

THE UNIVERSITY OF BRITISH COLUMBIA
POLITICAL SCIENCE 341 001
RETHINKING POLITICAL CONCEPTS: CHALLENGES & FRONTIERS

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the Musqueam people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

GENERAL INFORMATION

Instructor

Name and Title: Prof. Afsoun Afsahi **(She/Her)**

Office: C310

E-mail : afsoun.afsahi@ubc.ca

Office Hours: Mondays 2pm-3pm. Make an appointment here: <https://calendly.com/afsoun-afsahi/office-hours?month=2023-09>

Office Hours for POLI341A will be [online via zoom](#). Meetings will be scheduled for 15-minute intervals unless more time is necessary.

<https://ubc.zoom.us/j/61363422771?pwd=RIkVWVwdXZSTVwTmhQOENBNTI4Zz09>

ID: 613 6342 2771

Passcode: 900017

* There are additional office hours on October 4th, October 11th, and November 8th to make up for ones that fall on Holidays.

** If you have commitments that clash with these office hours, get in touch and we can schedule different office hours on a case-by-case basis. Please don't abuse this and only get in touch when scheduled office hours clash.

*** *I am unavailable to chat after class or during the break in class. Your break is also my break and I have other commitments after class. So, if you have questions, make an appointment or send an email.*

**** *Please keep in mind that office hours are limited. Per UBC's rules, each class gets 1 hour of office hours per week. Therefore, be considerate when making appointments to ensure other students also get a chance to benefit from office hours as well. If you are unable to show up, cancel in time. No-shows will be prevented from booking future office hours!*

TA

Name: Addye Susnick **(They/Them)**

E-mail: addye.susnick@ubc.ca

The TA does not hold regular office hours as this is a 300-level class. However, there will be office hours available before the papers are due as well as after to answer any questions.

Course Format

This course is offered in-person. However, I am aware that we are still in the middle of a pandemic. As such, all lectures will be recorded. Copies of lectures from previous years are also available in case of any IT issues.

Recorded lectures (and live-streaming) are available at:

<https://ubc.ca.panopto.com/Panopto/Pages/Sessions/List.aspx#folderID=%22e044b066-a415-46d0-ab00-b044010e90b0%22>

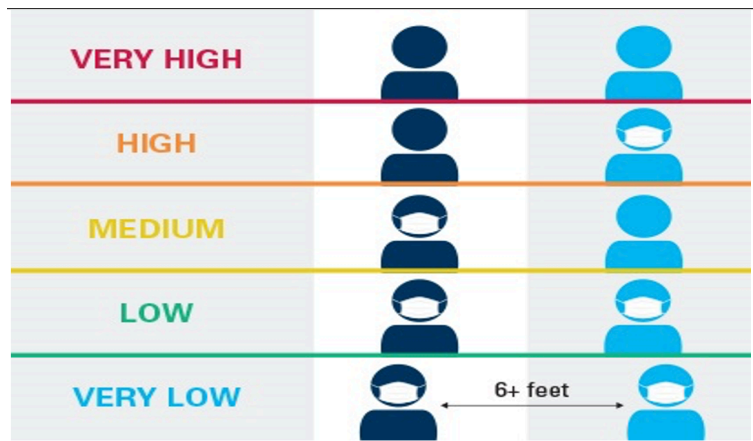
Attendance in class is not obligatory.

PLEASE NOTE: I don't allow eating in the classroom. It is distracting and difficult to keep track of various food allergies. I may ask you to leave if you are eating and to return after you are done.

However, if you choose to attend in person, make sure to wear a mask. I will bring masks with me to class and ask you to wear them so we can have a layer of safety in the classroom. Moreover, wearing masks not only protects you but also others. So, be kind and respectful.

COVID-19 and this course

- As noted above, *I ask students to continue to mask up in class.*
- Many, including myself, are immunocompromised. Protecting each other by carrying out the simple task of masking up ensures that we are all safe and can learn with ease of mind.
- **If you're unwell**, don't come to class! Recorded lectures are available.
- **If I am unwell**, I will do my best to communicate in time. If possible, the class will move online.



Source: U Kansas

COURSE DESCRIPTION

This course revisits four key concepts in political theory through the lens of pressing issues: democracy, citizenship, speech, and justice.

We begin by scrutinizing the concept of democracy. We address the ways in which digitalization of our world challenges democratic self-governance by examining surveillance capitalism, rise of misinformation and fake news, and algorithmic governance. We then move on to look at the concept of citizenship by first examining postcolonial nature of our world before looking at whether States have a right (or a duty) to control their own borders. We then look at civil disobedience and the citizen's duty to (dis)obey. Finally, we consider whether citizenship should be inherited or revoked. The third theme examined will be that of speech in politics. We consider whether pornography and hate speech should be protected; what the limits of toleration are, and whether there are things that *should not* be said in public dialogue. We end our discussion of free speech by considering anonymity within politics as well as the use of doublespeak by politicians. We end this course by looking at the concept of justice. We consider suggestions for achieving intergenerational justice including disenfranchising the elderly; critically examine the enduring myth of meritocracy; discuss *historical* injustice that fall outside the bounds of liberal justice; and end by looking at issues affecting justice globally including climate change and pandemics.

