

**UNIVERSITY OF WESTERN ONTARIO
POLITICAL SCIENCE 4207G/9716B
THEORIES OF DEMOCRACY
JANUARY-APRIL 2016**

ph: (519) 661-2111, ext. 85177

Term Office Hours:

UWO: Social Science Centre 4143: Monday 1:30-3:30, Thursday 1:30-3:30

Dr. R. VandeWetering

Tuesday 10:30-12:30

SSC 4112

E-mail: Please check your UWO e-mail account for periodic messages. My e-mail address is rvandewe@uwo.ca. When you e-mail me, put in the subject heading "4207G–your last name". This will help prevent your message being deleted as spam.

Important Notice Re: Prerequisites/Antirequisites *Please Note: You are responsible for ensuring that you have successfully completed all course prerequisites, and that you have not taken an antirequisite course. Lack of prerequisites may not be used as a basis for an appeal. If you are found to be ineligible for a course, you may be removed from it at any time and you will receive no adjustment to your fees. This decision cannot be appealed. If you find that you do not have the course prerequisites, it is in your best interest to drop the course well before the end of the add/drop period. Your prompt attention to this matter will not only help protect your academic record, but will ensure that spaces become available for students who require the course in question for graduation.*

Prerequisites:

Politics 2237E plus one of Politics 2230E, 2231E, 2244E, or 2245E

Course Description

Democracy is a central concept in politics. In this course we will examine different theoretical understandings of 'democracy'. Our guide for this will be the historian and theorist David Held. We will use his book "Models of Democracy" and readings from other writers to discuss a variety of 'models' of democracy from the 18th century to recent conceptions (e.g. Deliberative Democracy) and global conceptions (Cosmopolitan Democracy). As part of this, we will examine ideas that have been associated with 'democracy', including legitimacy, representation, capitalism, imperialism, liberalism, republicanism, and the state. We will make reference to existing democracies, particularly Canada, but also the U.S. and European democracies.

Learning Objectives

By the end of the course, students should a) be able to describe and evaluate 11 models of democracy; b) be able to apply these models to practical political issues; and c) improve their presentation and essay-writing skills.

Required Textbooks

Held, David. Models of Democracy (3rd ed.). Stanford, U.S.: Stanford University Press, 2006.

4207G Evaluation

Presentation	20%	
Essay	40%	due Mar 29 at the beginning of class
Final Exam	40%	during exam period

9716B Evaluation

Presentation	30%	
Essay Presentation	10%	
Essay	60%	due Apr 5 at the beginning of class

Essays: 4207G: 3000 words (not including bibliography or footnotes);

9716B: 5000 words (not including bibliography or footnotes);

Typed; double-spaced; you must keep a copy for yourself and you must keep your notes and rough drafts; if you make a reference to or quote from the internet, you must print the page cited, highlight the quote, and include it with the essay as an appendix. Include page numbers with every non-internet reference. Include a title page—please do not put your name on the inside of the essay; also include your e-mail address on the title-page. Note: your essay may be checked against an electronic database. You must submit an essay proposal during a meeting with me at my office. A sign-up sheet will be posted on my office door. **Late Proposals:** the late penalty for essay proposals is **5% per day** off your essay mark. Contact me if your proposal will be late. **Late essays:** Papers must be submitted to me **personally** in class, during office-hours, or at times specified on or before the due-date. Do not place papers under the instructor's door. Extensions will only be granted in exceptional—and properly documented—medical circumstances, and by prior arrangement with instructor. Computer problems do not qualify as an excuse: prepare your essay assuming that you will have problems with your hard drive. Late papers will be penalized **10% per day**, including weekends. Social science students should refer to <http://counselling.ssc.uwo.ca/procedures/havingproblems.asp> if you have a problem.

Presentations: See below. You will be able to sign up for your presentation on Thursday, January 9th; the list will be posted on my office door by 5:00 P.M.. Graduate students will be given the first choice of presentation and will present on their own.

Graduate Essay Presentation: March 22; 20 minutes; “test drive” your argument.

Note: one of the goals of this course is to familiarize you with an array of theorists. Therefore you may not do both your presentation and essay on the same theorist.

