

PSCI 1100A Democracy in Theory and Practice
 Fall term 2020
<https://carleton.ca/polisci/>
 Professor Chandler

Blended course: Asynchronous course content (video lectures and other materials posted weekly online at CuLearn), *plus* regular online sessions at Big Blue Button, Mondays 11:35-2:25 Ottawa time according to the following schedule:

On Monday, September 14, Monday, September 21 and Friday December 11:	Virtual class session on Big Blue Button for students with surnames starting with A-L : 11:35-12:55	Virtual class session on Big Blue Button for students with surnames starting with M-Z : 13:00-14:25	
On Mondays between September 28 and December 7, (except for Thanksgiving holiday and break), virtual class sessions will be held regularly (but not necessarily every week), according to a rotating schedule to be posted by Friday, September 25. Teaching assistants (T.A.s) may assist in or lead some of these discussions. See columns at right for the times.	Virtual class session on Big Blue Button for students with surnames starting with A-F: 11:35-12:25	Virtual class session on Big Blue Button for students with surnames starting with G-O: 12:30-1:25	Virtual class session on Big Blue Button for students with surnames starting with P-Z: 1:30-2:25

Professor: Dr. Andrea Chandler

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Phone: 613-520-2600 ext. 1418

Professor's contact hours: Mondays, 9:30-11:30 through online chat at CuLearn or by telephone; or contact the professor by email to arrange a meeting by video conference.

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Course Description:

This course will introduce students to political science by exploring one of its major themes. We will examine selected ideas and debates about democracy: what it is, how it works, and whether there is room for improvement. Democracy has many critics – most of whom focus on the practical difficulties of governing by popular consent -- but it remains one of the most enduring and respected political ideas that we have. Studying the concept of democracy allows us to bridge the historical past with contemporary politics, and to examine the many complexities facing states who make democratic commitments to their citizens.

The course will use a blended format of asynchronous and synchronous learning. Asynchronous learning = a significant portion of course content and activities, including assignments, will be completed online at CuLearn. Students are urged to keep up with course materials on a weekly basis according to the course schedule, and to complete course materials in the order presented. In the synchronous learning portion of the course, weekly class sessions will be held according to the schedule above through Big Blue Button on CuLearn; these sessions will be dedicated primarily to debriefing, discussion, review, and application of concepts to selected current political events.

Students who complete this course successfully should be able to:

- show knowledge of basic concepts, and definitions of democracy,
- use critical reading effectively in order to demonstrate analytical understanding of key texts appropriate to first-year study,
- discuss, in a nuanced way, examples of how ideas about democracy are reflected and communicated in contemporary political life,
- write succinct and clear prose developing sound arguments on these themes, informed by careful reading and research.

Students are expected to understand the material presented in weekly virtual lectures and to complete the required reading in advance of the class for which it is assigned. Students are encouraged to keep up with current events, in order to begin to appreciate how controversies over democracy are revealed in day-to-day political life.

Textbook: There are two textbooks for the course, which have been ordered for purchase for the Carleton University Bookstore.

Robert A. Dahl, *On Democracy*, 2nd edition (with Ian Shapiro). New Haven, CT: Yale University Press, 2015. pbk ISBN 978-0-300-19446-3

Ricardo Blaug and John Schwarzmantel, eds. *Democracy: a Reader. Second edition.* New York: Columbia University Press, 2016. pbk ISBN 978-0-231-017413-8.

Additional **required** readings are available electronically on Library Reserve, through the ARES system, accessible through the course Webpage on CuLearn.

Course Requirements: The table below illustrates how the final grade will be calculated. A description of each component follows the table.

Participation in online written forum on CuLearn (details below)	10%
Online midterm test, to be completed at CuLearn between 1:30 p.m. (Ottawa time) on October 19 and 5:00 p.m. on October 23	20%
Written assignment 1 (Reconciliation and Transitional Justice)	15%, due online at CuLearn on or before November 9
Formative written assignment 2 (details below)	30%, due in hard copy on or before November 27
Final examination (three hour time limit)	25% Online final exam to be scheduled during the formal exam period of December 12-23

Participation in online forum: 10%

Between week 2 and week 11, the professor will post a weekly question related to the course material. For full marks, students are expected to post reasoned and informed responses of 100-150 words to 4 of these questions (2.5 points per post). Your posts will be visible to your peers in the course, with the expectation that posts will be tactful, academically oriented and constructive. These posts are due on CuLearn by the Monday of the week following the week in

which the question appears (Exception: replies to the question posted the week before Thanksgiving, and the week before November break, will be due by the following Wednesday).

