



**THE OHIO STATE UNIVERSITY**  
**JOHN GLENN COLLEGE OF PUBLIC AFFAIRS**

**Public Affairs 2120: Public Service and Civic Engagement**

Fall 2020

3 Credits

**Instructor**

Dr. Christopher Rea

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Office: 350R Page Hall (all meetings and office hours held via Zoom)

Office Hours: By appointment - email me!

**Sections**

***11:10 am Section***

Course number: 2120-30 (5920)

Times: Tu 11:10-12:30, in-person and online  
(+ asynchronous content)

Physical Location: Frank W. Hale Hall 132

Online location: <https://tinyurl.com/y45jvul2><sup>1</sup>

***2:20 pm Section***

Course number: 2120-20 (5882)

Times: Tu 2:20-3:40, in-person and online  
(+ asynchronous content)

Physical Location: Fawcett Center 144

Online location: <https://tinyurl.com/y5ta7t5r><sup>2</sup>

**Course Overview**

How do—and how *should*—citizens participate in a healthy democracy? Who is included in the democratic process and in civic life? Who is excluded? Why? How is civic engagement shaped by history, by ugly legacies of racism, by inspiring movements for equality, and by social life, history, and politics more broadly? What role do groups and organizations—corporations, NGOs, bureaucracies—have in these participatory dynamics? What about radicals and social movements? And if we think engagement in civic life and democracy is a good thing, then how should we encourage more of it? What kind of participation should we aim for? Through what channels and in what contexts? What role can *you* play in changing the way people engage in civic life—and thus in making social change itself?

These are some of the foundational questions of democracy, of civic life, and of public affairs. Through this course, you will be introduced to the role an engaged citizenry plays in a democracy and strategies to increase democratic participation. The course is divided

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<sup>1</sup>Full url for 11:10 am section: <https://osu.zoom.us/j/95703714978>

<sup>2</sup>Full url for 2:20 pm section: <https://osu.zoom.us/j/97500375608>

into three big parts.

In the ***foundations*** portion of the course, we build a moral and intellectual framework for thinking about public service and civic engagement for the rest of the semester. We inquire into the relationships between civic engagement and democracy; explore our own ideas about civic engagement and public service; and unearth our own individual theories of social and political change. (You may not realize it, but all of us carry these theories around with us all the time!) We also discuss social-structural barriers to engagement in democracy (e.g. racism, white supremacy, economic inequality); think carefully about the role of history in shaping these structures and inequities; consider the role of outsiders, agitators, activists in making change; and discuss principals for equitable and inclusive civic engagement that may help transcend specific barriers. In short, we take a crash course on politics, ethics, U.S. history, and sociology.

In the ***theory*** portion of the course, we pair discussion of different “modes” of public service and civic engagement—voting, protesting, working for a public agency or non-profit—with different social scientific theories of engagement, each of which attempts to explain how and why specific “modes” of public service and civic engagement work—or fail to work—the way they do. The aim of this portion of the course is to give students a reasonably sophisticated set of tools for understanding and explaining patterns of public service and civic engagement in abstract terms, so that once they leave the classroom, they are equipped to think through common dynamics and problematic situations endemic to the imperfect and even unjust democratic systems most of us live and work within.

Finally, in the ***street-level*** portion of the course, we turn to engagement in action, thinking about how we can engage in public service ourselves and how we can promote equitable and inclusive civic engagement in our work and lives beyond this class. This includes being introduced to strategies and skills necessary to plan and implement a public participation process. It also includes learning from practicing, “front-line” public servants and engaged citizens who do the work of public service and civic engagement day in and day out, not in the classroom, but in the actual chambers of public office, the cubicles of bureaucracy, the streets of our communities, and within the halls of houses of worship.

By the end of the course, an *engaged* student will will have the tools for thinking historically and morally about public service and civic engagement; will be able to explain how social scientists think about differential levels of civic engagement through time and across groups; and will have the beginnings of a practical toolkit for promoting and facilitating participation “in real life,” at OSU and hopefully far beyond.

