

Carleton University
Department of Political Science
<https://carleton.ca/polisci/>

Fall 2020

PSCI 1100B
DEMOCRACY IN THEORY AND PRACTICE

This course will be held remotely online

Instructor: James Patriquin
Time: Fridays 2:35-4:25pm
Office Hours: Big Blue Button – Wednesdays 1:00-3:00 PM EST
Contact: James.Patriquin@carleton.ca

1. LEARNING OBJECTIVES:

This course introduces students to the study of politics by examining the operation of power in democratic theory and practice. Democracy has many critics in both liberal and critical traditions of thought, yet it remains one of the most enduring and revered ideas in human history. The goal of this course is to equip students with the tools necessary to critically evaluate the historical development, organization, and composition of democracies across the world using insights derived from comparative politics. Specific learning objectives include:

- Familiarizing students with basic concepts, theories, and critiques of democracy
- Developing critical thinking and reading comprehension skills appropriate for the study of power and politics
- Examining how democracy intersects with social, political, and economic life
- Writing succinct, clear, and organized prose which draws on course themes and is supported by a robust research framework
- Evaluating current and future issues facing democracy across a global frontier

This course is designed for online delivery and is organized to meet these objectives. Students are expected to read and review all assigned readings and lecture materials in order to contribute to their discussion groups, which will be monitored by teaching assistants (TAs). Students are encouraged to stay up to date with current events – such as elections, the economy, or even COVID-19 – to understand the impression these events leave on democratic institutions and the differential impact their policy decisions have on the powerful versus the marginalized. In this class we will focus our attention toward the animation of political power through the institutions of democracy, recognizing along the way that power operates in both formal and informal spheres of human activity.

2. STRUCTURE AND ASSESSMENT:

The course has been adapted from a lecture format into a blended online course consisting of both synchronous discussion and asynchronous learning activities. Course content such as assigned readings, lecture videos, and accompanying slideshows will be delivered asynchronously, which means students are expected to engage this material independently and as their own weekly schedule permits. The synchronous portion of the course includes two components. The first is a weekly discussion forum led by TAs in which ongoing and regular

participation is required. The second component consists of regularly scheduled virtual office hours hosted via Big Blue Button, which will be linked on our cuLearn course website. Office hours are hosted by the instructor in order to provide contact with students who have questions or need further guidance on course materials and assignments. Regular contact with TAs is also encouraged.

The course is designed to be expansive. This means there will be materials such as texts and videos assigned for each class, in addition to supplementary materials to aid in your own research and written assignments. **Every student is expected to read/view all of the assigned materials for each week.** Students are encouraged to engage supplementary materials even though they are strictly optional.

Evaluation and grading summary:

COMPONENT	WEIGHT	DUE
A. Discussion Forums	20%	Ongoing
B. Written Assignment	25%	Oct. 22
C. Annotated Bibliography	10%	Nov. 5
D. Final Essay	30%	Nov. 26
E. Final Exam	15%	Dec. 10

Note: All written assignments are to be submitted via the assignment link on cuLearn. Hard copies and email submissions will not be accepted unless approval from the instructor has been obtained prior to submission. All written work should be typed in 12-point, double-spaced, Times New Roman font, and should not exceed the maximum number of words. The word count excludes title, footnotes, and bibliography. There is no minimum word count. Late penalties and overlength penalties are explained in the following section.

A. Discussion Forums: 20%

Students are required to participate in a weekly online discussion forum based on the themes and assigned materials from that week, beginning on September 22nd. These forums, like tutorial discussion groups and seminar classes, are based on the principle of collective learning through informed discussion, critical thinking, and deliberation. The forum will focus initially on a set of questions provided by the TA at the outset of every week, and the discussion will expand depending on the responses provided by participants. Students will be assessed both on the quality and the quantity of their interventions, with more weight being attached to quality. For example, one or two high quality interventions will be worth more than four or five low-effort (i.e. vague, imprecise, or unsubstantiated) replies. Students are expected to reference course materials in their discussion groups – be they readings, videos, slides, etc. – and are invited to share additional materials about current events with their groups provided these materials are relevant and published by a trustworthy source. Students are encouraged to think critically about the information they consume, and this is especially important where politics are concerned.

B. Written Assignment: 25%

Students are required to write a short essay (1250 words max) focusing on **at least one** of the assigned readings from WEEKS 2-6 inclusive. The purpose of this written assignment is for students to develop an argument about the reading/s which connects and applies course concepts

or theories to the real and often messy world of politics. The study of power and politics involves learning not only how to think abstractly about political processes and ideas, but to relate these abstractions to real systems and events in such a way that generates valuable insight. Students must use a minimum of five (5) credible sources (including at least one peer-reviewed source) beyond the required course materials. (Note: supplementary materials are not considered required and may be used). Further details on the assignment will be made available on cuLearn.