** Please Note: This is a reading-intensive class. You will likely be reading 1.5/2X more in this class than other 300-level classes. My lectures are comprehensive which means you will be able to keep up with the material. But if you don't enjoy reading a lot, especially political theory texts, this may not be the best fit for you.*

COURSE LEARNING OBJECTIVES

After successful completion of this class, students will know how to critically deal with the contested meanings of core concepts in political theorizing after having been introduced to some of the main thinkers and theories in contemporary times. More concretely, students will have:

1. Familiarity with the most important concepts in modern political theory; awareness that how these ideas are understood is contested.
2. Familiarity with the most important political theorists and traditions of political thought of the last century.
3. Improved understanding of the methodology of political philosophy, including normative reasoning, conceptual analysis, and logical thinking, and some grasp of what successful argumentation requires.
4. Improved understanding of the nature and point of political theorizing.
5. Practical knowledge of how to write a well-structured essay that manages to state a thesis supported by arguments.

PREREQUISITES

Enrolment is restricted to 3rd and 4th year students. Some knowledge of political theory/philosophy is highly recommended as you are unlikely to be able to keep up with the material and expectations of the course otherwise.

As a political theory class, you are asked to submit papers that are appropriate for a political theory course. Empirical papers that rely on empirical data will not be accepted.

You are expected to learn how to write political theory papers akin to those we read in class. I have provided a PowerPoint on canvas with directions on how to write a political theory paper. There is also a class devoted to this topic as well as sample papers from POLI341A from previous years. These papers received either A or A+. Familiarize yourself with a few of them so you get a sense of what is expected.

Required Texts

Articles/books with hyperlinks can be accessed through UBC Library services.

Articles/books without hyperlinks can be accessed on canvas. All book chapters and articles posted on canvas meet Copyright Fair Use standards. More information is provided on the bottom of each file.

ASSESSMENT

| | |
|------------------------------|-----|
| News Story Submission (4X2%) | 8% |
| Randomly Graded News Story | 12% |
| Improvement Memo | 10% |
| Critical Essay 1 | 35% |
| Critical Essay 2 | 35% |

1. **Improvement Memo (10%):** After receiving comments on your first paper, you are asked to write a short memo (450 words). This memo first summarizes the key issues identified in your paper by the TA (100-150 words) and outlines a plan for you to avoid the same issues and improve your performance in class (300-350 words).

The summary of comments is self-explanatory. Pay attention to both in-text comments as well as final comments on the paper. Don't simply copy-paste what the TA has written. Read it and put it into your own words. Make sure you understand the nature of the criticism.

The outline for performance improvement can take many forms. But it must refer back to the specific criticism.

For example, if the TA has noted that you should stop summarizing the arguments and instead engage with them critically, you may reply that in order to do that, you will shorten your summary and instead interrogate the arguments in comparison to one another.

For example, if the TA has noted that the argument of the paper is not clear, you can reply that in the next paper, you will state your thesis clearly in the paragraph and remind the reader of the argument in each key section of the paper.

For example, if the TA has noted that the structure of the paper is not clear or strong, you may reply that you will work on having connecting sentences so that your argument flows better from section to section so that the reader can follow it more easily.

The memo is due on Monday, November 20th at 5:59pm. You will not receive extensive comments back as there is no chance to improve on this assignment. It is a one-off exercise.

2. **News Story Submissions and Randomly Graded News Story (20%):** In order to make sure that you are keeping up with the key ideas of the class, students are asked to submit 4 critical analyses (350-500 words) on a story in the news and use the readings in class to analyze the news story.

Each student must submit a news story for each of the themes covered in class for a total of 4 (8%). Submissions are due on the last day that the theme is covered in class but may be submitted earlier at your convenience.

The deadlines are:

Democracy – September 25th at 5:59pm.

Citizenship – October 18th at 5:59pm.

Justice – November 20th at 5:59pm.

Speech – December 6th at 5:59pm.

Each news story analysis should demonstrate your ability to approach the news critically and through the lens of political theory. In your newspaper analysis, you will want to briefly explain: (1) the main issue(s) in the news story; (2) how the news story illustrates or instantiates the readings you have chosen; and/or (3) how the readings can help us better understand what is

going on in the news story. You are free to choose for yourself which readings you would like to utilize in your news-story analysis; no need to notify me in advance.

I will randomly choose to read and grade one of these (12%).

To make sure that you are doing your best on all of these, I won't inform you if your news story has already been graded.

Moreover, you must submit every single news story for me to grade any of them. This means that if you miss one submission, you will lose 20%.

