

UAPP 667-022: Civic Engagement

Fall 2002

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Wednesdays, 7:00 – 9:50 pm
Location: 114 Gore Hall

Course Overview: The performance of government and other social institutions is powerfully influenced by citizen engagement in community affairs. Therefore, it behooves leaders – whether in the neighborhood, special interest group, nonprofit organization, or government – to understand the complex realities of citizen participation, and to develop skills in facilitating civic engagement.

This course is designed to:

- Examine theories and methods of citizen participation
- Assess strengths and weaknesses of various participatory mechanisms
- Explore the tangible outcomes of stakeholder involvement (e.g. quality of decisions; enhancements to social capital)
- Develop skills in engaging citizens, practicing collaborative leadership, facilitating participation, and measuring impact of these practices
- Include experiences from both developed and emerging democracies, as well as a variety of policy arenas (e.g. environmental policy, education, land-use planning processes, community responses to social crisis, and citizen participation in performance measurement and accountability in government)

Required Texts:

Much of the required course readings will come from assigned articles and materials available on the web through UD databases. In addition, the following two books are required:

1. John Clayton Thomas ***Public Participation in Public Decisions: New Skills and Strategies for Public Managers***, Jossey-Bass, 1995
2. David D. Chrislip ***The Collaborative Leadership Fieldbook***, Jossey-Bass, 2002

Course Requirements and Grading:

Class Participation	40%
Case Analysis	40%
Reflective Essay/Final	20%

Students are expected to attend every class session and be fully prepared to actively engage the reading material for that class session. The Case Analysis assignment is detailed at the end of the syllabus.

Semester Outline

September 4, 2002 Introduction to Course

- What is civil society? How does this relate to civic engagement?
- Seven Strategies for Successful Citizen Engagement

September 11, 2002 What is the role of the “good citizen”? Class Begins at 7:45 pm

Class will begin at 7:45 so that students who wish to participate in the 9-11 Candlelight Commemorative Service may do so. That service will begin at 6:30 pm at Memorial Hall and the Green.

Reading Assignment:

- *The New Citizenship Movement: An Overview*
<http://www.virginiacitizenship.org/otherinitiatives/movement.html>
- Robert D. Putnam *The Strange Disappearance of Civic America*
<http://www.virginiacitizenship.org/otherinitiatives/disappearance.html>
- Jane Mansbridge *Does Participation Make Better Citizenship?*
<http://www.virginiacitizenship.org/otherinitiatives/participation.html>
- *Civic Declaration: Call for a New Citizenship*
<http://www.virginiacitizenship.org/otherinitiatives/declaration.html>

Discussion:

- What is the meaning and significance for civil society of community activities such as the 9-11 Candlelight Service? What draws people to attend? What do they gain from it as individuals? What do we gain from it as a society?
- What is the state of “civic engagement” in America? In other countries?
- Is civic engagement essential to good citizenship? Is this true only in democracies? Is good citizenship enhanced by the government (the state), or has government undermined the vitality of citizens? Where do nonprofits, churches, and other voluntary associations fit into this?

September 18, 2002 Public Management and Citizens

Reading Assignment:

- Thomas – Chapters 1-5

Discussion:

- What are the trade-offs between “efficient and effective government” and public involvement? Do other organizations (e.g. nonprofits, churches, neighborhood associations, bowling leagues) have the same trade-offs?
- Is “public involvement” different from “civic engagement”?

September 25, 2002

Involving the Public in Public Decisions

Reading Assignment:

- Thomas – Chapters 6-10
- Deliberative Democracy <http://www.uoregon.edu/~ddp/>

Discussion:

- Must every public decision include direct involvement of the public?
- What methods of public/civic engagement seem to be effective? What makes them effective?
- Discuss some of the “new forms of public involvement” addressed by Thomas. What makes these better (or worse) than previous strategies?
- What skills do leaders need in order to successfully engage the public?

October 2, 2002

Global Community Initiative

UD's Global Community Initiative is an effort to enhance the sense that our university community is part of the global community – civic engagement on a very large scale. Students will attend the speaker scheduled for tonight. Depending on the schedule, discussion will take place following the talk, by e-mail in the days to follow, and/or in class on October 9.