C & D. Annotated Bibliography // Final Essay: 10 + 30 = 40%

Students are required to write a final research essay (2500 words max) focusing on a key issue facing democracy in the 21st century. A list of potential paper topics and instructions for the assignment will be posted on cuLearn prior to Fall Reading Week. Students are welcome to choose an alternative topic, however they must obtain approval from either their TA or the course instructor before proceeding. Students are expected to use a combination of assigned and additional readings for their final essays, using at least eight (8) peer-reviewed sources to substantiate their argument. Students are also required to submit an annotated bibliography in advance of their essay's completion, which annotates at least five (5) peer-reviewed sources and explains their significance to the chosen subject matter. This exercise is intended to make students decide on their topic well in advance of the deadline, and to help students practice their reading comprehension and descriptive writing.

E. Final Exam: 15%

The final exam will be delivered in an online format consisting of multiple choice and short answer questions. You will be given two hours to complete the exam and it will be open book. The exam is designed to evaluate and reinforce your knowledge of course themes and required readings. Information on exam structure and preparation will be made available on cuLearn.

3. PENALTIES & NON-PARTICIPATION:

There is a **late penalty** of 3% per day including weekends for all written work handed in after the due date, unless an extension is requested from, and received, by the course instructor. Extensions need to be requested before the due date in order to be granted. There is also an **over-length penalty** of 5% for students that exceed the maximum word count for each assignment (not including titles, bibliography, footnotes, etc.). There are no exceptions to this penalty. It is incumbent on each student to use their best judgment when deciding what should and should not be included in their written work.

If students fail to participate in the weekly discussion forums, they will forfeit that component of the grade. If students do not submit either their written assignment, final essay, or final exam, they will forfeit that component of the grade.

4. COURSE TEXTS:

There are two textbooks for the course, both of which are available electronically and as e-books through the library's reserve system. All additional texts will be available electronically through the library.

Robert Dahl and Ian Shapiro. (2015). *On Democracy: 2nd Edition*. Yale University Press.

Ricardo Blaug and John Schwarzmantel, (eds). 2016. *Democracy: A Reader. Second Edition*. New York: Columbia University Press. ISBN 978-0-231-017413-8

5. COURSE SCHEDULE:

WEEK 0. Introduction to the Course and Instructor (Video) – Sept. 8

WEEK 1. Democracy, Politics, and Power – Sept. 15

Dahl, R. (2015). “Do We Really Need a Guide?”, Ch. 1 in *On Democracy*. Yale University Press.

Blaug, R., and Schwarzmantel, J. (2016). “Introduction: Democracy – Triumph or Crisis?”

WEEK 2. The History of Democracy I: Traditional Affirmations – Sept. 22

Dahl, R. (2015). “Where and How Did Democracy Develop? A Brief History”, and “What Lies Ahead?”, Ch. 2-3 in *On Democracy*. Yale University Press.

Aristotle, “The Politics”, excerpt in Blaug and Schwarzmantel, pp. 28-32.

John Stuart Mill, “Representative Government”, excerpt in Blaug and Schwarzmantel, pp. 58-66.

Supplementary:

Thomas Paine, “Rights of Man”, pp. 83-86.

Alexis de Tocqueville, “Democracy in America”, excerpt in Blaug and Schwarzmantel, pp. 67-76.

The National Assembly of France, “Declaration of the Rights of Man and Citizen”, pp. 87-89.

WEEK 3. The History of Democracy II: Democratization and Human Rights – Sept. 29

“What are the universal human rights?” (TED Ed - Benedetta Berti):
<https://www.youtube.com/watch?v=nDgIVseTkuE>

Haggard, S., and Kaufman, R. R. (2016). Democratization During the Third Wave. *Annual Review of Political Science*. 19: pp. 125-144.

Supplementary:

Huntington, S. (1991). Democracy’s Third Wave. *Journal of Democracy*. 2 (2): pp. 12-34.

Luhmann, A., and Lindberg, S. I. (2019). A third wave of autocratization is here: what is new about it? *Democratization*. 26 (7): pp. 1095-1113.

Shin, D. C. (1994). On the Third Wave of Democratization: A Synthesis and Evaluation of Recent Theory and Research. *World Politics*. 47 (1): pp. 135-170.

“Freedom in the World: Democracy in Retreat” (Freedom House):
<https://freedomhouse.org/report/freedom-world/2019/democracy-retreat>

“The Universal Declaration of Human Rights” (United Nations):
<https://www.un.org/en/universal-declaration-human-rights/>

“First Lady of the World: Eleanor Roosevelt’s Impact on New Deal to U.N. Declaration of Human Rights” (DemocracyNow.org): <https://www.youtube.com/watch?v=wm8-bqwihTM>

WEEK 4. Liberal Democracy – Oct. 6

“Michael Ignatieff: Liberal vs. Illiberal Democracies” (Carnegie Council for Ethics in International Affairs): <https://www.youtube.com/watch?v=8b62rK4WthE>

Dahl, R. (2015). “What is Democracy?”, and “Why Democracy?”, Ch. 4-5 in *On Democracy*. Yale University Press.