3. **Critical Essay 1 (35%):** An important objective in this class is for you to learn how to critically evaluate arguments and produce a **political theory** essay. You will submit a midterm critical essay (1500 words excluding bibliography) on Monday, October 23rd at 5:59pm. This is not a research essay. Instead, it is a critical essay that asks you to analyze, interpret, and/or evaluate the texts we have read in class. You should not really engage with any sources outside of those discussed in class. If you wish to do so, you must do so sparingly (+1/2 extra sources maximum). In your essay, you must engage with at least 2 people we have read in class. Your midterm critical essay can engage with any two of the readings we have studied on either democracy or/and citizenship. Please refer to the guide on canvas on *Writing Political Theory* papers for further instruction. Papers that are empirically oriented will not be accepted. Your paper must be submitted on canvas **AND** Turnitin.

You will receive detailed comments on this assignment so that you can improve on the next assignment. I have been known to add anywhere between 1-3 percentage points to the final grades of students who have shown significant improvement.

4. **Critical Essay 2 (35%):** An important objective in this class is for you to learn how to critically evaluate arguments and produce a **political theory** essay. You will submit a final critical essay (1500 words excluding bibliography) on Monday, December 11th at 5:59pm. This is not a research essay. Instead, it is a critical essay that asks you to analyze, interpret, and/or evaluate the texts we have read in class. You should not really engage with any sources outside of those discussed in class. If you wish to do so, you must do so sparingly (+1/2 extra sources maximum). In your essay, you must engage with at least 2 people we have read in class. Your final critical essay can engage with any two of the readings we have studied on either speech or/and justice. Please refer to the guide on canvas on *Writing Political Theory* papers for further instruction. Papers that are empirically oriented will not be accepted. Your paper must be submitted on canvas **AND** Turnitin.

SUBMITTING ASSIGNMENTS

- All written assignments must be double-spaced, 12 pt. font.
- All assignments must be submitted via canvas.

- Midterm and final critical essays *must also* be submitted via Turnitin.¹
- To submit your paper to TurnItIn, log on to the TurnItIn site, at: www.turnitin.com
 - You will be asked to create a unique “user profile,” consisting of an ID (e-mail address) and password (see upper right hand corner of the TurnItIn homepage). Once this ID is created, you will be able to add courses to your profile. To add a course, you will need the “course ID” which is:
 - **Course ID: 39316483**
 - **Enrollment Key: PolTheory**
- Once added to a course, you will be able to submit your “critical essay” to the service.
- You can submit a paper in two ways:
 - File Upload - Turnitin currently accepts submissions in Microsoft Word, WordPerfect, RTF, PDF, PostScript, plain text, and HTML formats.
 - Cut and Paste - You can cut and paste the text of your submission into a text box
- Familiarize yourself with UBC’s academic honesty protocols:
<https://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,54,111,958>

EXTENSIONS AND LATE ASSIGNMENTS

I am strict with deadlines and opposed to granting long extensions so if you are used to multiple concessions or long extensions, this class is likely not the best fit for you. I have specific guidelines for extensions and concessions which differ for different assignments, so read this section carefully.

1. News Story Submissions

No extensions will be granted for news stories. You have many weeks to complete the news story analysis for each block and therefore should be able to submit each by the deadline.

You may contact me and explain why you have missed the submission and if the situation demands a concession, I may be willing to consider grading the submitted news story and only deducting the submission grade (-8%). But this is not guaranteed and only granted in exceptional circumstances.

¹ This is in accordance with departmental policy. UBC subscribes to this service that checks written material for originality by searching for matching text. This service is in increasing use in universities as protection for students against the impact of academic fraud on scholarship competitions, graduate and law school admissions, and degree reputation. Students will submit their research papers to the TurnItIn website, where software scans the paper against a database which includes public websites, paper writing services, essays submitted to TurnItIn, and journal articles. The service then produces a report on the paper’s originality. The instructor will review the reports, and where necessary, the papers themselves. Please note that TurnItIn stores information on servers that reside in the United States. If you do not wish to use your name when creating your TurnItIn account, please use an alias and inform the instructor of your alias. You may also wish to use a non-identifying email account. Assignments are not accessible to the public once submitted to TurnItIn, and you, as the author, retain ownership of your original material. Your work will be added to TurnItIn’s archive for comparison against subsequently submitted material, thus ensuring that your work is not plagiarized.

2. Memo on performance improvement

There is no chance to get an extension on this assignment. You will automatically receive a zero if the assignment is late.

