

# POLS 3960 Spring 2015

---

## Civil Society & Civic Engagement – Spring/2015 3 Credits

**Prerequisite:** No previous knowledge of the field is presupposed or required.  
**Class Days/Times:** Mondays & Wednesdays, 6:00 to 7:20 p.m.  
**Class Location:** OSH 102

**Instructor:** Charlene Orchard  
**Office:** OSH 156D  
**Email:** [c.d.orchard@utah.edu](mailto:c.d.orchard@utah.edu)  
**Dept. Phone:** 801-581-7031  
**Office:** OSH 156D  
**Office Hours:** Mondays and Wednesdays: 4:00 – 5:30 p.m. Or email me for an appointment.

### Course Overview

Many of us want to make a difference in the world. In this class we will ask questions about what it means to live a meaningful life as good citizens in a good society. What responsibilities do we have, individually and collectively, for making the world a better place? What would a "better" world look like? Who should decide?

Our geographic focus is primarily local, Salt Lake County, and national, the United States. In today's world, however, it is impossible to not to think globally, and we will acknowledge the wider implications of the issues and actions we will address. We will study research on civic engagement in the U.S., theories about civil society, and different practical approaches to social change. We will use the food movement and food politics to help focus our work and discussions. This is a Community Engaged Learning (CEL) class, and you will spend time in the field before creating your own action plan for addressing a pressing community problem.

According to one scholar, civil society is "the *realm of organized social life that is voluntary, self-generating, (largely) self-supporting, autonomous from the state, and bound by a legal order or set of shared rules.* It is distinct from "society" in general in that it involves citizens *acting collectively in a public sphere* to express their interests, passions, and ideas, exchange information, achieve mutual goals, make demands on the state, and hold state officials accountable. Civil society is an intermediary entity, standing between the private sphere and the state."<sup>1</sup> We will use the class readings, your research in the field, and your life experiences to unpack this definition.

Another scholar writes that civic engagement "means working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivation to make that difference. It means promoting the quality of life in a community, through both political and nonpolitical processes."<sup>2</sup> We will examine this concept by considering civic engagement as community service, as collective action, as political involvement, and as social change.

### Course Objectives

In this course, students will:

- Learn about issues facing our community through engagement with community-based organizations, government agencies, and activists working in the field.

---

<sup>1</sup> Diamond, Larry. (1994). Rethinking civil society: Toward democratic consolidation. *Journal of Democracy*, 5(3), 4-18, emphasis in the original.

<sup>2</sup> Ehrlich, Thomas. (2000). *Civic responsibility and higher education*. Phoenix, Az.: Phoenix, AZ: Oryx Press.

# POLS 3960 Spring 2015

---

- Learn about ways of taking action, individually and collectively, to address community problems.
- Reflect on your own background and beliefs and how they impact you as a citizen.
- Develop an understanding of the multiple meanings of civil society and civic engagement, including connecting theory with action.
- Have opportunities to improve your speaking and writing skills.

## Required Texts

Nestle, M. (2013). *Food politics: How the food industry influences nutrition and health*. Berkeley: University of California Press.

Available as an eBook.

Pollan, Michael. (2006). *The omnivore's dilemma: A natural history of four meals*. New York: Penguin Press.

Available as an eBook.

Zukin, C., Keeter, S., Andolina, M., Jenkins, K., & Delli Carpini, M. (2006). *A new engagement: Political participation, civic life, and the changing American citizen*. New York: Oxford Press.

Available as an eBook.

Additional readings and multi-media works will be required and available via Canvas and Marriott Course Reserves.

## Teaching and Learning Methods

Students will play a large role in leading discussions, making presentations, and contributing to the conversation. There will, though, be lectures by me and/or a guest. I will also invite guests from the community to share their knowledge with us. This is a CEL class, and your community research and experiences will make important contributions to our shared learning.

### *Community Engaged Learning (CEL):*

- In small groups of 2 to 3 students, you will spend 10 to 15 hours in the community learning about the issues confronting a community-based organization or government agency and the problems they are working on. Participation in an Alternative Spring Break program would be an excellent substitute. I will provide a list of organizations as sites for your research.
- Individually, you will keep a journal recording your experiences and reflections which will help you in class discussions, in writing the **Reflection Paper**, and in writing the **Final Exam**.
- Your community research may include attending meetings, interviewing organization leaders or stakeholders, and/or volunteering.
- **Group Project:** As a group, you will design and write an action plan that addresses an issue or problem identified by your group in consultation with your community partner and involving stakeholders in some aspect of the planned action. More specific information about the group project will be given in class and be available on Canvas. Examples include:
  - Write a policy brief for use by the organization;
  - Develop a legislative resolution or policy with supporting documentation;
  - Create a public awareness campaign, including stakeholders in the process;
  - Plan a solidarity demonstration with and for stakeholders, including supporting documents;
  - Create an internet site to engage community members in an issue with ways to take action;
  - Plan a public forum, in consultation with stakeholders and with supporting material;
  - Plan an art installation or performance project, including identifying the site;

# POLS 3960 Spring 2015

---

- Write (and perform?) a 20 minute play, short video, or audio podcast regarding the issue, in consultation with stakeholders and designed to motivate action, or
- Propose an action plan.

