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COMX 205Y.01: Deliberative Democracy

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**MISSOULA COLLEGE OF THE UNIVERSITY OF MONTANA
DEPARTMENT OF APPLIED ARTS AND SCIENCES
COMX 205Y, SECTION 01 (73989): DELIBERATIVE DEMOCRACY
FALL SEMESTER, 2018**

**We acknowledge that we are in the aboriginal territories
of the Salish and Kalispel people. We want to extend
our respect and appreciation of that.**

COURSE INFORMATION

Meeting time: Tuesday and Thursday, 11:00 pm –12:20 pm
Room: MC 234
Credits: 3 credits, traditional letter grade

PROFESSOR

Dr. Cassandra J. (“Cassie”) Hemphill
Office: Room 426, River Campus building
Texts: 406-370-8344
Email: cassandra.hemphill@umontana.edu
Group Texts: MC205 (<https://discord.gg/5T93uDc>)

Drop-in Student Hours: The best time to meet with your professor is after she finishes teaching for the day. Drop-in hours are Mondays 2:00–3:00 pm and Tuesdays 12:30–1:30 pm. If these times don’t work for you, email your professor to find another time to meet.

COURSE OVERVIEW

Participatory budgeting in Brazil. Citizen juries in Australia. Deliberative polling in Tanzania. Planning cells in Germany. These projects span the globe, cross disciplinary and cultural boundaries, empower citizens, and help civic leaders and government officials find sustainable solutions to societal problems. The common thread that binds these seemingly disparate projects is deliberative democracy.

This course will introduce you to deliberative democracy. You’ll learn about the theory and practices that enable citizens and governments to engage in productive dialogue about challenging societal issues and create feasible, practical solutions. You’ll examine how people around the world have adapted these principles to enable governments to allocate limited resources, meet societal needs, and achieve common goals. You’ll have many opportunities to develop and practice your dialogue and deliberation skills in the classroom. You will develop your ability to develop questions, listen to understand, show your appreciation, consider multiple perspectives, find common ground, and reach consensus agreements. You will have opportunities to evaluate and reconsider your own points of view. You will leave the course with a greater understanding of how these processes can be used in various types of communities, including universities, neighborhoods, towns, states, and nations. After completing the

course, you will have an increased ability to improve governance and help solve society's most challenging problems.

LEARNING OUTCOMES

By the end of this course you will be able to:

1. Describe the historical basis and principles of deliberative democracy.
2. Identify how diverse cultures and institutions are using deliberative democratic processes to improve decision-making and governance.
3. Plan and implement face-to-face and online dialogic deliberative processes involving inquiry, listening, appreciation, reflection, and reasoning.
4. Analyze the benefits and challenges of engaging the public in participatory democratic processes.
5. Evaluate your own capacities for civic engagement, including inquiry, appreciation, listening, considering multiple perspectives, and finding common ground.
6. Articulate how deliberative democracy can be used to promote diversity, equity, justice, civility, and interdependence, and to provide society with an alternative to adversarial and aggregative forms of governance

PREREQUISITES

None.

TEXTBOOKS

Gastil, J. (2014). *Democracy in Small Groups: Participation, Decision Making, and Communication*. 2nd Ed. Philadelphia, PA: New Society Publishers.

Lerner, J. (2014). *Everyone Counts: Could "Participatory Budgeting" Change Democracy?* Chapel Hill, NC: Longleaf Services.

Yankelovich, D. (1999/2001). *The Magic of Dialogue: Transforming Conflict into Cooperation*. New York: Touchstone.

Videos and additional readings are posted on Moodle.

**Can't afford to buy or rent the textbooks?
Waiting on Financial Aid?**

Copies of the Gastil and Yankelovich books are available in the Payne Family Library. Ask for them at the desk. You can use them in the library for 2 hours, enough time to read a chapter or two and take notes. A copy of the Lerner text can be downloaded for free from Mansfield Library. If the Payne Library hours don't work with your schedule, please email your professor. She may be able to help you find a solution.

ASSIGNMENTS

You will learn about and experience deliberative democracy through a variety of assignments that you will complete individually, in small groups and teams, and as a whole class. The schedule for the assignments is provided at the end of this syllabus and on Moodle. Assignments are handed out in class and posted on Moodle. Grading rubrics are posted on Moodle.

Engagement. Your engagement in this class will be graded. Engagement has two elements: preparation and participation. **Preparation** is what you do to get ready for class. Preparation includes completing assigned reading, watching videos, and completing any additional assignments before coming to class. **Participation** is what you do while you're in class. Participation includes arriving on time, staying for the entire class, asking questions, and contributing to your and your classmates' learning. Just as it is in the workplace, attendance in this class is necessary for success.

