

Conrad Grebel University College / University of Waterloo  
**PACS 620: Thinking and Working Politically**

Winter 2020 (rev. 6 Jan 2020)

<b>Class Time:</b>	Tuesdays 2:30-5:20 PM
<b>Location:</b>	Fretz Seminar Room (4224), Kindred Credit Union Centre for Peace Advancement Conrad Grebel University College <sup>1</sup>
<b>Instructor:</b>	Paul Heidebrecht
<b>Office Hours:</b>	Tuesdays 1:30-2:30 PM or by appointment
<b>Office Location:</b>	Room 4203, Kindred Credit Union Centre for Peace Advancement
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### Course Description:

Engaging governmental policies and programs in order to bring about systemic change requires a particular kind of knowledge, skill, and sensibility. This course cultivates that capacity by exploring the history, theory, and practice of peace-related advocacy in Canadian and multilateral contexts.

Taught by the Director of the Kindred Credit Union Centre for Peace Advancement (CPA), classes will include a range of guest speakers from within and beyond the CPA who possess particular kinds of political engagement expertise.

This special topics course is designed to appeal to peace activists, policy wonks, and/or social entrepreneurs, and provides an important compliment to other PACS course offerings related to the pursuit of peace through civil society and business.

### Course Learning Outcomes:

By the end of the term, students should be able to:

1. articulate a clear rationale for engaging governments in the pursuit of peace (i.e., answer the question: Why is it important to think and work politically?);
2. summarize and evaluate the mechanics of how to effect systemic change in the contemporary Canadian context (i.e., answer the question: How is political and public engagement best carried out?);
3. connect challenges and opportunities encountered in the effort to make a systemic impact with particular government policies and/or programs (i.e., answer the question: What areas are fertile ground for thinking and working politically?); and
4. demonstrate the contributions they are best positioned to make going forward (i.e., complete the sentence: Because I can think and work politically, I am now able to...).

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<sup>1</sup> I would like to acknowledge that this class meets on the traditional territory of the Attawandaron (also known as Neutral), Anishnaabeg, and Haudenosaunee peoples. Conrad Grebel University College is situated on the Haldimand Tract, the land promised to the Six Nations that includes 10 kilometers on each side of the Grand River.

## Required Reading Materials:

This course will utilize one primary text: Duncan Green's *How Change Happens* (New York: Oxford University Press, 2016). Additional required readings are noted in the course schedule and bibliography below, and all are accessible online through [Perusall](#) (course code: HEIDEBRECHT-NMZ4T).

In addition, students will be required to skim *The Hill Times*, a twice-weekly newspaper that covers Parliament, the federal government, and federal politics in Canada. This publication is paywall protected, but can be accessed via the University of Waterloo Library; students can also register online to receive a PDF version via e-mail every Monday and Wednesday.

## Guest Speakers:

Several classes will begin with a conversation with a guest speaker that relates to the topic of the day. These individuals have unique expertise and life experiences to share; they also have busy schedules, and so the roster of guests is subject to change on short notice.

## Course Assessment:

Assessment of course engagement will utilize a [specifications grading](#) approach, which aims to better align the evaluation of student performance with the learning outcomes intended for this course, as well as individual student ambitions. Each activity is graded pass/fail, and the overall grade for course engagement will be based on the number of levels that students complete successfully. Late submissions will NOT be accepted unless negotiated in advance due to exceptional circumstances.

The major project culminates with a team entry into [Map the System 2020](#), a global challenge initiated by the Skoll Centre for Social Entrepreneurship at Oxford University's Saïd Business School. Although participation in the Canadian and global finals of this challenge is optional (and competitive!), applying for the University of Waterloo finals is mandatory. Detailed instructions and the evaluation rubric for each milestone noted below will be provided, and late submissions will NOT be accepted. This campus challenge is being organized by Grebel's Centre for Peace Advancement in collaboration with the Conrad School for Entrepreneurship and Business, St. Paul's GreenHouse, the Faculty of Environment, and the Waterloo Institute for Complexity and Innovation.

Beyond the assessed work, it is important to stress that active participation will be crucial to the success of this course, and all students are encouraged to help cultivate a community of learning both within and beyond class sessions. For example, during class discussions students are encouraged to be honest and forthright, but also sensitive and tactful. It is not likely that we all will agree on all issues, but each person should be respected.

