Overview:

Where do we as citizens fit into the Canadian political process? Of course we have a say at election time - and having the opportunity to vote is critically important. The question is, is this it? Does active citizenship entail no more than voting and watching? And if not, where can and does the opportunity for active politics present itself in the interim between elections?

The objective of this course is to explore these questions - and to do so by placing students inside of the political process as it happens. Students will be placed with one of a variety of local agencies that are advocating for some type of meaningful social and/or political change. These placements will offer the class an opportunity to reflect upon the processes by which ideas and interests from civil society are channelled into the formal arms of the political process. We will ask questions about the possibilities that exist for creating change. Correspondingly, we will explore some of the obstacles and roadblocks to achieving meaningful political voice. By the end of the course, students will have an increased sense of the power and possibilities for collective action that exist within modern liberal-democratic Canada.

Expectations:

This course contains both in-class and out of class components.

We will be meeting as a class at least every other week. The goal of these meetings is to discuss some of the critical issues associated with civic participation. A set of required readings will be provided for each in-class session, and these readings will form the basis for class discussion.

In addition, it is also expected that each student will provide approximately 30-40 hours of volunteer labour time outside of class. The exact nature of that volunteer participation will be determined in conjunction with each student’s volunteer placement. However, suitable projects might include working with a political party on an election campaign; lobbying the Municipal/Provincial/Federal governments; assisting an organization in designing/implementing a project aimed at giving a larger voice to an otherwise disadvantaged group. There are many possibilities.
Participation:
In-class Participation: 15%
In-placement Participation: 15%

Participation (both in class and with your placement) is a key element to this course. Dealing with the in-class element first: It is expected that all students will actively participate in class discussions. Please note: I will not be lecturing from the podium. Instead, I will facilitate discussion between members of the class. It is expected, therefore, that everyone will come to class prepared to talk and debate. Class readings and class discussion are crucial, since they will provide the academic context for interpreting your placement experiences. To be successful on this front, all class readings must have been read prior to class. Reflect upon what the readings say, and whether they resonate with your own experience of civic life.

You will also be assigned a grade for participating with your placement organization. Since this course involves community engagement, all students are expected to demonstrate a high level of personal responsibility: your participation will have an impact not just on yourself, but also on the community with which you are working. Placement participation will be assessed on the basis of conversations with the placement organization and self/peer evaluations. Every student will assess their own contribution to the placement project, as well as the contributions of every other student placed with the same organization. That assessment should be justified with specific comments.

Class Leadership: 15%

As mentioned above, class discussion will be student driven. To encourage this, the class as a whole will be divided into smaller groups, with each group responsible for choosing one week’s political/social movement, supplementing the existing reading list, and facilitating discussion on the operations and broader significance of that movement. Group-selected readings (including at least 2 peer-reviewed articles, if possible) should be made available to the entire class at least 7 days in advance.

Written Work:
One of the key requirements for successful service learning is for participants to reflect upon the deeper significance of their activism before, during, and after their placement experience. To that end, there are several written components to the course.

Organizational biography: 10%
The first written assignment is a 5 page biography of the organization with which you will be placed. Describe the organization and its mandate. Who is it designed to serve? What are its goals? Has it been successful at realizing these goals in the past?

This assignment will be due January 24, 2017.

Reflection journal: 20%
Real-world social and political life is usually not as neat and structured as a classroom lecture. Moreover, your experience of political and social processes will sometimes be quite different from what the academic literature implies. Because of this, it is important to reflect upon what your experiences mean in light of what we have been studying in class.

Every student will keep a reflection journal in which they assess their placement experiences, and the light that these experiences shed on the nature of civic participation. Relate your placement experiences to course themes.

It is expected that students will submit two reflection pieces: one on February 28, and one on March 21. Each reflection piece (at least 2 pages) will be worth 10% of your course grade.

**Placement Portfolio: 25%**
Each placement group will prepare a written portfolio. This portfolio will contain a record of the placement project: Think of this as being a summary of everything that was accomplished on behalf of the organization during the placement period.

