21 F Oct 22	Social Capital and Public Policy	1. Community Capitals: http://www.soc.iastate.edu/staff/cflora/ncrcrd/capitals.html 2. Building Social Capital and Community Capacity: http://www.joe.org/joe/2007april/a4.php	Read news article or editorial that relates to assigned reading and bring a copy to class. Submit 1st Civic Engagement essay.
M Nov 1 Tu Nov 2 W Nov 3 Th Nov 4 F Nov 5	The Aware Citizen	<i>*Choice of debate to be decided in Class</i>	Read news article or editorial that relates to assigned reading and bring a copy to class. Be prepared to debate topic in class.
M Nov 15 Tu Nov 16 W Nov 17 Th Nov 18 F Nov 19	The Global Citizen	1. Your Cheap Sweater's Real Cost http://www.chicagotribune.com/china-cashmere-htmlstory.0.7007933.htmlstory 2. Teaching Globalization http://www.globalpolicy.org/globaliz/define/2003/0828teaching.htm	Read news article or editorial that relates to assigned reading and bring a copy to class.
M Nov 29 Tu Nov 30 W Dec 1 Th Dec 2 F Dec 3	<i>Global Citizenship</i>	Is Wal-mart a Good Citizen? * Posted on Google site: "Readings for Wk 7"	Read news article or editorial that relates to assigned reading and bring a copy to class.
Friday Dec 10	Final Due Date for all assignments		Submit 8-10 page reflective essays. Submit CE Site Evaluation Form. Submit 2nd Civic Engagement essay. Submit all materials by NOON