Max 301, *Ethics, Justice, and Citizenship*
Fall 2017

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Office Hours: Monday 11 – 12, Thursday 2-3, and by appointment

**Course Description**

Max 301 examines theories and practices of democratic citizenship and civic engagement. We will be concerned with *multiple ways of thinking about, and enacting, civic agency*. We will emphasize the integral connection between values, knowledge (i.e., analysis of social facts), and forms of collective action. We will think about the ways the university is integral to democratic citizenship and civic engagement, and some of the ways in which those relationships are being actively contested. After reviewing major theories of democracy and citizenship, we will look more closely at three kinds of civic engagement and the different ways these build connections between values, knowledge, and forms of collective action. We will read one book that builds a case for civic engagement on the basis of conservative values and analysis of the current state of society, another that constructs a more radical vision of social change based on a theory of “hegemony”, and a third that approaches the question of political activism in a society based on racial inequality. The course concludes by circling back to the question of contested practices of civic engagement on college campuses, as reflected in debates over controversial guest speakers. Throughout, our goal will be to think about how differing basic values, and different kinds of knowledge, shape the practices of collective action through which democratic citizens “co-create” our society and shape our futures.

**Learning Objectives**

After taking this course, students will be able to:

- Understand and evaluate different theoretical and historical approaches to questions of citizenship and civic engagement;
- Think more clearly and explicitly about how democratic citizenship involves the “co-creation” of society, and how different sets of values and different analyses of social facts can lead to different forms of civic engagement and political action;
- Use these understandings to write well-argued analytical essays on civic, political, and global issues of citizenship and civic engagement;
- Think more clearly and explicitly about the values, and the analysis of social facts, that underlies their own practices and plans of civic engagement, both on campus and off.
Course Structure

This course is designed as a seminar, which means that class meetings will be discussions, not lectures, and will focus on understanding the readings and on your questions about and reactions to them. When you come to class you should have done the reading for that day as described in the syllabus; you should have thought about the arguments the authors are making; and you should be prepared to discuss them.

We will decide together how to structure participation in our seminar (e.g., student led discussions; e-mailing discussion questions to classmates; Blackboard discussion forum; Facebook page; etc).

Assignments and Grading

Since student engagement is essential to the success of a seminar, class participation (including attendance, contribution to discussions, and/or online participation) will constitute 30% of your grade. There will also be three short papers (see due dates in course schedule). The papers are worth 15%, 25%, and 30% respectively of your semester grade. Paper topics will be distributed one week before each paper is due. All papers should be emailed to merupert@syr.edu.

General Criteria for Essay Grades:

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<tr>
<th>Grade</th>
<th>Description</th>
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<tr>
<td>A</td>
<td>Extraordinarily good work: logical structure, persuasive argument, thoughtful engagement with course materials, thorough citation of sources, clear and engaging writing,</td>
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<tr>
<td>B</td>
<td>Good work: clear organization, solid argument, citation of sources, productive use of course readings, satisfactory writing</td>
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<tr>
<td>C</td>
<td>Adequate work: reasonable essay, but may have problems with organization, argument, use of materials and/or citations, and writing</td>
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<tr>
<td>D</td>
<td>Less than adequate work: question not directly addressed, organization not clear, failure to draw on course materials and/or numerous writing problems.</td>
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<tr>
<td>F</td>
<td>Failing grade, little or no discernable engagement with course material.</td>
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We will discuss my specific expectations for essay assignments in class before your first essay is due.
Readings

This course has four required texts, as well as a number of readings that can be downloaded in PDF format from our course Blackboard page.

2. Yuval Levin, The Fractured Republic;
3. Jonathan Smucker, Hegemony How-To;

Computer Use

Students are free to use computers to access readings during class as long as that usage is not disruptive. If computer use becomes a distraction for the class, I reserve the right to ban them from class.

SU Academic Integrity Policy Statement

“Syracuse University’s Academic Integrity Policy reflects the high value that we, as a university community, place on honesty in academic work. The policy defines our expectations for academic honesty and holds students accountable for the integrity of all work they submit. Students should understand that it is their responsibility to learn about course-specific expectations, as well as about university-wide academic integrity expectations. The policy governs appropriate citation and use of sources, the integrity of work submitted in exams and assignments, and the veracity of signatures on attendance sheets and other verification of participation in class activities. The policy also prohibits students from submitting the same work in more than one class without receiving written authorization in advance from both instructors. Under the policy, students found in violation are subject to grade sanctions determined by the course instructor and non-grade sanctions determined by the School or College where the course is offered as described in the Violation and Sanction Classification Rubric. Syracuse University students are required to read an online summary of the University’s academic integrity expectations and provide an electronic signature agreeing to abide by them twice a year during pre-term check-in on MySlice.”