### **Degree Learning Goals and Objectives**

The course contributes to all Glenn College learning goals and objectives related to foundational knowledge in public affairs; competencies in management, leadership, and policy analysis; and developing an appreciation for multiple perspectives in public affairs. In particular, the course focuses on the following objectives at a beginner (unless noted) level:

- Students can describe and explain public sector policy making and administrative processes.
- Recognize and interpret human behavior- individual, group, and organizational- in the context of the public and nonprofit sectors.
- Understand the role of citizenship and ethical public service in the democratic process (intermediate).
- Students have an appreciation for the diversity and interdisciplinary nature of public affairs.
- Have an appreciation for individual and group differences in perspectives, backgrounds, interests, and needs.

### Course Learning Objectives

By the end of the semester, the instructor expects students to:

- Define civic engagement and describe its role in the United States.
- Recognize trends in engagement patterns.
- Identify and explain the impacts of changing engagement patterns.
- Describe social equity concerns in civic engagement.
- Describe different types of public participation objectives/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.

The OSU library carries an e-copy of the textbook, which is free and available as a PDF: <https://library.ohio-state.edu/record=b7889574>.

Since we will use this textbook rather minimally, I do not recommend buying it and I have not placed an order for it at Barnes and Noble. If you do prefer to purchase the textbook, you may purchase it at the seller of your choice; always use the ISBN# for searches in stores and online.

All additional readings will be available on Carmen.

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

## Course Format and Workflow

This is a hybrid course, delivered in both online and in-person formats. All synchronous (Tuesday) sessions will be held in-person and online simultaneously and, unless otherwise noted, will **not** be recorded or be made available outside of the appointed class time.

Attendance is required (see below), but students may elect to attend class in-person or online.

Asynchronous content delivered online-only will generally be made available on Wednesday evenings. Asynchronous materials and any associated assignments should be fully engaged with and complete by Monday evenings, when papers and homework are due. On Tuesdays, during our synchronous sessions, we will elaborate and discuss the asynchronous content and your reflections upon it. The weekly workflow is thus best conceptualized as moving from Wednesday-to-Wednesday.

<b>Wednesday</b>	Asynchronous lesson content posted online in the evening. Weekly homework posted shortly thereafter.
<b>Thursday, Friday</b>	View and engage with asynchronous, online content at your leisure; think about its linkages to earlier course content and how it relates to your pending homework or paper assignment, due on Monday evening.
<b>Monday</b>	Further engage with and reflect upon asynchronous content. Submit homework or paper via Carmen by 5:00 pm.
<b>Tuesday</b>	Synchronous discussion. I will elaborate any finer points of the asynchronous content and, in both smaller groups and as a whole class, we will discuss related ideas and concepts. Your insights from your homework and papers are key: these will be centerpieces of our synchronous discussions.

This format will continue post-Thanksgiving break, when all course content will move fully online, with the possibility for minor changes to synchronous session format. (E.g. moving to a fully asynchronous format, or half the class meeting at a time, for half the class period, to better facilitate synchronous discussion.)

## Assignments and Grade Categories

### *Attendance - 8% of final grade*

Regular attendance is required for all synchronous (i.e. Tuesday) sessions, either in person or online. Each class will begin or end with a roll-call and/or check-in question to earn attendance credit. You may miss class up to two classes for any reason at all. Further absences require documentation to be excused. If you cannot attend a class session for any reason, it is your responsibility to notify me beforehand and to make arrangements with a fellow student to make-up work and/or obtain class notes.

*Homework - 32% of final grade (8 @ 4%)*

On all weeks when a short paper is not assigned, you will have to complete a short homework assignment. Normally, these assignments will consist of brief reflections, usually linking your personal experiences to core themes recently discussed in class. There will be nine homework assignments but only eight will “count”; the lowest grade will be dropped. Homework assignments must be completed on Carmen. The assignment will generally be posted on Wednesday evening. **All homework assignments are due the following Monday at 5:00 pm.** This deadline is firm; turning homework in on Monday evening is required in order for me to have enough time to read your assignments and incorporate your insights in our Tuesday discussion. No late homework assignments will be graded.

