

University of Toronto St. George

SYLLABUS POL494H1 F Fall 2017

Citizenship—Renewing Civic Engagement

Instructor: Dr. Pauline Beange

Instructor Email: pauline.beange@utoronto.ca

Class: Wednesday 6pm-8pm

Location: AH103 [Muzzo Family Alumni Hall 121 St. Joseph Street, M5S 1J4]

Office hours and location: TBA Wednesday 4:45-5:45pm; after class; (I am at the St. George campus Wednesday afternoon/evening only)

Brief Course Description

This course has two overall objectives:

- 1. To explore the civic attitudes and behaviors that are crucial to strong democracies.**
- 2. To further students' abilities to engage in public deliberation, to write policy briefs and provide policy advice and strategy for senior officials as well as community actors. Readings and class discussions will address both goals.**

Vibrant democracies are marked by strong institutions and by norms and behaviors that support, yet hold to account, their elected officials, government departments and agencies. This course explores the health of democracy in Canada and the vitality of Canada's citizens.

Citizenship carries both rights and obligations. The ideal exercise or stewardship of citizenship includes both civic and political engagement. Civic engagement is marked by regular volunteering, funding and organizing activities for non-profits, religious organizations and other charities to solve community problems. Political engagement, which includes voting, volunteering with a political party or candidate, and collective action, is highly correlated with civic engagement; that is, a citizen who does one usually also does the other.

In this course we will explore the roles of citizens—both ideal and actual—and the means and strategies citizens can pursue to address public policy problems. We will study how to influence and provide policy advice and strategy for senior officials as well as community actors. It is expected that one or two guest speakers will bring 'real-life' experience in role-playing, strategizing, and communicating with government.

You will be required to attend one public consultation/political/civic meeting. You will choose the meeting you wish to attend, subject to the approval of the instructor. Specific events may be posted on Blackboard.

This course will enhance your critical reasoning and writing skills, your ability to identify multiple viewpoints and interests (and we trust, to reconcile them), and your ability to think and respond clearly and quickly in class discussions—and ultimately real-world policy debates. You will be exposed to policy analysis policy advice, stakeholder mapping, briefing notes and policy communication. Since ‘real-world’ briefs are needed on-time, penalties for late assignments will be strictly enforced. The results will develop *your* job-readiness -- acquiring skills which could be offered to an NGO/NPO or civil service.

Each class session will be structured as a seminar with a lecture component; classes will be highly interactive. Be prepared to participate! That is the essence of civic and political action that leads to achieving effective and timely public policies.

****Please note that you must also attend one public meeting or consultation on a non-class night.****

Learning Objectives:

- To gain a critical perspective on the existence and nature of a ‘democratic deficit’ in Canada and some comparative nations
- To explore the role of citizenship norms and practices, civic engagement and political participation in Canada
- To write factual and informative professional policy briefing notes and analyses
- To critically evaluate arguments and strategies used by actors in public policy debates.
- To develop professional communication skills for graduate school, public policy or other careers.

Course Evaluation:

Component	Date due	Percentage of final grade
Stakeholder issue map with notes	Sept 27: raising the minimum wage Map + 2 pages of notes	10%
Briefing Note 1: 750 words	October 18	15%

Briefing note 2: 2500 words	November 22	30%
Attendance at public meeting; signed attendance document; 1-page reflection paper	On or before November 1	15%
Participation	Contributions to class discussions; co-lead discussion in one class; 5-minute presentation of final briefing note	30%

N.B. There is no final exam in this course.

Written assignments: Detailed instructions will be discussed in class and posted on Blackboard.

Participation Grade:

- Strong participation in this class demonstrates your understanding of the dilemma of citizen engagement: how to get individuals to participate.
- Your participation grade will be based on your attendance *and regular, informed contributions* to discussions. It is essential for you to do readings BEFORE class.
- A high quality contribution is one that demonstrates that you have read and made an effort to understand and evaluate the main concepts, ideas and arguments in the readings.

Required texts:

Gidengil, Elisabeth, Andre Blais, Neil Nevitte and Richard Nadeau. 2004. *Citizens*. Vancouver: UBC Press. Available in university bookstore. **[Referred to as *Gidengil* in required readings.]**

Klofstad, Casey A. Ed. 2016. *New Advances in the Study of Civic Voluntarism: Resources, Engagement and Recruitment*. Philadelphia: Temple University Press. Available in university bookstore in paperback. Also on Kindle. **[Referred to as *Klofstad* in required readings; chapters are individually authored and must be cited as such in reference lists and in-text citations.]**

Recommended (but not required):

Putnam. Robert. 2002. *Bowling Alone*. Kindle 12.99; several copies in U of T library system; used copies available online.

