

**PAPM 2001 A**  
**Foundations of Public Policy: Political Thought**  
Tuesday 11:35 – 13:25  
Please confirm location on Carleton Central

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### **Calendar Description**

Theoretical, philosophical and ethical foundations for the study of public affairs and policy management. Drawing from classic and contemporary texts in political philosophy and theory, students consider issues relating to the nature of democracy, civic society and social organizations, the public, public affairs, public interest.

### **Course Description and Objectives**

When governments and public agencies develop and implement policies, they address immediate social, political or economic problems, engage in technical calculations, and respond to the constraints of domestic and international policy environments. Whether the issue is social justice or education, public health or climate change, national security or international development, infrastructure or technology, policymaking is assumed to follow this pattern. However, public policymaking also always takes place in a context profoundly shaped by a long lineage of political (and economic) ideas. Sometimes it explicitly draws on concepts, rationalizations, and justifications from classical and contemporary political (and economic) thought. This course provides an overview of some important philosophical, theoretical, and ethical rationales in Western political thought which have informed and continue to resonate in the conduct of policy and public affairs in Canada and throughout the world.

Questions we will examine in this course include: What are the origins of our understandings of public affairs and policy? What kinds of ethics, interests, and institutions are the basis of public affairs? What are the fundamental purposes of public policy? Who should articulate the public will that determines policy? Should liberty, equality and rights, or should utility and expertise be the primary considerations in the formulation of policy? What is the significance of political

culture, civil society, and the public sphere for policymaking? What is the role of law and institutions, democratic will formation, governmental rationalities and technologies, and public communication? What forms of power are mobilized in the making of public policy? Does public policy presuppose consensus? Is it helped or hindered by conflict?

We will investigate answers to these questions in the liberal and republican traditions of Western political thought, especially with reference to democratic contexts. The approaches to – or “foundations” of – public affairs and policy we will study include, among others, contractualism and rights, institutions and civil society, utilitarianism and governmentality. In addition to understanding the specifics and differences of these approaches, the broader objective of the course is a critical consideration of the contributions and liabilities of concepts and theories in Western political thought which have been influential for public affairs and policy.

By the end of this course, students should be able to

- identify and describe central philosophical and political-theoretical approaches underpinning public affairs and policy
- make connections between these approaches and the practice of public policy
- critically and comparatively assess the contributions and limitations of different philosophical and theoretical approaches.

Generally, assignments and class activities are intended to hone students’ analytical, critical, and communication skills in speech and writing.

The course includes lectures, some class discussion, and tutorials led by TAs. Lectures will focus on the exposition of key ideas in the readings and provide some historical and intellectual context for the different authors, texts, and approaches. Tutorials will give students the opportunity for further discussion of these approaches. In tutorial discussions, students are also encouraged to connect the theoretical ideas discussed in the readings and the lecture to practical issues of public affairs and policy management.

## **Texts**

The books of which we are reading major portions have been ordered at the Carleton University Bookstore:

John Locke, *Second Treatise of Government* (Hackett)

Jean-Jacques Rousseau, *On the Social Contract* (Hackett)

John Stuart Mill, *On Liberty* (Hackett)

These and all other class readings are also available through the Carleton Library’s ARES online reserve system (via Brightspace or the Library website). Many of the assigned readings are also available as free pdf. files online.

## Course Requirements and Evaluation

<u>Requirement</u>	<u>Percentage of final grade</u>	<u>Due date</u>
Attendance and Tutorial Participation	15%	Weekly
Quiz	5%	October 10
First Take-home Essay	25%	October 31
Second Take-home Essay	25%	December 6
Final Exam	30%	December 10-22 (see Carleton Exam Schedule)

As per early feedback guidelines, the Quiz will be returned by October 17.

**Attendance and Tutorial Participation (15%).** Attendance is required at lectures and tutorials. Tutorials will begin after September 19. To benefit from the course, it is essential that you read the assigned texts prior to lectures and tutorial meetings. Your tutorial participation will be evaluated based on the quality and frequency of your oral contributions, with greater weight given to quality. Quality contributions (questions, comments) demonstrate that you have read the assigned materials; that you can analytically, interpretatively, and critically reflect and comment on central ideas of the readings and lectures; and that you can make connections between these ideas and other themes or readings in the course.

**Quiz (5%).** Students will take a short quiz **at the beginning of class on October 10**. The quiz will consist of 12-15 short questions including multiple-choice questions, identifications of quotations, true-false questions, one-to-three-word answers, etc. There will be no make-up quiz except in case of a documented family or medical emergency.

