



# THE OHIO STATE UNIVERSITY

## JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

**PUB AFRS 2120 – 3 Credits**  
**Public Service and Civic Engagement**  
**Autumn 2016**  
**Tuesday and Thursday: 9:35-10:55 AM**  
**Page Hall Rm 060**

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### Course Description

Through this course, students will be introduced to the role an engaged citizenry plays in a democracy and identify and explain trends in civic engagement in the United States. Additionally, the course material will outline concepts and strategies that enhance students' abilities to address public problems through individual or collective action.

### Objectives

Upon successful completion of this course, students will be able to:

- Recognize and interpret human behavior- individual, group, and organizational- in the context of the public and nonprofit sectors.
- Incorporate knowledge gained in their area of specialization in public affairs (e.g. community organization).
- Understand the role of citizenship and ethical public service in the democratic process.
- Communicate effectively via written, oral and electronic methods in public and/or nonprofit sectors.
- Have an appreciation for the diverse and interdisciplinary nature of public affairs.
- Have an appreciation for individual and group differences in perspectives, backgrounds, interests, and needs.

In addition, students will be able to:

- Define civic engagement and describe its role in the United States.
- Explain the relationship between civic engagement and social capital.
- Recognize trends in engagement patterns.
- Identify some potential causes of shifts in engagement over time.
- Explain the potential impacts of changing engagement patterns.
- Describe social equity concerns in engagement.
- Describe different types of public participation scenarios and tactics.
- Apply public participation planning to solve issues of public concern.
- Demonstrate public participation skills.

## Course Materials

### Required:

Nabatchi, Tina and Matt Leighninger. 2015. *Public Participation for 21st Century Democracy*. John Wiley and Sons. ISBN: 978-1-118-68840-3

Students can access textbook information via the Barnes & Noble bookstore website: <http://ohiostate.bncollege.com/> as well as from their BuckeyeLink Student Center. This information is disseminated by B&N to all area bookstores. You may buy from a store of your choice and/or shop for books (always use ISBN# for searches) online.

In addition to assigned texts, students are to follow the news and bring topics of interest to class.

Note: All additional articles and reports are available on Carmen.

### Grading

In-class quizzes	24% (6 quizzes @ 4% each)
Assigned homeworks	16% (4 homeworks @ 4% each)
Midterm (3/2 in class)	30%
Final paper (due 4/28 by 5 PM)	30%

93 – 100	A	80 - 82	B-	68 - 69	D+
90 – 92	A-	78 - 79	C+	64 - 67	D
88 - 89	B+	73 - 77	C	63 & below	E
83 - 87	B	70 - 72	C-		

### In-Class Quizzes

It is critical that you keep up with the readings so that we can have meaningful discussions in class and you can perform well on your papers. There will be pop quizzes throughout the semester to promote consistent and careful reading. Quizzes will include the current day's reading along with a question or two from the previous class readings and lecture. Quizzes are conducted at the start of class. You must be on time to take the quiz. Eight quizzes will be given, allowing the lowest two quiz grades to be dropped. As such, since there are many existing safeguards in place to protect you through a difficult week or even two, the following fact cannot be emphasized enough: **no make-up quizzes will be given.**

### Assigned Homework

Four short homework assignments will be given. Homework will be graded on a binary scale - that is, you did or did not complete the requirements of the homework. No partial credit will be given for late homework.

#### **Homework #1 – Generational Perspectives (Due February 7<sup>th</sup> by the start of class)**

The purpose of this assignment is to apply theories of generational differences to your own social networks. Through your networks, identify and interview a Baby Boomer or someone from the Silent Generation. Ask them the following questions, which are related to your readings and class discussion: What was a formative event that you experienced when you were an adolescent (example: JFK assassination)? And how do you think this changed your perspective on the world? What "communities" do you belong to? How has this changed over the course of your lifetime? What events have occurred in your lifetime that motivated you to become

politically or civically engaged? Has a person(s) motivated you? If so, how and why? What are stereotypes of your generation given to you by previous generations? What is unique about your generation? What advice do you give Millennials? You will write a 1-page, single-spaced summary of your interview. *To receive credit, address the above requirements and submit your paper in the dropbox folder before class on February 7<sup>th</sup>.*