Online midterm test, 20%. The goal of this early test will be to measure students' comprehension of basic concepts, and their ability to apply them. The test is to be completed on CuLearn between 1:30 p.m. (Ottawa time) on October 19 and 5:00 p.m. (Ottawa time) on October 23. The test will consist of twenty multiple-choice questions. Students will have one hour to write the test; do not open the test until you are prepared to complete and submit it. Questions will be based on course material, including material posted online and labelled as 'content', and assigned readings. Therefore, by definition it is an open book test; however, it is strongly recommended that students study for the quiz and write it without referring to notes. The questions will require the use of reasoning, not simply the memorization of information. Students are expected to write the test on their own, on the honour system, without sharing their answers with their fellow students. University examination rules can be found online at <http://www2.carleton.ca/ses/exams/examination-regulations/>

Written assignment 1 (Reconciliation and Transitional Justice). Based on material assigned for Topic 6. This is a short assignment (approximately 500 words) of your reflections of the material that we cover on this topic (particularly the assigned reading). Details of the assignment will be posted to CuLearn. Due November 9 online at CuLearn.

Written assignment 2: 30%, due in hard copy, on or before November 27, and to be handed in personally. This is a formative assignment, meaning it is expected to demonstrate understanding and reflection of course material, including assigned reading, up to and including Topic 9 (week of November 23). Instructions for the assignment will be posted to CuLearn early in the term. The assignment should demonstrate thoughtful, original reflection on key texts assigned for the course. Arguments made should be backed up with analytical reasoning and consideration of appropriate evidence (from peer-reviewed sources or primary sources). Assignments will be evaluated according to their originality, cohesion, depth of understanding of required course material, and precision of communication. Expected length: 7-10 pages, typed, double-spaced. See additional information, "Statement on Written Work," and "Late Papers" below.

Final examination: 25%, to be scheduled during the formal exam period of December 12-23. Students will be expected to demonstrate understanding of all course content, including content in asynchronous lectures, posted questions for the online forum, and all assigned readings.

STATEMENT ON WRITTEN WORK

All written assignments should answer a specific question(s) and should analyze, rather than describe, the issues discussed. Papers should use footnotes, endnotes or parenthetical references when appropriate to acknowledge sources, and provide a complete bibliography. References should be complete and accurate, inserted into the text of your paper as appropriate whenever you have referred to someone else's idea, argument, or research. Any time you quote directly from a source, the citation should be indicated in quotation marks and footnoted. Quotations from secondary sources are to be avoided, as are quotations of more than fifty words in length from any one source. Instead, you are encouraged to summarize briefly in your own words while still acknowledging and referencing the source in question. Students are encouraged to use the

MLA referencing style. *** If you are unsure about how to use references, please see the professor for advice.

LATE ASSIGNMENTS

Assignments are expected to be submitted on or before the deadline.. When assignments are submitted on time, it facilitates prompt marking which benefits all students. Extensions for written assignments will be considered for exceptional reasons such as family emergencies or medical reasons. Marks will be deducted for lateness unless an extension has been granted as an accommodation, and the university schedule establishes a final deadline of December 11 for all assignments. Assignments submitted after this date will be marked only if permission has been granted for deferred work.

CONSULTATIONS WITH THE PROFESSOR

In light of COVID-19, at the time of posting this course outline it is not possible for the professor to hold in-person meetings in her office; students are encouraged to check CuLearn for possible announcements as the situation evolves. Students who have individual concerns or who wish to discuss an assignment are strongly encouraged to contact the professor by telephone for a conversation. The professor will also hold a designated chat room time for student questions. Students can use e-mail to contact the professor; e-mail communication works best for brief exchanges of factual information. Please note that the professor keeps her email replies brief. The instructor normally replies to e-mail messages within 2 days, Monday through Friday.

Schedule of Course Topics:

THE ORIGINS OF DEMOCRACY

1. Introduction (September 14)

2. Democracy as an Idea; how democracy evolved (September 21)

Required reading:

Dahl, chapters 1 and 2.

