

CAPSTONE IN POLITICAL SCIENCE: DILEMMAS OF DEMOCRACY

POSC 30003/35103; Fall 2015
TR 2pm-3:20pm, Scharbauer 2011

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Democracy is the worst form of government, except for all the others. ~Winston Churchill

COURSE DESCRIPTION

This course serves as a Capstone experience for students enrolled in the TCU Political Science Distinction Program and/or pursuing department honors in political science through the Honors College. Different instructors teach the Capstone course each semester, with the unifying theme “Dilemmas of Democracy.” This semester, the course is organized into eight units: I) Defining Democracy; II) Global Trends in Democracy; III) Democracy, Electoral Systems, and Elections; IV) Democracy, Institutions, and Governance; V) Democracy, Civil Society, and Civic Engagement; VI) Democracy & Economy; VII) Democracy & Culture; VIII) Democracy & Technology.

We will investigate the dilemmas of democracy by reading and analyzing the works of seminal democracy scholars from the last 50+ years. These works include theoretical and empirical approaches to examining critical questions in democratic scholarship. Some readings will take a quantitative empirical approach, and others will be qualitative. We will also investigate “case studies” from a variety of regions and countries across the globe.

By the end of this class, you should be able to:

- Digest challenging, dense academic readings
- Summarize the major debates around democracy and democratization
- Have a “dinner party” conversation about the arguments made by some of the major democratic thinkers of our day
- Make and defend arguments using logic and empirics through orally and written communication

COURSE REQUIREMENTS

Discussion leader	10% x 2 = 20%
Reaction papers	15% x 2 = 30%
Capstone paper	45% (10% outline; 15% rough draft; 20% final paper)
Participation	5%
Extra credit	+1% added to final grade at end of semester

DISCUSSION LEADER: Each student will sign up twice to be the discussion leader for the class. The requirement for the discussion leader is to summarize the reading for the entire class by: 1)

providing a one-page summary of the reading (you will bring hard copies to pass out to the entire class), and 2) presenting your summary using a PowerPoint presentation. The one-page summary should follow a specified template (to be uploaded to eCollege for you to follow), as should the PowerPoint. As a general rule, the summary and PowerPoint should be organized in this manner:

- Research Question
- Theory
- Methods/empirics
- Findings
- Implications

Each time you serve as a discussion leader, you will be graded on the quality of your summary and the quality of your presentation, including how well you understood and grappled with the material. The grade rubrics for the summaries and presentations will be posted to eCollege. Each time you serve as discussion leader is 10% of your grade for a total of 20%.

REACTION PAPERS: Each student will write two reaction papers over the course of the semester. Your two reaction papers cannot be on the same day/topic that you serve as discussion leader. Each reaction paper should be 1-page single-spaced in 12 point Times New Roman font with 1-inch margins on all sides. Each reaction paper is worth 15% of your grade for a total of 30%.

The reaction paper is NOT a summary. It is NOT your opinion. It is a *reaction to* or *analysis of* the reading. Pick out one or more ideas presented in the reading and react to it, analyze it, discuss it further. I expect you to grapple with the arguments presented and reach your own conclusion by making *fact-based judgments*. You might consider starting with your own thesis statement, and then having three points that support your thesis. This approach will help you be more analytical and less descriptive. It will also force you to back up your arguments with facts rather than simply telling me your opinion. I will provide a grading rubric for the reaction papers that you can view on eCollege.

CAPSTONE PAPER: Each student will write a 10-page double-spaced capstone paper on a topic of interest. In order to avoid sloppy ideas and writing at the last minute, the paper will be broken into three stages. First, you must turn in your paper outline by November 3 via Dropbox. I will return them with comments on November 10. Second, you must turn in your rough draft to Dropbox by December 1. I will return them the last day of class, December 10. Your final paper is due December 17 by 5pm to Dropbox. The outline is worth 10%, the rough draft is worth 15% and the final paper is worth 20% of your final grade. This means the Capstone paper is collectively worth 45% of your total grade. Grade rubrics will be accessible in eCollege and we will discuss the paper in more detail later in the semester.