As part of this portfolio, each group should also produce a power map, situating the placement project in light of the larger social and political issues/forces that that project was designed to address. Where do you fit inside of the organization? Where does the organization fit inside of larger currents of power and influence? Be creative here: your map could be produced in the form of a literal map, a board game, a poster, a fictional dialogue, etc. Regardless of the form, the map should be based upon both your placement experiences and the academic literature that addresses the broader issues your placement project was designed to address. To that end, every map should have an annotated bibliography appended to it.

Your power map will be presented to the class during our last class session.

**Evaluation:**

- Class Participation: 30% (15% in-class; 15% in-placement)
- Class Leadership: 15%
- Organizational biography: 10% - Due January 24, 2017
- Reflection journal: 20% - Due February 28, March 21, 2017
- Placement Portfolio: 25% - Due in class April 4, 2017

**Course Readings:**

The required readings for the class are drawn from two places. In the first place they are drawn from the required textbook:


I have also included several articles that are accessible on-line. These articles can be obtained via the library catalogue or through Google scholar.
January 10, 2017: Introduction – What is this course about? What is service learning? What is the relationship between class work and placement work?


Freire, Paulo, Pedagogy of the oppressed, Chapter 2

January 17, 2017: You will meet your placement hosts in this class.

January 24, 2017: What does democracy mean to you? Is democracy a form of government, a form of society, or both? What defines political participation? Are civic participation and political participation separate? What are the possibilities and the limits of the present Canadian liberal democratic order? Are we, as a society, becoming more or less democratic?

Cairns and Sears, Chapter 1, 8 pp1-24, 157-171

January 31, 2017: No class: Time to be spent on placement work

February 7, 2017: How far down the rabbit hole should democracy reach?

Cairns and Sears, Chapter 2, pp25-48

The movement to be explored this week is the Occupy Wall Street/Bay Street movement.


February 14, 2017: Citizenship – What are the benefits and what are the limits to citizenship in modern Canada?

Cairns and Sears, Chapter 3, pp49-72

The movement to be explored this week is No One is Illegal.

Abji, Salina, “Post-nationalism re-considered: a case study of the ‘No one is Illegal movement in Canada,” Citizenship Studies, 17, 3-4, 2013, pp322-338 – available on-line

February 21, 2017 – No class: Mid-term break

February 28, 2017 – Representation in formal politics: How representative are political representatives? Does everyone have an invitation to the Party? Possibilities and limits on
those elected in Westminster systems? Is representation the means to participation, an obstacle to it, or both?

Cairns and Sears, Chapter 4, pp73-93

The organizations to be explored this week are Political Parties


March 7, 2017 - No class: Time to be spent on placement work

March 14, 2017 - The organization to be explored this week is the Indigenous movement(s)


March 21, 2017 - No class: Time to be spent on placement work

March 28, 2017 – The power of knowing: Who determines what matters, and on what basis do they make that determination? How is knowledge politicized?

Cairns and Sears, Chapter 6, pp115-134

The movement to be explored this week is Wikileaks


April 3, 2017 - Presentation of group portfolio/power maps

ACADEMIC DISHONESTY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.
It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, located at http://www.mcmaster.ca/senate/academic/ac_integrity.htm

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

Statement on Electronic Resources
In this course we will be using AvenueToLearn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Faculty of Social Sciences E-mail Communication Policy
Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student’s own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Students with Disabilities:
Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University’s Policy for Academic Accommodation of Students with Disabilities.
POL SCI 3PR3 – Dr. Todd Alway - Community-Based Project Preference Rankings

Please complete all three of the following items and submit by Friday, January 13 at 11 a.m. to Ruthanne Talbot at talbotr@mcmaster.ca or in KTH 102 (Office of Experiential Education).

☐ Submit a maximum one page single spaced statement of interest indicating your top two choices and explaining why you are interested and what you hope to learn through each. Please also include 1-2 sentences about your career aspirations beyond the completion of your undergraduate degree.