## **Class Policies**

*Class Participation, Attendance & Punctuality:* Participating in the class is central to this class. This does not mean that you are expected to talk a lot. Participating is also listening, really listening. Attendance will be taken and will count toward your class participation grade. Coming to class on time is just common courtesy, but it is also essential to having a respectful class environment.

*Food & Drink:* If you bring food and drink, be mindful of your classmates and be sure to clean up after yourself.

*Cell Phones, Computers, & Other Electronic Devices:* These devices are useful tools and should only be used as such in this class. Non-class related use can disrupt the class and may prompt me to ask you questions or quiz you on readings.

*CANVAS:* Submit all written assignments through our Canvas site. No exceptions.

*Late Assignments:* Turning in an assignment late will lower your grade by 10% for each day it is late.

## **University of Utah Policies**

### **Academic Honesty**

All honesty and plagiarism policies established by the University of Utah will be upheld in this class. From the “Code of Students Rights and Responsibilities”: “Standards of Academic Conduct: In order to ensure that the highest standards of academic conduct are promoted and supported at the University, students must adhere to generally accepted standards of academic honesty, including but not limited to refraining from cheating, plagiarizing, research misconduct, misrepresenting one’s work, and/or inappropriately collaborating.” For further information about the University of Utah’s policies regarding academic misconduct, please refer to the online version of the Student Handbook and look for “Section V: Student Academic Conduct”:

<http://www.regulations.utah.edu/academics/6-400.html>

### **Americans with Disabilities Act (ADA) Statement**

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

([www.hr.utah.edu/oeo/ada/guide/faculty/](http://www.hr.utah.edu/oeo/ada/guide/faculty/))

### **Wellness Statement**

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness - [www.wellness.utah.edu](http://www.wellness.utah.edu); 801-581-7776.

**Assignments:** Below is a list of required assignments. More information about each will be given in class and will be available on Canvas.

- Reading Journal: You will write 10 2-page journal entries about a question pertaining to the reading. Journal Reading Entries are due before class starts and are submitted through Canvas. Each entry should

## POLS 3960 Spring 2015

---

be approximately 500 words but no more than 650 words. You should not quote from the reading; rather, use your own words and paraphrase.

- **Group Project:** See above under Community Engaged Learning. **Due April 1.**
- **Final Exam:** There will be an in-class final exam.

### Grading

Class Participation	30%
Reading Journal	30%
Group Project	20%
Final Exam	20%

### Tentative Schedule

Week/Date	Content	Reading Assignment (read for this date)	Assignment Due (due on this date)
Wk. 1 Mon, Jan 12	Introductions Review Syllabus & Class Mechanics About Community Engaged Learning Working in small groups	Start reading <i>An Omnivore's Dilemma</i> .	
Wk. 1 Wed, Jan 14	Thinking about civil society, community engagement, and social change.	<i>An Omnivore's Dilemma</i> , Chapters 1-3	
<b>Part 1: Exploring civil society and community engagement in the context of food, the infrastructure of the food industry, and the food movement.</b>			
Wk. 2 Mon, Jan 19	No Class – Martin Luther King Day		
Wk. 2 Wed, Jan 21	Finalize CEL groups.	<i>An Omnivore's Dilemma</i> , Chapters 4-11	Reading Journal Entry #1
Wk. 3 Mon, Jan 26		<i>An Omnivore's Dilemma</i> , Chapters 12-14 Documentary: A Place at the Table (available for online streaming from the Marriott Library); 87 minutes.	
Wk. 3 Wed, Jan 28	Guest: Gina Cornia, Utahns Against Hunger	<i>An Omnivore's Dilemma</i> , Chapters 15-17	
<b>Part 2: Exploring research on political participation, civic life, and the changing American citizen.</b>			
Wk. 4 Mon, Feb 2	Guest: Ashley Patterson, Wasatch Community Gardens	<i>An Omnivore's Dilemma</i> , Chapters 18-20	
Wk. 4 Wed, Feb 4	Guest: Gwen Crist, Slow Food	<i>A New Engagement</i> , Chapters 1-2	Reading Journal Entry #2
Wk. 5 Mon, Feb 9		<i>A New Engagement</i> , Chapter 3	