PARTICIPATION: For every class period, you must submit *two discussion questions* to the Google Doc by 7am the day of class (or anytime before, of course). These are graded P/F, mostly based on completion; however, if I can tell from the questions that you have not done the reading or if the questions are not thoughtful, you will get an F. Everyone has two class periods free, where they do not have to submit questions. You might have a question that the reading begged that could be further explored, your question might ask about a particular example or point raised in the reading, or you might ask a question about the implications of the findings or

arguments. Anything is on the table, as long as it is thoughtful, based on the reading, and demonstrates you are thinking critically about the issues. Since much of class time will be spent working through the material together, it is essential that everyone take responsibility for creating a learning community that is respectful, open, and challenging; every person in the class should feel as if they are contributing to the growth and development of each other member of the community. Participation is worth 5% of your grade.

EXTRA CREDIT: The Political Science Department is currently piloting a “Major Field Test” as a form of assessment, and you are the subjects in this piloting phase. There will be a specific day and time (probably a weekend towards the very end of the semester) that we will schedule the Major Field Test in a lab on campus. If you take it, you will receive 1.5% extra credit added to your final grade in the class. It would be an incredible act of service to your professors if you opt in!

GRADING SCALE

You will receive a final grade according to the scale below. If a grade falls at 0.5 between a + or -, the grade will be rounded up. For example, a final grade of 92.5 will become a 93, a final grade of 89.5 will become a 90, etc.

A = 93-100	C+ = 77-79
A- = 90-92	C = 73-76
B+ = 87-89	C- = 70-72
B = 83-86	D+ = 67-69
B- = 80-82	D = 60-66
	F = < 60

COURSE READINGS

All course readings can be found in the course packet, which is available for purchase in the political science department. You must pay cash.

OUR SOCIAL CONTRACT

This syllabus serves as something of a contract between you and I. I, as your instructor, have certain rights and responsibilities. Likewise, you, as my student, have certain rights and responsibilities. Below, I articulate my rights and responsibilities as professor, as well as what I view to be your rights and responsibilities as student. By virtue of remaining in this class, you must agree to these terms and uphold them throughout the duration of the semester.

My Responsibilities

1. *Email Communication*
 - I will return emails within 24 hours during weekdays
 - Generally, I am unable to reply to emails sent after 5pm or emails sent over the weekend

2. *Grading*

- I will grade papers/assignments/exams within two weeks
- I will keep the gradebook in LearningStudio up-to-date
- I will provide you with grading rubrics when applicable

3. *Face-to-Face Communication*

- I am always available and happy to meet with you in my office.
- Feel free to email for an appointment or drop in.

Your Responsibilities

1. *Be Resourceful—*

- Search for instructions/definitions online if it's something you can find an answer to yourself.
- Before asking me a logistical question about class, thoroughly read and search the syllabus for an answer. If it's not in there, then ask.

2. *Be Respectful—*

- Use proper classroom etiquette
 - Take notes and come prepared
 - DO NOT search the internet, text, or check email during class. I have a zero tolerance policy on this and will not hesitate to ask you to leave the first time I see it.
 - Be civil and respectful to classmates
- Use proper email etiquette. You should always start and end emails using proper salutations. Emails should also be written with proper grammar, full sentences, punctuation, etc. Write in proper English, not “textlish.”

3. *Be Responsible—*

- Show up, meet deadlines, study hard, engage in class, plan ahead, ask questions, invite challenge.
- If you do all these things, you can do well in this class.