Engagement = Preparation + Participation

Application of Learning. You will complete two small group projects: a written case study for [Participedia](#) and an in-class facilitated dialogue. You will also apply your learning by preparing exam questions and answers.

Assessment of Learning. Other assessments include exams (online), essays and analyses, and observation of a public dialogue outside of class.

No Extra Credit. No extra credit will be provided. Activities that are necessary for your learning and success are already included in the course. Students who attend class regularly and complete all assignments on time can earn enough points to achieve the grade they want.

Late Assignments. If you forget to complete an assignment or your other responsibilities prevent you from finishing it on time, complete it as soon as possible and turn it in. After class, put it in the homework folder outside your professor's office. Do not deliver assignments to the department office. Points will be deducted on late assignments unless an extension has been negotiated before the due date.

Losing internet access at home, running out of black ink in your printer, not knowing how to print on campus, etc., are not accepted excuses for late, missing, or incomplete assignments.

EVALUATION (GRADING)

Category and Assignment	Points	(%)
Engagement (Preparation and In-Class Participation)		
Preparation and Participation for Weeks 1–3	50	
Preparation and Participation for Weeks 4–6	50	
Preparation and Participation for Weeks 7–9	50	
Preparation and Participation for Weeks 10–12	50	
Preparation and Participation for Weeks 13–15	50	
<i>Total Points for Engagement</i>	250	(30%)
Application of Learning		
Small-Team Project 1: Student-Facilitated Dialogue	50	
Small-Team Project 2: Case Study	100	
Participation in and Analysis of a Public Dialogue	50	
Preparation of Exam Questions and Answers (4 @ 25 pts each)	100	
<i>Total Points for Writing</i>	300	(35%)
Assessment of Learning		
Analysis of “12 Angry Men”	25	
Letter Essay: What is Deliberative Democracy?	25	
Exams (4 @ 50 pts each)	200	
Self-Evaluation of Capacity for Dialogue and Deliberation	50	
<i>Total Points for Quizzes / Exams</i>	300	(35%)
Total	850	(100%)

Grading Scale

- 409–455 points = A (90–100%)
- 364–408 points = B (80–89%)
- 318–363 points = C (70–79%)
- 273–317 points = D (60–69%)
- 0–272 points = F (0–59%)

Only letter grades will be assigned. Departmental policies do not allow us to use Credit/No Credit or Pass/Fail grades.

If you don't see a grade for an assignment you've completed or the grade that is posted isn't what you expected, email your professor.

ATTENDANCE

This is a participatory class. Attendance is required and expected. Students who attend regularly (> 92% of class), arrive on time and stay for the full class period are more likely to earn an A. Students who don't complete the assignments and homework, arrive late, leave early, or skip class will struggle to pass the class.

Initial the attendance sheet when you arrive in class and pick up your name tent and any handouts. If you arrive after the first 10 minutes of class and your professor has marked you absent, sign your initials over the “Abs” mark so your professor knows you were in class.

If you miss the first three class meetings, or you miss two classes in the first two weeks, you will be asked to drop the course on CyberBear and enroll another semester. Fundamental groundwork for the semester is put in place in the first few class meetings.

Required University events will be excused if you provide appropriate documentation in advance. Students should arrange with their professor early in the semester if they have a scheduled university-sponsored activity or if they will be absent, especially if it is on a scheduled speaking day.

Leave your name tent in the classroom. Do not take it with you. Your professor uses your name tent to verify attendance, especially during the first few weeks of the semester.

Personal situations may arise that make it impossible for you to attend class. An occasional absence is accepted. If you must miss class, you are responsible for obtaining any handouts or assignments for class. Leave any assignments due that day in the folder outside your professor's office before the end of the day. If you are unable to bring your assignment to campus, email or text a copy or a picture of your assignment to your professor before class begins to prove it is completed. Do not ask the professor to print your assignment. You must submit your printed copy at the beginning of the next class period.

Absences

Absences cannot be made up. Absences will be reflected in your engagement scores. Deductions due to absences may be waived at the professor's discretion in cases when student has notified professor well in advance of a university-sponsored or other planned activity or when a medical or other documented emergency prevents the student from attending class.

You are expected to arrive on time and stay for the full class period on days when you and your classmates are scheduled to lead facilitated dialogues or give presentations.

