

**Carleton University**  
Centre for Initiatives in Education

**FYSM 1900 I: Democracy and Society**  
2015-16 Fall/Winter

**Course time/location:** Tuesdays 6:00pm – 9:00pm; CO 212

**Instructor:** Dr. Michael Christensen  
**Office:** 1523 Dunton Tower  
**Hours:** Tuesday 11:30am – 1:30pm  
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**Notice(s):**

*\*This syllabus is subject to minor modification throughout the term at the discretion of the instructor\**

*\*Knowledge of the Content of this syllabus is your responsibility\**

**Course Description and Objectives**

We often take for granted that democracy is a good thing and the best system of government yet put into practice. In this course, we will take an approach to the study of democracy that will examine the meaning of democracy beyond the ballot box by looking at the complex social and political issues that follow from collective decision-making. By studying democracy as a set of principles and as a practical approach for organizing social life, this course will look at the realities of how democracy *actually* works in and through society. This practical approach will allow students to engage overarching questions such as: How do we understand democracy beyond state institutions? How can we make our voices heard in bureaucratically organized institutions? How can we justify our ideas or actions in public? And, what rights are necessary for democratic engagement in a society like Canada?

Working through these questions will help students achieve the following objectives:

1. Learn the historical context of important theories of democracy that continue to shape contemporary social and political debates.
2. Confront contemporary social issues in democracies by learning about the public processes that guide important debates over issues such as globalization, the environment and the economy.
3. Enter into these democratic debates through engaged academic research.

## Course Texts

The textbooks for the course are:

Booth, Wayne C., Gregory G. Colomb & Joseph M. Williams (2008) *The Craft of Research*. 3<sup>rd</sup> edition. Chicago, IL: The University of Chicago Press.

Sears, Alan & James Cairns (2012) *The Democratic Imagination: Envisioning Popular Power in the Twenty-First Century*. Toronto, ON: University of Toronto Press.

The books are available at **Octopus Books**

116 Third Avenue Ottawa, Ontario, Canada, K1S 2K1

Phone: 613-233-2589 (<http://octopusbooks.ca/store-details>)

The instructor will provide supplementary material on a week-by-week basis electronically on cuLearn.

## Course Evaluation

Four Reading Commentaries (5% each)	20%
Participation	30%
Course Project (4 assignments)	35%
Group Presentations	15%

Late assignments will be penalized **5% per day** that they are late (unless otherwise specified on the assignment instructions).

## Course Evaluation by Term

### Term 1

Reading Commentary #1 (Sept. 29)	5%
Project Proposal (Oct. 13)	5%
Annotated Bibliography (Nov. 10)	10%
Reading Commentary #2 (Dec 1)	5%
Term 1 Participation	15%

**Term 1 Total** **40%**

<b>Term 2</b>	
Paper Draft (Jan. 26)	10%
Reading Commentary #3 (Feb. 9)	5%
Reading Commentary #4 (Mar. 1)	5%
Presentation Report (Mar. 22)	5%
Group Presentation (Mar. 29 - Apr. 5)	10%
Final Paper (Apr. 5)	10%
Term 2 Participation	15%
<b>Term 2 Total</b>	<b>60%</b>

## Evaluation Breakdown

### Four Reading Commentaries (5% each)

Students will write a commentary on four separate readings assigned throughout the year. Each commentary will respond to specific questions, which will be posted on cuLearn. Students can write their commentaries on any of the course readings, but at least one reading commentary must be handed in by September 29, 2015, a second must be handed in by December 1, 2015, a third by February 9, 2016, and the fourth and final commentary must be handed in by March 1, 2016.

### Participation (30%)

Participation is extremely important in this course and as such, students are expected to attend class every week. Participation marks will be granted based on weekly in-class discussion, group work and writing assignments. A few short take-home assignments may also count towards students' participation marks. Any weekly take-home assignments will be posted to cuLearn.