## POLS 3960 Spring 2015

Wk. 5 Wed, Feb 11	Guest: Erin Mendenhall & Rachel Otto, Breathe Utah	<i>A New Engagement</i> , Chapters 4	
Wk. 6 Mon, Feb 16	No Class – Presidents’ Day		
Wk. 6 Wed, Feb 18		<i>A New Engagement</i> , Chapters 5 and 6	Reading Journal Entry #3
<b>Part 3: Exploring approaches to taking action and what that means personally and collectively.</b>			
Wk. 7 Mon, Feb 23	Guest Lecturer: Prof. Mark Button	<i>A New Engagement</i> , Chapters 7	Reading Journal Entry #4
Wk. 7 Wed, Feb 25	Guests: Procedural Fairness & Utah Judicial Performance Evaluation Commission	<i>Food Politics</i> , Part 1	
Wk. 8 Mon, Mar 2		<i>Food Politics</i> , Part 2	Reading Journal Entry #5
Wk. 8 Wed, Mar 4	Guest; Glen Bailey, Crossroads Urban Center	<i>Food Politics</i> , Part 2 cont.	
Wk. 9 Mon, Mar 9		<i>Food Politics</i> , Part 3 & Conclusion	Reading Journal Entry #6 Project Proposal
Wk. 9 Wed, Mar 11	Guest: Shawn Peterson, Green Urban Lunch Box	<i>Food Politics</i> , Conclusion cont.	
Wk. 10 Mon, Mar 16	SPRING BREAK		
Wk. 10 Wed, Mar 18	SPRING BREAK		
<b>Part 4: Exploring contemporary theories about civil society and civic engagement.</b>			
Wk. 11 Mon, Mar 23		Edwards, Michael. 2009. <i>Civil society</i> . Cambridge: Polity Press. <ul style="list-style-type: none"> <li>• Chapter 1: Introduction--What's the Big Idea?</li> </ul> Cohen, J. L., & Arato, A. (1994). <i>Civil Society and Political Theory</i> . Cambridge, MA: MIT Press. <ul style="list-style-type: none"> <li>• Introduction</li> </ul>	
Wk. 11 Wed, Mar 25	Guest Lecturer: Prof. Mark Button	Diamond, L. (1994). Rethinking civil society: Toward democratic consolidation. <i>Journal of Democracy</i> 5(3), 4-18.  Foley, Michael W., and Bob Edwards. 1996. "The paradox of civil society." <i>Journal of Democracy</i> 7 (3):38.	Reading Journal Entry #7
Wk. 12 Mon, Mar 30		Warren, Mark E. 2011. "Civil society and democracy." In <i>The Oxford handbook of civil</i>	

## POLS 3960 Spring 2015

		<p><i>society</i>, edited by Michael Edwards, 377-390. New York: Oxford University Press.</p> <p>Woolcock, Michael. 2011. "Civil society and social capital." In <i>The Oxford handbook of civil society</i>, edited by Michael Edwards, 197-208. New York: Oxford University Press.</p>	
Wk. 12 Wed, Apr 1		Gaventa, John. (2006). Finding the spaces for change: A power analysis. <i>IDS Bulletin</i> 37(6), 23-33.	<b>Group Projects Due</b>
Wk. 13 Mon, Apr 6		Glover, T. D. (2005). Building relationships, accessing resources: Mobilizing social capital in community garden contexts. <i>Journal of leisure research</i> 37(4), 450-474.	
Wk. 13 Wed, Apr 8		<p>Schoem, D. (2014). Finding a Seat for Social Justice at the Table of Dialogue and Deliberation. <i>Journal of Public Deliberation</i> 10(1), 1-2.</p> <p>Thomas, N. L. (2014). Democracy by Design. <i>Journal of Public Deliberation</i> 10(1), 1-6.</p>	Reading Journal Entry #8
Wk. 14 Mon, Apr 13		<p>Boyte, Harry C. 2011. "Civil society and public work." In <i>The Oxford handbook of civil society</i>, edited by Michael Edwards, 324-336. New York: Oxford University Press.</p> <p>Levine, Peter. (2014). Beyond Deliberation: A Strategy for Civic Renewal. <i>Journal of Public Deliberation</i> 10(1), 1-4.</p>	
Wk. 14 Wed, Apr 15		Ventriss, C. (2012). Democratic Citizenship and Public Ethics. <i>Public Integrity</i> 14(3), 283-297.	Reading Journal Entry #9
Wk. 15 Mon, Apr 20		Portney, K. E., & Berry, J. (2014). Civil Society and Sustainable Cities. <i>Comparative Political Studies</i> 47(3), 395-419.	
Wk. 15 Wed, Apr 22		Lipschutz, R. D. (1992). Reconstructing World Politics: The Emergence of Global Civil Society. <i>Millennium - Journal of International Studies</i> 21(3), 389-420.	Reading Journal Entry #10
Wk. 16 Mon, Apr 27	Group Project Presentations	With community partners as guests. Discussion.	
Wk. 17 May 4	Final Exam 6:00 to 8:00 p.m.		<b>Final Exam</b>