*Papers - 40% of final grade (5 @ 8%)*

There will be five short papers assigned throughout the semester. **Just like homework, all papers are due on Monday at 5:00 pm.** Papers must be submitted via Carmen in a .doc or .docx format. The submitted document should be double spaced, use 12 pt Times New Roman font, and have 1-inch margins. Any unexcused late papers will be reduced by  $\frac{1}{3}$  letter grade for each day the paper is late. Day one begins the minute after the paper is due (i.e. Friday at 5:01 pm). The paper assignments themselves are listed below, starting on page 13.

*Final Exam - 20% of final grade*

The final exam covers all material in class, from the first to the last day of class. Questions will be an array of multiple choice, short answer, and short essay. The final exam will be delivered online only. Until notified otherwise, assume that the the exam must be taken at the time specified below, as scheduled by the university:

**11:10 am section:** Tuesday, December 8, 12:00pm-1:45pm

**2:20 pm section:** Monday, December 7, 4:00pm-5:45pm

The final exam is mandatory: you must take the exam to pass the course, regardless of your overall grade.

*Extra Credit - up to 5% of final grade*

There will be a handful of extra credit opportunities throughout the semester. Students may earn up to 5% of their grade in extra credit.

**Grading**

In general, numerical grades will be translated into letter grades as follows:

A+: n/a	B+: 88.0-89.9	C+: 78.0-79.9	D+: 68.0-69.9	E: <60
A: 93.0-100	B: 83.0-87.9	C: 73.0-77.9	D: 60.0-67.9	
A-: 90.0-92.9	B- 80.0-82.9	C- 70.0-72.9		

Formally, numerical grades are rounded to the nearest 10th of a percent. Thus, a 92.96 is rounded up to 93.0 (an A); 92.94 is rounded down to 92.9 (an A-). Grades ending in 0.05 (e.g. 92.95) are rounded up.

Keep in mind, however, that numerical calculations are, in fact, only guidelines; their apparent precision obscures the incredibly subjective work that all teachers do in translating *actual* written work into numeric (or other) values. (Social scientists call this *reification*: making something abstract and often subjective more concrete or “real.”) Thus, all final grade assignments are made at the sole discretion of the instructor. Don’t worry: this generally works to the benefit of students. I will never grade punitively. I will always strive to use grades as an indicator of the level of hard work, rigor, thoughtfulness, and insight that you demonstrate in your assignments and on your exam.

If at any time for any reason you feel like you have been graded unfairly or incorrectly, please reach out to me. I am always happy to discuss grades and, if warranted, to change them—although I reserve the right to revise grades in any direction, up or down!

## Communication

I will send class-wide communications through the “Announcements” tool in Carmen. Please check your notification preferences ([go.osu.edu/canvas-notifications](https://go.osu.edu/canvas-notifications)) to be sure you receive these messages.

To contact me directly, please email me at my OSU email address (listed on the first page of this document). I may not always see your messages if you contact me through CarmenCanvas. I may be slow in replying to your messages; please be patient and follow-up with a gentle reminder if I do not respond within 24 hours during the work week or by Monday morning if you contacted me after 5 pm on Friday.

## Technology

Please bring a laptop, tablet, or smartphone to every synchronous class. All assignments and check-ins will be submitted electronically; without a computer or smart device, you will not be able to fully participate in class. Please contact me if this poses hardship for you and we can make alternative arrangements. Of course, please use your devices courteously and thoughtfully while in class. If you must take a phone call, step out of the room so that you do not disturb the rest of the class.

Remember that the [Family Educational Rights and Privacy Act](#) (FERPA) protects all meetings held in CarmenZoom that include course content or student information. Please see [this CarmenZoom privacy link](#) to learn more. Video and audio recordings of class lectures may be part of classroom activity—I will notify you if they are. These video and audio recordings are for educational use/purposes only and may be made available to all students presently enrolled in the course. These recordings may not be published or disseminated for any other purpose or to any other parties.

