

POLD50H3 F
Political Interests, Political Identity, and Public Policy

University of Toronto Scarborough
Department of Political Science
Fall 2014

Mondays, 7:10 — 9:00 PM
Arts & Administration Building 204

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Office hours: Mondays 6:00 - 7:00 PM or by appointment.

PURPOSE OF THE COURSE

What is the difference between a social movement and an interest group? Sex workers, gun control advocates, and transgender rights activists 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 another? Idle No More and the Assembly of First Nations 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 the United States.

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 and the United States. 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 seven contemporary cases, students will apply key concepts and theories to 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

There are two required texts for this course. They are both available at the University of Toronto Scarborough Bookstore or at various online retailers.

- Staggenborg, Suzanne. 2011. *Social Movements*. Don Mills: Oxford University Press Canada.
- Young, Lisa and Joanna Everitt. 2004. *Advocacy Groups*. Vancouver: UBC Press.

All other required and recommended readings are posted on Blackboard. *Discussion pieces* are designed to ground our lecture discussions in contemporary events. They are required for the course. Links to discussion pieces are included in the course outline and on Blackboard.

COURSE REQUIREMENTS

In this course, you will be evaluated on the basis of a research policy brief, a research essay, and a final exam. The breakdown of your course grade is as follows:

Requirement	Due Date	Value
Attendance and Participation	Ongoing	20%
Policy Research Brief	October 20, 2014	15%
Research Essay Outline	October 27, 2014	5%
Research Essay	November, 24, 2014	25%
Final Exam	Scheduled during December examination period	35%

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. It may also involve brief "flash" writing assignments.

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.

Policy Research Brief (15%) — You will write a mock four page (1000 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.

Policy Research Brief Outline (optional) — You may submit a one page outline of your policy brief, including your selected organization, policy issue, and main arguments. Optional outlines can be submitted up to **October 6, 2014**.

Research Essay (25%) — You will write a 12 to 15 page (3000 – 3750 words) research paper on a *contemporary social movement* and its 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%) — 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.

Final Exam (35%) — To be scheduled during December exam period. The final exam will be cumulative, two-hour exam, and include short and long answer questions.

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 in the subject line of your email.

Assignment submission guidelines

All written assignments must be submitted using Blackboard and Turn It In. 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.

Late Penalties for Written Work

Late policy briefs and research papers will be penalized **FIVE (5) 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.

Extensions for Written Work

Short extensions will be granted upon provision of an appropriate medical note or other documentation. Extensions cannot be granted beyond the end of term. Please speak with the departmental administrator for more information.

Academic Integrity

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

Academic integrity is fundamental to learning and scholarship at the University of Toronto Scarborough. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will be valued as a true indication of your individual academic achievement, and will continue to receive the respect and recognition it deserves.

Familiarize yourself with the University of Toronto's *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>). It is the rule book for academic behaviour at the U of T, and you are expected to know the rules. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Copying material word-for-word from a source (including lecture and study group notes) and not placing the words within quotation marks.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Including references to sources that you did not use.
- Obtaining or providing unauthorized assistance on any assignment including:
 - Working in groups on assignments that are supposed to be individual work;
 - Having someone rewrite or add material to your work while "editing".
- Lending your work to a classmate who submits it as his/her own without your permission.

On tests and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers.
- Letting someone else look at your answers.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying or altering any documentation required by the University, including doctor's notes.
- Falsifying institutional documents or grades.

The University of Toronto Scarborough treats cases of academic misconduct very seriously. All suspected cases of academic dishonesty will be investigated following the procedures outlined in the *Code*. The consequences for academic misconduct can be severe, including a failure in the course and a notation on your transcript. If you have any questions about what is or is not permitted in this course, please do not hesitate to contact me. If you have questions about appropriate research and citation methods, seek out additional information from me, or from other available campus resources. If you are experiencing personal challenges that are having an impact on your academic work, please speak to me or seek the advice of your college registrar.

Accessibility Services

Students requiring assistance because of a disability should contact *AccessAbility 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 Writing Centre (<http://ctl.utsc.utoronto.ca/twc/>). 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.

