

POLD50H3
Political Interests, Political Identity, and Public Policy

University of Toronto Scarborough
Department of Political Science
Summer 2013

Monday, 1:00 – 3:00 PM, Room MW 223

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Webinar hours: TBD

PURPOSE OF THE COURSE

What is the difference between a social movement and an interest group? Gun control, illegal immigration, and same-sex marriage may capture newspaper headlines, but is social protest the most effective way to change a policy? Environmentalism is an international movement, but can environmentalists in one country really influence government decisions in other countries? The ‘Occupy’ movement and the Canadian Bankers Association both try to influence government policy, but which has been more successful and why? These are the sorts of questions we examine in this course by using the tools of political science to analyze social movements, interests groups and government responses to them in Canada and elsewhere.

This course uses comparative and critical approaches to examine the relationship between and among organized interests, social movements, and the state in the formulation and implementation of public policy in Canada, the United States, and Europe. The course aims to familiarize students with empirical and theoretical literatures exploring collective action, social movements, and policy responses by government. Through the use of eight contemporary and historical cases, students will apply key concepts and theories of political action by societal actors and subsequent policy outcomes. Assignments are designed to provide students with theoretical and applied research skills, including policy analysis, media literacy, and persuasive writing.

READINGS AND DISCUSSION PIECES

All required and recommended readings are posted on Blackboard. Discussion pieces are designed to ground seminar discussions in contemporary events. They are required for the course. Links to discussion pieces are included in the document below.

COURSE REQUIREMENTS

In this course, you will be evaluated on the basis of a research policy brief, a presentation on an assigned reading, a research essay, and your participation in the seminar. The breakdown of your course grade is as follows:

Requirement	Due Date	Value
Attendance and participation	Ongoing	20%
Presentation	Assigned by reading and week	15%
Research Policy Brief	June 17, 2013	15%
Research Policy Brief Outline	June 3, 2013	5%
Research Essay	August 6, 2013	40%
Research Essay Outline	July 8, 2013	5%

Attendance and Participation (20%) – This is an advanced, reading-intensive seminar. You are expected to come to class prepared to contribute to discussions on readings and topics. Unexcused absences will result in a **grade of zero** for that class. Evaluation of your participation is based on your preparedness for class, being attentive during class, and raising thoughtful comments and questions.

Each week features two or three “discussion pieces” to anchor our conversations using current examples of social movement and interest group behaviour. You are expected to have watched, listened, or read these pieces before class and be prepared to relate them to the required readings.

Keep in mind the following questions when preparing for class:

1. What are the central points or arguments being made in the readings?
2. How does this week’s readings relate to each other and the discussion pieces?
3. How do you evaluate the author’s positions?

Active participation includes initiating a topic or question; providing information or an example to clarify a point; summarizing a part of the discussion; seeking clarification (asking questions!); adding to or amending what others have said; and, respectfully offering positive or negative reactions to other’s points.

Discussion Questions – To encourage discussion, you are expected to prepare **TWO** questions on each week’s readings. Questions can be about a reading’s theoretical, methodological, or empirical content and may also relate to this week’s discussion pieces. No more than one question should be about a discussion piece. Questions are due by **9 a.m. on Mondays**. No late questions will be accepted.

Research Policy Brief (15%) – DUE JUNE 10, 2013 – You will write a mock **five page** (1250 words) policy research brief to the head of a national Canadian interest group (i.e. Assembly of First Nations, Sierra Club, Equal Voice Canada, Egale Canada, Canadian Resource Centre for Victims of Crime, Canadian Taxpayers Federation) on a contemporary policy issue. The brief will identify the policy issue, provide competing arguments, assess current political opportunity

structures, and recommend next steps. Citations are required. A detailed assignment sheet will be available early in the course.

Research Policy Brief Outline (5%) – DUE JUNE 3, 2013 – You will submit a **one page** outline of your policy brief, including your selected organization, policy issue, and main arguments.

Presentation (15%) – You will make a **five to seven minute** presentation on an assigned reading. Assignments will be made during Week 2.

