



# THE OHIO STATE UNIVERSITY

## JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

**PUB AFRS 2120 – 3 Credits**  
**Public Service and Civic Engagement**  
**Spring 2018**  
**Tuesday and Thursday: 9:35-10:55 AM**  
**Page Hall Rm 060**

Instructor: Dr. Jill Clark  
Office: 310C Page Hall  
Email: clark.1099@osu.edu  
Office Hours: By appointment

### **Course Overview**

Through this course, students are introduced to the role an engaged citizenry plays in a democracy and strategies to increase participation. Given the dynamics of civic engagement over the last several decades, during the first half of the course, students study trends in engagement, examine the reasons behind these trends and their consequences. Next, students learn approaches to increase social equity through a focus on principles of inclusivity. The second half of the course provides students with the strategies and skills to plan for effective public participation.

### **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: <http://osu.worldcat.org/oclc/908632491>. All additional articles and reports are available on Carmen.

A copy of this textbook is available at the Glenn College Reading Corner, 2<sup>nd</sup> Floor, Page Hall. You may borrow the books or readings to use in the reading corner. Please do not remove the books or readings from the 2nd floor.

Students can access textbook information via the Barnes & Noble bookstore website: <https://tinyurl.com/PUBAFRS-2120-28324> 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.

**Grading**

In-class quizzes	24% (6 quizzes @ 4% each)
Assigned homeworks	21%
Midterm	30%
Final paper	25%

93 – 100	A	80 - 82	B-	68 - 69	D+
90 – 92	A-	78 - 79	C+	60 - 67	D
88 - 89	B+	73 – 77	C	Below 60	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**

**Homework #1 – What does Public Service Mean to Me? (Due August 23<sup>rd</sup> by the start of class)**

The purpose of this assignment is to reflect on the meaning and importance of public service. After reading, “The Value of Public Service,” consider what public service means to you at this point in your life. Questions to

consider, but not all are required: Do you have an interest in pursuing a career in public service? Why or why not? Who has inspired you to possibly consider a career in public service? What do you think it means to be a public servant? What should a public service strive to do? What stereotypes do you have of public servants? How has the term public service changed for you as you have grown up? What do you think public servants need from their community to thrive? Provide up to a two-page, double-spaced response that uses 1” margins, Times New Roman, 12-point font. *Submit your paper to Carmen before class.*

**Homework #2 – Generational Perspectives (Due September 27<sup>th</sup> by the start of class; this homework is worth 3% of your grade.)**

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 people in my generation? You will write a 1-page, single-spaced summary of your interview, including a short reflection on similarities and differences of the interview to the class material on generational differences. A rubric is available on Carmen. *Submit your paper to Carmen before class.*

**Homework #3 – Engaging in the Public Process (Due October 4<sup>th</sup> by the start of class; this homework is worth 6% of your grade.)**

You are to attend a local community legislative hearing or other public meeting that includes formal testimony given by members of the community, outside of the Ohio State University. Examples include city council meetings<sup>1</sup>, zoning board meetings<sup>2</sup>, and school board meetings<sup>3</sup> or any hearing or meeting that has a legally required public input component. *You must ride a COTA bus to and from the meeting.*

You are to submit a three-page, double-spaced summary of your overall experience. Begin by describing your experience using COTA to get to and from the meeting. Then focus on the meeting and include instructions on how one signs up to give testimony, your observations of the physical 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). Based on the Attributes of an Adult-Adult Relationship in Table 2.1, include ideas on how to improve the meeting. Using Boxes 2.1 and 2.2 in Nabatchi and Leighninger (2015), select one thick or one thin participation activity and describe how that activity could have addressed a public problem discussed in the public meeting. Finally, make sure you include the name of the meeting, place, date, the total time you rode the bus and attended the meeting, and proof that you rode the bus in your paper. A rubric is available on Carmen. *Submit your paper to Carmen before class.*

**Homework #4 – Free to Ride and the Inclusive Civic Engagement Principles (Due October 16<sup>th</sup> by the start of class; this homework is worth 3% of your grade.)**

We will be watching the documentary *Free to Ride* in class over two classes. Write a two-page, double-spaced paper applying *The Principles for Equitable and Inclusive Civic Engagement* to the documentary *Free to Ride*. Consider the following questions: What role do peoples’ backgrounds and histories play in this scenario? Who has access to power in this scenario? Why do they have access to power? How does access to power affect the outcome? Were the principles for equitable and inclusive civic engagement present? How or how not? What does it mean for all people to be included in a decision-making process? What would it look like if equity was the

---

<sup>1</sup> Upper Arlington City Council - [http://www.uaoh.net/egov/documents/1480438710\\_77243.pdf](http://www.uaoh.net/egov/documents/1480438710_77243.pdf)