## 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.

### Discourse and Respect in the Classroom and Beyond

Public affairs is an area of life and work where differences of opinion, often grounded in deeply held personal beliefs and senses of self, are almost certain to surface in discussion, in the classroom and far beyond, sometimes at work and often at home or in other informal settings. One of the implicit goals of this course—and many of the courses in the Glenn College—is to promote thoughtful discussion around these sensitive and extremely important issues—recognizing that righteous anger and emotion also have an important place in discourse, debate, and civic life!

With this in mind, remember that it is always your responsibility to try to think carefully before you speak, so that you are sure to share your ideas in ways that are not belittling and that absolutely respect others' dignity and humanity. This applies to me as much as it applies to you. **If I or another person in class says something that you find offensive, hurtful, or otherwise harmful, even in minor ways, please point this out.** There are a number of ways you can do this:

1. Speak up in class! We will constantly be practicing engaged citizenship and strategies for addressing these kinds of situations, and a key skill of engaged citizenship is being able to express your opinions and values.
2. Speak to me after class. We can discuss the situation and brainstorm a way to move forward. Possibilities include: scheduling a meeting for the students involved, writing a letter, taking class time to process the incident, or any other process that you feel comfortable with. You can opt to remain anonymous to your peers throughout this process.
3. Speak with your Glenn College advisor or another mentor who may provide helpful next steps and can communicate with me (the instructor) about your concerns. You can opt to remain anonymous to me and your peers throughout this process.

Given that our interactions and discussion are embedded in a place of learning, I also encourage you to practice the skill of *assuming positive intent* on the part of others—at least as much as you reasonably can. This means, barring direct attacks, trying your best to assume that people are at least attempting to honor the dignity and humanity of others and are not trying to offend or inflict harm—that, in short, their words are well-intended, even if what they say is (in your experience) misguided, offensive, or harmful. To reiterate, you are absolutely within your rights to point out this offensiveness or harm, but—if you can—practice doing so in ways that are not themselves belittling or dehumanizing. I truly

appreciate your efforts to this end; I recognize that being forgiving and compassionate in this way can be extremely difficult and may, at times, be unreasonable to ask.

Because of the nature of the topics we will discuss in this class, I cannot unilaterally promise that it will always be a “safe space,” inasmuch as troubling and triggering ideas or topics may come up, sometimes unpredictably. As much as possible, I will try to provide advance warning of difficult and sensitive topics. Please take care of yourself when we are discussing or otherwise thinking about these sensitive issues, or when someone says something that you find harmful. You may leave the room at anytime if you feel the need to. You can also debrief with a friend, contact a Sexual Violence Support Coordinator at 614-292-1111, or contact Counseling and Consultation Services at 614-292-5766. If you feel unsafe, disrespected, or discriminated against for *any* reason, please inform me (the instructor), the TA, or another faculty or staff member you feel comfortable speaking with. We will work to resolve the issue as thoughtfully as possible. As the instructor, and per the Glenn College Diversity Values Statement above, my goal is always to “celebrate the fundamental value and dignity of everyone in the classroom”—and to do so in service of deep, critical, and wide-ranging intellectual engagement with the ideas and content we are studying.

### Late Work and Missed Exams

In general, late work is not accepted and exams cannot be made-up. I understand that life can take unexpected twists and turns, especially in the context of the global coronavirus pandemic, and I also know that you may need some flexibility to manage unforeseen challenges as they arise. Please talk to me about unique or trying circumstances; I will always do my best to be reasonable and fair to you and to your classmates.

If extenuating and unforeseeable circumstances do prevent you from completing a major assignment on-time, or make it impossible for you to sit for the final exam, then you *must* contact me as soon as possible, ideally *before* the due/exam date and absolutely no more than 48 hours after the due/exam date. Generally, grades for late assignments will be reduced by  $\frac{1}{3}$  (A to A-; A- to B+; and so on) for each day they are late.