Speaker: Nicholas Kristoff, currently a New York Times columnist on foreign affairs with extensive reporting experience globally, especially in Asia and in the Arab world. He and his wife, Sheryl WuDunn, earned a Pulitzer for their work in China during Tiananmen Square (I first met them after their first book appeared in the early '90's). Since September 2001, Mr. Kristoff has been traveling extensively in the Arab world and writing columns on perceptions of the U.S. and U.S. policy abroad.

Reading Assignment: Please take a look at the following websites before attending the Kristoff lecture.

- Global Exchange <http://globalexchange.org/>
- Institute for Global Communication <http://www.igc.org/igc/gateway/index.html>
- World Federalist Movement <http://www.worldfederalist.org/>
- International Education and Resource Network <http://www.iearn.org/>
- Centre for Science and the Environment <http://oneworld.org/index.html>
- Center for Communication and Civic Engagement http://depts.washington.edu/ccce/General/CCCE_Home.htm

Discussion:

- What implications do global issues have for you as an “engaged citizen”?
- What are the implications if Americans choose not to be interested in, or engaged in, global issues? Could this have been a factor in the US public being completely surprised and baffled by the 9-11 attack?
- How do individual citizens in Newark, Delaware (or anywhere) effectively engage in global issues? Or should we leave that to the elected officials and others whose job it is to be informed about these things?

October 9, 2002 Civic Engagement around the World

Reading Assignment:

- Mishler and Rose, "Trust, Distrust and Skepticism: Popular Evaluations of Civil and Political Institutions in Post-Communist Societies" *The Journal of Politics*, May 1997, (available on JSTOR database)
- Kovaceva "Development of Young People's Civic Participation in East Central Europe" *Sociologia* 34, 2002
- OECD Policy Brief *Engaging Citizens in Policy Making: Information, Consultation and Public Participation*
<http://www.oecd.org/pdf/M00007000/M00007815.pdf>

Discussion:

- Discussion questions listed for October 2
- Do young people play a unique role in civic engagement?
- Are the issues of civic engagement different in developing countries, post-communist societies, and countries other than western democracies?

October 16, 2002 The Nuts and Bolts of Making Engagement Work

Reading Assignment:

- Chrislip, Introduction and Chapters 1 through 5

Discussion:

- Each student should have identified a case study of civic engagement which will be the focus of the individual case study assignment. During the class session, each student will present some initial findings about the case study utilizing Chrislip's "Guide to the Practices of Successful Collaboration" (p. 55) as a foundation for beginning the analysis of the specific case. You should present the information you know about the case (e.g. the political dynamics, identifying the stakeholders, describing the process of decision making) and receive input and feedback from others about what you should be looking for and analyzing in the case.
- Dr. Denhardt will not be in class this evening because she is attending a conference in Los Angeles. Carry on without me!
- Following your discussion, each student should write a brief summary of the case you are researching and how you are approaching the analysis and submit this to Dr. Denhardt by e-mail no later than October 21st.)

October 23, 2002 Continuing the Nuts and Bolts

Reading Assignment:

- Chrislip, Chapters 6 – 10

Discussion:

- What specific things would you look for in identifying a collaboration that is being set up in a successful manner?
- In the case you are analyzing, what are the strengths and weaknesses of how the collaboration was initially designed?
- If you were attending a public meeting as a participant, what specific things would you want to be observing?

October 30, 2002

Existing Models of Civic Engagement

Reading Assignment:

- Individual Reading Assignments distributed in previous class session
- Each student will provide overview and handout of an approach to civic engagement that has been developed, utilized successfully, and described in a published source

Discussion:

- What types of situations would each of these models be most appropriate for?
- What are the similarities among the models?
- What are the differences among the models?
- Which of the approaches do you think might have been applicable to the case study you are analyzing?

November 6, 2002

Results of Civic Engagement

Reading Assignment:

- *Partnerships: A Powerful Tool for Improving the Well-Being of Families and Neighborhoods* found at <http://www.wkkf.org/pubs/YouthED/Pub591.pdf> This is an evaluation of the W.K. Kellogg Foundation grants for Community-University Partnerships which assesses what outcomes are actually achieved in the ten partnership communities. In some cases, the outcomes are concrete and immediate (e.g. governments changing the types of services provided in a community because citizens voiced specific demands for different services and held agencies accountable). In other cases, the outcomes are amorphous (e.g. building a community's civic infrastructure/social capital, or creating networks of learning communities).