☐ Submit the Student Availability Timetable Worksheet.

☐ Submit this page, marking one box in each row to indicate your level of interest in each community-based project, with 5 being very interested and 1 being very disinterested. *You may mark more than one option with the same level of interest.*

*Please note that we may also view your academic record to determine suitability for placements.*

Student Name: ___________________________ Student #: __________________

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<th>POSITION INFORMATION</th>
<th>5 Very interested</th>
<th>4 Interested</th>
<th>3 Somewhat interested</th>
<th>2 Not interested</th>
<th>1 Very disinterested</th>
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<td>Position/Project Title: Citizen Activator</td>
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<td>Organization: Liberal Office of Filomena Tassi, MP Hamilton West-Ancaster-Dundas</td>
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<td>Organization: NDP Offices of MPP Monique Taylor &amp; MP Scott Duvall</td>
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<td>Position/Project Title: Research Assistant</td>
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<td>Position/Project Title: TBA</td>
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The information gathered on this form is collected under the authority of The McMaster University Act, 1976. The information is used for the academic, administrative, and statistical purposes of the Faculty of Social Sciences including, but not limited to, maintaining records; academic counseling and the administration of examinations. Personal student information provided on this form will not be used for any unrelated purpose without the consent of the student. This information is protected and is being collected pursuant to section 39(2) and section 42 of the Freedom of Information and Protection of Privacy Act of Ontario (RSO 1990). Questions regarding the collection or use of this personal information should be directed to the Associate or Assistant Dean, Faculty of Social Sciences, Kenneth Taylor Hall, Room 129, McMaster University.
Finding an Academic Placement  
Political Science 3PR3

1) Sign into OSCARplus at https://www.oscarplusmcmaster.ca under the student login.

2) Once on the home screen, update your profile:
   - Select My Account (beside the black Overview button, NOT at the top of the screen) and ensure all information is correct and complete.
   - Once you have made all your changes, select Save at the bottom of the screen to ensure all your information is saved.

3) Search for positions:
   - Select Placements in the grey navigation bar on the left.
   - It should default to Academic Placements Home.
   - Once on the Academic Placements home page, select Placement Postings.
   - Under Quick Searches select POL SCI 3PR3.
   - Review available positions and follow application instructions on each posting.

IMPORTANT NOTE: OSCARplus will only allow you to access Academic Placements if you have previously been on the system. If this is the first time you have accessed OSCARplus, you will be logged off the system when you attempt to view Academic Placements. If this happens, please email Ruthanne Talbot at the email below with your student number and she will add access for you.

For assistance, please contact:
Ruthanne Talbot
Faculty of Social Sciences, Experiential Education
talbotr@mcmaster.ca
905-525-9140 ext. 23382
KTH Room 102
Posting #1

Organization: NDP (Offices of Monique Taylor, MPP & Scott Duvall, MP)
Position/Project Title: Outreach Assistant
Number of Openings: 10

Position Description:
Small groups of 3-4 students will be assigned to one of the following roles, all falling under the central guidance and mentorship of the offices of Monique Taylor and Scott Duvall. Students will be randomly selected for the below groups.

NDP Riding Association
Hamilton Mountain NDP Membership Survey: Student(s) will create and conduct a survey of our members to identify: 1) what changes would they like to see in the riding association’s operations (events, outreach etc.)? 2) Compile a report which summarizes your findings and recommendations using both the quantitative and qualitative data you’ve recorded. This exercise will give students an insight into the day to day operations of riding associations.

Monique Taylor’s Office
Constituency Survey: Student[s] will conduct a sample survey of constituents in a targeted poll focusing on provincial issues. 1) which issues are most important to constituents in that particular poll 2) what issues would they like to see Monique advocating on behalf of? 3) Compile a report which summarizes your findings and recommendations using both the quantitative and qualitative data you’ve recorded. 4) If time permits, assist in the organization of a town hall which speaks to the issue(s) most important to constituents in that area.