To be clear, planned and easily foreseeable events, like weddings, religious holidays (when not disclosed in advance; see below), conferences, or the requirements of other courses are *not* excuses for missing major assignments or exams. **All major assignments must be competed to pass this course. If you cannot take the final exam, do not take this course.**

### Academic Misconduct

The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s Code of Student Conduct and that all students will complete all academic and scholarly assignments with fairness and honesty. Failure to follow the rules and guidelines established in the University’s Code of Student Conduct may constitute “Academic Misconduct.” Sanctions for the misconduct

could include a failing grade in this course and suspension or dismissal from the University.

The Ohio State University's Code of Student Conduct, Section 3335-23-04 defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an "excuse" for academic misconduct.

## Student Accommodations

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 (the instructor) know immediately so that we can privately discuss options for supporting your learning and success. To establish reasonable accommodations, I may request that you register with Student Life Disability Services (SLDS). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **In light of the current pandemic, students seeking to request COVID-19-related accommodations may do so through the university's [request process](#),<sup>3</sup> also managed by Student Life Disability Services.**

SLDS contact information:

slds@osu.edu

614-292-3307

[slds.osu.edu](https://slds.osu.edu)

098 Baker Hall,  
113 W. 12th Avenue.

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<sup>3</sup><https://slds.osu.edu/covid-19-info/covid-related-accommodation-requests/>

## **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 online.

## **Library Assistance**

The Glenn College has a dedicated librarian at OSU Libraries, Carly Dearborn (dearborn [dot] 8 [at] osu [dot] edu), who can help provide research assistance. For more information and links to public affairs resources, see <https://guides.osu.edu/pubaffairs>.

## **Health and Safety Requirements**

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes wearing a face mask in any indoor or outdoor space and maintaining a safe physical distance at all times. Non-compliance will result in a warning first, and disciplinary actions will be taken for repeated offenses.

Our collective—and your individual—health is paramount. Please do everything in your power to ensure you, your loved ones, and all your classmates and colleagues remain safe and healthy throughout the semester, and well beyond.

## **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 or depressed, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your 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 <http://ccs.osu.edu> or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at <http://suicidepreventionlifeline.org>.

Also, the OSU Student Advocacy Center is a resource designed to help students navigate OSU and to resolve issues of all sorts that they encounter at the University. For more information, visit <http://advocacy.osu.edu/>.

### **Children in Class**

Children in the care of enrolled students are absolutely welcome in class. I realize that it is difficult to balance academic, work, and family commitments, and if you have or care for children, I want you to succeed. Here are my policies regarding children in class:

1. All breastfeeding babies are welcome in class as often as necessary.
2. Non-nursing babies and older children are welcome whenever alternate arrangements cannot be made.
3. In cases where children come to class, I invite parents/caregivers to sit close to the door so as to more easily excuse yourself to attend to your child's needs. As seats will be assigned for the entire semester, please consider the likelihood of needing to be close to the door early on, or contact me if you need to change your seat. Non-parents in the class: please reserve seats near the door for your parenting classmates.
4. All students are expected to join with me in creating a welcoming environment that is respectful of your classmates who bring children to class.

I understand that sleep deprivation and exhaustion are among the most difficult aspects of parenting young children. The struggle of balancing school, work, childcare, and life more broadly is exhausting. I will do my best to accommodate any challenges related to this hard work while maintaining the same high expectations for all students enrolled in the class. Please do not hesitate to contact me with any questions or concerns.

### **Religious Holidays**

Absence can be excused for religious observances and students can reschedule without penalty examinations and additional required class work that may fall on religious holidays. These arrangements should be made as far in advance as possible, but at a minimum, 48 hours in advance. Assignments, quizzes, or exams missed due to a religious observance will not be excused if a student does not provide the instructor with 48 hours of advance notice. As long as advance notice is given, however, all reasonable efforts will be made to accommodate religious conflicts with exam/due dates.

### **Food Security**

The Ohio State University is committed to ensuring that all students have access to adequate and healthy food. Any undergraduate or graduate student with a BuckID may confidentially use the Buckeye Food Alliance food pantries. No proof of need is required. There are two locations (next page):

**West Campus:** Lincoln Tower (1800 Cannon Dr., Columbus, OH 43210). Doors may be locked. Call 614-688-2508 upon arrival.