Final: 3 hours. Choice of essay question (in essay format: intro, thesis, conc).

Schedule

MD = Models of Democracy; the other readings will be posted to OWL, or will be available on reserve at Weldon or in the Political Science Resource room.

A. = Theoretical Reading B. = Practical Issue Reading

Jan 5	Introduction A. <u>MD</u> 1-3 Representative Liberal Democracy (Protective) on <i>Checks and Balances</i> A. <u>MD</u> 75-79 A. Mill, James. “Government” in <u>Supplement to the fourth, fifth and sixth edition of the Encyclopedia Britannica (Vol 14)</u> . Edinburgh: Archibald Constable, 1824. (OWL) B. Madison article
Jan 12	Representative Liberal Democracy (Developmental) on <i>Bush v. Vera</i> A. <u>MD</u> 79-93 A. Mill, J.S. <u>Utilitarianism, Liberty, Representative Government</u> , ed. A.D. Lindsay. London: Dent, 1926. pp. 68-76, 160-70, 202-18, 228-9, 262-7. (OWL) B. Bush v Vera at Wikipedia; also extra Mill handout
Jan 19	New Liberal Democracy on <i>Obergefell v. Hodges</i> A. Excerpts from Hobson, J.A. <u>The Crisis of Liberalism</u> . London: King, 1909. (OWL) B. Presenter chooses; notifies the class the week before the presentation Essay Proposal Appt Jan 20-22
Jan 26	Direct Democracy on <i>the US Bill of Rights</i> A. <u>MD</u> 96-124 A. Ollman, D. “Marx’s Vision of Communism” in <u>Critique (Vol 8, Summer)</u> . pp. 4-41. (OWL) B. Presenter chooses; notifies the class the week before the presentation

Feb 2	<p>Competitive Elitist Democracy on <i>Judge Bellefontane on Minimum Sentencing (Parliamentary Sovereignty vs. Judicial Activism)</i></p> <p>A. <u>MD</u> 125-138, 141-157</p> <p>A. Schumpeter, Joseph A. <i>Capitalism, Socialism, and Democracy</i>. New York: Harper, 1942. pp. 256-64, 269-83, 289-96. (On reserve and in the Political Science Resource Room)</p> <p>B. Presenter chooses; notifies the class the week before the presentation</p>
Feb 9	<p>Pluralist/Polyarchal Democracy on <i>the Citizens United decision of the Supreme Court</i></p> <p>A. <u>MD</u> 158-173.</p> <p>A. Dahl, Robert A. <i>A Preface to Democratic Theory</i>. Chicago: University of Chicago Press, 1956. pp. 18, 50-1,63-84, 91. (On reserve and in the Political Science Resource Room)</p> <p>B. Presenter chooses; notifies the class the week before the presentation</p>
Feb 16	Reading Week
Feb 23	<p>Societal Corporatist Democracy on <i>the CCRF notwithstanding clause</i></p> <p>A. <u>MD</u> 179-183</p> <p>A. Schmitter, Philippe C. "Still the Century of Corporatism?" in <i>Review of Politics</i> (Vol 36, No. 1, Jan. 1974). Notre Dame: 1974. pp. 85-131. (OWL)</p> <p>A. Lijphart, Arend. "Consociational Democracy" in <i>World Politics</i> (Vol 21, No 2, Jan 1969). Cambridge: 1969. pp. 211-222. (OWL)</p> <p>B. Presenter chooses; notifies the class the week before the presentation</p>
Mar 1	<p>Deliberative Democracy I on <i>Suffrage: who gets to vote? Prisoners? Children?</i></p> <p>A. Joshua Cohen, "Democracy and Liberty" in <i>Deliberative Democracy</i>, ed. Jon Elster. Cambridge: Cambridge University Press, 1998. pp. 185-231. (OWL)</p> <p>B. Presenter chooses; notifies the class the week before the presentation</p>
Mar 8	<p>Agonistic Democracy on <i>the P.Q. Values Charter</i></p> <p>A. Mouffe, Chantal. <i>The Democratic Paradox</i>. London: Verso, 2000. pp. 1-16, 80-107, 125-7. (On reserve and in the Political Science Resource Room)</p> <p>B. Presenter chooses; notifies the class the week before the presentation B.</p>
Mar 15	<p>Deliberative Democracy II on <i>Regents v Bakke</i></p> <p>A. <u>MD</u> 231-255.</p> <p>A. Guttmann, Amy and Dennis Thompson. "Why Deliberative Democracy is Different" in <i>Democracy</i>, eds. E.F. Paul, F.D. Miller Jr., Jeffrey Paul. Cambridge: Cambridge University Press, 2000. pp. 161-180. (OWL)</p> <p>B. Presenter chooses; notifies the class the week before the presentation</p>
Mar 22	Essay Presentations; compulsory for graduate students; optional for undergraduates.
Mar 29	<p>Cosmopolitan Democracy on <i>First Nations Self-government</i></p> <p>A. <u>MD</u> 282, 308-9.</p> <p>A. David Held. <i>Democracy and the Global Order</i>. Cambridge: Polity, 1995. pp. 147, 171-2, 176-88, 192-4, 267-86. (On reserve and in the Political Science Resource Room)</p> <p>B. Presenter chooses; notifies the class the week before the presentation</p> <p>Undergraduate Essay due at the beginning of class</p>
Apr 5	<p>Conclusion</p> <p>A. <u>MD</u> 1-3.</p> <p>Graduate Essay due at the beginning of class</p>