## Course Assessment, continued:

<b>A. Course Engagement (30% of final grade)</b>	<b>Grade</b>	<b>Due Date</b>
Level 1: Required reading engagement <ul style="list-style-type: none"> <li>Post good questions, comments, and responses on <a href="#">Perusall</a> by 1:00 PM before class each Tuesday; actively participate in class discussions.</li> </ul>	60%	Weekly until Mar. 17
Level 2: Level 1 + all class surveys completed <ul style="list-style-type: none"> <li>Provide feedback on course topics, readings, guests, and assignments via three surveys posted on <a href="#">LEARN</a>.</li> </ul>	70%	Jan. 21, Feb. 25, & Mar. 17
Level 3: Levels 1 & 2 + participation in one campus or community event <ul style="list-style-type: none"> <li>Submit a report via <a href="#">LEARN</a> on a campus or community event attended that contributes to at least one of the learning outcomes for this course.</li> </ul>	80%	By Mar. 24 at the latest
Level 4: Levels 1, 2 & 3 + extended reading <ul style="list-style-type: none"> <li>Read one of the books listed in the “Extended Reading Bibliography” at the end of this syllabus and arrange an in-person book review with <a href="#">your professor</a>.</li> </ul>	90%	By Mar. 24 at the latest
Level 5: Levels 1, 2, 3, & 4 + major extra-curricular activity <ul style="list-style-type: none"> <li>Options include entering the <a href="#">UWaterloo Problem Pitch Competition</a> (application deadline is Feb. 2), attending the <a href="#">MCC Ottawa Office Student Seminar</a> (Feb. 20-21), or another activity approved by your professor.</li> </ul>	95%	By Mar. 31 at the latest

<b>B. Major Project (70% of final grade)</b>	<b>Weight</b>	<b>Due Date</b>
Milestone 1: Team building (Empathy Map, Problems Worksheet, Interview Pledge, Team Charter, Map the System entry)	10%	Jan. 28
Milestone 2: Research (Impact Gaps Canvas, Annotated Bibliography, Community Contacts roster)	20%	Feb. 11
Milestone 3: Analysis (Problem Landscape, Solutions Landscape, Gaps and Levers of Change, Preliminary Visual Map)	20%	Mar. 10
Milestone 4: Submission to Map the System Canada (Visual Map, Summary of Research, Bibliography)	30%	Mar. 24
Milestone 5: Class Presentation	20%	Mar. 31

## Writing and Communication Centre:

The University of Waterloo Writing and Communication Centre (WCC) works with students in all faculties to help you consider your audience, clarify your ideas, develop your voice, and write in the style appropriate to your discipline. WCC staff offer one-on-one support for writing papers, delivering presentations, citing research, and revising for clarity and coherence. Group appointments for team-based projects, presentations, and papers are also available.

You can pre-book appointments with WCC staff, or visit them at one of their drop-in locations for quick questions and feedback from WCC peer tutors. To book an appointment and to see drop-in appointment hours, visit the [WCC website](#).

## Additional UWaterloo Course Policies:

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. Check the [Office of Academic Integrity website](#) for more information.

## Additional UWaterloo Course Policies, continued:

**Discipline:** A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for his/her actions. [Check [the Office of Academic Integrity](#) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to [Policy 71, Student Discipline](#). For typical penalties, check [Guidelines for the Assessment of Penalties](#).

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances, Section 4](#). When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

**Appeals:** A decision made or penalty imposed under [Policy 70, Student Petitions and Grievances](#) (other than a petition) or [Policy 71, Student Discipline](#) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72, Student Appeals](#).

**Accommodation for Students with Disabilities:** [AccessAbility Services](#), located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with [AccessAbility Services](#) at the beginning of each academic term.

## Mental Health Support:

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health support if they are needed.

### On Campus:

- Counselling Services: [counselling.services@uwaterloo.ca](mailto:counselling.services@uwaterloo.ca) / 519-888-4567 ext. 32655
- [MATES](#): one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

### Off campus, 24/7:

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 ext. 6880
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online on the Faculty of Arts [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information

## Course Schedule:

The following schedule will change from time-to-time to reflect revised reading assignments and refinements to the course schedule. Changes will be announced in class, and the most recent revision of the syllabus will always be posted on Waterloo LEARN.