<sup>2</sup> Bexley Board of Zoning and Planning - <http://www.bexley.org/meetings/>

<sup>3</sup> Worthington School Board - <https://www.worthington.k12.oh.us/Page/3155>

starting point for decision-making? A rubric is available on Carmen. You **MUST** attend class on the days the documentary are shown to receive full credit. *Submit your paper to Carmen before class.*

**Homework #5 – Public Participation Tactics (Due November 13<sup>th</sup> by the start of class; this homework is worth 3% of your grade.)**

Imagine that the university is planning to develop the Waterman Farm at the corner of Kenny and Lane. President Drake wants to use public participation as part of the development plan process. Describe how each of the 12 tactics listed in Table 8.3 of Nabatchi and Leighninger (2015) could be used to this end. Then address which tactics you believe could be combined to best address the problem via public participation. The length of this homework is two to three double-spaced pages. *Submit your paper to Carmen before class.*

**Homework #6 – Public Participation Infrastructure and Activity Review (Due November 20<sup>th</sup> by the start of class; this homework is worth 3% of your grade.)**

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 Homework #6 is to lay the foundation of your final paper. Homework #6 will have three sections: problem statement, activity review, and existing public participation infrastructure review. The first section should be about one page, double-spaced. The next two sections should be about two pages, double-spaced resulting in a three-page, double spaced paper. A rubric is available on Carmen. *Submit your paper to Carmen before class.*

- 1) Problem Statement: First write up a statement which includes:
  - a. 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;
  - b. 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; and
  - c. A discussion of who is impacted by the public issue/problem. In this discussion, you explore parties who are both directly and indirectly affected.
  - d. **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. Address the above questions in a two-page, double spaced response.
  
- 2) Activity and Infrastructure Review: In the second section of your paper, you will conduct an Activity and Infrastructure Review. The purpose of this section is to explore how groups and leaders in your community are already grappling with the issue. In addition, you will outline what infrastructure exists in your community that is already being used, *or could be used*, to address the problem. Remember, “infrastructure” refers to Nabatchi and Leighninger’s six main building blocks for participation infrastructure: disseminating information, gathering input and data, discussing and connecting, enabling smaller- scale decision making, enabling larger- scale decision making, and encouraging public work and volunteerism.
  - a. Which groups and leaders are already working to address this problem in your community?
  - b. What participation activities are they already engaged in?
  - c. Which groups should be working to address this problem in your community given their mission?
  - d. What infrastructure exists to support groups and leaders as they try to tackle the community issue? They may or may not be currently using the infrastructure.

You will need to consider how you will build on existing public participation activities and infrastructure when developing your plan. Use at least **five** sources outside of class material to answer the above questions. Use APA citations. Address the above questions in a two-page, double spaced response.

### **Midterm (in-class on October 23<sup>rd</sup>)**

A midterm will be conducted in-class. The midterm will cover all material in class thus far. Questions will be an array of true and false, multiple choice, short answer, and short essay.

### **Final Paper – Planning a Public Participation Process (Due December 7<sup>th</sup> by 5 PM)**

For the final paper, you will design a plan for a public participation process aimed at developing a solution to the problem you selected in homework #6. 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. In the first two sections of the paper, you will include your Problem Statement and Activity and Infrastructure Review from Homework #4 that incorporates feedback from the instructor and your peers. In the next section of the final paper, you will develop your Public Participation Plan. In the next section of the final paper, you will develop your public participation plan. 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. Refer to Chapter 8 of the textbook and lectures for additional guidance.

1. **Goal:** What is your overall goal for participation? How will participation be used in designing a solution? Refer to IAP2 Spectrum for assistance in developing your goal. In this section, students also should clearly state who should lead the public participation plan. This should naturally flow from your Problem Statement and Activity Review discussion. Perhaps, you will propose that President Michael Drake will lead the public participation plan for the entire university, or maybe you will focus on a department head or a president of a student organization.
2. **Plan Phases:** Your plan will likely have multiple phases. For each, include:
  1. **Scenarios/Objectives:** What scenarios/objectives will help you achieve your goal? Why these objectives? Refer to Table 8.2. Describe these scenarios/objectives in terms of your plan.
  2. **Tactics:** What are the tactics that will be used that will help you achieve your objectives? Refer to Table 8.3. Describe these tactics in terms of your plan. Be specific! You may wish to incorporate tactics that excel on in 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. Refer to the Participation Skills Module on Carmen. 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:
    1. **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?
    2. **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?
    3. **Preparation:** What information do participants need to be prepared for each of the tactics? Explain.