3. Critical Essay 1

General Rules

1. Extensions and concessions are at the discretion of each instructor/professor. If you have received an extension before in another class for a similar issue, you are not guaranteed the same extension in another class. When students go to Arts Advising, the advisors work with us to figure out if concession should be granted and if so, how (long). You are never guaranteed the extension you ask for but we often accommodate them when the situation asks for it because we want to see your best work (please see your handbook for more details).
2. Since I expect the papers to be (mostly) done 48 hours before the deadline, do not expect me (and by extension the TA), to respond to requests for extensions within this period.
3. Any request for concession must be made within 72 hrs of the missed assignment. If you miss this deadline, I will not support any concession.
4. The deadline is firm. However, if you submit your paper within 48 hrs of the deadline, no late penalties are given. This means that if you need a couple of days of extension, you don't need to contact me at all.
5. If you submit your paper by the deadline, you will be awarded an extra 4% on your paper.
6. You can only get one in-term extension/concession in this classroom.

Specific Rules

1. Illness, injury, trauma: I will only grant an extension of 3 days (in addition to the 2 days everyone is getting). After that, late penalties (2% per day including weekends for a total of 18%) will apply.
2. Registered CfA Issue: I will only grant an extension of 5 days (in addition to the 2 days everyone is getting). After that, late penalties (2% per day including weekends for a total of 18%) will apply.
3. Conflicting Assignments/Life stuff: That is part of being a student. You are supposed to manage your time and figure it out. I may consider an extension in this case but not guaranteed by any means.
4. If you require an extension beyond the 5 or 7 days, contact Arts Advising and/or Center for Accessibility. In such cases, I will not grant a longer extension but will excuse you from the first critical essay and reweigh the assignment. You will then write a longer (3000 word) critical essay engaging with all 4 themes in the class.

4. Critical Essay 2

General Rules

1. Same as General Rule 1 above.
2. Same as General Rule 2 above.
3. Same as General Rule 3 above.
4. Same as General Rule 4 above.
5. Same as General Rule 5 above.
6. You can only get one in-term extension/concession in this classroom. If you received one for the mid-term paper, I will not support another concession. I will support a compassionate (late) withdrawal from the class. Please keep in mind that the University and Faculty of Arts do not approve of multiple concessions in a class. This is a signal that you are struggling in the class and should be withdrawing.

Specific Rules

If you didn't make a request for concession before and want one for this paper, please keep the following rules in mind:

1. Same as Specific Rule 1 above.
2. Same as Specific Rule 2 above.
3. Same as Specific Rule 3 above.
4. We have to submit grades for the class pretty early on, so if you fail you submit your paper on time, I will assign it a zero and submit your grade as is.
5. Keep in mind that even if you wish to apply for a SD, you can only do so within the first 72 hours. You must have also submitted the first paper on time and not missed other assignments in class. If you have been struggling all semester, I will not support a Standing Deferred but instead will insist on compassionate withdrawal (late) from the class.

ACADEMIC DISHONESTY AND PLAGIARISM

I take academic dishonesty seriously. You may be used to classes where you submit your paper to Turnitin and no one ever looks at it. I look at every single paper. I take every instance of plagiarism seriously. I don't simply limit myself to papers that have been flagged by Turnitin as having a high similarity rating. So, pay attention!!! I have failed students for what they thought to be minor plagiarism and forwarded their cases to the Dean of Students.

UBC's Plagiarism Policy: "It is your responsibility as a student to fully and carefully read the information contained in the following web links which offer detailed information concerning plagiarism. According to the UBC Academic Calendar, 'Plagiarism, which is intellectual theft, occurs where an individual submits or presents the oral or written work of another person as his or her own.....when another person's words (i.e. phrases, sentences, or paragraphs), ideas, or entire works are used, the author must be acknowledged in the text, in footnotes, in endnotes, or in another accepted form of academic citation.' Simply put, plagiarism is taking the words or

ideas of another person, and submitting them without the proper acknowledgement of the original author.” (<https://artsone.arts.ubc.ca/about-arts-one/ubc-policies/ubc-plagiarism-policy/>)

This means: don't copy things from other students. Don't buy papers online. Don't ask ChatGPT to write the paper for you. Don't copy things from the Internet. Don't copy ideas or quotations from people we have read in class or ones we haven't without citing them properly. Citing things properly means that you use quotation marks and provide page numbers if it is a direct quote. If you are paraphrasing, you still need to cite.

These are the rules of academic dishonesty in this class:

If you copy something from the Internet (news stories or encyclopedia or other online sources), from a student paper, or utilize ChatGPT, you will automatically receive a zero in the assignment.

However, you will also be penalized if you fail to properly cite a source. This can include failing to use quotation marks, failing to put in the page number or year, or failing to give credit to a paraphrased idea in the text (only mentioning it in *works cited*). See below for the specifics of what happens if you engage in this kind of plagiarism.

Critical Essay 1

- 1 instance of plagiarism (one missed quotation marks or poor citation) = 5% is deducted
- 2 instances of plagiarism (one missed quotation marks or poor citation) = 10% is deducted
- 3 or more instances of plagiarism (one missed quotation marks or poor citation) = Automatic zero in the assignment. We will meet with a department witness and discuss plagiarism. Your case is then forwarded to the Head of the Political Science Department and your name is written down in a list kept by Dean of Students. Your case may be forwarded further and you may face additional penalties including expulsion.

