

UNIVERSITY OF WESTERN ONTARIO
SPECIAL TOPICS: POLITICAL SCIENCE 4413G/9716B
MODELS OF DEMOCRACY
JANUARY-APRIL 2014

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

Term Office Hours:

Dr. R. VandeWetering

Wed

10:30-12:30

UWO: Social Science Centre 4143: Monday 1:30-3:30, Wednesday 1:00-3:00

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 "4413G-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, US: Stanford University Press, 2006.

4413G Evaluation

Presentation	20%	
Essay	40%	due Apr 2 at the beginning of class
Final Exam	40%	during exam period

9716B Evaluation

Presentation	30%	
Essay proposal	10%	
Essay	60%	due Apr 9 at the beginning of class

Essays: 4413G: 3000 words (not including bibliography or footnotes);
9000B: 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.. The first presentations are reserved for graduate students.

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).

Important notice Re: attendance. Please note: In order for a seminar to be successful, students must attend and be prepared. Therefore, if you attend fewer than 75% of the presentations (in the period Jan 15-Apr 9 inclusive) you will not be allowed to write the final exam.

Schedule

MD = Models of Democracy; the other readings will be posted to OWL.

Jan 8	Hour One: Introduction Hour Two: Representative Liberal Democracy (Protective) A. <u>MD</u> 75-79. B. Mill, James. “Government” in <u>Supplement to the fourth, fifth and sixth edition of the Encyclopedia Britannica (Vol 14)</u> . Edinburgh: Archibald Constable, 1824.
Jan 15	Hour One: Representative Liberal Democracy (Protective) on <i>Checks and Balances</i> Hour Two: Representative Liberal Democracy (Developmental) A. <u>MD</u> 79-93. B. Mill, J.S. <u>Utilitarianism, Liberty, Representative Government</u> , ed. A.D. Lindsay. London: Dent, 1926. pp. 68-76, 160-70, 202-18, 262-7.
Jan 22	Hour One: Representative Liberal Democracy (Developmental) on <i>Bush v. Vera</i> Hour Two: Direct Democracy

	<p>A. <u>MD</u> 96-124. B. Ollman, D. “Marx’s Vision of Communism” in <u>Critique</u> (Vol 8, Summer). pp. 4-41. Essay Proposal Appt Jan 22-23</p>
Jan 29	<p>Hour One: Direct Democracy on <i>the US Bill of Rights</i> Hour Two: New Liberal Democracy A. Excerpts from Hobson, J.A. <u>The Crisis of Liberalism</u>. London: King, 1909.</p>
Feb 5	<p>Hour One: New Liberal Democracy on <i>Michael Chong’s Reform Act proposals</i> Hour Two: Competitive Elitist Democracy A. <u>MD</u> 125-157. B. Schumpeter, Joseph A. <u>Capitalism, Socialism, and Democracy</u>. New York: Harper, 1942. pp. 256-64, 269-8, 289-96.</p>
Feb 12	<p>Hour One: Competitive Elitist Democracy on <i>Judge Bellefontane on Minimum Sentencing (Parliamentary Sovereignty vs. Judicial Activism)</i> Hour Two: Pluralist/Polyarchal Democracy A. <u>MD</u> 158-179. B. Dahl, Robert A. <u>A Preface to Democratic Theory</u>. Chicago: University of Chicago Press, 1956. pp. 63-84.</p>
Feb	<p>Hour One: Pluralist/Polyarchal Democracy on <i>the Citizens United decision of the Supreme Court</i></p>
Mar 5	<p>Hour One: Societal Corporatist Democracy on <i>Judge Pauley’s decision on Prism</i> (http://cdn0.sbnation.com/assets/3774253/pauleynsdecision.pdf) Hour Two: Deliberative Democracy I A. Joshua Cohen, “Democracy and Liberty” in <u>Deliberative Democracy</u>, ed. Jon Elster. Cambridge, U.K.: Cambridge University Press, 1998. pp. 185-231.</p>
Mar 12	<p>Hour One: Deliberative Democracy I on <i>Suffrage: who gets to vote? Prisoners? Children?</i> Hour Two: Essay Presentations (compulsory for graduate students; optional for undergraduate)</p>
Mar 19	<p>Hour One: Essay Presentations (compulsory for graduate students; optional for undergraduate) Hour Two: Agonistic Democracy A. Mouffe, Chantal. <u>The Democratic Paradox</u>. London: Verso, 2000. pp. 1-16, 80-107, 125-7.</p>
Mar 26	<p>Hour One: Agonistic Democracy on <i>the P.Q. Values Charter</i> Hour Two: Deliberative Democracy II A. <u>MD</u> 231-255. B. Guttmann, Amy and Dennis Thompson. “Why Deliberative Democracy is Different” in <u>Democracy</u>, eds. E.F. Paul, F.D. Miller Jr., Jeffrey Paul. Cambridge: Cambridge University Press, 2000. pp. 161-180.</p>
Apr 2	<p>Hour One: Deliberative Democracy II on <i>Fisher vs. the University of Texas</i> Hour Two: Cosmopolitan Democracy A. <u>MD</u> 308-9. B. David Held. <u>Democracy and the Global Order</u>. Cambridge: Polity, 1995. pp. 147, 171-2, 176-88, 192-4, 267-86. Undergraduate Essay due at the beginning of class</p>
Apr 9	<p>Cosmopolitan Democracy on <i>the CCRF notwithstanding clause</i> Graduate Essay due at the beginning of class Conclunon</p>

POLITICS 4413G: PRESENTATION INSTRUCTIONS

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

THEORETICAL

- 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?

At the end of this first hour you will provide Prof VW with a short reading that will describe the practical issue to be discussed in the second hour. Prof VW will post this to OWL.

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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