

**PCSI 1100 A**  
**Democracy in Theory and Practice**  
**Friday 11:35–13:25**  
Class Location: See Carleton Central

Instructor: Said Yaqub Ibrahim  
Office: B642, Loeb Building  
Office Hours: Friday, 10:00–11:00 or by appointment  
Email: [said.yaqub@carleton.ca](mailto:said.yaqub@carleton.ca)

## **1. Course Description and Objective**

This course introduces students to democracy as a key concept and topic in political science. It presents various political theories, debates, and cases on democracy and democratization. The course includes theoretical, historical, critical, and case-specific issues to help students understand democracy as a central topic in political science and an important political system in the contemporary world. The course begins with theoretical debates on democracy, continues with examining the processes, conditions, requirements, and challenges of democracy and democratization in various contexts, and concludes with case studies from both the Global North and the Global South.

**Learning Outcomes:** By the end of the semester, students are expected to:

- Develop a general comprehension of democracy and democratization
- Critically engage in debates and discussions on the causes, aspects, and outcomes of democracy and democratization
- Evaluate the strengths and weaknesses of democracies
- Compare democracy with other political regimes, such as authoritarian systems

**Course Format:** This course is taught in-person every Friday from 11:35 to 13:25.

## 2. Textbooks

- Dahl, Robert A. 2015. *On Democracy*. 2<sup>nd</sup> edition (with Ian Shapiro). New Haven, CT: Yale University Press. Available online, MacOdrum Library.
- Grugel, Jean and Matthew Louis Bishop. 2014. *Democratization: A Critical Introduction*. 2<sup>nd</sup> edition. New York: Palgrave Macmillan. Available online, MacOdrum Library.
- All other sources are also available online.

## 3. Course Evaluation

Course evaluation will include grades for three written assignments, tutorial participation, and a final exam, calculated as follows:

### **Reaction paper 1 (10%):** Due September 20.

Students should write a 2-3 page paper (double-spaced, 12-point font, including bibliography, but excluding the cover page) addressing the question: What is democracy? The paper should be based on assigned readings and course discussions. A detailed instruction will be posted on Brightspace in due course.

### **Reaction paper 2 (10%):** Due October 4.

Students should write a 2-3 page paper (double-spaced, 12-point font, including bibliography but excluding the cover page) addressing the question: Why is democracy important? The paper should be based on assigned readings and course discussions. Detailed instructions will be posted on Brightspace in due course.

### **Term Paper (30%):** Due November 29.

Students should write a mini-research paper on democracy in a specific country of their choice. You should select a country where you want to examine democracy or democratization. You must review 6-8 scholarly sources (e.g., journal articles and book chapters) to write a well-organized mini-research paper, which should not exceed 10-12 pages (double-spaced, 12-point font). You can use the course textbooks as two of your scholarly sources. Detailed instructions will be posted on Brightspace in due course.

### **Tutorial Participation (20%)**

Tutorial participation is a critical component of this course. Discussions will be led by Teaching Assistants. Students must attend all tutorials and actively participate in discussions. Students are expected to come prepared to actively engage in tutorial discussions and to ask questions on the week's topic. Participation should be constructive, critical, and respectful. The purpose of tutorial participation is to critically engage with course material and to exchange understanding of the assigned readings and the lecture.

### **Final Exam (30%)**

In-person examination. The final exam will be scheduled during the regular examination period. A detailed instruction on the format and requirements of the exam will be provided in the last class.

### **Citation**

Assignments must follow standard citation formats such as MLA, APA, and Chicago Manual of Style. For each assignment, select one citation format and use it consistently throughout the paper.

**Submission Policy**

All assignments should be submitted electronically in Brightspace. E-mailed assignments will not be accepted. Late submissions will be penalized 2% per 24 hours. If you need an extension for an assignment, contact me prior to the due date.

**Course Summary**

<i>Date</i>	<i>Topic</i>	<i>Group Discussion</i>	<i>Assignments</i>
<b>Part 1: Definition of Democracy</b>			
<i>Sept. 6</i>	Course Introduction	<i>No Discussion</i>	
<i>Sept. 13</i>	What is democracy?	Democracy	
<i>Sept. 20</i>	Why democracy?	Causes of Democracy	<b>Reaction Paper 1 Due</b>
<b>Part 2: Process of Democracy</b>			
<i>Sept..27</i>	Paths to democracy & Democratization	Democratization	
<i>Oct. 4</i>	Democratization and the State	The Role of State	<b>Reaction Paper 2 Due</b>
<i>Oct. 11</i>	Democracy: context, and requirements	Context	
<i>Oct. 18</i>	Democracy: opportunities and challenges	<i>Challenges</i>	
<i>Oct. 25</i>	<b><i>Reading Week, no class</i></b>		
<i>Nov. 1</i>	Distribution and democracy: capitalism, socialism, and postcolonialism	<i>Distribution</i>	
<b>Part 3 Case Studies</b>			
<i>Nov. 8</i>	Democratization journey: United States	United States	
<i>Nov. 15</i>	Democratization journey: Canada	Canada	
<i>Nov. 22</i>	Democratization journey: Global South	Global South	

## Course Schedule

### Lecture 1: Introduction to Course

No required reading

### Lecture 2: What is democracy?

Reading:

Dahl, 2015, chapters 1-4.

Schmitter, Philippe C. and Terry Lynn Karl. 1991. "What Democracy is... and is not." *Journal of Democracy* 2(3): 75-88 (available online).

### Lecture 3: Why democracy?

Reading:

Dahl, 2015, chapters 5-7 & chapter 16.

### Lecture 4: Paths to democracy

Reading:

Grugel and Bishop, 2014, chapters 1 & 2.

Huntington, Samuel P. 1991. "Democracy's Third Wave." *Journal of Democracy* 2(2): 12-34.

### Lecture 5: Democratization and the State

Reading:

Grugel and Bishop, 2014, chapters 3 & 4.

Carothers, Thomas. 2002. "The End of the Transition Paradigm." *Journal of Democracy* 13(2):5-21. (available online)

### Lecture 6: Democracy: context and requirements

Reading:

Dahl, 2015, chapters 8-11.

### Lecture 7: Democracy: opportunities and challenges

Reading:

Dahl, 2015, chapter 12

Grugel and Bishop, 2014, chapter 5

Fareed Zakaria. 1997. "The Rise of Illiberal Democracy." *Foreign Affairs* November/December: 22-43

**Lecture 8:** Distribution and democracy: capitalism, socialism, and postcolonialism

Reading:

Dahl, 2015, chapters 13-14 & 17

**Lecture 9:** Democratization journey (United States)

Reading:

Dahl, 2015, chapter 15

Benjamin I. Page, Martin Gilens. 2020. *Democracy in America? What Has Gone Wrong and What We Can Do About It* (University of Chicago Press), Chapter 6 (Polarized Parties and Gridlock), pp. 150-177. Available online.

J. C. Ikuta. (2022). "Rethinking Tocqueville: White democracy or American democracy?" *Journal of Classical Sociology*, 22(4), 396-401.

**Lecture 10:** Democratization journey (Canada)

Reading:

Grugel and Bishop, 2014, Conclusion, pp. 338-351.

Denis Pilon. (2017). "The Contested Origins of Canadian Democracy," *Studies in Political Economy*, 98(2), 105-123.

Will Kymlicka. (2021). "The Precarious Resilience of Multiculturalism in Canada," *American Review of Canadian Studies*, 51(1): 122-142.

**Lecture 11:** Continuing the journey (Global South)

Reading:

Grugel and Bishop, 2014, chapter 11

Dahl, 2015, chapter 16

Patrick Heller. (2022). "Democracy in the Global South." *Annu. Rev. Sociol.*, 48, 463–84.

Alfred Stepan and Juan Linz. 2013. "Democratization Theory and the Arab Spring," *Journal of Democracy*, 24(2): 15-30.

**Lecture 12:** Course Overview and Exam Instruction

No Reading

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## Appendix

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### **Student Mental Health**

As a university student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

**Emergency Resources (on and off campus):** <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

- **Carleton Resources:**

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>
- **Off Campus Resources:**
  - Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
  - Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
  - Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
  - Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
  - The Walk-In Counselling Clinic: <https://walkincounselling.com>

### **Requests for Academic Accommodation**

Deferred final exams, which must be applied for at the RO, are available ONLY if the student is in good standing in the course. The course outline must stipulate any minimum standards for good standing that a student must meet to be entitled to write a deferred final exam.

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

***Academic consideration for medical or other extenuating circumstances:*** Please contact your instructor if you are experiencing circumstances that (a) are beyond your control, (b) have a significant impact your capacity to meet your academic obligations, and (c) could not have reasonably been prevented. Decisions on academic consideration are in your instructor's discretion; they will be guided by the course learning outcomes and the principle of good faith. Please see [here](#) for more details. For considerations relating to course work, your instructor may request that you complete the [Self-Declaration form](#). To apply for a deferral of your final exam, you must submit the Self-Declaration form to the Registrar's Office no later than three days after the scheduled examination or take-home due date.

***Pregnancy accommodation:*** 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 accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

**Religious accommodation:** 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 [click here](#).

**Accommodations for 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](mailto: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, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more details, [click here](#).

**Accommodation for student activities:** Carleton University recognizes the substantial benefits, both to the individual student and to the university, that result from a student participating in activities beyond the classroom. Reasonable accommodation will be provided to students who engage in student activities 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. For more information, please [click here](#).

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website ([students.carleton.ca/course-outline](http://students.carleton.ca/course-outline)).

### **Sexual Violence Policy**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated. 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](http://carleton.ca/sexual-violence-support).

### **Academic Integrity**

Academic integrity is an essential element of a productive and successful career as a student. Carleton's [Academic Integrity Policy](#) addresses academic integrity violations, including plagiarism, unauthorized collaboration, misrepresentation, impersonation, withholding of records, obstruction/interference, disruption of instruction or examinations, improper access to and/or dissemination of information, or violation of

test and examination rules. Students are required to familiarize themselves with the university's academic integrity rules.

### ***Plagiarism***

The Academic Integrity Policy defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include, but are not limited to: books, articles, papers, websites, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- Any submission prepared in whole or in part, by someone else;
- Using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- Using another’s data or research findings without appropriate acknowledgement;
- Submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

### ***Use of Artificial Intelligence***

Unless explicitly permitted by the instructor in a particular course, any use of generative artificial intelligence (AI) tools to produce assessed content (e.g., text, code, equations, image, summary, video, etc.) is considered a violation of academic integrity standards.

### ***Procedures in Cases of Suspected Violations***

Violations of the Academic Integrity Policy are serious offences which cannot be resolved directly with the course’s instructor. When an instructor suspects a violation of the Academic Integrity Policy, the Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student. Penalties are not trivial. They may include a mark of zero for the assignment/exam in question 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).

Permissibility of submitting substantially the same piece of work more than once for academic credit.

If group or collaborative work is expected or allowed, provide a clear and specific description of how and to what extent you consider collaboration to be acceptable or appropriate, especially in the completion of written assignments.

## **Submission and Return of Term Work**

Papers must be submitted directly to the instructor according to the instructions in the course outline. The departmental office will not accept assignments submitted in hard copy.

## **Grading**

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

<b>Percentage</b>	<b>Letter grade</b>	<b>12-point scale</b>	<b>Percentage</b>	<b>Letter grade</b>	<b>12-point scale</b>
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

## **Carleton E-mail Accounts**

All email communication to students from the Department of Political Science will be via official Carleton University e-mail accounts and/or Brightspace. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton University email accounts and Brightspace.

## **Carleton Political Science Society**

The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. By hosting social events, including Model Parliament, debates, professional development sessions and more, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook <https://www.facebook.com/CarletonPoliticalScienceSociety/>.

### **Official Course Outline**

The course outline posted to the Political Science website is the official course outline.