Overview:

Where do we fit into the Canadian political process? We might 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 key 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 1 peer-reviewed article, 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 23, 2018.

**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 13, and one on March 13. Each reflection piece (at least 2 full 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, a video, 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 23, 2018
Reflection journal: 20% - Due February 13, March 13, 2018
Placement Portfolio: 25% - Due in class April 3, 2018

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 9, 2018: Introduction – What is this course about? What is service learning? What is the relationship between class work and placement work? Please note: You will meet your placement hosts in this class.


Freire, Paulo, Pedagogy of the oppressed, Chapter 2

January 16, 2018: 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 23, 2018: No class: Time to be spent on placement work

January 30, 2018: 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 6, 2018: No class: Time to be spent on placement work

February 13, 2018: 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 20, 2018 – No class: Mid-term break

February 27, 2018 – Representation in formal politics: How representative are political representatives? Does everyone have an invitation to the Party? 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 6, 2018 - No class: Time to be spent on placement work

March 13, 2018 - The organization to be explored this week is the Indigenous movement(s)


March 20, 2018 - No class: Time to be spent on placement work
March 27, 2018 – The power of knowing: Should all information be publically available? How is knowledge politicized?

Cairns and Sears, Chapter 6, pp115-134

The movement to be explored this week is Wikileaks


April 3, 2018 - 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.
Please complete all three of the following items and submit by Friday, January 5 at 11am to exp.ed@mcmaster.ca or in KTH 129 (Social Sciences academic advising office).

- Submit a maximum one page single spaced statement of interest indicating your top three 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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</table>
| Organization: NDP Riding Association and MPP Monique Taylor Campaign  
Position/Project Title: Outreach Assistant |
| Organization: PC Party (Campaign for Ben Levitt, Hamilton West-Ancaster-Dundas)  
Position/Project Title: Voter Engagement Advisor |
| Organization: Liberal Office of Filomena Tassi, MP Hamilton West-Ancaster-Dundas  
Position/Project Title: Communications Intern |
| Organization: Councillor Aidan Johnson, Ward 1 City of Hamilton  
Position/Project Title: Research Assistant |
| Organization: Councillor Matthew Green, Ward 3 City of Hamilton  
Position/Project Title: Project Assistant |
| Organization: Evergreen Hamilton, Hamilton CityWorks  
Position/Project Title: Civic Incubator Project Assistant |

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.
Posting #1
Organization: New Democratic Party (Riding Association and Campaign for Monique Taylor, MPP
Hamilton Mountain)
Position/Project Title: Outreach Assistants
Number of Openings: 6-8

Position Description:
Small groups of 3-4 students will be assigned to one of the following roles.

Hamilton Mountain NDP Membership Survey for Riding Association
Student(s) will create and conduct a survey of our members to identify:

1) what changes would they like to see in the riding associations operations (events, outreach, election planning, important issues etc.)?

2) Compile a report which summarizes your findings and recommendations using both the quantitative and qualitative data you have recorded. This exercise will give students an insight into the day to day operations of riding associations.

Election Planning Activities
Student(s) will assist in a number of pre-election activities for Hamilton Mountain MPP, Monique Taylor’s upcoming provincial election campaign. Some of these tasks will include: door-to-door canvassing, phone canvassing and miscellaneous pre-election outreach activities.

For Both 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 2-3 hours of their time per week.
- Students should be able to support the party agenda and maintain strict confidentiality regarding information accessed within the role

Posting #2
Organization: Progressive Conservative Party (Campaign for Ben Levitt, Hamilton West-Ancaster-Dundas)
Position/Project Title: Voter Engagement Advisors
Number of Openings: 4-6

Position Description:
This placement will take you behind the scenes of a political campaign, where students will work alongside the campaign team and candidate to engage voters and influencers. The strategies and tactics will be developed together but include: research into key local issues, upkeep of the campaign’s digital assets, input into social media strategies, plan and execute outreach and targeting initiatives, Facebook ads, research community organizations/contacts in the riding, assist with research to prepare for public events and note-taking at events, provide input into political communications, and perhaps some contact voters and influencers through canvassing and phone calls.

As a young professional running for office and representing generational change, the mantra of the Ben Levitt campaign is that it’s time for young people to stand up taking back their province and their
future. Our mission is to engage young people in leadership roles in the campaign. If this is you and you want to be part of this movement, we want to hear from you! Sign up for this opportunity!

**Posting #3**
**Organization:** Liberal Party (Office of Filomena Tassi, MP Hamilton West - Ancaster - Dundas)
**Position/Project Title:** Communications Intern
**Number of Openings:** 1

**Position Description:**
Assisting with correspondence and producing communication print and digital products. This includes: writing policy correspondence, CRM data entry, producing communication products for social media and editorial/print and assisting with communication strategy.

There is an opportunity for this intern to also work on community outreach; this includes working with Outreach Coordinator and attending events with the Member of Parliament.

This intern will work with and report directly to the Executive Assistant on communication asks and Legislative Assistant on policy and correspondence asks.

The student should have strong communication skills. This intern will be reporting to management in Ottawa. Though the intern will be collaborating with other team members in the Ottawa and Hamilton offices, they will need to feel confident being able to work independently. This position requires strong editorial, digital and creative writing skills.

**Posting #4**
**Organization:** City of Hamilton - Councillor Aidan Johnson's Office
**Position/Project Title:** Research Assistant
**Number of Openings:** 2

**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 on urban Indigenous housing and homelessness.

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:** Project Assistant
**Number of Openings:** 2-3

**Position Description:**
Matthew Green is the Councillor for Ward 3 in the City of Hamilton where he works to create a safe a vibrant Ward 3 full of opportunity for all residents.
Students will assist Councillor Green's office by working on special projects related to communications, policy, research and/or community outreach/engagement. Specific tasks and projects will be decided upon once the students have met with Councillor Green's office, so that skills and interests can be matched to projects.

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

Posting #6
Organization: Evergreen Hamilton - Hamilton CityWorks
Position/Project Title: Civic Incubator Project Assistant
Number of Openings: 6-8

Position Description:
*Tentative description. To be finalized before first class*

What is the Hamilton Civic Incubator and Community Mentorship Collaborative?

As Hamilton continues to experience a rapid pace of intensification and investment, pressures on housing, transportation, land-use, and social services become increasingly complex and polarizing within communities.

The Civic Incubator is a collaborative program that supports both emerging and established city-builders to create, implement, and scale projects and programs that advance social, environmental, and economic sustainability of their communities and cities.

By tapping into community mentors (with specific professional or lived experience in a particular skill or sector), individuals and groups gain insight and support to make their ideas happen! Community mentors also participate in offering skill-building workshops for the community.

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?

Volunteers will:
- Attend volunteer training to best understand Evergreen and its core mandate and events
- Attend monthly workshops/panels led by community mentors about various topics (January – Volunteer Engagement; February – Grant Writing 101; and March – City Permitting 101).
- Take notes during panel discussion and at round-table discussions after presentations, then work to develop a toolkit for each of the three topics. The toolkits will be permanent, ever-changing resources that future individuals and groups can use to support their city-building efforts.
- Assist with building an evaluation tool for the Civic Incubator and Community Mentorship Collaborative

https://www.evergreen.ca/our-projects/hamilton-civic-incubator/
Volunteers will be required to attend an orientation and training session. Additional meetings will be decided by your team members, and will be based on the requirements of your role. Flexibility is key.
# 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 (including Saturdays if this is an option for your placement of choice):

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](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 129