POLITICS 4207G: PRESENTATION INSTRUCTIONS

One week before your presentation, at the end of class you will give us:

1. Your preliminary thesis;
2. Notify us of additional readings regarding the theorist (and submit copies to be placed on OWL); and
3. Notify us of the reading regarding the practical issue (and submit copies to be placed on OWL) .

Your presentation is composed of two parts. The first hour is the “Theoretical” section, and the second hour is the “Practical” section.

THEORETICAL

You will provide a one page (two sides) handout to your classmates.

- A. INTRODUCTION: 2 minutes; brief summary with a thesis.
- B. THE MODEL’S CONTEXT: 5 minutes—usually this will involve identifying which previous model of democracy it is attempting to improve or replace, and why the theorist thinks the previous model was insufficient. For this you may have to go beyond the assigned readings.
- C. MODEL: 5 minutes-- is it descriptive/prescriptive?
–what are the theorist’s goals? –what is the theorist trying to accomplish?
- D. VIEW OF HUMAN NATURE: 10-15 minutes—describe the theorist’s idea about human nature. For this you may have to go beyond the assigned readings, but please use the theorist’s own writings (do not turn to another writer to explain this; they often will have a biased or simplistic view).
- E. HOW DOES THIS MODEL OF DEMOCRACY WORK? 10-15 minutes
- F. ASSESSMENT: 10-20 minutes--internal consistency?
–how does it fit with the theorist’s view of human nature?
–does it meet the problems?
–does it create new problems?
–problematic assumptions?

PRACTICAL

- A. INTRODUCTION: 2 minutes; brief summary with a thesis.
- B. ARGUMENT: about 20 minutes--make an assertive argument as to what your theorist would think of this reform/institution. You may have a complex thesis (e.g. in situation A the theorist would favour the reform, but in situation B they would not).
–the arguments should be based on the ideas introduced in the ‘theoretical’ hour
- C. DISCUSSION/ QUESTION PERIOD: the balance of the class
*class questions—in part, you should prepare for this by considering other possible scenarios/theses
*prepare five questions
--give Prof VW a copy of the questions at the beginning of class
–have some idea of possible answers to the questions!

Assessment: you will be marked out of 100. An average student will competently follow these instructions. An above average student will reveal a grasp of the theorist’s ideas and will communicate them well. A superior student will reveal insight into the theorist’s ideas and recognize issues that emerge around them, and will do a superior job of communicating these ideas and issues to the rest of us.

If you have difficulties with your partner, please let me know promptly.

ESSAY PROPOSAL(your copy–fill out the one below for your professor)
UWO
Dept of Political Science
due at essay meeting Jan 22-23

Name:

Proposed Topic:

Upon which Theorist will you focus? Which books?

Signatures:

Student: _____ Instructor: _____

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