Percentage	Letter Grade	Grade Point Value	Grade Definition	
90-100	A+	4.0	Excellent	Strong evidence of original thinking; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.
85-89	A	4.0		
80-84	A-	3.7		
77-79	B+	3.3	Good	Evidence of grasp of subject matter, some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with literature.
73-76	B	3.0		
70-72	B-	2.7		
67-69	C+	2.3	Adequate	Student who is profiting from his/her university experience; understanding of the subject matter; ability to develop solutions to simple problems in the material.
63-66	C	2.0		
60-62	C-	1.7		
57-59	D+	1.3	Marginal	Some evidence of familiarity with subject matter and some evidence that critical and analytic skills have been developed.
53-56	D	1.0		
50-52	D-	0.7		
0-49	F	0.0	Inadequate	Little evidence of even superficial understanding of subject matter; weakness in critical and analytic skills; with limited or irrelevant use of literature.

AT A GLANCE

Part I: Foundations

- Week 1** [September 8, 2014] Introduction — Collective Action in Canada and the United States
- Week 2** [September 15, 2014] Collective Action I: Historical Perspectives
- Week 3** [September 22, 2014] Collective Action II: Theoretical Perspectives
- Week 4** [September 29, 2014] Theorizing Identity and Political Action
- Week 5** [October 6, 2014] Talking to Governments
- [October 13 – October 18] Thanksgiving/Reading Week

Part II: Cases

- Week 6** [October 20, 2014] The Trans* Movement
****Policy Research Brief Due****
- Week 7** [October 27, 2014] The Indigenous Rights Movement — #IdleNoMore and Settler Politics
****Essay Outline Due****
- Week 8** [November 3, 2014] The Gay and Lesbian and "Family Values" Movements
- Week 9** [November 10, 2014] The Environmental Movement — Pipelines
- Week 10** [November 17, 2014] The Women's Movement — Sex Work
- Week 11** [November 24, 2014] The Tea Party
****Research Essay Due****
- Week 12** [December 1, 2014] Immigration — "No one is Illegal"

OUTLINE OF TOPICS AND READINGS

Readings

[BB]: Blackboard reading.

[R]: On reserve at library.

Part I : Foundations

Week 1: Introduction

Required Readings:

- Staggenborg, Suzanne. 2012. *Social Movements*. Don Mills: Oxford University Press. Pages 1-12, "Introduction."
- Young, Lisa and Joanna Everitt. 2004. *Advocacy Groups*. Vancouver: UBC Press. Pages 3-24, "Advocacy Groups and Canadian Democracy", and "Perspectives on Advocacy Groups and Democracy."

Week 2: Collective Action I — Historical Perspectives

Discussion Piece:

- CBC Archives. 1967. "Yorkville: Hippie Haven", [14 minutes]. <http://www.cbc.ca/archives/categories/society/youth/hippie-society-the-youth-rebellion/yorkville-hippie-haven.html>

Required Readings:

- Staggenborg. Pages 57-70, "The Protest Cycle of the 1960s."
- Smith, Miriam. 2005. *A Civil Society? Collective Actors in Canadian Political Life*. Toronto: University of Toronto Press. Pages 47-80 [BB].
- de Tocqueville, Alexis. (1835). "Political Associations In The United States". [Available here](#).

Week 3: Collective Action II — Theoretical Perspectives

Discussion Piece:

- CBC. 2014. "Nanos Number: Canada's middle class", *Power and Politics with Evan Solomon* (February 26), [7 minutes]. <http://www.cbc.ca/player/News/Politics/Power%20&%20Politics/ID/2439656565/>

Required Readings:

- Staggenborg. Pages 13-29, "Theories of Social Movement and Collective Action."
- Young and Everitt. Pages 25-66, "Who Participates in Advocacy Groups."
- Tarrow, Sydney. 2011. *Power in Movement: Social Movements and Contentious Politics*. Pages 16-36 [BB].
- Olson, Mancur. (1965). *The Logic of Collective Action*. 1-22 [BB].

Recommended Reading:

- Smith, Miriam. 2005. *A Civil Society? Collective Actors in Canadian Political Life*. Toronto: University of Toronto Press. Pages 19-45 [R].