Discussion:

1. How can we determine whether civic engagement has a positive impact on results?
2. If developing "social capital" were the only positive result of civic engagement (and there were no improvements in government decisions and outcomes) would it be worth the effort to engage the public?

November 13, 2002

Civic Engagement and the Media

NOTE: Class will meet from 7-10 in 114 Gore. Since we have a guest instructor (Dr. Danilo Yanich) we can't take the chance of not having access to equipment.

- Yanich, "Location, Location, Location: Urban and Suburban Crime on Local TV News" *Journal of Urban Affairs*, vol 23, no 3-4, 2001 (On Reserve at UD Library)

- Bennett, W. Lance, Chapters 1, 2, 6, and 7 from *News: The Politics of Illusion*, 3rd edition (On Reserve at UD Library) May be listed under individual titles of chapters:
 - Ch. 1 – What’s News? The Construction of Political Reality”
 - Ch. 2 – News Content: Messages for the Masses”
 - Ch. 6 – The Public: Prisoners of the News?”
 - Ch. 7 – “Freedom from the Press: Solutions for Concerned Citizens”
- *Civic Journalism: 10 Years of Work* at the Pew Center for Civic Journalism
http://www.pewcenter.org/doingcj/speeches/s_aejmc10years.html

November 20, 2002

More Engagement in the Global Community

UD’s initiative on *America and the Global Community* will be hosting speaker **Susan Rice**, State Department and White House advisor during the Clinton administration, who is an expert on Africa. Details of her presentation will be provided later. You can read some background on her at <http://www.stanfordalumni.org/news/magazine/2000/janfeb/articles/rice.html>

November 27, 2002 – No Class – Thanksgiving Holiday

December 4, 2002

Student Presentations of Case Analyses

Reflective Essay/Final – Questions will be distributed in class

December 11, 2002

Student Presentations of Case Analyses

December 18, 2002

Reflective Essay/Final DUE by 5 pm

No class meeting. Please send essay by e-mail attachment or deliver hard copy to 180 Graham Hall.

CASE STUDY

Purpose: The purpose of the Case Study assignment is for you to gain a more complete understanding of course concepts and material by using them to analyze an actual situation in which civic engagement played a significant role.

Case: You may select any case (past or present) in which the public played a role through civic engagement. There must be sufficient information about the case available to you to be able to offer the following types of analysis:

- How did the public come to be involved in the case? For example, did members of the public demand to participate, or did government or some other entity engage in an intentional effort to involve the public?
- What were the specific strategies used to engage the public in the decision making process? What were the strengths and weaknesses of those strategies? Did the strategies resemble any of the “models” that we covered in the course?
- What role did the media play in the case? Did it help or hinder the civic engagement effort?
- Did civic engagement help to produce a decision or action that was *better* than would have been achieved without civic engagement? What is your measure of *better*?
- Did this civic engagement effort do anything to enhance “social capital,” build community, or in any other way leave the citizenry any better off than they were before the civic engagement?
- Are there any lessons learned from your case that could guide others who want to do civic engagement well? Are the lessons only applicable to specific types of cases and specific types of governments (e.g. the U.S.)? Or are there lessons that can be applied more generally, and globally?
- What conclusions would you draw from the analysis of this case?

Presentations: The class sessions on 12/4 and 12/11 will be set aside for each student to present his/her Case Analysis. Keep in mind that making effective presentations to the public is a key skill in civic engagement. Your presentation should reflect an ability to present information and analysis in a manner appropriate for the audience, and in a manner that fully engages that audience.

Paper: At the time you make your presentation, you should submit your paper containing the written analysis of the case, including all appropriate references to background research. Your written analysis should apply as many course concepts as appropriate, demonstrating sufficient knowledge of the course material to apply it appropriately in analyzing a case.

A key part of your paper should be the conclusions you draw from your analysis of the case.