Critical Essay 2

If your first critical essay was free from plagiarism, the rules stated above apply.

If your first critical essay had instances of plagiarism, the following rules apply:

- 1 instance of plagiarism (one missed quotation marks or poor citation) = 10% is deducted
- 2 instances of plagiarism (one missed quotation marks or poor citation) = 25% is deducted
- 3 or more instances of plagiarism (one missed quotation marks or poor citation) = Automatic zero in the assignment. We will meet with a department witness and discuss plagiarism. Your case is then forwarded to the Head of the Political Science Department and your name is written down in a list kept by Dean of Students. Your case may be forwarded further and you may face additional penalties including expulsion.

Here are some resources and games to help you better understand plagiarism and practice avoiding it:

<https://www.lycoming.edu/library/plagiarism-game/>

<https://library.acadiau.ca/research/tutorials/you-quote-it-you-note-it-2.html>

<https://jeopardylabs.com/play/enter-title81584>

<https://learningcommons.ubc.ca/resource-guides/understand-academic-integrity/>

COURSE OUTLINE AND READINGS

September 6 Introduction

- No Readings

PART 1: DEMOCRACY

September 11 What is democracy?

1. Dahl, R. A. (1998). "What is Democracy" in *On democracy*. Yale university press, Harrisonburg, Virginia.
2. [Warren, M. E.](#) (2017). A problem-based approach to democratic theory. *American Political Science Review*, 111(1), 39-53.

Recommended:

- Anderson, E. (2009). Democracy: instrumental vs. non-instrumental value in *Contemporary debates in political philosophy*, Thomas Christiano and John Christman eds. Wiley-Blackwell. Malden, MA.

September 13 What is misinformation?

1. [McKay, S., & Tenove, C.](#) (2020). Disinformation as a threat to deliberative democracy. *Political Research Quarterly*, Vol.74 (3), 703-717.
2. [Reglitz, M.](#) (2022). Fake news and democracy. *Journal of Ethics & Social Philosophy*. 162-187

September 18 What is the digital public sphere?

1. [Forestal, J.](#) (2021). Beyond Gatekeeping: Propaganda, Democracy, and the Organization of Digital Publics. *The Journal of Politics*, 83(1), 306-320.
2. [Aytac, U.](#) (2022). Digital Domination: Social Media and Contestatory Democracy, *Political Studies*. Online First.

Recommended:

- [Papacharissi, Z.](#) (2002). The virtual sphere: The internet as a public sphere. *New media & society* 4 (1): 9-27.

September 20 What are algorithms and AI?

1. O'neil, C. (2016). "Ch.10: The Targeted Citizen" in *Weapons of math destruction: How big data increases inequality and threatens democracy*. Crown.
2. [Bozdag, E., & Van Den Hoven, J.](#) (2015). Breaking the filter bubble: democracy and design. *Ethics and information technology*, 17(4), 249-265.

Recommended:

- [Fukuyama, F., Richman, B. & Goel, A.](#) (2021). How to Save Democracy from Technology: Ending Big Tech's Information Monopoly. *Foreign Affairs* (New York, NY), 100 (1), 98.
- [Noble, S. U.](#) (2018). *Algorithms of oppression*. New York University Press.

September 25 What are algorithms and AI?

1. [Zuboff, S.](#) (2015) 'Big Other: Surveillance Capitalism and the Prospects of an Information Civilization', *Journal of Information Technology* 30, no. 1: 75-89
2. [Gould, C. C.](#) (2019). How democracy can inform consent: cases of the Internet and bioethics. *Journal of Applied Philosophy*, 36(2), 173-191.

Recommended:

- Michel Foucault, 'Panopticism', in *Discipline and Punish: The Birth of the Prison* (New York: Vintage Books: 1975), 195-228 and pictures at the end.

September 27 HOW TO WRITE A POLITICAL THEORY ESSAY

- Read at least 2 sample essays from the previous years to see what is expected of you.

PART 2: CITIZENSHIP

October 2 NO CLASS

October 4 What is citizenship?

1. Michael Walzer, 'Membership', in idem, *Spheres of Justice: A Defense of Pluralism and Equality* (New York: Basic Books, 1983), pp. 31-61
2. [David Miller](#), 'In Defence of Nationality', *Journal of Applied Philosophy* 10 (1993) no. 1: 3-16

October 9 NO CLASS

October 11 What are borders?

1. Frantz Fanon, *The Wretched of the Earth*, transl. Constance Farrington (London: Penguin, 2001 [1961]), pp. 27-35, 74-81, 166-169, 178-180
2. [Amighetti, S., & Nuti, A.](#) (2016). A Nation's Right to Exclude and the Colonies. *Political Theory*, 44(4), 541-566.