### **Homework #2 – Your Peers & Participation (Due February 16<sup>th</sup> by the start of class)**

Interview a peer outside of class who is not a student in the John Glenn College of Public Affairs. Ask him/her the following questions:

1. When you think about the future, what issue most concerns you and why?
2. Have you ever thought that someday you might want to run for a political officer?
3. Even if you've never thought about it, could you see yourself running for office one day?
4. If all the following jobs paid the same amount of money, which would you most like to be: Business Owner, Mayor, Sales person, or a Teacher?
5. When growing up, were politics discussed in your house?
6. Do you talk with your friends about politics? Why or why not?
7. Beyond voting, do you consider yourself politically engaged? Why or why not?
8. When you think about political leaders, what characteristics come to mind?

Synthesize their responses in a one-page, single-spaced paper. **Conclude by describing how your interview addresses least three class concepts.** *To receive credit, address all requirements and submit your paper in the dropbox folder before class on February 16<sup>th</sup>.*

### **Homework #3 – Engaging in the Public Process (Due March 7<sup>th</sup> by the start of class)**

You are expected to attend a legislative hearing or other public meeting that includes formal testimony given by members of the community. Examples include Ohio House of Representatives committee hearings<sup>1</sup>, city council or zoning meetings<sup>2</sup>, school board meetings<sup>3</sup>, city commission<sup>4</sup> or any hearing or meeting that has a formal public input component. You are to submit a one page, single-spaced summary that includes instructions on how one signs up to give testimony, in addition to your observations of the process used in the meeting or hearing for public input. For example, note who participated in the arguments and why this might be important, how decisions were made, and your personal reactions. Include ideas on how to improve the meeting. Finally, make sure you include the name of the meeting, place, date, and the total time you attended in your paper. *To receive credit, address the above requirements and submit your paper in the dropbox folder before class on March 7<sup>th</sup>.*

### **Homework #4 – Problem Statement (Due March 28<sup>th</sup> by the start of class)**

During class on March 23<sup>rd</sup>, a public problem on campus will be presented. This is the public problem you will be addressing with your final paper, a public participation plan. You will write a half page problem statement which includes a clear and concise definition of the public problem on campus, an explanation of why it is an issue of public concern and a justification as to why the problem needs addressing (including the magnitude of the public problem, the people it affects, and the extent to which it has gotten better/worse over time). Contextualize the problem given what is happening in the community around campus and what is happening on other large US campuses. Provide evidence to support your arguments. *To receive credit, address the above requirements and submit your paper in the dropbox folder before class on March 28<sup>th</sup>.*

### **Midterm (in-class on March 2<sup>nd</sup>)**

A midterm will be conducted in-class on March 2<sup>nd</sup>. The midterm will cover all material through February 28<sup>th</sup>. Questions will be an array of true and false, multiple choice, short answer, and short essay.

<sup>1</sup> <http://www.ohiohouse.gov/Assets/CommitteeSchedule/calendar.pdf>

<sup>2</sup> <http://columbus.legistar.com/Calendar.aspx>

<sup>3</sup> [http://www.columbus.k12.oh.us/website.nsf/\(ccs\\_pages\)/Board\\_Of\\_Education\\_Agendas?opendocument](http://www.columbus.k12.oh.us/website.nsf/(ccs_pages)/Board_Of_Education_Agendas?opendocument)

<sup>4</sup> <https://www.columbus.gov/areacommissions/university/>

## **Final Paper – Public Participation Plan (Due April 28<sup>th</sup> by 5 PM)**

The final paper adds to your homework #4, the Problem Statement, a plan to use public participation to help Dr. Drake design a solution. First, make sure you are addressing any comments on your homework #4. Then, you are to provide recommendations for improving on current public participation opportunities. Develop your plan by addressing the following questions. Refer back to Chapter 8 of the textbook for additional guidance.