Week	Date	Topic	Reading Assignment	Additional Notes
<i>Part 1: Theoretical Foundations</i>				
1	Jan. 7	Course introduction; A power and systems approach	Green, <i>How Change Happens</i> , Introduction and Part 1 (pp. 1-73)	
2	Jan. 14	Institutions and the importance of history	<i>Hill Times</i> (Jan. 8, 13); Green, <i>How Change Happens</i> , Part 2 (pp. 75-175); UN, "Sustainable Development Goals"	Guest speaker: Lindsay Sheridan
3	Jan. 21	What activists can (and can't) do	<i>Hill Times</i> (Jan. 15, 20) Green, <i>How Change Happens</i> , Part 3 (pp. 177-232)	Guest speaker: Kate Pearce; Survey #1 due
4	Jan. 28	Pulling it all together	<i>Hill Times</i> (Jan. 22, 27); Green, <i>How Change Happens</i> , Part 4 (pp. 235-258); Papi-Thornton, "Impact Gaps Canvas"	Guest speaker: Ben Graham; Map the System Milestone #1 due
<i>Part 2: Political Engagement</i>				
5	Feb. 4	Elected officials	<i>Hill Times</i> (Jan. 29, Feb. 3); House of Commons Canada, <i>Guide for Witnesses</i> ; Samara, "The Accidental Citizen?"; USAID, "The 5Rs Framework"	Guest speaker: John Milloy
6	Feb. 11	Civil servants	<i>Hill Times</i> (Feb. 5, 10); Lagassé, "A Democratic or Technocratic Civil Service?"; Office of the Commissioner of Lobbying, <i>Lobbyists' Code of Conduct</i> ; Meadows, "Leverage Points"	Guest speaker: TBD; Map the System Milestone #2 due
-	Feb. 18	<i>No class (Reading Week)</i>		
7	Feb. 25	Multilateral contexts	<i>Hill Times</i> (Feb. 12, 17, 19, 24); Choi and Devlin-Folz, "Building Local Currency"	Guest speaker: Jessica West Survey #2 due
<i>Part 3: Public Engagement</i>				
8	Mar. 3	Media and social media	<i>Hill Times</i> (Feb. 26, Mar. 2); Christiano and Neimand, "Stop Raising Awareness Already"	Guest speaker: Aimée Morrison
9	Mar. 10	Coalitions and networks	<i>Hill Times</i> (Mar. 4, 9); Wang, Cooper, and Shumate, "Community System Solutions Framework"	Guest speaker: Chris Derksen-Hiebert; Map the System Milestone #3 due

Week	Date	Topic	Reading Assignment	Additional Notes
10	Mar. 17	Grassroots mobilization	<i>Hill Times</i> (Mar. 11, 16); Canada Revenue Agency, <i>Guidance CG-027</i>	Guest speaker: Ilona Dougherty; Survey #3 due
<i>Part 4: Action!</i>				
11	Mar. 24	Work period	<i>Hill Times</i> (Mar. 18, 23)	Map the System Milestone #4 due
12	Mar. 31	Map the System team presentations	<i>Hill Times</i> (Mar. 25, 30)	Map the System Milestone #5 due
-	Apr. 6	<i>Map the System University of Waterloo Final (Great Hall, Conrad Grebel University College)</i>		
-	May 7-9	<i>Map the System Canada Final (Montreal)</i>		
-	Jun. 5-7	<i>Map the System Global Final (Oxford University)</i>		

## Required Reading Bibliography:

- Canada Revenue Agency. [Guidance CG-027: Public policy dialogue and development activities by charities](#). 21 January 2019.
- Choi, Helena, and David Devlin-Folz. ["Building Local Currency: Three Lessons from Successful Advocacy Projects in the Global South."](#) *Stanford Social Innovation Review* (24 June 2014).
- Christiano, Ann, and Annie Neimand. ["Stop Raising Awareness Already."](#) *Stanford Social Innovation Review* (Spring 2017): 34-41.
- Green, Duncan. [How Change Happens](#). New York: Oxford University Press, 2016.
- [Hill Times](#) (every Monday and Wednesday).
- House of Commons Canada. [Guide for Witnesses Appearing Before House of Commons Committees](#). N.d.
- Lagassé, Philippe. ["A Democratic or Technocratic Civil Service?"](#) *CIPS Blog* (21 October 2011).
- Meadows, Donella. ["Leverage Points: Places to Intervene in a System."](#) The Sustainability Institute, 1999.
- Office of the Commissioner of Lobbying of Canada. [The Lobbyists' Code of Conduct](#). 1 December 2015.
- Papi-Thornton, Daniela. ["Impact Gaps Canvas."](#) N.d.
- Samara. ["The Accidental Citizen?"](#) *The MP Exit Interview Reports #1* (2011).
- United Nations. ["Sustainable Development Goals."](#) N.d.
- USAID. ["The 5Rs Framework in the Program Cycle."](#) October 2016.
- Wang, Rong, Katherine R. Cooper, and Michelle Shumate. ["Community System Solutions Framework Offers an Alternative to Collective Impact Model."](#) *Stanford Social Innovation Review* (Winter 2020).