Research Essay (40%) – DUE AUGUST 6, 2013 – You will write a **22-25 page** (5500 – 6250 words) research paper on a contemporary social movement or interest group and their influence on the design and implementation of public policy. Papers may be written, with permission of the Instructor, on areas outside those covered by the course, such as the criminalization of HIV/AIDS, homelessness, anti-poverty strategies, or homeschooling. A detailed assignment sheet will be available early in the course.

Research Essay Outline (5%) – DUE JULY 8, 2013 – You will submit a **three to four page** outline of your research essay. It should include your topic, argument, theoretical framework, and an annotated bibliography of five sources. A detailed assignment sheet will be available early in the course.

COURSE POLICIES

Email Policy

I will respond to emails within 48 hours during weekdays. I will only respond sporadically to emails sent on weekends. You should note the course code (POLD50) in the subject line of your email.

Assignment submission guidelines

All written assignments must be submitted using Blackboard. Paper copies are not required. Your Blackboard submission will be the official submission. I will return papers to you with electronic comments. Word documents or PDFs are the only acceptable submission formats. Assignments are due by 11:59 p.m. on the due date. Please see late penalty for more information.

Grade appeals should be made to me, accompanied by a one-page (250 word) write-up outlining why the assignment grade should be appealed. Once appealed, the grade will be reconsidered and could go up or down.

Policy on Absences

You will receive zero for any missed classes, unless you provide proof of medical or family emergency (a doctor's note or death certificate), or with the prior permission of the Instructor. Attendance and participation are worth 20 per cent of your final grade. It is therefore in your interest to attend all classes.

Late Penalties for Written Work

Late policy briefs and research papers will be penalized **two per cent per day** (including weekends). You are strongly advised to back up your work electronically and in hard copy. These should be kept until the marked assignments have been returned. *Assignments cannot be submitted via email.* Please use Blackboard.

Academic Integrity

Students must read the University's "How not to Plagiarize" document, <http://www.utoronto.ca/writing/plagsep.html> and are encouraged to discuss with the Instructor if they are unsure of what constitutes plagiarism or academic dishonesty.

Accessibility Services

Students requiring assistance because of a disability should contact UTSC Accessibility Services (<http://www.utsc.utoronto.ca/~ability/>) as soon as possible.

Writing Centre

You are strongly encouraged to take advantage of the assistance and support offered by the UTSC Writing Centre (<http://www.utsc.utoronto.ca/~tlswweb/TWC/index.htm>). Students are also encouraged to read Professor David Rayside's essay, "Essay Writing: A Personal View", for a brief guide on essay writing.

See http://politics.utoronto.ca/wp-content/uploads/2010/11/rayside_writing_guide.pdf.

Grading Scheme

Grading in this course will be done using letters (A+, A, A-, etc.). See below for this course's grading scheme.

Grade	Grade Point Value	Percentage Equivalent	Definition
A+	4.0	90-100	Excellent
A	4.0	85-89	
A-	3.7	80-84	
B+	3.3	77-79	Good
B	3.0	73-76	
B-	2.7	70-72	
C+	2.3	67-69	Adequate
C	2.0	63-66	
C-	1.7	60-62	
D+	1.3	57-59	Marginal
D	1.0	53-56	
D-	0.7	50-52	
F	0.0	0-49	Wholly Inadequate

Taking from UTSC Calendar.

AT A GLANCE

Part I: Foundations

- Week 1 [Monday, May 6, 2013]: Introduction
- Week 2 [Monday, May 13, 2013]: Theorizing Collective Action
Victoria Day [Monday, May 20, 2013]
- Week 3 [Monday, May 29, 2013]: Theorizing Identity and Political Action
- Week 4 [Monday, June 3, 2013]: Interest Groups and Social Movements
Policy Research Brief Outline Due

Part II: Cases

Canada

- Week 5 [Monday, June 10, 2013]: Indigenous Rights
- Week 6 [Monday, June 17, 2013]: Environmentalism – Pipelines
Policy Research Brief Due
Reading Week [Tuesday, June 18 – Saturday, June 22, 2013]
- Week 7 [Monday, June 24, 2013]: Abortion