Week 4: Theorizing Identity and Political Action

Discussion Piece:

- TVO. 2013. "Zack Taylor — A Trip to Ford Nation", *The Agenda with Steve Paikin* (November 14), [14 minutes]. <http://tvo.org/video/197209/zack-taylor-trip-ford-nation>

Required Readings:

- Staggenborg. Pages 30-56, "Issues in the Study of Social Movements and Collective Action".
- Young and Everitt. Pages 67-86, "Which Interests and Identities Are Mobilized?"
- Eisenberg, Avigail and Will Kymlicka. (2011). "Bringing Institutions Back In: How Public Institutions Assess Identity." In Avigail Eisenberg and Will Kymlicka, *Identity Politics in the Public Realm*. Vancouver: UBC Press. Pages 1-30 [BB].
- Taylor, Charles. (1994). "The Politics of Recognition". *Multiculturalism and the Politics of Recognition*. Princeton: Princeton University Press. 25-73 [BB].

Week 5: Social Movements and Democracy

Discussion Piece:

- CBC Archives. 1995. "1995 Quebec Referendum campaign", *The National* (September 7), [15 minutes]. <http://www.cbc.ca/archives/categories/politics/federal-politics/separation-anxiety-the-1995-quebec-referendum/a-tale-of-two-strategies.html>

Required Readings:

- Young and Everitt. Pages 87-123, "Talking to Governments", and "Advocacy Group Involvement in Elections, Litigation, and Protests."
- Meyer, David S. and Suzanne Staggenborg. 1996. "Movements, Countermovements, and the Structure of Political Opportunity." *American Journal of Sociology*, 101(6): 1628-1660 [BB].
- 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.

Part II: Cases

Week 6: The Trans* Rights Movement.

****Policy Research Brief Due****

Discussion Pieces:

- Goldberg, Michelle. 2014. "What is a Woman? The dispute between radical feminism and transgenderism." *The New Yorker*, August 4.

Required Readings:

- Namaste, Viviane. 2011. "Sex Change, Social Change: Reflections on Identity and Institutions." *Sex Change, Social Change: Reflections on Identity, Institutions, and Imperialism* (second edition). Toronto: Women's Press. Pages 15-41 [BB].
- Spade, Dean. 2011. "What's Wrong with Rights?" *Normal Life: Administrative Violence, Critical Trans Politics, and the Limits of Law*. Brooklyn, NY: South End Press. Pages. 79-100 [BB].
- Jeffreys, Sheila. 2014. "The politics of the toilet: A feminist response to the campaign to 'degender' a women's space." *Women's Studies International Forum*, 45: 42-51 [BB].

Week 7: The Indigenous Rights Movement — #IdleNoMore and Settler Politics

****Essay Outline Due****

Discussion Pieces:

- Video on the transfer of the Government of the Northwest Territories to Yellowknife (1967). [BB].
- Irlbacher-Fox, Stephanie. 2012. "#IdleNoMore: Settler Responsibility for Relationship." *Decolonization: Indigeneity, Education, & Society* (December 27). <http://decolonization.wordpress.com/2012/12/27/idlenomore-settler-responsibility-for-relationship/>

Required Readings:

- Staggenborg. Pages 71-93, "Aboriginal Protest." (Chapter by Howard Ramos).
- Sabin, Jerald. 2014. "Contested Colonialism: Responsible Government and Political Development in Yukon." *Canadian Journal of Political Science*, 47(2): 375-396 [BB].
- Razack, Sherene. H. 2007. "When Place Becomes Race." In *Race and Racialization: Essential Readings*. Toronto: Canadian Scholars' Press. Pages 74-82 [BB].
- Coulthard, Glen. 2014. "Place against Empire: The Dene Nation, Land Claims, and the Politics of Recognition in the North." In *Recognition versus Self-Determination* [BB].