October 12 What are borders?²

1. [Abizadeh, A.](#) (2008). Democratic theory and border coercion: no right to unilaterally control your own borders. *Political theory*, 36(1), 37-65.
2. [Song, S.](#) (2009). Democracy and noncitizen voting rights. *Citizenship studies*, 13(6), 607-620.

October 16 What are citizenship inheritance and revocation?

1. [Gibney, M. J.](#) (2013). Should citizenship be conditional? The ethics of denationalization. *The Journal of Politics*, 75(3), 646-658.
2. [Sachar, A. & Hirschl, R.](#) (2007). Citizenship as Inherited Property. *Political Theory*, 35(3), 253-287.

Recommended:

- [Oberman, K.](#) (2017). Immigration, citizenship, and consent: What is wrong with permanent alienage?. *Journal of Political Philosophy*, 25(1), 91-107.

October 18 What is civil disobedience?

1. [Martin Luther King](#), 'Letter from a Birmingham Jail' [1963] (A very short and easy piece)
2. [Scheuerman, W. E.](#) (2014). Whistleblowing as civil disobedience: The case of Edward Snowden. *Philosophy & Social Criticism*, 40(7), 609-628.
3. [Delmas, C.](#) (2018) "In Defense of Uncivil Disobedience" in *A Duty to Resist: When Disobedience should be Uncivil*. Oxford University Press.

Recommended:

- [Pineda, E. R.](#) (2021). Civil disobedience, and what else? Making space for uncivil forms of resistance. *European Journal of Political Theory*, 20(1), 157-164.

PART 3: JUSTICE

October 23 What is Justice?

² This Thursday class is part of UBC's Make-up Monday.

1. John Rawls, *A Theory of Justice: Revised Edition* (Cambridge, MA: Belknap Press of Harvard University Press, 1999), pp. 3-7, 10-19, 51-56, 67-69, 73-79, 86-93

October 25 What is intergenerational justice?

1. [Parijs, P. V.](#) (1998). The disfranchisement of the elderly, and other attempts to secure intergenerational justice. *Philosophy & public affairs*, 27(4), 292-333.
2. [Priest, M.](#) (2016). Why Children Should be Allowed to Vote. *Public Affairs Quarterly*, 30(3), 215-238.

Recommended:

- [Heyward, C.](#) (2008). Can the all-affected principle include future persons? Green deliberative democracy and the non-identity problem. *Environmental Politics*, 17(4), 625-643.

October 30 What is meritocracy?

1. Michael Sandel, *The Tyranny of Merit: What's Become of the Common Good* (Penguin, 2020); Ch.1 (pgs. 1, 5-11); Ch. 2 (pg. 1); Ch.5 (pgs. 1-9, 13-26).
2. Goodhart, M. (2008). A Democratic Defense of Universal Basic Income. *Illusion of Consent: Engaging with Carole Pateman*, 139-64.

Recommended:

- Michael Sandel, *The Tyranny of Merit: What's Become of the Common Good* (Penguin, 2020); Introduction (1-7)
- [Sandel, M.](#) "Tyranny of Merit". Ted Talks Daily.

November 1 What is Historical Injustice?

1. [Spinner-Halev, J.](#) (2007). From historical to enduring injustice. *Political Theory*, 35(5), 574-597.
2. [Thompson, J.](#) (2001). Historical injustice and reparation: Justifying claims of descendants. *Ethics*, 112(1), 114-135.

Recommended:

- [Fisher, Kirsten J. & Walker, Kathy](#) (2021). Transitional Justice for Indigenous Peoples should be a key federal election issue. *The Conversation*.

November 6 What is Historical Injustice?

1. [Coulthard, G. S.](#) (2007). Subjects of empire: Indigenous peoples and the 'politics of recognition' in Canada. *Contemporary political theory*, 6(4), 437-460.

2. [Sultan, N. S. \(2020\)](#). Self-Rule and the Problem of Peoplehood in Colonial India. *American Political Science Review*, 114(1), 81-94.

November 8 What is Global Justice?

1. [Nichols, R.](#) (2019). Indigenous peoples, settler colonialism, and global justice in Anglo-America. In *Empire, Race and Global Justice* (pp. 228-250). Cambridge University Press.
2. [Beaton, E., Gadomski, M., Manson, D., & Tan, K. C.](#) (2021). Crisis nationalism: to what degree is national partiality justifiable during a global pandemic? *Ethical Theory and Moral Practice*, 24(1), 285-300.

November 13 NO CLASS

November 15 NO CLASS

November 20 What is Global Justice?

1. [Caney, S.](#) (2014). 'Two Kinds of Climate Justice: Avoiding Harm and Sharing Burdens', *The Journal of Political Philosophy* 22, no. 2: 125-149
2. [Wenar, L.](#) (2008) 'Property Rights and the Resource Curse', *Philosophy and Public Affairs* 36 (2008) no. 1: 2-15, 26-32

PART 4: SPEECH

November 22 What is the harm in speech?

