

**PCSI 1100 A**  
**Democracy in Theory and Practice**  
**Friday 9:35–11:25**  
Confirm Location on Carleton Central

Instructor: Said Yaqub Ibrahim  
Office: B642, Loeb Building  
Office Hours: Friday, 12:00–1:00 or by appointment  
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## **1. Course Description and Objective**

This course introduces students to democracy as a foundational concept and central area of inquiry in political science. It examines key political theories, scholarly debates, and empirical cases concerning democracy and democratization. The course integrates theoretical, historical, critical, and case-specific perspectives to provide students with a comprehensive understanding of democracy both as a normative ideal and as a functioning political system in the contemporary world. The course begins with an exploration of major theoretical debates on the nature and definition of democracy, then examines the processes, conditions, and requirements for democratic governance, as well as the challenges and limitations faced by democratic systems in diverse contexts. The final section focuses on comparative case studies from both the Global North and the Global South, enabling students to analyze democracy in varied cultural, institutional, and historical settings.

By the end of the semester, students will be able to:

- Demonstrate a broad understanding of the concepts, processes, and theories of democracy and democratization.
- Critically engage with scholarly debates concerning the causes, dimensions, and consequences of democratic governance.
- Assess the strengths and weaknesses of democratic systems in theory and practice.
- Compare and contrast democracy with alternative political regimes, including various forms of authoritarianism.

This is an in-person course.

## **2. Textbooks**

- Dahl, Robert A. 2015. *On Democracy*. 2nd ed., with Ian Shapiro. New Haven, CT: Yale University Press. Available free of charge through the MacOdrum Library's online resources.

- Grugel, Jean, and Matthew Louis Bishop. 2014. *Democratization: A Critical Introduction*. 2nd ed. New York: Palgrave Macmillan. Available free of charge through the MacOdrum Library's online resources (one-user e-book). In addition, one physical copy will be placed on reserve at the library with a 4-hour loan period. Students may also choose to purchase their own copy online.
- All other required readings are freely accessible and will be provided through Ares.

### 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 19.

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 3.

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 28.

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 part of/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 your TA prior to the due date.

### Statement on use of AI

Unless explicitly authorized by the instructor or teaching assistants, the use of generative artificial intelligence (AI) tools to produce any assessed content (e.g., text, code, equations, images, summaries, videos, etc.) constitutes a violation of Carleton University's academic integrity standards.

### Course Summary

<i>Date</i>	<i>Topic</i>	<i>Group Discussion</i>	<i>Assignments</i>
	<b>Part 1: Definition of Democracy</b>		
<i>Sept. 5</i>	Course Introduction	<i>No Discussion</i>	
<i>Sept. 12</i>	What is democracy?	Democracy	
<i>Sept. 19</i>	Why democracy?	Causes of Democracy	<b>Reaction Paper 1 Due</b>
	<b>Part 2: Process of Democracy</b>		
<i>Sept. 26</i>	Paths to democracy & Democratization	Democratization	
<i>Oct. 3</i>	Democratization and the State	The Role of State	<b>Reaction Paper 2 Due</b>
<i>Oct. 10</i>	Democracy: context, and requirements	Context	
<i>Oct. 17</i>	Democracy: opportunities and challenges	<i>Challenges</i>	
<i>Oct. 24</i>	<b><i>Fall Break, no class</i></b>		
<i>Oct. 31</i>	Distribution and democracy: capitalism, socialism, and postcolonialism	<i>Distribution</i>	
	<b>Part 3 Case Studies</b>		
<i>Nov. 7</i>	Democratization journey: United States	United States	
<i>Nov. 14</i>	Democratization journey: Canada	Canada	

Nov. 21	Democratization journey: Global South	Global South	
Nov. 28	Course Overview and Final Exam Instruction	No Tutorial	<b>Term Paper Due</b>

## 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

## Political Science Course Outline Appendix

### REQUESTS FOR ACADEMIC ACCOMMODATION

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

#### 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/>

ood2Talk: 1-866-925-5454, <https://good2talk.ca/>

The Walk-In Counselling Clinic:

<https://walkincounselling.com>

#### **Academic consideration for medical or other**

**extenuating circumstances:** Students must contact the instructor(s) of their absence or inability to complete the academic deliverable within the predetermined timeframe due to medical or other extenuating circumstances. For a range of medical or other extenuating circumstances, students may use the online self-declaration form and where appropriate, the use of medical documentation. This policy regards the accommodation of extenuating circumstances for both short-term and long-term periods and extends to all students enrolled at Carleton University.

Students should also consult the [Course Outline Information on Academic Accommodations](#) for more information. Detailed information about the procedure for requesting academic consideration can be found [here](#).

**Pregnancy:** 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, please contact Equity and Inclusive Communities (EIC) at [equity@carleton.ca](mailto:equity@carleton.ca) or by calling (613) 520-5622 to speak to an Equity Advisor.

**Religious obligation:** 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](#).

#### **Academic Accommodations for Students with**

**Disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, please request your accommodations for this course through the [Ventus Student Portal](#) at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). Requests made within two weeks will be reviewed on a case-by-case basis. For final exams, the deadlines to request accommodations are published in the [University Academic Calendars](#). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally scheduled exam (*if applicable*).

**Survivors of Sexual Violence:** As a community, Carleton University is committed to maintaining a positive learning, working, and living environment where sexual violence will not be tolerated, and its 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:

<https://carleton.ca/equity/sexual-assault-support-services>.

### **Accommodation for Student Activities:**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me 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.

### **PETITIONS TO DEFER**

Students unable to write a final examination because of illness or other circumstances beyond their control may apply within **three working days** to the Registrar's Office for permission to write a deferred examination. The request must be fully supported by the appropriate documentation. Only deferral petitions submitted to the Registrar's Office will be considered. [See Undergraduate Calendar, Article 4.3](#)

### **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.

### **WITHDRAWAL WITHOUT ACADEMIC PENALTY**

Please reference the [Academic Calendar](#) for each term's official withdrawal dates

### **OFFICIAL FINAL EXAMINATION PERIOD**

Please reference the [Academic Calendar](#) for each term's Official Exam Period (may include evenings & Saturdays or Sundays)

**For more information on the important dates and deadlines of the academic year, consult the [Carleton Calendar](#).**

### **GRADING SYSTEM**

The grading system is described in the Undergraduate Calendar section [5.4](#).

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.

## **ACADEMIC INTEGRITY**

Academic integrity is an essential element of a productive and successful career as a student. Students are required to familiarize themselves with the university's [Academic Integrity Policy](#).

### **PLAGIARISM**

The University Senate defines plagiarism as "*presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own.*" This can include:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- reproducing or paraphrasing portions of someone else's published or unpublished material, and presenting these as one's own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "*substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.*"

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

### **RESOURCES (613-520-2600, phone ext.)**

Department of Political Science (2777) B640 Loeb  
Registrar's Office (3500) 300 Tory  
Centre for Student Academic Success (3822) 4<sup>th</sup> floor  
Library Academic Advising Centre (7850) 302 Tory  
Paul Menton Centre (6608) 501 Nideyinàn  
Career Services (6611) 401 Tory