Hannah F. Pitkin, “The Concept of Representation”, excerpt in Blaug and Schwarzmantel, pp. 155-158.

Supplementary:

Joseph A. Schumpeter, “Capitalism, Socialism, and Democracy”, excerpt in Blaug and Schwarzmantel, pp. 91-94.

Isaiah Berlin, “Two Concepts of Liberty”, excerpt in Blaug and Schwarzmantel, pp. 111-114.

WEEK 5. Citizenship and Democratic Institutions – Oct. 13

Dahl, R. (2015). “What Political Institutions Does Large-Scale Democracy Require?” and “Democracy on Different Scales”, Ch. 8-9 in *On Democracy*. Yale University Press.

T. H. Marshall, “Class, Citizenship and Social Development”, in Blaug and Schwarzmantel, pp. 203-205.

Bernard Crick, “Civic Republicanism and Citizenship: The Challenge for Today”, in Blaug and Schwarzmantel, pp. 214-222.

Supplementary:

John S. Dryzek, “Global Democracy and Its Setbacks”, in Blaug and Schwarzmantel, pp. 478-482.

Giovanni Sartori, “The Theory of Democracy Revisited”, in Blaug and Schwarzmantel, pp. 192-196.

WEEK 6. Social Movements, Inclusion, and Equality – Oct. 20

*****WRITTEN ASSIGNMENT DUE October 22nd @ 11:55pm*****

Dahl, R. (2015). “What Underlying Conditions Favor Democracy?”, Ch. 12 in *On Democracy*. Yale University Press.

Charles Taylor, “The Dynamics of Democratic Exclusion”, in Blaug and Schwarzmantel, pp. 544-546.

Iris M. Young, “Justice and the Politics of Difference”, in Blaug and Schwarzmantel, pp. 553-557.

Supplementary:

Hanna F. Pitkin, and Sara M. Shumer, “On Participation”, in Blaug and Schwarzmantel. pp. 391-396.

Tom DeLuca, “The Two Faces of Political Apathy”, in Blaug and Schwarzmantel, pp. 403-414.

Putnam, R. (1995). Bowling Alone: America’s Declining Social Capital. *Journal of Democracy*. 6 (1): pp. 65-78.

FALL READING WEEK – *NO CLASSES* October 26-October 30

WEEK 7. Democratic Peace Theory: An Introduction to Comparative Politics – Nov. 3

*****ANNOTATED BIBLIOGRAPHY DUE November 5th @ 11:55pm*****

“The Limits of Democratization: What is the Democratic Peace?” (Stanford CISAC):

<https://www.youtube.com/watch?v=Acke3LtcSlo>

Rosato, S. (2003). The Flawed Logic of Democratic Peace Theory. *American Political Science Review*. 97 (4): pp. 585-602.

Supplementary:

Geis, A., and Wagner, W. (2008). From Democratic Peace to Democratic Distinctiveness: A Critique of Democracy Exceptionalism in Peace and Conflict Studies. *Osgoode Digital Commons: Comparative Research in Law & Political Economy*. 39: pp. 1-53.

Hobson, C. (2011). Towards a Critical Theory of Democratic Peace. *Review of International Studies*. 37: pp. 1903-1922.

“Immanuel Kant – Perpetual Peace | Political Philosophy”:
<https://www.youtube.com/watch?v=gjzKATrXHmw>

WEEK 8. Critiquing Liberal Democracy I – Nov. 10 (Marxism, feminism)

Dahl, R. (2015). “Why Political Equality? Intrinsic Equality”, and “Why Political Equality? Civic Competence”, Ch. 6-7 in *On Democracy*. Yale University Press.

Vladimir I. Lenin, “The State and Revolution”, excerpt in Blaug and Schwarzmantel, pp 278-281.

Mary Wollstonecraft, “Vindication of the Rights of Woman”, excerpt in Blaug and Schwarzmantel, pp 297-306.

Supplementary:

Wendy Brown, “American Nightmare: Neoliberalism, Neoconservatism, and De-Democratization”, excerpt in Blaug and Schwarzmantel, pp. 361-365.

Diane Coole, “Women in Political Theory”, excerpt in Blaug and Schwarzmantel, pp. 307-314.

John Weeks, “Wealth Accumulates and Democracy Decays”, excerpt in Blaug and Schwarzmantel, 357-360.