Aristotle, "The Politics" (excerpts) in Blaug and Schwartzmantel, pp. 28-32, and 200-202.

T.H. Marshall, "Class, Citizenship and Social Development," (excerpt) in Blaug and Schwartzmantel, pp. 203-205.

3. Liberal Democracy; Suffrage (September 28)

Required reading:

Dahl, chapters 3-5.

Joseph A. Schumpeter, "Capitalism, Socialism and Democracy" (excerpt) in Blaug and Schwartzmantel, pp. 91-94.

4. Critiques of Liberal Democracy: Marxism, Feminism (October 5)

Required reading:

Dahl, chapter 6.

Vladimir Ilich Lenin, “The State and Revolution,” (excerpt) in Blaug and Schwartzmantel, pp. 278-81.

Mary Wollstonecraft, “Vindication of the Rights of Women,” (excerpt) in Blaug and Schwartzmantel, pp. 297-306.

COMPONENTS OF DEMOCRACY

5. Citizenship and the State: Rights vs. Responsibilities (October 19)

Required reading:

Dahl, chapter 7

Jean-Jacques Rousseau, “The Social Contract” (excerpts) in Blaug and Schwartzmantel, pp. 145-7, 174-6.

6. Transitional Justice and Reconciliation (November 2)

Required reading:

Truth and Reconciliation Commission of Canada, *Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada*, 2015. “Introduction,” pp. 1-22. Available online at <http://www.trc.ca/websites/trcinstitution/index.php?p=890>

Ta-Nahisi Coates, “The Case for Reparations,” *Atlantic Monthly*, 13/315, June 2014, pp. 54-71. On Reserve: see CuLearn page, at left menu: Library Reserves – View Course in Ares.

BUILDING AND RE-BUILDING DEMOCRACIES

7. Ethnicity, Identity and the Nation (November 9)

Required reading:

The National Assembly of France, “Declaration of the Rights of Man and Citizen,” in (excerpt) in Blaug and Schwartzmantel, pp. 87-89.

Alexis de Tocqueville, “Democracy in America” (excerpt) in Blaug and Schwartzmantel, pp. 183-91.

8. Building Democracy: First Steps (November 16)

Required reading:

Dahl, chapters 10-11.

John Stuart Mill, “Representative Government,” in Blaug and Schwartzmantel, pp. 179-82.

9. Sustaining Democracy (November 23)

Required reading:

Dahl, chapter 8, 12.

Charles Taylor, “The Dynamics of Democratic Exclusion,” and Will Kymlicka, “Multicultural Citizenship,” (excerpts) in Blaug and Schwartzmantel, pp. 544-52.

CHALLENGES TO DEMOCRACY

10. Globalization and Capitalism (November 30)

Required reading:

Dahl, chapter 13-14.

Merlyna Lim and Mark E. Kann, “Politics: Deliberation, Mobilization and Networked Practices of Agitation,” and Manuel Castells, “Networks of Outrage and Hope: Social Movements in the Internet Age,” in Blaug and Schwartzmantel, pp. 428-32 and pp. 433-35.

11. Critiques of Liberal Democracy II: Populism and Nationalism (December 7)

Required reading

Dahl, chapter 10.

Robert Michels, “Political Parties,” (excerpts) in Blaug and Schwartzmantel, pp. 252-4.

Giovanni Sartori, “Anti-Elitism Revisited,” (excerpt) in Blaug and Schwartzmantel, pp. 255-58.

12. Inclusion, Exclusion and Equality (December 11)

Required reading:

Dahl, chapters 15-17.

Academic Accommodations

Accommodations during COVID

Due to COVID, instructors will not request or require a doctor’s note when students seek accommodation for missed term work or exams due to illness. Instead, students will be asked to complete the self-declaration form available here: https://carleton.ca/registrar/wp-content/uploads/COVID-19_Self-declaration.pdf

Academic Accommodations

Pregnancy

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, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

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, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

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 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, meet with your instructor as soon as possible to ensure accommodation arrangements are made.

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is 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

Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform 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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

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

Plagiarism

The University Senate defines plagiarism as “presenting, whether intentional 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 Deans of the Faculty conduct 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 may include a mark of zero for the plagiarized work 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).