**Two Take-home Essays (25% each).** Each student is required to write two short take-home essays (1400-1600 words, 12-point font, double-spaced) in response to questions posted on Brightspace on October 10 and November 21. The essays are **due on Brightspace on October 31 and December 6** (respectively) by 11:59 p.m. There will be no extensions of the deadlines, except in cases of documented medical or family emergencies. Late submissions will be accepted but penalized by one third of a letter grade per day (e.g. from B+ to B) for up to seven calendar days.

Evaluation of the essays is based on (in declining order of importance):

- (a) the merits (persuasiveness, logic, and clarity) of your argument;
- (b) your general understanding of the subject matter under discussion;
- (c) the appropriateness and relevance of citations of class readings  
(including a consistent citation style);
- (d) correct English grammar, spelling, and usage.

Unless otherwise indicated in a particular essay question, it is not necessary to draw on sources other than the assigned class readings. The essays must include page references to these readings and any other sources that are consulted and cited (books, articles, web material, news stories, etc.). All sources must also be listed with full bibliographical information at the end of the essay. More specific writing guidelines will be given with the essay assignments.

**Final Exam (30%).** Students will write a final exam during the official exam period, December 10-22. The final exam will have two parts. Part I will consist of 15-20 short questions similar in style to those on the Quiz and covering the material since the Quiz. In part II, you will be asked to write an essay on a question pertaining to the whole term (to be chosen from a list of several topics).

### **Brightspace**

This course has a Brightspace page on which this course outline, lecture outlines, and essay assignments will be posted.

### **Use of Artificial Intelligence**

As stated in the Appendix below, any use of generative artificial intelligence (AI) tools (such as, but not limited to, ChatGPT) to produce assessed content – in this course, the take-home essays in particular – is considered a violation of academic integrity standards. The instructor reserves the right to question students about how they produced assessed content and ask for relevant documentation. The use of AI tools for merely editorial purposes (including and limited to correction of spelling, grammar, and sentence structure) is permitted but (if applied) must be declared in a footnote at the beginning of the written assignment (and name the AI tool that was used).

### **Class Schedule**

Sept. 12      **Introduction**

Sept. 19      **Virtue Ethics: The Polis, Citizenship, and the Good Life**

Aristotle, *Politics*, Book I, chs. 1-2; Book III, chs. 1-13; Book IV, chs. 1-4;  
Book V, chs. 8-9; Book VII, chs. 1-3, 13-15.

- Sept. 26      **Contractualism I: Liberty and the Rule of Law**
- John Locke, *Second Treatise of Government*, Chs. I-V; Ch. VI §§ 57, 71-73;  
Chs. VII-VIII.
- Oct. 3        **Contractualism I: Liberty and the Rule of Law cont.**
- John Locke, *Second Treatise of Government*, Chs. IX-XV, XVII-XVIII;  
Ch. XIX §§ 211-231, 240-243.
- Oct. 10      **Contractualism II: Equality and Popular Sovereignty**
- \*\*\*\*\* *Quiz at the beginning of class*\*\*\*\*\*
- Jean-Jacques Rousseau, *On the Social Contract*, Books I-II.
- Oct. 17      **Contractualism II: Equality and Popular Sovereignty cont.**
- Jean-Jacques Rousseau, *On the Social Contract*,  
Book III, chs. I-III, VIII-XVIII; Book IV, chs. I-III, VII-IX.
- Oct. 24      Fall Break (no class)
- Oct. 31      **Institutions: Representation, Checks and Balances, Rights**
- \*\*\*\*\* *First Take-home Essay due on Brightspace*\*\*\*\*\*
- Alexander Hamilton, James Madison and John Jay, *The Federalist Papers*,  
Nos. 1, 9, 10, 49, 51.
- U.S. Bill of Rights, Amendments I-XIX (1789-1919), available at  
<https://www.archives.gov/founding-docs/bill-of-rights-transcript>.
- Declaration of the Rights of Man and Citizen (1789), available at  
[https://constitutionnet.org/sites/default/files/declaration\\_of\\_the\\_rights\\_of\\_man\\_1789.pdf](https://constitutionnet.org/sites/default/files/declaration_of_the_rights_of_man_1789.pdf).
- Olympe de Gouges, Declaration of the Rights of Woman and Female Citizen  
(1791), available on Brightspace.
- Constitution of Haiti (1805), available at  
<https://wp.stu.ca/worldhistory/wp-content/uploads/sites/4/2015/07/Constitution-of-Haiti-1805.pdf>.