Assignment Instructions:

All assignments are to be submitted online to Turnitin.com by 6pm on the date due. ALSO print out a copy and bring it to class. See below for further information on Turnitin.com.

Students are strongly advised to keep rough and draft work and hard copies of assignments before handing in to the Instructor. Students be keep all notes and rough drafts until the marked assignments have been returned to them and the grades are posted on ACORN and there are no outstanding appeals.

Books on Course Reserves:

Almond, Gabriel and Sidney Verba. 1963. *The Civic Culture: Political Attitudes and Democracy in Five Nations*. Little, Brown and Co.

Anderson, Cameron and Laura Stephenson. Eds. *Voting Behavior in Canada*. Vancouver: UBC Press. Various chapters: women, immigrant, religious connections to political engagement.

Bickerton, James and Alain-G. Gagnon. 2014. *Canadian Politics*. 6th ed. Toronto: UTP.

Dowding, Keith, Jurgen De Wispelaere and Stuart White. 2003. *The Ethics of Stakeholding*. Palgrave Macmillan.

Dyck, Rand and Christopher Cochrane. 2014. *Canadian Politics: Critical Approaches*. 14th ed. Toronto: Nelson.

Miljan, Lydia. 2012. *Public Policy in Canada: An Introduction*. 6th ed. Toronto: Oxford.

Everitt, Joanna and Brenda O'Neill. Eds. 2002. *Citizen Politics*. Toronto.

Gidengil, Elisabeth, Andre Blais, Neil Nevitte and Richard Nadeau. 2004. *Citizens*. Vancouver: UBC Press.

Gidengil, Elisabeth and Heather Bastedo. 2014. *Canadian Democracy From the Ground Up: Perceptions and Performance*. UBC Press.

Gil de Zúñiga, Homero. Ed. 2015. *New Technologies and Civic Engagement: New Agendas in Communication*. Routledge

Klofstad, Casey A. Ed. 2016. *New Advances in the Study of Civic Voluntarism: Resources, Engagement and Recruitment*. Philadelphia: Temple University Press.

Lupia, Arthur and Mathew D. McCubbins. 1998. *The Democratic Dilemma. Can Citizens Learn What They Need to Know?* Cambridge University Press.

Pal, Leslie. 2006. *Beyond Policy Analysis: Public Issue Management in Turbulent Times*.

Putnam, Robert. 2002. *Bowling Alone*. Kindle 12.99; \$10.00 and up on Amazon and eBay.

Sunstein, Cass R. 2017. *#republic: Divided Democracy in the Age of Social Media*. Princeton: Princeton University Press.

Thomas, David M. and David N. Biette. Eds. 2014. *Canada and the United States: Differences That Count*. 4th ed. Toronto: University of Toronto Press.

Weller, Katrin, Axel Bruns, Jean Burgess, Merja Mahrt and Cornelius Puschmann. 2014. *Twitter and Society*. New York: Peter Lang Media.

Zukin, Cliff, Scott Keeter, Molly Andolina, Krista Jenkins, and Michael X. Delli Carpini. 2007. *A New Engagement? Political Participation, Civic Life, and the Changing American Citizen*. Philadelphia: Temple University Press.

****Please note that you must also attend one public meeting or consultation on a non-class night.****

*The following are all required readings. Readings with an * are on the course website.*

Week 1 - September 13 Introduction to course; syllabus; survey of citizenship and engagement

*Zukin et al. 2007. Introduction pp. 3-15.

*LeDuc, Lawrence and Jon Pammett. 2014. In *Canadian Democracy From the Ground Up: Perceptions and Performance*. Ed. Elisabeth Gidengil and Heather Bastedo. UBC Press. Pp. 22-40.

http://www.democracybarometer.org/links_en.html

Week 2 - September 20 Citizenship and Civic Culture

Gidengil et al. *Citizens*. Chapter 1, 2.

*Beange, Pauline. 2012. Models of Democracy and Implications for Citizenship. Pp. 6-14. Excerpt from Chapter 1 of Doctoral Dissertation.