United States

- Week 8 [Monday, July 8, 2013]: Immigration Reform
Essay Outline Due
- Week 9 [Monday, July 15, 2013]: Same-Sex Marriage
- Week 10 [Monday, July 22, 2013]: Gun Control

Europe

- Week 11 [Monday, July 29, 2013]: Austerity
- Week 12 [**TUESDAY**, August 6, 2013]: Far Right Movements
Research Essay Due

OUTLINE OF TOPICS AND READINGS

Part I : Foundations

Week 1: Introduction

Required Readings:

- Phillips, Susan. (2004). "Interest Groups, Social Movements, and the Voluntary Sector: En Route to Reducing the Democratic Deficit". In James Bickerton and Alain-G. Gagnon, *Canadian Politics, Fourth Edition*. Peterborough: Broadview Press. 323-347.
- Smith, Miriam. (2005). *A Civil Society? Collective Actors in Canadian Political Life*. Toronto: University of Toronto Press. Chapter 3.
- Stone, Debora. (1988) *Policy Paradox and Political Reason*. London: Longman. 13-26.

Week 2: Theorizing Collective Action

Required Readings:

- de Tocqueville, Alexis. (1835). "Political Associations In The United States". [Available here](#).
- Olson, Mancur. (1965). *The Logic of Collective Action*. 1-22.
- Ostrom, Elinor. (1990). *Governing the Commons: The Evolution of Institutions for Collective Action*. Cambridge: Cambridge University Press. Chapter 1.
- Putnam, Robert. (2001). *Bowling Alone: The Collapse and Revival of American Community*. New York: Simon & Schuster. Chapter 1.

Week 3: Theorizing Identity and Political Action

Required Readings:

- Calhoun, Craig. (1991). "The Problem of Identity in Collective Action". In Joan Huber, *Macro-Micro Linkages in Sociology*. London: Sage Publications. 51-75.
- Eisenberg, Avigail and Will Kymlicka. (2011). "Bringing Institutions Back In: How Public Institutions Assess Identity". In Avigal Eisenberg and Will Kymlicka, *Identity Politics in the Public Realm*. Vancouver: UBC Press. 1-30.
- Taylor, Charles. (1994). "The Politics of Recognition". *Multiculturalism and the Politics of Recognition*. Princeton: Princeton University Press. 25-73.

Recommended:

- Thompson, Debra. (2008). "Is Race Political?" *Canadian Journal of Political Science*. 41 (3). 525-547.
- Young, Iris. (1989). "Polity and Group Difference: A Critique of the Ideal of Universal Citizenship". *Ethics*. 99 (2). 250-274.

Week 4: Interest Groups and Social Movements

Required Readings:

- Meyer, David and Suzanne Staggenborg. (1996). "Movements, Countermovements, and the Structure of Political Opportunity." *The American Journal of Sociology*. 101 (6). 1628-1660.
- Smith, Miriam. (2005). *A Civil Society? Collective Actors in Canadian Political Life*. Toronto: University of Toronto Press. Chapter 1-2.
- Young, Lisa and Joanna Everitt. (2004). "Advocacy Groups and Canadian Democracy". *Advocacy Groups*. Vancouver: UBC Press. 3-24.

Part II: Cases

CANADA

Week 5: Indigenous Rights

Discussion Pieces:

- Indian Brotherhood of the Northwest Territories. (1977). *Dene Declaration*. http://www.denenation.com/dene_declaration.html
- Wyatt, Kyle Carsten. "Losing the Land Again". *The Walrus*. March 2013. <http://thewalrus.ca/losing-the-land-again/>

Required Readings:

- Abele, Frances and Michael Prince. (2006). "Four Pathways to Aboriginal Self-Government in Canada". *American Review of Canadian Studies*. 36 (4): 568-595.
- Cairns, Alan. (2003). "First Nations and the Canadian Nation: Colonization and Constitutional Alienation." *New Trends in Canadian Federalism*. 349-367.
- Flanagan, Tom. (2001). *First Nations? Second Thoughts?* Kingston: McGill-Queen's Press. Chapters 1, 3, and 6.
- Ladner, Kiera. (2003). "Treaty Federalism: An Indigenous Vision of Canadian Federalisms". *New Trends in Canadian Federalism*. 167-194.