### Course Project (35%)

The course project is a 10-15 page research paper on a democratic movement or issue chosen by the individual student. This project, however, is a cumulative assignment, which means that it will be broken down into four smaller assignments that will be graded individually. These four assignments include:

- |  |                                 |
|--|---------------------------------|
| 1. A project proposal (due October 13)         | <b>5% (of the course grade)</b> |
| 2. An annotated bibliography (due November 10) | <b>10%</b>                      |
| 3. A research paper draft (due January 26)     | <b>10%</b>                      |
| 4. A final paper (due April 5)                 | <b>10%</b>                      |

Instructions for these assignments will be posted on cuLearn.

## Group Presentations (15%)

Although each student will be responsible for an individual course project, we will also incorporate a group-work element into this assignment by organizing small group presentations. In addition to producing a presentation (in the form of a speech, video or other form of political communication) this assignment will also require students to produce a piece of collective writing, which will be typed up in the form of a presentation report due on March 22, 2016. Further instructions for the group presentation and the presentation report will be posted to cuLearn.

## Course Calendar

### Term 1

September 8	Welcome and course introduction. Review the syllabus.
September 15	Two types of democracy: a historical introduction
September 22	Democracy and educational institutions
September 29	Democracy, capitalism and workers rights I ( <u>Reading commentary #1 due</u> )
October 6	Democracy, capitalism and workers rights II: the global context
October 13	Course project working day: the research process ( <u>Project proposal due</u> )
October 20	Democracy, citizenship and inequality I: gender equality
October 27	<b>No class:</b> Fall reading week
November 3	Democracy, citizenship and inequality II: on #BlackLivesMatter
November 10	Democracy, citizenship and inequality III: on borders ( <u>Annotated bibliography due</u> )
November 17	Representation and democracy I: aboriginal rights
November 24	Individual paper consultations
December 1	Representation and democracy II: on participatory models ( <u>Reading commentary #2 due</u> )

Term 2

January 12	Democracy, bureaucracy and the welfare state
January 19	Democracy, the state and globalization
January 26	Course project working day: using drafts and getting peer support ( <u>Paper draft due</u> )
February 2	Democracy, institutions and expertise I: on the politics of knowledge
February 9	Democracy, institutions and expertise II: body politics as metaphor ( <u>Reading commentary #3 due</u> )
February 16	Democracy, institutions and expertise III: on public health
February 23	<b>No Class:</b> Winter reading week
March 1	In-class workshop: on communicating the results of your research ( <u>Reading commentary #4 due</u> )
March 8	Democracy and technology I: security and surveillance
March 15	Democracy and technology II: getting involved through social media
March 22	Democracy in crisis? Using your democratic imagination ( <u>Presentation reports due</u> )
March 29	Group presentations
April 5	Group presentations ( <u>Final paper due</u> )

**Enriched Support Program Resources**

Peer mentoring: Peer mentors are former ESP students who attend every First Year Seminar. They are here to help orient you to campus, connect with campus activities and resources, organize community events and they will always be around for a chat.

Workshops: weekly 3-hour workshops based on your two elective courses; attendance is mandatory. Experienced facilitators who have taken the courses before help you excel with the course material in your elective courses. It's like a study group, but with expert organization - bring your notes from class and your readings and be prepared to work with other students.

Academic coaching: sign up for one-on-one meetings setting and tracking academic deadlines; managing time and juggling priorities; getting help with specific readings and assignments for ANY of your courses.

Advising: for planning ahead into next year and dealing with administrative tasks this year; what averages you need for specific programs, what to do if you have a family emergency or serious illness, how to calculate your grade point average, making sure you have the right prerequisites, help with registering or withdrawing from courses, etc.

Coaching and Advising appointments can be booked online at: [www.carleton.ca/esp](http://www.carleton.ca/esp)

## Plagiarism

The University Senate defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This can include:

- 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;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence, which cannot be resolved directly with the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

## Academic Accommodation

You may need special arrangements to meet your academic obligations during the term because of disability, pregnancy or religious obligations. Please review the course outline promptly and write to me 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.

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit

Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

- The deadlines for contacting the Paul Menton Centre regarding accommodation for final exams for the December 2015 exam period is November 6, 2015 and for the April 2016 exam period is March 6, 2016.

### **For Religious Obligations:**

Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

### **For Pregnancy:**

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

### **Further Information Regarding Academic Regulations**

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://www.carleton.ca/calendars/ugrad/current/regulations/acadregsuniv.html>