*Almond, Gabriel and Sidney Verba. 1963. *The Civic Culture: Political Attitudes and Democracy in Five Nations*. Little, Brown and Co. P. 337-352; 360-369.

In class: Why is trust important to vibrant democracies?

Week 3 - September 27 Symptoms of a Sickly Civil Society

Putnam. Robert. 2002. *Bowling Alone*. Chapter 3. 48-65.

*Young, Lisa. 2002. Civic Engagement, Trust and Democracy: Evidence from Alberta. In *Value Change and Governance in Canada*. Ed. Neil Nevitte. University of Toronto Press.

Statistics Canada. Volunteering in Canada. In Spotlight on Canadians: Results from the General Social Survey. Jan. 30, 2015. Look for trends! <http://www.statcan.gc.ca/pub/89-652-x/89-652-x2015001-eng.htm>

In class: Policy actors, policy entrepreneurs and stakeholders: mapping them

*Dowding, Keith, Jurgen De Wispelaere and Stuart White. 2003. *The Ethics of Stakeholding*. Palgrave Macmillan. PP. 1-6.

Week 4 – October 4 Civic Culture: Resources, Engagement, Recruitment

Klofstad. Introduction. Pp. 1-24.

Gidengil et al. *Citizens*. Chapter 6. How Civic-Minded are Canadians? Pp. 144-170.

In class: Entering the policy process

*Pal, Leslie A. 2014. The Rational Decisionmaking Model. P. 20 *Beyond Policy Analysis*. 5th ed. Nelson Education.

Week 5 - October 11 Political Participation and Electoral Rules

Gidengil et al. *Citizens*. Chapter 5. 102-143.

Klofstad. Chapter 5: How Resources, Engagement, and Recruitment are Shaped by Election Rules. 77-94.

*Elections Canada studies: TBA

In class: Writing Policy briefs; notes to be distributed

Week 6 - October 18 Race, Ethnicity and Civic Engagement

Klofstad. Chapter 2: Voice, Equality and Latino Civic Engagement; Chapter 3: Latinos, Asian Americans and the Voluntarism/Voting Gap. Pp. 25-53.

*Kazemipur, Abdolmohammad. 2005-2006. Social Trust, Ethnic Diversity and Immigrants: The Case of Canada. University of Lethbridge. PCERII Working Paper Series. PP. 1-20.

Additional: *Putnam. Chapter 8. Reciprocity, Honesty and Trust. Pp. 134-147.

In class: *Bardach, Eugene. 2012. *A Practical Guide for Policy Analysis : The Eightfold Path to More Effective Problem Solving*. 4th ed. Washington: CQ press. Selected pages.

Week 7 - October 25 Religion, Civic and Political Engagement

Klofstad. Chapter 4. Doing the Lord's Work: How Religious congregations build civic Skills. P. 54-74.

*Putnam. Chapter 4. Religious Participation. Pp. 65-79.

In class: Policy communication

*Pal, Leslie A. 2014. Policy Communication. In *Beyond Policy Analysis: Public Issue Management in Turbulent Times*. 5th ed. Toronto: Nelson. Pp. 347-366.

Strategic Lobbying 101. University of Toronto Centre For Urban and Community Studies.
<http://www.urbancentre.utoronto.ca/curp/strategic.html>

Week 8 – November 1 Social Media, Civic and Political Engagement

*Chu, Wayne and Fred Fletcher. Social Media and Agenda Setting. Pp. 148-171. In Gidengil and Bastedo. *Democracy from the Ground Up*.

Gladwell, Malcolm. 2010. Small Change. *The New Yorker*.
<http://www.newyorker.com/magazine/2010/10/04/small-change-malcolm-gladwell>

Olenki, Steve. 7 Marketing Lessons from the ALS Ice Bucket Challenge. *Forbes*.
<https://www.forbes.com/sites/steveolenki/2014/08/22/7-marketing-lessons-from-the-als-ice-bucket-challenge/#6e94f9817586>

Additional resources:

Twitter and Society. 2014. Eds. Katrin Weller, Axel Bruns, Jean Burgess, Merja Mahrt and Cornelius Puschmann. New York: Peter Lang Media.

Sunstein, Cass R. 2017. *#republic: Divided Democracy in the Age of Social Media*. Princeton: Princeton University Press.