Nov. 7      **Political Culture and Civil Society**

Alexis de Tocqueville, *Democracy in America*,  
Volume I: Introduction; Part I, chs. 3-4; Part II, chs. 4, 7-8  
Volume II: Part II, chs. 1-2, 4-5; Part IV, chs. 1-4, 6, 8

Nov. 14     **Utilitarianism and (the Limits of) Liberty**

Jeremy Bentham, *Introduction to the Principles of Morals and Legislation*, Ch. 1  
John Stuart Mill, *On Liberty*, Chs. I-III

Nov. 21     **Utilitarianism and (the Limits of) Liberty cont.**

John Stuart Mill, *On Liberty*, Chs. III-V

Nov. 28     **Arts of Government: From Police to Neoliberalism**

Foucault, Michel (2007 [1978]) *Security, Territory, Population: Lectures at the Collège de France 1977-1978*. New York: Palgrave Macmillan, Lecture 4, pp. 87-114.  
Brown, Wendy (2015) *Undoing the Demos: Neoliberalism's Stealth Revolution*. New York: Zone Books, pp. 50-70.

Dec. 5      **Deliberative Democracy vs. Agonistic Pluralism**

Jürgen Habermas (1994) "Three Normative Models of Democracy," *Constellations* 1(1): 1-10.  
Chantal Mouffe (1999) "Deliberative Democracy or Agonistic Pluralism?" *Social Research* 66(3): 745-758.

Dec. 6      **\*\*\*\*\*Second Take-home Essay due on Brightspace\*\*\*\*\***

## Appendix

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### Academic Support Services at Carleton

**Centre for Student Academic Support (CSAS):** CSAS offers students a variety of free services, including skill development workshops, one-on-one support, writing services, and peer assisted study sessions. To learn more about these services, visit CSAS in MacOdrum Library or visit them online at <https://carleton.ca/csas/>.

### Student Mental Health

As a university student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

**Emergency Resources (on and off campus):** <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

- **Carleton Resources:**

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

- **Off Campus Resources:**

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

### Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

**Pregnancy accommodation:** Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for

accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

***Religious accommodation:*** Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

***Accommodations for students with disabilities:*** If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation, or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more details, [click here](#).

***Accommodation for student activities:*** Carleton University recognizes the substantial benefits, both to the individual student and to the university, that result from a student participating in activities beyond the classroom. Reasonable accommodation will be provided to students who engage in student activities at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more information, please [click here](#).

For more information on academic accommodation, please contact the departmental administrator or visit: [students.carleton.ca/course-outline](http://students.carleton.ca/course-outline).

### **Sexual Violence Policy**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated. Survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: [carleton.ca/sexual-violence-support](http://carleton.ca/sexual-violence-support).

### **Academic Integrity**

Academic integrity is an essential element of a productive and successful career as a student. Carleton's [Academic Integrity Policy](#) addresses academic integrity violations, including plagiarism, unauthorized collaboration, misrepresentation, impersonation, withholding of records, obstruction/interference, disruption of instruction or examinations, improper access to and/or dissemination of information, or violation of test and examination rules. Students are required to familiarize themselves with the university's academic integrity rules.



## ***Plagiarism***

The Academic Integrity Policy defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include, but are not limited to: books, articles, papers, websites, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- Any submission prepared in whole or in part, by someone else;
- Using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- Using another’s data or research findings without appropriate acknowledgement;
- Submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

## ***Use of Artificial Intelligence***

Unless explicitly permitted by the instructor in a particular course, any use of generative artificial intelligence (AI) tools to produce assessed content (e.g., text, code, equations, image, summary, video, etc.) is considered a violation of academic integrity standards.

## ***Procedures in Cases of Suspected Violations***

Violations of the Academic Integrity Policy are serious offences which cannot be resolved directly with the course’s instructor. When an instructor suspects a violation of the Academic Integrity Policy, the Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student. Penalties are not trivial. They may include a mark of zero for the assignment/exam in question or a final grade of "F" for the course. More information on the University’s Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

### **Intellectual property**

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

### **Submission and Return of Term Work**

Papers must be submitted directly to the instructor according to the instructions in the course outline. The departmental office will not accept assignments submitted in hard copy.

### **Grading**

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

<b>Percentage</b>	<b>Letter grade</b>	<b>12-point scale</b>	<b>Percentage</b>	<b>Letter grade</b>	<b>12-point scale</b>
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.