PACS 620: Thinking and Working Politically

Winter 2023, rev. 3 (16 January 2023)

Class Time:	Wednesdays 6:30-9:20 PM
Location:	Fretz Seminar Room (4224), Kindred Credit Union Centre for Peace Advancement
	Conrad Grebel University College

Instructor:	Paul Heidebrecht
Phone:	519-885-0220 x24225
Email:	pheidebr@uwaterloo.ca (best way to reach me)
Office Location:	Room 4203, Kindred Credit Union Centre for Peace Advancement
Office Hours:	Online or in-person meetings can be booked between 8:30 AM – 4:30 PM on weekdays using one of the following links:

- Individual meetings: https://calendly.com/paul-heidebrecht/pacs-620-student-meeting
- Team meetings: https://calendly.com/paul-heidebrecht/pacs-620-team-meeting

Territorial Acknowledgment:

This class meets on the traditional territory of the Attawandaron (also known as Neutral), Anishnaabeg, and Haudenosaunee peoples. Conrad Grebel University College and the University of Waterloo are situated on the Haldimand Tract, the land promised to the Six Nations that includes 10 kilometers on each side of the Grand River. Please read Grebel's full land acknowledgement for additional context.

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.

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?);

Course Learning Outcomes, continued:

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…).

Required Reading Materials:

This course will utilize one primary text (available via Open Access): 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-LNGT7).

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 whenever you are on campus or logged into your University of Waterloo Library account.

Guest Speakers:

Classes will typically 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. 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.

A. Course Engagement (20% of final grade)	Grade	Due Date
Level 1: Required reading engagement ▪ Post good questions, comments, and responses on Perusall by 3:00 PM before class each Wednesday; an overall average Perusall score of 1.0 or higher is required to achieve this level.	60%	Weekly until Mar. 29
Level 2: Level 1 + note taking ▪ Sign up and serve as a note taker on at least two occasions throughout the semester; notes should summarize key questions, insights, points of contention, and resources raised during class discussions, and must be posted on LEARN by 3:00 PM on the following Wednesday for reference by all.	70%	Various
Level 3: Levels 1 & 2 + participation in one campus or community event ▪ Submit a report via LEARN on a campus or community event attended that contributes to at least one of the learning outcomes for this course.	80%	By Apr. 5
Level 4: Levels 1, 2 & 3 + extended reading ▪ Read one of the books listed in the "Extended Reading Bibliography" at the end of this syllabus and book an in-person book review with your professor using the office hours calendar link above.	90%	By Apr. 12

Course Assessment, continued:

The major project for this course will culminate with a team entry into Map the System 2023, 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 is the fifth year that the University of Waterloo Map the System campus challenge is being organized by Grebel's Centre for Peace Advancement.

B. Map the System Project (80% of final grade)	Weight	Due Date
Milestone 1: Team building (Empathy Map, Interview Pledge, Team Charter, Map the System entry)	10%	Jan. 31
Milestone 2: Research (Impact Gaps Canvas, Annotated Bibliography, Community Contacts roster)	20%	Feb. 15
Milestone 3: Analysis (Problem Landscape, Solutions Landscape, Gaps and Levers of Change, Preliminary Visual Map)	20%	Mar. 8
Milestone 4: Written submission to Map the System (Visual Map, Summary of Research, Bibliography)	30%	Mar. 29
Milestone 5: Class Presentation	20%	Apr. 5

Additional UWaterloo Course Policies:

COVID-19 Guidelines and Contingency Plans: The latest guidelines on the University of Waterloo
COVID-19 Information website will be followed in this class; as of January 5, 2023, masks are strongly recommended but optional in classrooms. In the event of the cancellation of in-person classes, this class will meet synchronously on Teams at the regularly scheduled time.

Absences: Student absences must be self-declared through Quest; the instructor should also be notified by email.

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

Grievance: A student who believes that a decision affecting some aspect of their 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.

Discipline: A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for their 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.

Additional UWaterloo Course Policies, continued:

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 they have a ground for an appeal should refer to Policy 72, Student Appeals.

Note 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 at Conrad Grebel University College and the University of Waterloo encourage students to seek out mental health supports if they are needed.

On Campus

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 ext. 32655
- MATES: one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services

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)

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
Part 1: Theoretical Foundations				
1	Jan. 11	Course introduction; A power and systems approach	1. Green, *How Change Happens*, Introduction and Part 1 (pp. 1-73)	Guest: Thomas Fraser
2	Jan. 18	Institutions and the importance of history	1. *Hill Times* (Jan. 16 & 18) 2. Green, *How Change Happens*, Part 2 (pp. 75-175)	Guest: Wendy Adema and other staff from MCC Ontario *This week we will meet online via Teams starting at 8:00 PM
3	Jan. 25	What activists can (and can't) do	1. *Hill Times* (Jan. 23 & 25) 2. Green, *How Change Happens*, Parts 3 & 4 (pp. 177-258)	*This week we will join the Grebel Gallery exhibit launch event from 7-8 PM *Map the System Milestone #1 due at 11:59 PM on Jan. 31
Part 2: Political Engagement				
4	Feb. 1	Policy formulation process in Canada	1. *Hill Times* (Jan. 30 & Feb. 1) 2. Lindblom, "Still Muddling, Not Yet Through" 3. Papi-Thornton, "Impact Gaps Canvas" 4. Deaven, "How To: The Impact Gaps Canvas" [video]	Guest: Tamara Lorincz
5	Feb. 8	Elected officials	1. *Hill Times* (Feb. 6 & 8) 2. House of Commons Canada, *Guide for Witnesses* 3. Samara, "The Accidental Citizen?" 4. USAID, "The 5Rs Framework"	Guest: John Milloy
6	Feb. 15	Civil servants	1. *Hill Times* (Feb. 13 & 15) 2. Office of the Commissioner of Lobbying, *Lobbyists' Code of Conduct"*	Guest: Saifullah Muhammad *Map the System Milestone #2 due at 11:59 PM
-	*Feb. 20-24*	*No class (Reading Week)*		