1. Which groups are already working to address this problem on campus, and, which groups *should* be working on this problem given their mission? What participation activities are they already engaged in? You will need to consider how you will build on existing public participation infrastructure when developing your plan.
2. What is your overall goal for participation? How will participation be used in designing a solution?
3. What is the public participation “**scenario(s)**”? What are the **tactics** used?
4. Who should participate and how will participants be **recruited**?
5. How will participants **interact** with each other and with decision makers?
6. What information do participants need to be **prepared**?
7. How politically and financially feasible is your plan?
8. How will you know if you are successful?
9. How long will this plan take to execute? Include a general timeline in terms of months.

The expectations for this paper is found both in the instructions in this syllabus, in addition to the grading rubric found on Carmen.

Papers must be six to eight pages, double-spaced. Any text over eight pages will not be read. References cited are not included in your page count. You must double space the lines, use 1” margins, and use 12-point font Times New Roman. The papers must be free of grammatical errors and must present evidence that you have done research on the topic. Be sure to provide citations for statistics and controversial claims. You must use a standard format such as MLA or APA to format your citations: <http://library.osu.edu/find/resources/citation-examples/>.

Deposit your paper in a .doc or .docx format (not a .pdf) in the Carmen Dropbox by the due date. Name your file starting with your last and then the title of the assignment. For example: “Clark Final Paper.doc”. Any late papers will be reduced by one full letter grade for each day the paper is late. Day one begins the minute after the paper is due. **Final Due on April 28<sup>th</sup> 5 PM.**

### **Turnitin**

When you submit items to Dropbox, Turnitin’s “OriginalityCheck” is turned on. See the OSU website: <https://resourcecenter.odee.osu.edu/carmen/turnitin-suite-students>. OriginalityCheck is a service provided that scans your entire submission and then compares your text to other works (including your own) to determine how much of your paper matches. See the following web page for best practices when writing your homework and papers: <https://resourcecenter.odee.osu.edu/carmen/turnitin-suite-students#best-practices>.

### **Writing Assistance**

The Writing Center is a key resource for writing assistance. The following is from their website (<https://cstw.osu.edu/students>): The Writing Center works “one-one-one with undergraduate and graduate students, faculty, and staff at Ohio State on writing projects. Writing consultants are able to review writing at any stage, from brainstorming to a final draft, as well as help with non-paper assignments such as presentations, blogs, etc.” Consultants are available by appointment, on a walk-in basis or online.

## **Current Events**

Part of being civically engaged is following the news and discussing current events with others. Therefore, you are expected to keep abreast of current events. At the beginning of class, we will discuss current events. Students (either randomly selected or self-volunteered) are charged with presenting a salient political, social, civic or local topic that is of interest to them. The student will then present a discussion question for the class, at which point the floor opens to anyone who wants to participate. Discussion questions can include comparing or contrasting the current news item with past events, inquiring about potential impacts of the news, drawing connections between the news item and personal experiences, questioning arguments made, addressing unanswered questions, etc.

## **Attendance Policy**

While I expect you to attend class regularly, I will not take daily attendance. One of the purposes of this class is to help you build the stamina necessary to stick with a project day-in, day-out even as your interest in it naturally waxes and wanes. It is very, *very* unlikely that a student who misses class regularly will do well. More importantly, much of the important nuance of the readings is brought out during classroom discussion. As such, regular attendance is strongly encouraged.

## **Digital Etiquette**

Lap-tops, tablets and phones are not required for this class. The use of these devices for non-class purposes is disruptive to the instructor and the students nearby. A few rules to follow: First, digital devices may be used for class-related activities, such as note taking and referencing class readings. Second, if you are using a laptop that has a screen visible by other students, consider sitting toward the back so as not to distract other students. If you find someone's use of digital devices distracting, feel free to move.

## **Academic Misconduct Policy**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct ([http://studentaffairs.osu.edu/info\\_for\\_students/csc.asp](http://studentaffairs.osu.edu/info_for_students/csc.asp)).