In class: Social media as mobilization ... of time ... of money ... of interest ... but is a click engagement?

Reading week: November 8

Week 9 - November 15 Socialization Leading to Civic and Political Engagement

Klofstad. Chapter 8: Political Engagement within Parent-Child Dyads. 127-164.

*Gil de Zúñiga, Homero. Ed. Chapter 10. "Click Here to Take Action". Ed. 2015. Pp. 155-177.

In class: Political socialization; notes to be distributed

Week 10 - November 22 Public Deliberation; All Politics is Local

*Montpetit, Eric. 2003. Public Consultations in Policy Network Environments. *Canadian Public Policy*, XXIX: 95-110.

*Epp, Roger. 2012. Off-Road Democracy: The Politics of Land, Water, and Community in Alberta. In *How Canadians Communicate IV: Media and Politics*. Eds. David Taras and Christopher Waddell. AU Press.

Doherty, Brennan. Toronto wards strip chickens off ban list. *National Post*. July 11, 2017. <https://www1.toronto.ca/wps/portal/contentonly?vgnextoid=ebb150633828b510VgnVCM10000071d60f89RCRD>

Backyard chickens put you in a fowl mood? Kitchener wants to know. *CBC*. <http://www.cbc.ca/news/canada/kitchener-waterloo/backyard-chickens-kitchener-bylaw-1.3557598>

In class: Engagement as a decision support tool for policymaking OR What and How People Learn from others. Notes to be distributed.

Week 11 - November 29 Ways Forward and Presentations

Klofstad. 259-279.

Gidengil, Elisabeth et al. 2004. *Citizens*. Chapter 7. Pp. 170-192.

Week 12 – December 6 Ways Forward and Presentations

*Hibbing, John and ElizabethTheiss-Morse. Improving Government and People's Attitudes Toward It. In *Stealth Democracy: Americans' Beliefs about How Government Should Work*. Cambridge. Pp. 209-228.

*Hetherington, Mark J. 2005. Why Political Trust Matters. P. 1-5.

Additional: *Carter, Stephen L. 1998. *Civility: Manners, Morals and the Etiquette of Democracy*. Harper Perennial. Pp. 277-286.

Notices of Public Consultations:

Government of Canada: Consulting with Canadians
<https://www1.canada.ca/consultingcanadians/p>

Ontario <https://www.ontario.ca/page/consultations-directory>

Toronto:

<https://www1.toronto.ca/wps/portal/contentonly?vgnextoid=e869875fd913e410VgnVCM10000071d60f89RCRD>

Civic and political engagement organizations:

Broadbent Institute (associated with NDP) <http://www.broadbentinstitute.ca/>

Canada2020 (associated with Liberal Party) <http://canada2020.ca/>

Centre for Social Innovation <https://socialinnovation.org/>

CD Howe Institute www.cdhowe.org
Centre for Urban and Community Studies University of Toronto www.urbancentre.utoronto.ca
Centre for Volunteer Studies http://www.ryerson.ca/cvss/working_papers/
Civic Education Network <http://civicsnetwork.ca/> Samara <http://www.samaracanada.com/>
Civix <http://civix.ca/main/>
Duke of Edinburgh's International Award <http://www.intaward.org/news/promoting-civic-engagement-young-people>
Elections Canada: links to engagement
<http://www.elections.ca/content.aspx?section=vot&dir=yth/lin&document=index&lang=e>
Institute for Research in Public Policy www.irpp.org
Macdonald Laurier Centre <http://www.macdonaldlaurier.ca/>
Manning Centre (associated with Conservative Party) <https://www.manningcentre.ca/>
Social Economy www.socialeconomyhub.ca; www.urbancentre.utoronto.ca
Statistics Canada www.statcan.ca/english do a search for the author of the paper
Volunteering www.sectorsource.ca/research-and-impact/sector-research/volunteering-research

Lists of Not-for-Profits and Charities

Charity 100 Canada's Top-Rated Charities. <http://www.moneysense.ca/save/financial-planning/2017-charity-100-canadas-top-rated-charities/>

Top Ten Impact Charities 2016 <https://www.charityintelligence.ca/2016-top-picks>

Canadian Council of Christian Charities <https://www.cccc.org/> [No equivalent umbrella organizations for other faiths]

Catholic Charities <http://www.catholiccharitiestor.org/>

Islamic Relief Canada <http://islamicreliefcanada.org/>

NB: An extensive search did not turn up lists of charities associated with other religions.