## Extended Reading Bibliography:

- Abelson, Donald E. *Do Think Tanks Matter? Assessing the Impact of Public Policy Institutes*, 2nd ed. Montreal and Kingston: McGill-Queen's University Press, 2009.
- Alemanno, Alberto. *Lobbying for Change: Find Your Voice to Create a Better Society*. London: Icon Books, 2017.
- Baumgartner, Frank R., Jeffrey M. Berry, Marie Hojnacki, David C. Kimball, and Beth L. Leech. *Lobbying and Policy Change: Who Wins, Who Loses, and Why*. Chicago: University of Chicago Press, 2015.
- Becker, Jo. *Campaigning for Justice: Human Rights Advocacy in Practice*. Stanford: Stanford University Press, 2013.
- Bicchieri, Cristina. *Norms in the Wild: How to Diagnose, Measure, and Change Social Norms*. New York: Oxford University Press, 2017.
- Boulton, Jean, Peter Allen, and Cliff Bowman. *Embracing Complexity: Strategic Perspectives for an Age of Turbulence*. New York: Oxford University Press, 2015.
- Corbett, Sarah. *How to be a Craftivist: The Art of Gentle Protest*. London: Unbound Digital, 2018.
- De Wall, Alex, ed. *Advocacy in Conflict: Critical Perspectives on Transnational Activism*. London: Zed Books, 2015.
- Delacourt, Susan. *Shopping for Votes: How Politicians Choose Us and We Choose Them*. Madeira Park, BC: Douglas and McIntyre, 2013.
- Evans, Alex. *The Myth Gap: What Happens When Evidence and Arguments Aren't Enough*. London: Transworld Publishers, 2017.
- Ham, Hahrie. *How Organizations Develop Activists: Civic Associations and Leadership in the 21<sup>st</sup> Century*. New York: Oxford University Press, 2014.
- Hoggan, James. *I'm Right and You're an Idiot: The Toxic State of Public Discourse and How to Clean It Up*. Gabriola Island, BC: New Society Publishers, 2016.
- Kahane, Adam. *Collaborating with the Enemy: How to Work with People You Don't Agree with or Like or Trust*. Oakland: Berrett-Koehler Publishers, 2017.
- Loat, Alison, and Michael MacMillan. *Tragedy in the Commons: Former Members of Parliament Speak Out About Canada's Failing Democracy*. Toronto: Random House Canada, 2014.
- Meadows, Donella H. *Thinking in Systems: A Primer*. White River Junction, VT: Chelsea Green Publishing, 2008.
- Morozov, Evgeny. *To Save Everything, Click Here: The Folly of Technological Solutionism*. PublicAffairs, 2013.
- Naim, Moises. *The End of Power*. New York: Basic Books, 2013.
- Plastrik, Peter, Madeleine Taylor, and John Cleveland. *Connecting to Change the World: Harnessing the Power of Networks for Social Impact*. Washington, DC: Island Press, 2014.
- Savoie, Donald. *What Is Government Good At? A Canadian Answer*. Montreal and Kingston: McGill-Queen's University Press, 2015.
- Stroh, David Peter. *Systems Thinking for Social Change: A Practical Guide to Solving Complex Problems, Avoiding Unintended Consequences, and Achieving Lasting Results*. White River Junction, VT: Chelsea Green Publishing, 2015.
- Sunstein, Cass. *How Change Happens*. Cambridge: The MIT Press, 2019.
- Sussman, Amanda. *The Art of the Possible: A Handbook for Political Activism*. Toronto: McClelland and Stewart, 2007.
- Tufecki, Zeynep. *Twitter and Tear Gas: The Power and Fragility of Networked Protest*. New Haven: Yale University Press, 2017.
- Westley, Frances, Brenda Zimmerman, and Michael Patton. *Getting to Maybe: How the World Is Changed*. Toronto: Vintage Canada, 2007.