COMMUNICATION

Moodle. Assignments, grading rubrics (checklists), grades, and other information will be posted on Moodle. **If you need help with Moodle, contact UOnline Technical Support at (406) 243-4999 or toll-free at (866) 225-1641, or email them at umonline-help@umontana.edu** Your professor is unable to help except with the most basic questions.

Email. To protect your privacy, your professor will only use umontana email. For **help with your umontana email and your devices, contact the UM Solutions Center at umt.edu/solutions or call 406-243-HELP (406-243-4357)**. Your professor is unable to help except with the most basic questions.

Group Texts. Discord is a handy way to stay in touch with your professor and classmates. You can ask questions about assignments, see what questions your classmates have asked, and find out when due dates have changed. The Discord server for your class is MC205 (<https://discord.gg/5T93uDc>). [Downloads](#) are available for Windows, Mac, Android, iOS and Linux. You can use Discord on a desktop, a tablet, a smartphone -or all three (like your professor does).

Printing. Most printers on campus use PaperCut, which draws the money from your GrizCard account. You can use cash or change to print in the Missoula College Payne Family Library.

Do not ask your professor to print your assignments. If you can't afford to pay for printing, please email your professor. She may be able to help you find a solution.

CLASSROOM ETIQUETTE

Class Start/End. Your professor begins and ends class promptly. Unpack before class begins so you don't disturb other students. Arriving late is disrespectful and disruptive to learning. If you arrive after class begins or need to leave early, avoid making noise (e.g., zipping and unzipping your backpack) while others are speaking. Sit near the door so you disturb as few people as possible.

Wait to begin packing up until the professor signals class is over. If you need to leave class early, please let the professor know before class begins. Sit near the door so you can leave without disturbing others.

Classroom Set-up and Clean-up. Assisting with room set-up and clean-up is part of your participation grade. If we need to move the furniture for activities, help make sure all the furniture is back where it belongs before you leave the classroom.

Team-led Activities. Your team is responsible for setting up and cleaning up the room when you lead a dialogue or give a presentation. This includes wiping off the whiteboard, logging out of the computer, and returning markers or other equipment to your professor. If you need a flip chart and easel for your dialogue, make arrangements with your professor in advance. Your team will be responsible for collecting equipment from your professor's office before class and returning them when you are done. Failure to clean up after yourself may result in a point deduction for the entire team.

Recycling and Trash. Missoula has set a Zero Waste goal – please help us achieve it by doing your part. Recycle clear plastic bottles, cans, and white paper in the recycling bins provided on every floor near the elevator. Graded papers can be slide into slot in the top of the gray bins at the recycling station. Please do not discard recyclable materials in the classroom trash bin.

Technology. Using phones, tablets, laptops, or other devices in the classroom is disruptive and disrespectful to your classmates and your professor. Set phones to “silent” before class begins. During class, avoid checking and sending personal text messages that are unrelated to the class. Unless an in-class activity requires technology, store your device in your pocket or backpack when you arrive in the classroom.

Eating. This is a classroom, not a dining area. Eat your snacks and lunch outside the classroom. If you bring food into the classroom, bring enough for everyone to share. Check in advance with your classmates regarding food allergies. If you spill a beverage, clean it up with paper towel from the restroom at the end of the hall.

Biological Needs. If you need to leave the room to take care of biological needs, time your departure and entrance to reduce disturbing or distracting your classmates or your professor.

STUDENT SERVICES

Accommodations. Eligible students with disabilities will receive appropriate accommodations in this course when requested in a timely way. Please contact the professor before or after class or during office hours to discuss accommodations. Please provide a copy of the letter from your Disability Services for Students (DSS) Coordinator. For more information, visit the Disability Services website at www.umt.edu/dss/ or call 406-243-2243 (voice/text). DSS Director Amy Capolupo will be on the Missoula College campus Tuesdays and Fridays in Room 032 on the river level (bottom floor).

If you have not applied for accommodations but believe assistance would help you succeed in this course, please schedule a 30-minute meeting with your professor. Some accommodations (such as using videos that are closed captioned) are provided to everyone in the course, regardless of whether they are registered with DSS.

Learning Center / Writing Tutors. The Learning Center is your one-stop resource at Missoula College for help with email, CyberBear, and other technology. Writing Tutors can help you improve your written assignments. You'll also find computers and a printer, tables, and whiteboards for studying. The Learning Center is in Room 022 on the river level (bottom floor) and is open Monday-Friday 8:00 am – 5:00 pm.