WEEK 9. Critiquing Liberal Democracy II – Nov. 17 (nationalism, elitism)

Dahl, R. (2015). “Varieties I: Democracy on Different Scales”, and “Varieties II: Constitutions”, Ch. 9-10 in *On Democracy*. Yale University Press.

Plato, “The Republic”, excerpt in Blaug and Schwarzmantel, pp. 229-233.

Ghia Nodia, “Nationalism and Democracy”, excerpt in Blaug and Schwarzmantel, pp. 444-446.

Supplementary:

Benito Mussolini, “The Doctrine of Fascism”, excerpt in Blaug and Schwarzmantel, pp. 243-244.

Max Weber, “Economy and Society”, excerpt in Blaug and Schwarzmantel, pp. 247-251.

WEEK 10. Democracy and Capitalism: An Introduction to Political Economy – Nov. 24

*****FINAL ESSAY DUE November 26th @ 11:55pm*****

Dahl, R. (2015). “Why Market-Capitalism Favors Democracy”, and “Why Market-Capitalism Harms Democracy”, Ch. 13-14 in *On Democracy*. Yale University Press.

Toobin, J. (2012). “Money Unlimited”. *New Yorker Magazine*. Available online:
<https://www.newyorker.com/magazine/2012/05/21/money-unlimited>

Supplementary:

Milton Friedman, “Capitalism and Freedom”, excerpt in Blaug and Schwarzmantel, pp. 344-349.

David Beetham, “Liberal Democracy and the Limits of Democratization”, excerpt in Blaug and Schwarzmantel, pp. 350-353.

Hilary Wainwright, “Arguments for a New Left”, excerpt in Blaug and Schwarzmantel, pp. 354-356.

WEEK 11. Democracy and Globalization – Dec. 1

Shapiro, I., in Dahl, R. (2015). “Continuing the Journey?”, and “Democracy and Inequality”, Ch. 16-17 in *On Democracy*. Yale University Press.

Manuel Castells, “Networks of Outrage and Hope: Social Movements in the Internet Age”, excerpt in Blaug and Schwarzmantel, pp. 433-435.

Evgeny Morozov, “The Net Delusion: How Not to Liberate the World”, excerpt in Blaug and Schwarzmantel, pp. 436-439.

Supplementary:

Jurgen Habermas, “The Post-National Constellation and the Future of Democracy”, excerpt in Blaug and Schwarzmantel, pp. 483-490.

Merlyna Lim and Mark E. Kann, “Politics: Deliberation, Mobilization, and Networked Practices of Agitation”, excerpt in Blaug and Schwarzmantel, pp. 428-432.

WEEK 12. Contemporary Exclusions and Injustices – Dec. 8

*****FINAL EXAM DUE December 10th @ 11:55pm*****

Aarts, K., and van Hees, C. (2003). Lowering the Voting Age: European Debates and Experiences. *Elections Canada*. Available online:
<https://www.elections.ca/content.aspx?section=res&dir=eim/issue8&document=p9&lang=e>

Coates, T-N. (2014). “The Case For Reparations”. *The Atlantic*. Available online:
<https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>

(Particularly sections IV and V) **OR** Ava Duvernay's "13th: From Slave to Criminal with One Amendment". Available online: <https://www.youtube.com/watch?v=krfcq5pF8u8>

Truth and Reconciliation Commission of Canada. (2015). "Introduction", in *Honouring the Truth, Reconciling for the Future: Summary of the Final Report*. Available online: http://nctr.ca/assets/reports/Final%20Reports/Executive_Summary_English_Web.pdf

Supplementary:

Allen, D. (2010). "Africville Settlement: Is this Democracy or a Miscarriage of Justice?" *The Coast*. Available online: <https://www.thecoast.ca/RealityBites/archives/2010/03/17/africville-settlement-is-this-democracy-or-a-miscarriage-of-justice>

6. ACCOMODATIONS DURING COVID:

Due to COVID, instructors will not request or require a doctor's note when students seek accommodation for missed term work or exams due to illness. Instead, students will be asked to complete the self-declaration form available here: carleton.ca/registrar/wp-content/uploads/COVID-19_Self-declaration.pdf

7. ACADEMIC ACCOMODATIONS:

Pregnancy: 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, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation: 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, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

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 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, meet with your instructor as soon as possible to ensure accommodation arrangements are made.

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 is 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

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 must be provided to students who compete or perform 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. carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

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:

- 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;
- 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 which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct 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 may include a mark of zero for the plagiarized work 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).

Grading: Standing in a course is determined by the course instructor, and 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:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
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

Approval of Final Grades: Standing in a course is determined by the course instructor, and subject to the approval of the Faculty Dean. This means that grades submitted by an 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 cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

Official Course Outline: The course outline posted to the Political Science website is the official course outline.