Important information re: medical notes; family emergencies; personal problems

In the event that you cannot submit an assignment on time, a medical note dated **PRIOR** to the deadline must be submitted to the instructor **PRIOR** to the deadline. Your practitioner must use the medical form available at the following link. No other document will be accepted. A list of practitioners is listed on the form.

[http://www.illnessverification.utoronto.ca/document/Verification%20of%20Student%20Illness%20\(VOI\)%20-%20Oct%2027%202016.pdf](http://www.illnessverification.utoronto.ca/document/Verification%20of%20Student%20Illness%20(VOI)%20-%20Oct%2027%202016.pdf)

The acceptance of a medical note is at the discretion of the instructor. It is not mandatory that an instructor accept a note. For a family emergency, you must meet in person with the

instructor. For a death in the immediate family, a death certificate must be provided, and the instructor must be notified before the due date of the assignment.

Students with a personal problem should see the College Registrar for counselling. The Registrar may write a letter to me requesting certain accommodations or extensions. The letter must be dated before the assignment is due.

Online Communications

Students are responsible for checking the course website on Blackboard regularly. I will respond to emails Monday-Friday 9am-5pm, within 24 hours, and usually within 5-6 hours. Please put POL494 in subject line. Check the syllabus and assignments before requesting clarification. Please come to office hours to discuss course materials and assignments. There is a discussion group on Blackboard for POL494. You can pose questions to the instructor, to others in the class and, equally, respond.

Essay Writing Support and Research Support at St. George

<http://writing.utoronto.ca/writing-centres/>

General University and Course Policies

It is the University's goal to create a community that is inclusive of all persons and treats all members of the community in an equitable manner. In creating such a community, the University aims to foster a climate of understanding and mutual respect for the dignity and worth of all persons.

Accessibility Services

accessibility.services@utoronto.ca

Turnitin.com

*Normally, students will be required to submit their course essays to **Turnitin.com** for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the turnitin.com web site. If, as a student, you object to using Turnitin.com, please see me to establish alternative arrangements for submission of your written assignments at least one week prior to the assignment date.*

Appropriate Use of Information and Communication Technology

For reasons of privacy as well as protection of copyright, unauthorized video or audio recording in classrooms is prohibited.

Academic Integrity

University of Toronto Office of Academic Integrity <http://www.artsci.utoronto.ca/osai>

Student work with any instances of plagiarism—intended or unintended—are automatically referred to the Dean’s office who then determines the severity of the punishment (with penalties including a grade of zero or suspension from the University).

The University treats academic integrity very seriously. Please see the Code of Behaviour on Academic Matters, Section VI in the Academic Handbook.

IN PAPERS AND ASSIGNMENTS: using someone else’s ideas or words without appropriate acknowledgement; copying verbatim from an internet source; submitting a paper written, in whole or in part, by someone else; submitting your own work in more than one course without the permission of the instructor; making up sources or facts; and obtaining or providing unauthorized assistance on any assignment.

To avoid plagiarism, that is, "copying or imitating the language, ideas, or thoughts of another author and/or passing off the same as one's original work" (American College Dictionary):

1) place all exact quotations (word for word quotations, or quotations that are word for word except for your use of ellipses) in quotation marks and give the full citation (author, publication title, publisher, date, page);

2) give the appropriate citation for all paraphrases of another's thoughts. You are paraphrasing when you put in your own words someone else's ideas. When you borrow extensively someone else's ideas and string them together in a slightly different way -- for example, substituting a word here and there of your own-- you are plagiarizing unless you acknowledge the source. Do try always to express ideas in your own words.

Submitting a paper written, in whole or in part, by someone else is also plagiarising. So is copying verbatim from an internet source. Students should be aware that there are now highly sophisticated software programs that instructors use when they suspect essays are plagiarized.

ACADEMIC INTEGRITY ON TESTS AND EXAMS: Potential offences include, but are not limited to: using or possessing unauthorized aids; looking at someone else’s answers during an exam or test; and misrepresenting your identity.

ACADEMIC INTEGRITY IN ACADEMIC WORK: Potential offences include, but are not limited to: falsifying institutional documents or grades; falsifying or altering any documentation required by the University, including (but not limited to) doctor’s notes.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what

constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources.