



MISSION: To develop a unique business school identity which is distinctive in the marketplace and provides a clear value proposition for students. This will be achieved by embedding the themes of entrepreneurship and innovation, digitalisation and data within our programs and embracing sustainability, work integrated learning and a commitment to social justice.

OVERVIEW

Course Description

Democracy in the 21st Century explores and evaluates solutions to the growing Global disenchantment with the liberal consensus of free markets and liberal representative democracy. Institutions and organisations as distinct as the World Bank, Left of Centre Governments in Latin America, non-governmental organisations, the Occupy movement in the States, #NiUnaMenos (#Not One More in Argentina, the glocal Alt-Right and social movements in the Middle East are all responding to this political situation by valuing political organising, authority, decision-making, and policy-making which are based at the scale of the local, sometimes glocal, are organised through the local community and are justified through the language of participation, citizenship and freedom.

The course builds on skills, concepts and critical theories studied in 1000 and 2000 level courses to offer both, a 'bottom up' and 'top down' view by exploring the debates and practices surrounding this focus on the local and the role of participation, citizenship and freedom in the re-enchancement of democracy in the 21st Century. It will begin with a focus on key debates in political theory which are shaping political practice and then use these to evaluate a series of case studies from across the Globe, including good governance, participatory budgeting, participatory poverty reduction, insurgent citizenship, and the politics of autonomy of social movements.

Contact Hours

Integrated Learning Session

Face to Face On Campus

Two (2) hour(s) per Week for Full Term

Students are expected to complete 4 hours of guided learning via online preparation, lectures, interactive workshops, tutorials, discussion groups or self-directed learning and an additional 6 hours of independent study per week.

Unit Weighting Workload

10

Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

Please refer to the course CANVAS site for details of teaching staff for ALL course offerings. The primary contact for courses is the Course Coordinator, whose details are listed on the course CANVAS site.

Student Consultation

A minimum of one (1) hour of consultation per week. Please see course CANVAS site for details of time and location.

Course Learning Outcomes

On successful completion of this course, students will be able to:

1. Identify, describe, interpret, analyse and apply key political theories of local power, politics and policy.
2. Identify, describe, interpret, analyse and apply different conceptualisations of participatory democracy and citizenship.
3. Evaluate experiences of participatory democracy and local politics in comparative perspective.
4. Demonstrate skills of critical policy analysis.
5. Conceptualise and analyse political decision-making and motivations to participate.

COURSE OUTLINE

ASSESSMENT DETAILS

This course has 4 assessments. Each assessment is described in more detail in the sections below:

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Mid-semester Essay	Friday of Week 6 by 11:59 pm	Individual	20%	1, 2, 3
2	Applied Participation Exercises	In class – weeks 5, 7, 9, 11	Individual	10%	2, 3, 5
3	Policy Analysis	Friday of Week 9 by 11:59 pm	Individual	30%	1, 2, 4
4	Case Study Essay	Monday of week after end of formal teaching by 11:59 pm	Individual	40%	1, 2, 3, 4, 5

Please note: students are advised that all assessments must be submitted in English. Assessment items not submitted in English will receive a mark of zero.

Results of individual assessment items and final results, including those provided via the Learning Management System (LMS) are 'unofficial results' until they are confirmed as finalised by the School Assessment Body and the Head of School or delegate. Finalised results are released directly to students on the Fully Graded Date of the relevant Semester/Trimester.

Time referenced is time in Newcastle NSW

Late Submissions	The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.
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Assessment 1 – Mid-Semester Essay

Assessment Type	Essay
Purpose	The purpose of this assessment is twofold: <ol style="list-style-type: none"> to enable students to demonstrate their ability to identify, describe, interpret and analysis political theories of local power, politics and policy, and to enable students to demonstrate their ability to identify describe, interpret and analyse key conceptualisations of participatory democracy and citizenship
Description	This essay will assess your understanding of the theories of local power, politics and policy introduced in weeks 3-5, and/or the concepts of participation and citizenship introduced in weeks 1-2. You will be required to choose one essay question out of a choice of four, and to read three core essay-readings assigned with that question to support you to develop your answer. There is a rubric attached to this assessment (on CANVAS)
Weighting	20%
Length	1500 words
Due Date	Friday of week 6 by 11:59 pm
Submission Method	Online via CANVAS
Assessment Criteria	Please refer to rubric
Return Method	Online via CANVAS
Feedback Provided	Online via CANVAS

Assessment 2 – Applied Participation Exercises

Assessment Type	In-class activity
Purpose	To demonstrate understanding of the theory and/or case study of the relevant week through media, informal political and/or popular culture sources. To apply these sources to a concrete series of guiding questions.
Description	Choose a source (piece of music, poem, artwork, meme, image, podcast, video, media short piece) that represents your understanding of the theory and/or case study of the week. In class in groups discuss the relevance of your source and the connections between each of them in relation to two guiding questions (on CANVAS in assessment area) and then report back to the class.
Weighting	10%
Length	NA
Due Date	Week 5, 7, 9 and 11

Submission Method	In class
Assessment Criteria	Please refer to instructions on CANVAS
Return Method	In class dialogue with CC
Feedback Provided	In class