Scott Duvall’s Office
Constituency Survey: Student[s] will conduct a sample survey of constituents in a targeted poll focusing on federal issues. 1) which issues are most important to constituents in that particular poll 2) what issues would they like to see Scott advocating on behalf of? 3) Compile a report which summarizes your findings and recommendations using both the quantitative and qualitative data you’ve recorded. 4) If time permits, assist in the organization of a town hall which speaks to the issue(s) most important to constituents in that area.

For all roles:
- Students will commit thirty hours of their time over the winter semester in order to aide in a specific political project.
- Students will be expected to volunteer 3 hours of their time a week.
- Students should be able to support the party agenda and maintain strict confidentiality regarding information accessed within the role.
Posting #2
Organization: Liberal (Office of Filomena Tassi, MP Hamilton-Ancaster-Dundas)
Position/Project Title: TBA
Number of Openings: 2

Position Description: TBA

*You can read more about Filomena and her office at https://ftassi.liberal.ca/*
Posting #3
Organization: Evergreen Hamilton - Hamilton CityWorks
Position/Project Title: Citizen Activator
Number of Openings: 10

Position Description:

What is 100in1Day Hamilton?
100In1Day is a global festival of civic engagement and growing movement that is changing how people interact with their cities. An urban intervention is a one-day community-based project, led by an individual, group of like-minded citizens or neighbours, an organization, or a collaborative and includes things like street art, urban gardens, beautification projects, social events, and improvements in city infrastructure, all being profiled in a city-wide festival.

Last year, Hamilton set a national record with 170 interventions. This year, Hamilton will be joining Toronto, Vancouver, Halifax, Edmonton, and Montreal; all striving for 100 or more community initiatives to take place on June 3rd, 2017! (For the purpose of this class, volunteers are committing to assist with planning/lead-up for the duration of the course, and are not obligated to be available beyond the course - though you are welcome to!)

Volunteer Role
We are looking for a group of committed, engaged, enthusiastic and optimistic people!
Do you have a passion for sustainable cities? Interested in helping shape how people think about and discuss our potential to create change?
Be a citizen activator with 100 in 1 Day and inspire community members to get involved and make change in our city!

The urban interventions, be they whimsical and fun or advocating for social justice and change, are a simple, often low-cost way for people to showcase their ideas for a better city. Not only do they transform the city, but they inspire and engage participants and onlookers alike – fostering a strong sense of community and positive change.

Students have the opportunity to volunteer in one of several roles:
- Logistics/Planning Committee
- Communication and PR
- Facilitator
- Documentation

Citizen Activators will be required to attend a one day orientation and training session during the last week of January or first week of February 2017. Additional meetings will be decided by your team members, and will be based on the requirements of your role. Flexibility is key.
Posting #4

**Organization:** City of Hamilton - Councillor Aidan Johnson's Office  
**Position/Project Title:** Research Assistant  
**Number of Openings:** 2  
**Position Location:** Hamilton

**Position Description:**

Aidan Johnson is City Councillor for Ward 1 in Hamilton. Ward 1 is West Hamilton, encompassing McMaster, Cootes Paradise, and Locke Street. You will be working with Councillor Johnson on research for the development of the City’s new urban Indigenous justice strategy.

Students may also have an opportunity to attend/observe City Council meetings and neighbourhood association meetings.

Students must have excellent research and writing skills and the ability to work independently.
Posting #5

Organization: City of Hamilton - Councillor Matthew Green’s Office
Position/Project Title: TBA
Number of Openings: 2
Position Location: Hamilton

Position Description: TBA

*You can read more about Matthew and his office at https://www.hamilton.ca/council-committee/mayor-councillors/ward-3-matthew-green
# Student Availability Worksheet

Name: __________________________  Student ID #: _______________

*Please put an “X” in the box that corresponds with the days/times when you are **NOT available (for reasons such as class time, work, etc.)** during the Winter Term. (You are not required to list the reason). This may help determine which students can be grouped together.

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Please provide any other information about your availability that may be relevant:

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