3. **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.
4. **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.
5. **Evaluation:** How will you know if you are successful? Consider process and impact evaluations. Refer to the Participation Skills Module on Carmen for a discussion of Evaluation.
6. **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 your issue statement and all elements of your plan. You will be graded on how well you integrate class concepts (e.g., stakeholders, interests), including concepts covered in the first half of class (e.g., social capital, equity in engagement). Further, you will be graded on creativity, going above and beyond the minimum requirements. 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 eight to ten 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 APA-style format for your in-text citations and your references cited list:

<http://guides.osu.edu/c.php?g=605168&p=4194377>

Submit your paper in a .doc or .docx format (not a .pdf) to Carmen. 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.

### **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 discussion current events with other. 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 open to anyone who wants to participate. Discussion questions can include comparing or contrasting the currents 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 the majority of this class. Therefore, these devices may only be used when engaging in an exercise that requires them. Slide handouts are available from the instructor. Research demonstrates that you may benefit from writing notes long-hand. For a briefing on a recent study, listen to the following podcast: <http://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away>. If you need accommodation given a documented disability, let the instructor know.

### **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.

### **Academic Misconduct Policy**

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.

In 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.

### **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 <http://ccs.osu.edu> or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10<sup>th</sup> 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 to help students navigate OSU and to resolve issues that they encounter at OSU – visit <http://advocacy.osu.edu/>.

## **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:** [slids@osu.edu](mailto:slids@osu.edu); 614-292-3307; [slids.osu.edu](http://slids.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

Sample

Week	Date	Class Session	Readings	Due
<b>Social Capital and Civic Engagement: What is it and why do we care?</b>				
1	21-Aug	Introduction		
1	23-Aug	What is Social Capital?	Putnam Chapter 1	Homework 1 Due by class time
2	28-Aug	Benefits of Social Capital	Bowling Alone, Dying Together	
2	30-Aug	Social Capital and Democracy	Putnam Chapter 21	
3	4-Sep	The Dark Side of Social Capital	Putnam Chapter 22	
3	6-Sep	What is Civic Engagement?	Zukin et al. Chapter 1	
4	11-Sep	Why do We Need Broad Civic Engagement?	Levine Chapter 2	
<b>Generational Differences</b>				
4	13-Sep	Understanding Generational Change	Zukin et al. Chapter 2	
5	18-Sep	Civic-Political Divide	Zukin et al. Chapter 3	
5	20-Sep	Generational Differences in Participation	Zukin et al. Chapter 4	
6	25-Sep	Your Generation and Participation	Pew Research Ctr Report & Circle Report	
<b>Social Equity, Inclusion, and Engagement</b>				
6	27-Sep	Social Equity and Engagement	Inclusive CE Principles, pgs. 13-20	Homework 2 Due by class time
7	2-Oct	Inclusive Civic Engagement principles	Inclusive CE Principles, pgs. 23-65	
7	4-Oct	Free to Ride, part 1	None	Homework 3 Due by class time
8	9-Oct	Free to Ride, part 2	None	
8	11-Oct	FALL BREAK - NO CLASS	None	
9	16-Oct	Community Empowerment	Fisher and Shrage	Homework 4 Due by class time
9	18-Oct	The Principles in Practice & Midterm review	Inclusive Civic Engagement Principles case study	
10	23-Oct	In-Class Midterm	None	In-Class Midterm
<b>Public Participation Planning</b>				
10	25-Oct	What is Public Participation?	Nabatchi & Leighninger Chapter 1	
11	30-Oct	Good or Bad? Charming or Tedious?	Nabatchi & Leighninger Chapter 2	
11	1-Nov	Development of Public Participation	Nabatchi & Leighninger Chapter 3	
12	6-Nov	Participation in Planning & Land Use	Nab & Leighn Chapter 6 & Belkamp Case	
12	8-Nov	Participation Scenarios, part 1 - NO CLASS MTG	Nabatchi & Leighninger Chap 8, 241-262 + Video	
13	13-Nov	Participation Scenarios, part 2	Nabatchi & Leighninger Chap 8, 262-285	Homework 5 Due by class time
13	15-Nov	Participation Scenarios Practice	None	
14	20-Nov	Assembling Participation Infrastructure	Nabatchi & Leighninger Chapter 9	Homework 6 Due by class time
14	22-Nov	THANKSGIVING BREAK - NO CLASS MTG	None	
<b>Participation Skills</b>				
15	27-Nov	Building Coalitions & Providing Info and Options	Nab & Leigh Supplement, 2-7 & 17-20	
15	29-Nov	Managing Discussions & Generating Ideas	Nab & Leigh Supplement, 20-32	
16	4-Dec	Building Democracy and Wrap-up	Nabatchi & Leighninger Chapter 10	
FINAL	7-Dec			Final Paper Due @ 5 PM

Sample