1. Catharine A. MacKinnon, *Only Words* (Cambridge, MA: Harvard University Press, 1993), pp. 3-15, 29-31, 55-57, 71-76
2. Jeremy Waldron, 'Protecting Dignity or Protecting from Offense?', in idem, *The Harm in Hate Speech* (Cambridge, MA: Harvard University Press, 2012), pp. 105-123, 131-136

Recommended:

- [John Stuart Mill](#), *On Liberty*.
- [John Locke](#), *A Letter Concerning Toleration*

November 27 What is toleration?

1. Rainer Forst, 'Toleration: Concept and Conceptions', in idem, *Toleration in Conflict: Past and Present*, transl. C. Cronin (Cambridge: Cambridge University Press, 2013), pp. 17-35
2. Wendy Brown, 'Tolerance as a Discourse of Power', in idem, *Regulating Aversion: Tolerance in the Age of Identity and Empire* (Princeton: Princeton University Press, 2006), pp. 25-47

Recommended:

- [Smith, M.](#) (2014). Affect and respectability politics. *Theory & Event*, 17(3) Supplement.

- [Iqtidar, H.](#) (2019). Searching for ‘Tolerance’ in Islamic Thought. In *Oxford Handbook of Comparative Political Theory*. Oxford University Press, USA.

November 29 What is sincerity?

1. [Warren, M. E.](#) (2006). What should and should not be said: Deliberating sensitive issues. *Journal of social philosophy*, 37(2), 163-181.
2. [Lenard, P. T.](#) (2008). Deliberating sincerely: A reply to Warren. *Journal of Social Philosophy*, 39(4), 625-638.

December 4 What is sincerity?

1. [Asenbaum, H.](#) (2018). Anonymity and democracy: Absence as presence in the public sphere. *American Political Science Review*, 112(3), 459-472.
2. [Goodin, R. E., & Saward, M.](#) (2005). Dog whistles and democratic mandates. *The Political Quarterly*, 76(4), 471-476.

December 6 What is hope?

- Guest Lecture by Dr. Antonin Lacelle-Webster
- 1. [Lacelle-Webster, A.](#) (2023). Democratic Politics and Hope: An Arendtian Perspective. *European Journal of Political Theory*. Online First.

GENERAL ACADEMIC POLICIES

Course Evaluations

In order to pay respect to the time that it takes to fill out course evaluations at the end of the term, students will be given 2% if they fill out the course evaluation and send a screenshot of the “thank you” message at the end to course.evaluations.afsahi@gmail.com

Attendance

Regular attendance in lectures **is recommended**. However, with the ongoing public health emergency, you are not required to attend sessions and the lectures will be recorded. All assignments must be completed and handed in. Students who do not hand in an assignment may be disallowed from finishing the class.

Read the university calendar so that you are aware of no-penalty drop dates, requirements for medical authorization (to defer an exam, for example) and other procedures that may affect you.

Grade Appeal

Students who wish to appeal grades assigned to their academic work may do so. The initial appeal should be made to the person who graded your paper.

You must write-up a memo with points of discussion/concern in the paper if you wish to appeal the grade. Please first contact the TA who has graded your paper. In the event that you wish to have another conversation, you may appeal the grade to me. I will similarly require a short memo with points of discussion/concern.

If the student remains unsatisfied with this process, they may proceed to the head of the department or further to a formal committee established in accordance with University policies.

Religious holidays

UBC permits students who are scheduled to attend classes or write examinations on holy days of their religions to notify their instructor in advance of these days and their wish to observe them by absenting themselves from class or examination. Instructors provide opportunity for students to make up work or examinations missed without penalty. (Policy # 65.)

Accommodation

UBC is committed to the academic success of students with disabilities. UBC's policy on Academic Accommodations for students with disabilities aims to remove barriers and provide equal access to University services, ensure fair and consistent treatment of all students, and to create a welcoming environment. Students with a disability should first meet with an Access and Diversity advisor to determine what accommodations/services you are eligible for.

You must share your CfA letter with the instructor at the beginning of the term.

University Values and Priorities:

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available [here](#).

Academic Integrity and Responsibility

As a member of this class, you are responsible for contributing to the course objectives through your participation in class activities and your work on essays, exams, and other projects. In the process of coming into your own as an independent, responsible participant in the academic

community, you are encouraged to seek advice, clarification, and guidance in your learning from your instructor and/or Teaching Assistant. If you decide to seek help beyond the resources of this course, you are responsible for ensuring that this help does not lead you to submit others' work as your own. If an outside tutor or other person helps you, show this policy to your tutor or helper: make sure you both understand the limits of this person's permissible contribution. If you are uncertain, consult your instructor or TA.

Academic communities depend on their members' honesty and integrity in representing the sources of reasoning, claims, and wordings that appear in their work. Like any other member of the academic community, you will be held responsible for the accurate representation of your sources: the means by which you produced the work you are submitting.