Week 8: The Gay and Lesbian Movement — "Family Values"

Discussion Pieces:

- Stern, Mark Joseph. 2014. "This Beautiful Ad, Featuring a Gay Couple and Their Children, Is Stunningly Moving." *Slate* (March 11). http://www.slate.com/blogs/outward/2014/03/11/gay_family_in_commercial_this_ad_with_gay_dads_is_intensely_moving.html [Please watch embedded video]
- Lowder, J. Bryan. 2014. "Honey Maid Makes Art (and a Great Ad) Out of Hate." *Slate* (April 3). http://www.slate.com/blogs/outward/2014/04/03/honey_maid_ad_responds_to_homophobia_with_love.html [Please watch embedded video]
- *National Organization for Marriage*. "Same-sex Marriage? Answering the Toughest Questions." http://nationformarriage.org/uploads/resources/667_Talking_Points_%255BJLG_FINAL%255D.pdf

Required Readings:

- Staggenborg. Pages 116-136, "The Gay and Lesbian Movement."
- 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. Pages 87-100 [BB].
- Valverde, Mariana. 2012. "A New Entity in the History of Sexuality: The Respectable Same-Sex Couple." In *Queerly Canadian: An Introductory Reader in Sexuality Studies*, edited by Maureen Fitzgerald and Scott Rayter. Toronto: Women's Press. Pages 361-366 [BB].
- Malloy, Jonathan. 2011. "Between America and Europe: Religion, Politics and Evangelicals in Canada." *Politics, Religion, & Ideology* 12(3): 317-333 [BB].

Week 9: The Environmental Movement — Pipelines

Discussion Piece:

- TVO. 2013. "A Pipeline Runs Through It", *The Agenda with Steve Paikin* (November 6), [25 minutes]. <http://tvo.org/video/196834/pipeline-runs-through-it>

Required Readings:

- Staggenborg. Pages 137-161, "The Environmental Movement."
- 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. Pages 136-165 [BB].
- Dietz, Thomas, Elinor Ostrom, and Paul C. Stern. (2003). "The Struggle to Govern the Commons". *Science*. 302 (5652). 1907-1912 [BB].
- Nuttall, Mark. 2014. "Pipeline politics in northwest Canada." In *Polar geopolitics? Knowledge, resources, and legal regimes*. Northampton, MA: Edward Elgar Publishing [BB].

Week 10: Women's Movement — Sex Work

Discussion Pieces:

- *Attorney General of Canada, et al. v. Terri Jean Bedford, et al.* FACTUMS:
 - Pivot Legal Society (Vancouver, British Columbia). http://www.scc-csc.gc.ca/factums-memoires/34788/FM090_Intervener_Pivot.pdf
 - The Women's Coalition for the Abolition of Prostitution (Various). http://www.scc-csc.gc.ca/factums-memoires/34788/FM075_Intervener_Coalition.pdf

Required Readings:

- Staggenborg. Pages 94-115, "The Women's Movement".
- van der Meulen, Emily, Elya M. Durisin, and Victoria Love. "Introduction." In *Selling Sex: Experience, Advocacy, and Research on Sex Work in Canada*. Vancouver: UBC Press. [BB].
- Farley, Melissa. "Prostitution, Liberalism, and Slavery." *Logos*. [BB].
- Atchison, Chris. 2010. *Report of the Preliminary Findings for Johns' Voice: A Study of Adult Canadian Sex Buyers*. [BB].

Week 11: The Tea Party

Research Essay Due

Discussion Piece:

- Ben McGrath. 2010. "The Movement: The Rise of Tea Party Activism." *The New Yorker* (February 1). http://www.newyorker.com/reporting/2010/02/01/100201fa_fact_mcgrath?currentPage=all

Required Readings:

- Williamson, Vanessa, Theda Skocpol and John Coggin. 2011. "The Tea Party and the Remaking of Republican Conservatism." *Perspectives on Politics* 9(10): 25-43 [BB].
- Parker, Christopher S. and Matt A. Barreto. 2013. "Toward a Theory of the Tea Party." *Change They Can't Believe In: The Tea Party and Reactionary Politics in America*. Princeton, NJ: Princeton University Press. Pages 20-65 [BB].

Week 12: Immigration Reform — "No One is Illegal"

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
- PRI. 2012. "456: Reap What You Sow: Alien Experiment." *This American Life* (January 27), [35 minutes]. <http://www.thisamericanlife.org/radio-archives/episode/456/reap-what-you-sow?act=1>

Required Readings:

- 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. Pages 16-45 [BB].
- Fragoso, Jorge R. 2013. "The Human Cost of Self-Deportation: How Attrition Through Enforcement Affects Immigrant Women and Children." *Wisconsin Journal of Law, Gender, & Society* 28(1): 70-103.