Payne Family Library. Students at Missoula College get personal attention and help in the Payne Family Library, located in Room 005 on the river level (bottom floor) Monday-Friday 7:30 am – 5:00 pm. Services available include group study rooms, course textbooks on reserve, computer workstations, assistive technology, printers (pay cash!), and caring and knowledgeable staff. The library also offers help with referencing

Career Services. Students can get help with resumes, cover letters, interviewing, job searches, and other [career services](#) on the Missoula College campus on Thursdays, 8:00 am – 12:00 noon in Room 210. Call 406-243-2022 or email Mani Stubbs at manuel.stubbs@umontana.edu to make an appointment. Walk-ins are welcome.

STUDENT CONDUCT

Student Conduct Code. Expected standards of behavior for all students, including academic conduct and general conduct, are described in the Student Conduct Code, which is posted at www.umt.edu/student-affairs/dean-of-students/default.php. You are expected to practice academic honesty at all times. Academic misconduct is defined as all forms of academic dishonesty, including:

- **Plagiarism** (representing another person's words, ideas, data, or materials as your own).
- **Submitting your own work that you previously presented or prepared in another course.**

DROPPING THE CLASS

The policy for dropping a class is provided in the UM Catalog at <http://www.umt.edu/undergrad-advising-center/i-need-to/add-drop.php>. Discuss the consequences with your advisor before you request a drop.

CHANGES TO SYLLABUS

The instructor reserves the right to modify the syllabus and assignments as needed based on faculty, student, and/or environmental circumstances.

SCHEDULE

Week	Dates	Preparation	Topics and In Class Activities	Assignments Due
1	8/28, 8/30	Gastil, Ch 1	Orientation to Course Expectations What is Democracy?	
2	9/4, 9/6	Gastil, Ch 2-3 Watch "12 Angry Men"	Elements of Democracy No class 9/6: watch "12 Angry Men" on your own	
3	9/11, 9/13	Yankelovich, Chs 1 and 2	Dialogue	Due 9/11 (online): Analysis of "12 Angry Men"
4	9/18, 9/20	Gastil, Ch 4	Small-Team Project: Case Studies Review for Exam 1	Due 9/19 (online): Questions and Answers on Gastil Chs 1-4 and Yankelovich Chs 1-2 Due 9/23 (online): Exam 1. Covers Gastil Chs 1-4, Yankelovich Chs 1-2, plus everything in class
5	9/25, 9/28	Online readings and videos	Listening to Understand Facilitation, Recording, and Evaluation	
6	10/2, 10/4	Lerner – all	Participatory Budgeting Work Day: Case Studies	Due 10/2 (in class, print your assignment): "What is Deliberative Democracy?" Letter
7	10/9, 10/11	Yankelovich, Chs 3-4	Student-Facilitated Dialogue	
8	10/16, 10/18	Yankelovich, Chs 5-6	Student-Facilitated Dialogue	
9	10/23, 10/25	Yankelovich, Chs 7-8	Student-Facilitated Dialogue Review for Exam 2	Due 10/24 (online): Questions and Answers on Lerner, Yankelovich Chs 3-8 Due 10/28 (online): Exam 2. Covers Lerner, Yankelovich Chs 3-8, plus everything in class
10	10/30, 11/1	Yankelovich, Chs 9-10	Student-Facilitated Dialogue	
11	11/6, 11/8	Yankelovich, Chs 11-12	Student-Facilitated Dialogue	Due 11/6 (in class, print your assignment): Analysis of public dialogue
12	11/13, 11/15	Yankelovich, Chs 13-14	Dialogue – Wrap-up <i>Thurs:</i> Review for Exam 3	Due 11/14 (online): Questions and Answers on Yankelovich Chs 9-14

Week	Dates	Preparation	Topics and In Class Activities	Assignments Due
13	11/20, 11/22		<i>Tues:</i> Work Day for Case Studies No class Thursday – Thanksgiving Holiday	<i>Due 11/18 (online):</i> Exam 3. Covers Yankelovich Chs 9-14 plus everything in class
14	11/28, 11/30	Gastil, Chs 5-6	Case Study Presentations	
15	12/4, 12/6	Gastil, Chs 7-8	Case Study Presentations Debrief Review for Exam 4	<i>Due 12/5 (online):</i> Questions and Answers on Gastil Chs 5-8
16	Friday 12/14 (Finals)		No class meeting: assignments due online	<i>Due at 12 noon 12/14:</i> Final Reflection Exam 4 (Online). Covers Gastil Chs 5-8 plus everything in class