**North Campus:** St. Stephens (30 W Woodruff Ave., Columbus, OH, 43210). Look for the Buckeye Food Alliance (BFA) sign on the southwest corner of the building.

**Note:** *As of 8/24/2020, Buckeye Food Alliance indicates that the St. Stephens location is “closed for the near-term future.”*

To learn more, visit <https://www.buckeyefoodalliance.org/>

**Short Paper 1: Problem Statement**

You are to select an issue of concern in your local community that you believe public participation could be used to develop a solution. Your final paper is a plan for a public participation process that will address the issue of concern you select. The aim of Paper 1 is to lay the rationale for Paper 3 (see below). The text of this paper should be one-and-a-half to three pages, double spaced, no longer. Your references cited list does not count towards your page total.

Your problem statement must include:

1. A clear and concise definition of the public issue/problem in your community. In this discussion, make sure you clearly define important terminology for the reader. You may also want to provide historical context of how the public issue/problem developed;
2. An explanation of why it is an issue of public concern and a justification as to why the problem needs to be addressed. For example, you may explore the consequences of the public issue/problem, the magnitude of the public issue/problem, and whether or not the public issue/problem is worsening;
3. A discussion of who is impacted by the public issue/problem. In this discussion, you explore parties who are both directly and indirectly affected.

You must provide evidence, and cite that evidence, to support your arguments throughout your discussion. Use at least five sources outside of class material. Use APA citations.

*This assignment is due on Monday, September 14 at 5:00 pm.*

**Short Paper 2: Engaging in the Public Process**

For this paper we will all attend the same Columbus City Council virtual meeting, which I will announce later in the semester. If you are unable to attend the scheduled meeting, please let me know and we can work out a solution. Most likely, all City Council meetings will remain online and viewable after the live session, so you may be able to view the meeting after-the-fact.

After we all attend the meeting, you must submit a three-to-four-page, double-spaced summary of your overall experience. Begin by describing instructions on how one signs up to give testimony, your observations of the physical and virtual set-up of the meeting, and observations on the process used in the meeting or hearing for public input (e.g., 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.

*This assignment is due on on Monday, October 5 at 5:00 pm.*

### Short Paper 3: Participation Infrastructure

In this paper, you are to conduct a Stakeholder, Activity and Infrastructure Review. The purpose of this paper is to explore how groups and leaders in your community are already grappling with the issue outlined in your Problem Statement (Paper 1). In addition, you will outline what infrastructure exists in your community that is already being used, or could be used, to address the problem that you aim to address. Remember, “infrastructure” refers to Nabatchi and Leighningers six main building blocks for participation infrastructure: disseminating information, gathering input and data, discussing and connecting, enabling smallscale decision making, enabling largerscale decision making, and encouraging public work and volunteerism. This paper should be 2-to-3 pages, double-spaced, no longer. Your references cited list does not count towards your page total.

*This assignment is due on Monday, October 26 at 5:00 pm.*

### Short Paper 4: Participating in the Electoral Process

You are to participate in an activity related to the 2020 election. Options include:

- Volunteering for a political campaign by making phone calls, door knocking, writing postcards, or other tasks (this can be a campaign at any level of government);
- Volunteering for a Get Out The Vote initiative;
- Working as a poll worker on election day;
- Volunteering for an organization promoting a ballot initiative in your local area

**Note:** Though some options listed above require an in-person presence, this assignment can easily be completed in an online setting. Please assess your personal situation and ensure the health and safety of yourself, your loved ones, and your community as you choose what to do!

As with paper 2 (above), you must submit a three-to-four page, double-spaced summary of your overall experience. Begin by describing how you found out about and signed up for your participation (e.g. was it simple and easy or complicated? Why did you choose the particular type of participation that you chose?). Then, describe your participation experience. Think about answering questions like: How did you feel before, during, and after participation? Did you feel your participation will make a difference in the election? Why or why not? What might be barriers that prevent other people from engaging in this form of participation? What might facilitate others participating in this form of participation? How has participating in the election process changed your views on the quantity, quality, and equity considerations of civic engagement? You do not have to answer *all* of these questions; you may wish to pick one or two and focus more deeply on these alone.