## **Glenn College Diversity Values Statement**

The Glenn College is committed to nurturing a diverse and inclusive environment for our students, faculty, staff, and guests that celebrates the fundamental value and dignity of everyone by recognizing differences and supporting individuality. We are dedicated to creating a safe space and promoting civil discourse that acknowledges and embraces diverse perspectives on issues and challenges that affect our community.

## **Mental Health Statement**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential

mental health services available on campus via the **Office of Student Life Counseling and Consultation Services (CCS)** by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling 614-292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 4th Floor of the PAES Building. Also, the OSU Student Advocacy Center is a resource to help students navigate OSU and to resolve issues that they encounter at OSU – visit [advocacy.osu.edu](https://advocacy.osu.edu). 24 hour emergency help is also available through the National 24/7 Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org).

## **Student Accommodation Policy**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](https://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

Week	Date	Class Session	Readings	Due
<b>Social Capital and Civic Engagement: What is it and why do we care?</b>				
1	10-Jan	Introduction		
1	12-Jan	What is Social Capital?	Putnam, Intro	
2	17-Jan	Benefits of Social Capital	Putnam Chapters 17 and 18	
2	19-Jan	Social Capital and Democracy	Putnam Chapter 21	
3	24-Jan	The Dark Side of Social Capital	Putnam Chapter 22	
3	26-Jan	What is Civic Engagement?	Zukin et al. Chapter 1	
4	31-Jan	Why do We Need Broad Civic Engagement?	Levine Chapter 2	
<b>Generational Differences</b>				
4	2-Feb	Understanding Generational Change	Zukin et al. Chapter 2	
5	7-Feb	Civic-Political Divide	Zukin et al. Chapter 3	Homework 1 Due by class time
5	9-Feb	Changing Attitudes on Politics, Part 1	Lawless & Fox 43-70	
6	14-Feb	Changing Attitudes on Politics, Part 2	Lawless & Fox 71-101	
6	16-Feb	Why do people engage or not engage?	Lawless & Fox 137-143	Homework 2 Due by class time
<b>Social Equity and Engagement</b>				
7	21-Feb	Inclusive Civic Engagement, part 1	Inclusive CE Principles, pgs. 23-65	
7	23-Feb	Inclusive Civic Engagement, part 2	Inclusive CE Scenario	
8	28-Feb	Contextualizing Community Organizing	Fisher & Shragge Chapter 8	
8	2-Mar	In-class Midterm		In-class Midterm
<b>Public Participation</b>				
9	7-Mar	What is Public Participation?	Nabatchi & Leighninger Chapter 1	Homework 3 Due by class time
9	9-Mar	Good or Bad? Charming or Tedious?	Nabatchi & Leighninger Chap 2, 13-25	
10	21-Mar	Good or Bad? Charming or Tedious?	Nabatchi & Leighninger Chap 2, 25-39	
10	23-Mar	Development of Public Participation	Nabatchi & Leighninger Chapter 3	
11	28-Mar	Participation in Planning & Land Use	Nabatchi & Leighninger Chapter 6	Homework 4 Due by class time
11	30-Mar	Participation in State & Federal Government	Nabatchi & Leighninger Chapter 7	
12	4-Apr	Participation Scenarios, part 1	Nabatchi & Leighninger Chap 8, 241-262	
12	6-Apr	Participation Scenarios, part 2	Nabatchi & Leighninger Chap 8, 262-285	
13	11-Apr	Assembling Participation Infrastructure	Nabatchi & Leighninger Chapter 9	
<b>Participation Skills</b>				
13	13-Apr	Building Coalitions & Providing Info and Options	Nab & Leigh Supplement, 2-7 & 17-20	
14	18-Apr	Managing Discussions & Generating Ideas	Nab & Leigh Supplement, 20-32	
14	20-Apr	Building Democracy and Wrap-up	Nabatchi & Leighninger Chapter 10	
	28-Apr	Final Paper Due		Final Paper Due @ 5 PM