Assessment 3 - Policy Analysis

Assessment Type	Written Assignment
Purpose	The purpose of this assessment is twofold: <ol style="list-style-type: none"> (i) to challenge students to apply key political theories of local power, policy and politics and different conceptualisations of participatory democracy and citizenship to a concrete case study. (ii) to allow students to demonstrate this application as a critical policy analysis.
Description	This policy analysis will assess your ability to apply the theories and concepts learnt in the first five weeks of the course and explored in the public policy weeks (6-8) to a real-world policy document. There are guidelines to support you to completion of the assignment
Weighting	30%
Length	1750 words
Due Date	Friday of week 9 by 11:59 pm
Submission Method	Online via Turnitin
Assessment Criteria	Please refer to rubric
Return Method	Online
Feedback Provided	Online

Assessment 4 - Case-study Essay

Assessment Type	Essay
Purpose	<ol style="list-style-type: none"> (i) to challenge students to apply key political theories of local power, policy and politics and different conceptualisations of participatory democracy and citizenship to a concrete case study of their choice (ii) to challenge students to evaluate an experience of participatory democracy and local politics (iii) to allow students to demonstrate an understanding of political decision-making and the nature and motivations of participation.
Description	This essay will require you to choose a case-study and develop a critical analysis using the theories and concepts learnt over the course. You are free to choose one of the 7 cases studies in the course or a relevant case-study from the extended literature. There is a rubric and guidelines to support your completion of this assignment.
Weighting	40%
Length	2500 words
Due Date	Monday of week after end of formal teaching
Submission Method	Online via Turnitin
Assessment Criteria	Please refer to rubric on course CANVAS site
Return Method	Online
Feedback Provided	Online

SYLLABUS

Course Content

Topics in the course include but are not limited to the following:

1. Introduction: The Turn to the Local, Participation and Citizenship
2. The Limits and Challenges of a Turn to the Local, Participation and Citizenship
3. Participation and Policymaking i): Policy, Politics and Discourse
4. Participation and Policymaking ii): Policy, Politics and Hegemony
5. Participation and Policymaking ii): Policy, Politics and Gender
6. Good Governance and Decentralisation
7. Participatory Poverty Reduction Strategies
8. Participatory Budgeting
9. Indigenous Cosmo politics and Constitutionalism
10. The Alt-Right and New Feminisms
11. Insurgent Citizenship and #BLM
12. Autonomous Social Movements
13. Case Study essay support workshop

Course Materials

Required Text:

Weekly readings list and readings on CANVAS

Please refer to the course CANVAS site for details of additional recommended texts.

SCHEDULE

Week	Topic	Workshop Activities
1	A Turn to the Local	Why has there been a turn to the local in politics, policy? What are the different understandings of participation and citizenship and the implications of these understandings for power and equity?
2	The Limits and Challenges of a Turn to the local	What are the different understandings of participation and citizenship that shape this political debate? What are the implications of these understandings of power and equity?
3	Foucauldian Political Theory and Political Analysis	What are the key elements of a Foucauldian analysis of policy and politics? What are the uses and limits of such a framework?
4	Neo-Marxist Political Theory and Political Analysis	What are the key elements of a neo-Marxist analysis of policy and politics? How does this framework differ from a Foucauldian framework?
5	Feminist Political Theory and Political Analysis	What are the key elements of a feminist analysis of politics and policy? How does this differ from a Foucauldian and/or Neo-Marxist analysis? Assessment 2 due: during workshop
6	Good Governance and Local Participation	In this workshop we will develop a critical analysis of the good governance/local participation policy agenda Assessment 1 due: Monday of week 6 by 11:59 pm
7	Participatory Poverty Reduction Strategies	In this workshop we will develop a critical analysis of the participatory poverty reduction strategy Assessment 2 due: during workshop
Mid Semester Break		
8	Participatory Budgeting	In this workshop we will develop a critical analysis of participatory budgeting
9	Indigenous Cosmo politics and Constitutionalism	In this workshop we will develop a critical analysis of Indigenous Cosmo politics and Constitutionalism Assessment 2 due: during workshop Assessment 3 due: Friday of week 9 by 11.59pm
10	The Alt-Right and New Feminisms	How do we explain the rise of the alt-right? What is their relationship to new feminisms such as Ni Una Menos? We will develop a critical analysis of this form of bottom-up participation
11	Insurgent Citizenship	What does insurgent citizenship mean? Can this form of community organising develop equitable and viable forms of participation? Assessment 2 due: during workshop
12	Autonomous Social Movements	What are autonomous social movements? Do they offer an alternative form of popular empowerment?
13	Case-Study Essay Workshop	Feedback on Case-Study proposals and essay planning Assessment 4 due: Monday, the week after end of teaching.

If a lecture/class is scheduled on a public holiday, a make-up lecture may be announced by the course coordinator on the course CANVAS site.

CONTACTS

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PSB Academy Enquiries

Log your question or request to the PSB Program Executives at the following website:
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ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Communication Methods	Communication methods used in this course include: <ul style="list-style-type: none"> - CANVAS Course Site: Students will receive communications via the posting of content or announcements on the CANVAS course site. - Email: Students will receive communications via their student email account. - Face to Face: Communication will be provided via face to face meetings or supervision.
Course Evaluation	Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.
Oral Interviews (Vivas)	As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the Oral Examination (viva) Procedure . In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the Student Conduct Rule .
Academic Misconduct	All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to https://policies.newcastle.edu.au/document/view-current.php?id=35 .
Adverse Circumstances	The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where: <ol style="list-style-type: none"> 1. the assessment item is a major assessment item; or 2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system; 3. you are requesting a change of placement; or 4. the course has a compulsory attendance requirement.
Important Policy Information	Before applying you must refer to the Adverse Circumstances Affecting Assessment Items Procedure available at: https://policies.newcastle.edu.au/document/view-current.php?id=236 The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures that support a safe and respectful environment at the University.

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.

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