*This assignment is due on Monday, November 9 at 5:00 pm.*

## Short Paper 5: Planning for Participation

The purpose of this paper is to design a plan for a public participation process aimed at developing a solution to the problem you selected in Paper 1. You are writing from the perspective of a public servant seeking public participation to address the problem in Paper 1. You will use the concepts and theories from class in your plan. The purpose of the final paper is NOT to propose the actual solution to the problem, but rather, to put forward a plan of how a leader would engage the public in developing a solution. Develop your plan by addressing the questions below. Be as specific as possible to create a solid plan. To build a cohesive plan, make sure you consider how each piece works together.

1. **Problem:** Include a one-two sentence description of the problem you are trying to resolve. This should be a very simplified version of your problem statement.
2. **Goal:** What is your overall goal for participation? How will participation be used in designing a solution? In this section, students also should clearly state who should lead the public participation plan.
3. **Plan Phases:** Your plan will likely have multiple phases. For each, include:
  - (a) **Scenarios/Objectives:** What scenarios/objectives will help you achieve your goal? Why these objectives? Refer to Table 8.2 in the N&L textbook. Describe these scenarios/objectives in terms of your plan.
  - (b) **Tactics:** What are the tactics that will be used that will help you achieve your objectives? Refer to Table 8.3 in the N&L textbook. Describe these tactics in terms of your plan. Be specific! You may wish to incorporate tactics that scholars and activists have shown to excel in other communities. Cite this research. To add depth to your discussion and where appropriate, you may want to touch on the talents/skills for engaging citizens. Remember, you should consider how each piece of your plan may build on top of each other to ensure it is cohesive. This is especially true for the Tactics section. For each tactic, you need to have a discussion of the following topics and make sure you have section headers for each of the topics:
    - i. **Recruitment Strategy:** Who should participate for each of the tactics? Consider who is potentially affected by the issue and the stakes and level of controversy for those affected. How will participants be recruited for each of the tactics? Why would they want to participate?
    - ii. **Interaction:** What will participants do? How will participants interact with each other for each of the tactics? How will participants interact with decision makers for each of the tactics?
    - iii. **Preparation:** What information do participants need to be prepared for each of the tactics? Explain.
  - (c) **Impact:** Who is the decision-maker(s) that can use the results of the public participation process? How should decision-makers use the results from the public participation tactics to achieve their objective? Refer to IAP2 Spectrum for assistance in developing what the impact should be.

- (d) **Feasibility:** How politically feasible is your public participation plan? How financially feasible is your public participation plan? Think of what resources may be needed in discussing the feasibility of the plan. Reflect on how you will overcome the political and financial challenges of your plan.
- (e) **Timeline:** How long will this plan take to execute? Include a general timeline in terms of months of how your public participation plan will be carried out.

**Important Note:** Provide a solid rationale and support for all elements of your plan. You will be graded on how well you integrate class concepts (e.g., stakeholders, interests), including concepts and theories covered in the first two parts of class (e.g., social capital, equity in engagement, etc.).

Papers must be 5-8 pages, double-spaced, with 12-point Times New Roman and 1-inch margins. Any text over eight pages will not be read. Your references cited list DOES NOT count towards your page total. 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 claims. You must use APA-style format for your in-text citations and your references cited list. See: <http://guides.osu.edu/c.php?g=605168&p=4194377>