Week 6: Environmentalism

Discussion Pieces:

- National Sierra Club. (2012). "Tar Sands Pipelines: the Dirtiest Oil on Earth". https://www.youtube.com/watch?v=DCq015rc_lk
- CBC. (2013). "Redford on Keystone XL debate". *Power and Politics*. <http://www.cbc.ca/player/News/Politics/ID/2338808857/>

Required Readings:

- Bernstein, Steven. (2002). "Liberal Environmentalism and Global Environmental Governance". *Global Environmental Politics*. 2 (3): 1-16.
- Dietz, Thomas, Elinor Ostrom, and Paul C. Stern. (2003). "The Struggle to Govern the Commons". *Science*. 302 (5652). 1907-1912.
- Hessing, Melody, Michael Howlett, and Tracy Summerville. (2005). "Agenda Setting: The Role of the Public in Resource and Environmental Policy Formation". *Canadian Natural Resource and Environmental Policy*. Vancouver: UBC Press. 136-165.
- Toner, Glen and James Meadowcroft. (2009). "The Struggle of the Canadian Federal Government to Institutionalize Sustainable Development". *Canadian Environmental Policy and Politics*. Toronto: Oxford University Press.

Recommended:

- Doern, Bruce. (2003). "Canadian Energy Policy and Regulation in Historical Context". *Power Switch: Energy Regulatory Governance in the Twenty-First Century*. Toronto: University of Toronto Press. 19-38.

Week 7: Abortion

Discussion Pieces:

- CBC. (1988). "The end of a fight for Morgentaler". *The Journal*. <http://www.cbc.ca/archives/categories/health/reproductive-issues/dr-henry-morgentaler-fighting-canadas-abortion-laws/the-end-of-a-fight.html>
- Stephen Woodworth. (2012). "Motion 312". <http://www.stephenwoodworth.ca/canadas-400year-old-definition-of-human-being/motion-312>

Required Readings:

- Haussman, Melissa. (2003). "Of Rights and Power: Canada's Federal Abortion Policy 1969-1991". *Abortion Politics, Women's Movements, and the Democratic State: A Comparative Study of State Feminism*, 63-86.
- Macivor, Heather. (1996). "Sexual Politics and Feminist Responses". *Women and politics in Canada*. Toronto: Broadview Press. 33-85.
- Malloy, Jonathan. (2011). "Between America and Europe: Religion, Politics and Evangelicals in Canada". *Politics, Religion & Ideology*. 12 (3). 317-333.
- Stetson, Dorothy. (2003). "Introduction: Abortion, Women's Movements, and Democratic Politics". *Abortion Politics, Women's Movements, and the Democratic State: A Comparative Study of State Feminism*, 1-16.

Recommended:

- Johnston, Rachel. (2010). "Framing Reproductive Rights: The Politics of Abortion Access and Citizenship in a Post-Morgentaler Era". Paper presented to the Canadian Political Science Association.

UNITED STATES

Week 8: Immigration Reform

Discussion Pieces:

- Vargas, Jose Antonio. (2011). "My life as an Undocumented Immigrant". *New York Times Magazine*. http://www.nytimes.com/2011/06/26/magazine/my-life-as-an-undocumented-immigrant.html?pagewanted=all&_r=0
- Associated Press. (2012). "Obama, Romney Tangle Over Immigration". <https://www.youtube.com/watch?v=3tGQX510UKY>

Required Readings:

- Johnson, Kevin. (2003). "Immigration and Civil Rights in the United States". *The 'Huddled Masses' Myth: Immigration and Civil Rights*. 1-54.
- Nevins, Joseph. (2002). *Operation Gatekeeper and Beyond: The war on "Illegals" and the Remaking of the US-Mexico Border*. New York: Routledge. Chapters 1 and 6.
- Tichenor, Daniel. (2002). "The Politics of Immigration Control: Understanding the Rise and Fall of Policy Regimes." *Dividing Lines: The Politics of Immigration Control in America*. Princeton: Princeton University Press. 16-45