Course Schedule, continued:

Week	Date	Topic	Reading Assignment	Additional Notes
Part 2: Political Engagement, continued				
7	Mar. 1	Multilateral contexts	1. *Hill Times* (Feb. 27 & Mar. 1) 2. Choi and Devlin-Folz, "Building Local Currency" 3. Meadows, "Leverage Points"	Guest: Kelsey Gallagher *This week we will meet online via Teams
Part 3: Public Engagement				
8	Mar. 8	Media and social media	1. *Hill Times* (Mar. 6 & 8) 2. Christiano and Neimand, "Stop Raising Awareness Already" 3. Neimand, "How to Tell Stories About Complex Issues"	Guest: Lindsay Sheridan *Map the System Milestone #3 due at 11:59 PM
9	Mar. 15	Coalitions and networks	1. *Hill Times* (Mar. 13 & 15) 2. Wang, Cooper, and Shumate, "Community System Solutions Framework"	Guest: Chris Derksen-Hiebert
10	Mar. 22	Grassroots mobilization	1. *Hill Times* (Mar. 20 & 22) 2. Bastedo et al, "The Real Outsiders" 3. Canada Revenue Agency, Policy Statement CG-027	Guest: Ken Ogasawara
11	Mar. 29	Enemies and unusual suspects	1. *Hill Times* (Mar. 27 & 29) 2. Stachowiak and Gutierrez, "When the Best Offense is a Good Defense"	*Map the System Milestone #4 due at 11:59 PM
Part 4: Action!				
12	Apr. 5	Map the System team presentations	N/a	*Map the System Milestone #5 due
-	*Apr. 12*	*Map the System University of Waterloo Final (Conrad Grebel University College)*		
-	*May 10 - 12*	*Map the System Canada Regional Semi-Final (Online)*		
-	*July*	*Map the System Global Final (Oxford University)*		

Required Reading Bibliography:

With the exception of The Hill Times and one online video, all required readings must be accessed through [Perusall](#) using course code HEIDEBRECHT-LNGT7

Bastedo, Heather, Wayne Chu, Jane Hilderman, and André Turcotte. "The Real Outsiders: Politically Disengaged Views on Politics and Democracy." *Samara Democracy Reports* (7 December 2011).

Bloodgood, Elizabeth, Tosca Bruno-van Vijfeijken, Nina Hall, George E. Mitchell, Christopher Pallas, and Hans Peter Schmitz. "The Future of Transnational NGO Advocacy." *Stanford Social Innovation Review* (20 May 2019).

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.

Deaven, Peggy Sue. ["How To: The Impact Gaps Canvas"](#) [video]. Centre for Social Innovation (17 March 2021).

Green, Duncan. *How Change Happens*. New York: Oxford University Press, 2016.

[The Hill Times](#) (every Monday and Wednesday).

House of Commons Canada. *Guide for Witnesses Appearing Before House of Commons Committees*. N.d.

Lindblom, Charles E. "Still Muddling, Not Yet Through." *Public Administration Review* 39/6 (November-December 1979): 517-526.

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).

Stachowiak, Sarah, and Joel Gutierrez. "When the Best Offense is a Good Defense: Understanding and Measuring Advocacy on the Defense." Centre for Evaluation Innovation, June 2019.

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:

All of these books are available through the University of Waterloo Library unless otherwise noted—see the links below for call numbers

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.

Boulton, Jean, Peter Allen, and Cliff Bowman. *Embracing Complexity: Strategic Perspectives for an Age of Turbulence*. New York: Oxford University Press, 2015.

Centola, Damon. *Change: How to Make Big Things Happen*. Little, Brown, Spark, 2021. [Available from Paul Heidebrecht]

De Wall, Alex, ed. *Advocacy in Conflict: Critical Perspectives on Transnational Activism*. London: Zed Books, 2015.

Giridharadas, Anand. *The Persuaders: At the Front Lines of the Fight for Hearts, Minds, and Democracy*. Knopf, 2022. [Available from Paul Heidebrecht]

Ham, Hahrie. *How Organizations Develop Activists: Civic Associations and Leadership in the 21st Century*. New York: Oxford University Press, 2014.

Homer-Dixon, Thomas. *Commanding Hope: The Power We Have To Renew a World in Peril*. Toronto: Knopf Canada, 2020.

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.

Marland, Alex, Jared J. Wesley. *The Public Servant's Guide to Government in Canada*. Toronto: University of Toronto Press, 2019.

McRaney, David. *How Minds Change: The Surprising Science of Belief, Opinion, and Persuasion*. Portfolio, 2022.

Meadows, Donella H. *Thinking in Systems: A Primer*. White River Junction, VT: Chelsea Green, 2008.

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.

Steele, Graham. *The Effective Citizen: How to Make Politicians Work for You*. Halifax: Nimbus, 2017.

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: Cheslea Green Publishing, 2015.

Sunstein, Cass. *How Change Happens*. Cambridge: The MIT Press, 2019.

Zuckerman, Ethan. *Mistrust: Why Losing Faith in Institutions Provides the Tools to Transform Them*. New York: W.W. Norton, 2021.