*This assignment is due on Monday, November 30 at 5:00 pm.*

## Course Schedule and Readings

Week	Date	Topic	Readings	Due
<b><i>Part I - Foundations: Building a Moral and Intellectual Framework</i></b>				
1	Aug. 25	Classrooms and constitutions: our space, our values	No reading	
1	<i>Online Async.</i>	Democracy in decline? Two narratives of civic engagement in the United States	1. Macedo et al. (2005) 2. Buchanan et al. (2020)	
2	Sep. 1	Engagement thick & thin, formal & informal	1. Nabatchi & Leighninger Ch. 2 (pp. 13-38) 2. Gillion (2020)	
2	<i>Online Async.</i>	Theories of Change: How to transform the world?	1. Watch: King (1967) 2. Listen: X (1964)	
3	Sep. 8	Power, equality, and engagement	1. Arnstein (1969) 2. IAP2 Spectrum	
3	<i>Online Async.</i>	Structural Racism and the importance of history	Kirwan (2015)	
4	Sep. 15	Overcoming history? Principles for Equitable and Inclusive Civic Engagement	Holley pp. 21-65	
4	<i>Online Async.</i>	Putting it all together, part 1: two models of democracy	Young (2000), pp. 16-33	Paper 1 due Sep. 14 @ 5 pm
5	Sep. 22	Putting it all together, part 2: democracy in an unjust world	Young (2000), pp. 33-51	

Week	Date	Topic	Readings	Due
<b><i>Part II - Theory: Explaining What We Encounter</i></b>				
5	<i>Online Async.</i>	Where have all the Elks gone? Social Capital & Social Infrastructure	Putnam (2000)	
6	Sep. 29	Civic associations as the schools of democracy	de Tocqueville (2003) (first published in 1835)	
6	<i>Online Async.</i>	Non-profits, volunteerism, and change	Lichterman (2020)	Paper 2 due Oct. 5 @ 5 pm
7	Oct. 6	When laws make citizens: policy feedbacks and civic engagement	Campbell (2003)	
7	<i>Online Async.</i>	“Okay, Boomer”: engagement across generations	Dalton (2016)	
8	Oct. 13	Confronting inequality: Does Anyone Speak for the Poor in Congress?	Niskanen Center (2018)	
8	<i>Online Async.</i>	“Whose streets? Our streets!”: social movements, part 1	Woodly (2017)	
9	Oct. 20	Flanks and fakes: social movements, part 2	1. Schifeling & Hoffman (2017) 2. Stein (2018)	
9	<i>Online Async.</i>	“Sue ’em”: engagement through the judiciary	1. Biskupic (2012) 2. Gladwell (2017)	Paper 3 due Oct. 26 @ 5 pm
10	Oct. 27	From Obama to Trump: how campaigns make citizens	McKenna & Han (2004)	

Week	Date	Topic	Readings	Due
<b><i>Part III - Street Level Engagement &amp; Engagement on the Streets</i></b>				
10	<i>Online Async.</i>	The Twitter revolution? New forms and engagement, mobilization, and civic participation	1. Pew (2018) 2. Hersh (2019)	
11	Nov. 3	Revisiting social movements: identity, biography, and #BlackLivesMatter	Cobb (2016)	
11	<i>Online Async.</i>	Of bureaucrats and activists: change from inside and out	1. Watch: <a href="#">The Poison Squad</a> 2. TBD	Paper 4 due Nov. 9 @ 5 pm
12	Nov. 10	Public service ethics and guerrilla government	O'Leary (2019)	
12	<i>Online Async.</i>	The ecology of change: movements and opportunities; history and strategy	1. Watch: <i>Free to Ride</i> <a href="https://vimeo.com/300609750">https://vimeo.com/300609750</a> 2. Piven (1977) excerpt	
13	Nov. 17	Participation Skills	Nabatchi & Leighninger Supplement Module	
13	<i>Online Async.</i>	Guest Speaker: Brian Estabrook	Public Participation Strategies for Transit	
14	Nov. 24	Participation Scenarios & Practice	EPARCC Case Part I	
14	Nov. 26	<i>Thanksgiving Day - No Classes -</i>	No reading	Paper 5 due Nov. 30 @ 5 pm
15	Dec. 1	Participation Scenarios & Practice	EPARCC Case Part II	
<b><i>Part IV - Synthesis at Last? Reading and Final Exam</i></b>				
15	<i>Online Async.</i>	Returning to theories of change: assessing what we know	1. TBD 2. Final Exam Review Sheet	
16	Dec. 7, Dec. 8	Final Exam Online	No reading	