See section on Academic Dishonesty and Plagiarism for more detailed information

Like any academic author submitting work for review and evaluation, you are guaranteeing that the work you submit for this course has not already been submitted for credit in another course. Your submitting work from another course, without your instructor's prior agreement, may result in penalties such as those applied to the misrepresentation of sources.

Familiarize yourself with UBC's academic honesty protocols:
<https://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,54,111,958>

Illness and Absence

If you are sick, it is important that you stay home. Complete a self-assessment for COVID-19 symptoms here: <https://bc.thrive.health/covid19/en> . In this class, the marking scheme is intended to provide flexibility so that you can prioritize your health and still succeed.

If you miss class because of illness: For classes, a recorded lecture is available. Make a connection early in the term to another student or a group of students in the class. You can help each other by sharing notes. If you don't yet know anyone in the class, post on the discussion forum to connect with other students.

If you are concerned that you will miss a deadline due to illness, contact me to discuss further.

If you experience medical, emotional, or personal problems that affect your attendance or academic performance, please notify [Arts Academic Advising](#). If you are registered with Center for Accessibility, you should notify your instructor in the beginning of the term. If you are planning to be absent for varsity athletics, family obligations, or other commitments, you should discuss your commitments with the instructor before the drop date to see if accommodations will be granted.

Reach out and ask for help if you need it

University students often encounter setbacks from time to time that can impact academic performance. If you run into difficulties and need assistance, I encourage you to contact me by email or by dropping by my office. I will do my best to support your success during the term.

This includes identifying concerns I may have about your academic progress or wellbeing through Early Alert. With Early Alert, faculty members can connect you with advisors who offer student's support and assistance getting back on track to success. Only specialized UBC advisors are able to access any concerns I may identify, and Early Alert does not affect your academic record.

For more information: <https://facultystaff.students.ubc.ca/systems-tools/early-alert>

For information about addressing mental or physical health concerns, including seeing a UBC counselor or doctor, visit: <https://students.ubc.ca/health-wellness>

Respectful University Environment

UBC recognizes that “the best possible environment for working, learning and living is one in which respect, civility, diversity, opportunity and inclusion are valued.”

The full *UBC Statement on Respectful Environment for Students, Faculty and Staff* can be found at <http://www.hr.ubc.ca/respectful-environment/files/UBC-Statement-on-Respectful-Environment-2014.pdf>. Students should read this statement carefully and take note of both the protections and the responsibilities that it outlines for all members of the UBC community.

Students should also review the Student Code of Conduct, at: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,750,0>

In this class, I will share my own opinion about the readings. This should not be seen as a barrier to your ability to voice diverging opinions. In my 15-year experience in education, some of the best papers were written by students who vehemently disagreed with my positions. I welcome all opinions as long as they are well-argued.

This course values frank discussion, healthy debate, and the free and respectful exchange of ideas. Students are welcome to voice and defend their views, which may differ from those of other students or of the instructor. However, disrespectful behavior, including bullying and harassment, will not be tolerated. The instructor and teaching assistant will be professional and respectful in all their exchanges with students, and students will exercise similar professionalism and respect in their interactions with each other, with the teaching assistant, and with the instructor.

If you have any concerns about the class environment, please raise them with the instructor. You also have the options of contacting the Head of the Political Science Department, UBC's Equity and Inclusion Office (<http://equity.ubc.ca>), or the UBC Ombudsperson for Students: <https://ombudsoffice.ubc.ca>

Equity and Harassment

UBC is committed to equity (including but not limited to gender equity) and fostering a safe learning environment for everyone. All peoples should be able to study, work, and learn in a

supportive environment that is free from sexual violence, harassment, and discrimination. UBC's Policy #3 on Discrimination and Harassment defines harassment as: "unwanted and unwelcome attention from a person who knows, or ought to know, that the behaviour is unwelcome. Harassment can range from written or spoken comments to unwanted jokes, gifts, and physical assault, and may be accompanied by threats or promises regarding work or study opportunities and conditions. Harassment can be either a single incident or a series of related incidents." Such behavior is not acceptable and will not be tolerated at UBC. If you or someone you know has encountered sexual violence or harassment, you can find confidential support and resources at the AMS Sexual Assault Support Centre, (SASC), and the Equity and Inclusion Office. The SASC is an all-genders service that serves the UBC-Vancouver campus community and is committed to creating a safer campus community, free from sexualized violence. Their work is informed by feminism, anti-oppression and recognition of intersectionality. The Equity and Inclusion Office is committed to fostering a community in which human rights are respected and equity and diversity are integral to university life.

Resources are available at:

Sexual Assault Support Centre, (SASC)
249M, Student Union Building, UBC
604-827-5180
sasc@ams.ubc.ca
<http://amssasc.ca>

Equity and Inclusion Office
2306 – 1874 East Mall (Brock Hall)
604.822.6353
equity@equity.ubc.ca
<http://equity.ubc.ca>