Week 9: Same-Sex Marriage

Discussion Pieces:

- Macklemore & Ryan Lewis. (2012). "Same Love feat. Mary Lambert". https://www.youtube.com/watch?v=hlVBg7_08n0
- Somerville, Margaret. (2003). "The Case Against 'Same-Sex Marriage'". <http://www.catholiceducation.org/articles/homosexuality/ho0063.html>
- Sullivan, Andrew. (1989). "Here Comes the Groom: A (Conservative) Case for Gay Marriage." *The New Republic*. http://www.slate.com/articles/news_and_politics/politics/2012/11/gay_marriage_votes_and_andrew_sullivan_his_landmark_1989_essay_making_a.html

Required Readings:

- Chauncey, George. (2004). *Why Marriage: The History Shaping Today's Debate over Gay Equality*. New York: Basic Books. Chapters 3 and 4.

- Fetner, Tina and Carrie B. Sanders. (2011). “The Pro-Family Movement in Canada and the United States: Institutional Histories and Barriers to Diffusion.” *Faith, Politics, and Sexual Diversity in Canada and the United States*. Vancouver: UBC Press. 87-100.
- Rayside, David. (2008). *Queer Inclusions, Contentional Divisions: Public Recognition of Sexual Diversity in Canada and the United States*. Toronto: University of Toronto Press. Chapter 2.
- Wilcox, Clye and Rentaro Iida. (2011). “Evangelicals, the Christian Right, and Gay and Lesbian Rights in the United States: Simple and Complex Stories”. *Faith, Politics, and Sexual Diversity in Canada and the United States*. Vancouver: UBC Press. 101-120.

Week 10: Gun Control

Discussion Pieces:

- Mayors Against Illegal Guns. (2012). “Demand A Plan to End Gun Violence”. <https://www.youtube.com/watch?v=64G5FfG2Xpg>
- Mayors Against Illegal Guns. (2013). “Newtown”. <https://www.youtube.com/watch?v=BU3c4o353yA>
- National Rifle Association. (2013). “NRA Stand and Fight: One Simple Question”. <https://www.youtube.com/watch?v=gL17LdNTVEE>

Required Readings:

- Goss, Kristin. (2010). *Disarmed: The Missing Movement for Gun Control in America*. Princeton, NJ: Princeton University Press. Chapters 1, 4, 6.
- Spitzer, Robert. (2011). *The Politics of Gun Control*. Washington: CQ Press. Chapters 1 and 4.

EUROPE

Week 11: Austerity

Discussion pieces:

- Jourdan, Brandon and Marianne Maeckelbergh. 2012. “Madrid on the Brink”. Global Uprisings. http://www.youtube.com/watch?feature=player_embedded&v=tIpRv-f-0iA
- Blyth, Mark. (2011). “Mark Blyth on Austerity.” Brown University. <http://www.youtube.com/watch?v=go2bVGi0ReE>

Required Readings:

- Blyth, Mark. (2013). *Austerity: The History of A Dangerous Idea*. New York: Oxford University Press. Chapters 1 and 3.

- Harvey, David. (2006). *A Brief History of Neoliberalism*. New York: Oxford University Press. Chapters 1-4.

Week 12: Far Right Movements

Discussion pieces:

- Carlin, John. (2013). "Return of the far right: Greece's financial crisis has led to a rise in violent attacks on refugees". *The Independent*.
<http://www.independent.co.uk/news/world/europe/return-of-the-far-right-greeces-financial-crisis-has-led-to-a-rise-in-violent-attacks-on-refugees-8551798.html>

Required Readings:

- Hainsworth, Paul. (2008). *The Extreme Right in Western Europe*. New York: Routledge. Chapters 1-2.
- Norris, Pippa. (2005). *Radical Right: Voters and Parties in the Electoral Market*. New York: Cambridge University Press. Chapters 1-2, 8.