The Violation and Sanction Classification Rubric establishes recommended guidelines for the determination of grade penalties by faculty and instructors, while also giving them discretion to select the grade penalty they believe most suitable, including course failure, regardless of violation level. Any established violation in this course may result in course failure regardless of violation level.”

For more information, you may visit the web page of SU’s Academic Integrity Office: http://class.syr.edu/academic-integrity/
Disability Accommodation

If you believe that you need accommodations for a disability, please contact the Office of Disability Services (ODS) located at 804 University Avenue, third floor or go to the ODS website at disabilityservices.syr.edu and click current students tab to register on-line. You may also call 315.443.4498 to speak to someone regarding specific access needs. ODS is responsible for coordinating disability-related accommodations and will issue ‘Accommodation Letters’ to students as appropriate. Since accommodations may require early planning and are not provided retroactively, please contact ODS as soon as possible.

Syracuse University values diversity and inclusion; we are committed to a climate of mutual respect and full participation. My goal as your instructor is to create a learning environments that are useable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or accurate assessment or achievement, I invite you to meet with me to discuss additional strategies beyond accommodations that may be helpful to your success.

Faith Tradition Observances

Because of the variety of faith traditions represented on campus, SU does not have school wide holidays for many observances. If you expect to miss class because of a faith tradition observance, please indicate that in the designated area of your MySlice page within the first two weeks of classes.

Course Schedule

Week 1
Tuesday, August 29
- Introductions
- What’s this all about?: Anne & Mark

Thursday, Aug 31
- Nancy Cantor, “Academic Excellence and Civic Engagement”
- Westheimer and Kahne, “What Kind of Citizen?”

Week 2 Civic Education and (contested) Political Life
Tuesday, September 5
- National Task Force on Civic Learning and Democratic Engagement, A Crucible Moment (excerpt)

Thursday, September 7
- National Association of Scholars, Making Citizens (excerpt)
Week 3 Citizenship Theory  
Tuesday, September 12  
• Bellamy, *Citizenship*, pp. 1-52

Thursday, September 14  
• Bellamy, *Citizenship*, pp. 52-96

Week 4 Participation and Democracy  
Tuesday, September 19  
• Bellamy, *Citizenship*, pp. 97-123  
• Summer Institute of Civic Studies, Framing Statement

Thursday, September 21  
• Sanders, “Against Deliberation”

Week 5  
Tuesday, September 26  
• Harry Boyte, “Reinventing Citizenship as Public Work” (excerpts)

Thursday, September 28  
• Essay #1 Due

Week 6 Conservatism and Civic Engagement  
Tuesday, October 3  
• Goldwater, *Conscience of a Conservative* (excerpt)  
• Nash, “Conservatism Then and Now”

Thursday, October 5  
• Levin, *The Fractured Republic*

Week 7 Conservatism and Civic Engagement  
Tuesday, October 10  
• Levin, *The Fractured Republic*

Thursday, October 12  
• Levin, *The Fractured Republic*
**Week 8 From Conservative Activism to Occupy**
Tuesday, October 17
- Levin, *The Fractured Republic*

Thursday, October 19
- EPI, “Occupy Wall Streeters are Right”
- David Graeber, “Occupy Wall Street’s Anarchist Roots”

**Week 9 Radicals and Civic Engagement**
Tuesday, October 24
- Smucker, *Hegemony How-To*

Thursday, October 26
- Smucker, *Hegemony How-To*

**Week 10 Radicals and Civic Engagement**
Tuesday, October 31
- Smucker, *Hegemony How-To*

Thursday, November 2
- Smucker, *Hegemony How-To*

**Week 11 Race and Citizenship**
Tuesday, November 7
Essay #2 Due

Thursday, November 9
- Taylor, *From Black Lives to Black Liberation*

**Week 12 Race and Citizenship**
Tuesday, November 14
- Taylor, *From Black Lives to Black Liberation*

Thursday, November 16
- Taylor, *From Black Lives to Black Liberation*

**Week 13**
Thanksgiving Break
**Week 14 Race and Citizenship**  
Tuesday, November 28  
- Taylor, *From Black Lives to Black Liberation*

Thursday, November 30  
- Taylor, “Speech The Racists Didn’t Want You to Hear”  
- Taylor, Statement Cancelling Public Appearances

**Week 15 Academic Life and Political Life**  
Tuesday, December 5  
- Reichman, “On Outside Speakers and Academic Freedom,” parts 1, 2, and 3

Thursday, December 7  
- Binder, “There’s a Well-Funded Campus Industry behind the Coulter Incident”  
- Saul, “The Conservative Force Behind Speeches Roiling College Campuses”  
- Wood, “Colleges Are To Blame for the Contempt in which They Are Held”  
- Berliunerblau, “Don’t Blame the Liberals” [blame the radicals]

Final Essay Due Thursday Dec 14