ACADEMIC MISCONDUCT

**Academic Misconduct (Sec. 3.4 from the Student Handbook) –Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life. Specific examples include, but are not limited to:

- Cheating: Copying from another student's test paper, laboratory report, other report, or computer files and listings; using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; collaborating with or seeking aid from another student during a test or laboratory without permission; knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test

or other assignment unauthorized for release; substituting for another student or permitting another student to substitute for oneself.

- Plagiarism: The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore.
- Collusion: The unauthorized collaboration with another in preparing work offered for credit.

DISABILITY

Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the Coordinator of Student Disabilities Services in the Center for Academic Services located in Sadler Hall, 1010. Accommodations are not retroactive, therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations. Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-6567.

Adequate time must be allowed to arrange accommodations and accommodations are not retroactive; therefore, students should contact the Coordinator as soon as possible in the academic term for which they are seeking accommodations. *Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Coordinator.* Guidelines for documentation may be found at http://www.acs.tcu.edu/disability_documentation.asp.

Students with emergency medical information or needing special arrangements in case a building must be evacuated should discuss this information with their instructor/professor as soon as possible.

COURSE SCHEDULE

Unit I: Defining Democracy

Aug. 25: Introduction

Aug. 27: What is democracy? Why does the definition matter? (DL: Bryan)

- Potts, James L. 1956. "Sources for Understanding Democracy." *Peabody Journal of Education* 34(1): 31-42.
- Christiano, Tom. 2015. "Democracy", *The Stanford Encyclopedia of Philosophy* Spring Edition, Edward N. Zalta (ed.). Access: <http://plato.stanford.edu/archives/spr2015/entries/democracy/>.

Unit II: Global Trends in Democracy

Sept. 1: What are the global trends in democracy? (DL: Alayna)

- Huntington, Samuel. 1991. "Democracy's Third Wave." *Journal of Democracy* 2(2): 12-34.
- Zakaria, Fareed. 1997. "The Rise of Illiberal Democracy." *Foreign Affairs*, November 1.

Sept. 3: Are we in a democratic recession and does this matter? (DL: Susan)

- Diamond, Larry. 2015. "Facing up the Democratic Recession." *Journal of Democracy* 26(1): 141-155.

Unit III: Democracy, Electoral Systems, and Elections

Sept. 8: Why do electoral systems matter for election outcomes? (DL: Austin T.)

- "Electoral System Design," 2005. *International Institute for Democracy and Electoral Assistance (IDEA)*.
- "It's the Election System, Stupid: The misleading Hamas Majority and the System that Created It." 2006. *Fair Vote*.
- Glanz, James. 2006. "A Lesson From Hamas: Read the Voting Law's Fine Print." *New York Times*, February 19.

Sept. 10: Why do electoral systems matter for citizen engagement? (DL: Alyssa)

- Karp, Jeffrey and Susan Banducci. 2008. "Political Efficacy and Participation in Twenty-Seven Democracies: How Electoral Systems Shape Political Behavior." *British Journal of Political Science* 38(2): 311-334.

Sept. 15: Why do elections sometimes "fail"? What does this say about democracy? (DL: Jacob)

- Norris, Pippa. *Why Elections Fail*. NY: CUP. Ch 1.

Sept. 17: What is the impact of holding repeated elections if they are not free and fair? (DL: Susan)

- Lindberg, Staffan I. 2006. 'The surprising significance of African elections.' *Journal of Democracy* 17 (1): 139-151.

Sept. 22: What is the impact of money on elections and what are the implications for democracy? (DL: Christian)

- Samuels, David. 2001. "Does Money Matter? Credible Commitments and Campaign Finance in New Democracies: Theory and Evidence from Brazil." *Comparative Politics* 34(1): 23-42.

Unit IV: Democracy Institutions and Governance

Sept. 24: What is the role of institutions in fostering a stable democracy? (DL: Maddie)

- Fukuyama, Francis. 2015. "Why is democracy performing so badly?" *Journal of Democracy* 26(1): 11-20.

Sept. 29: What is the dilemma behind democratic consolidation? (DL: Miranda)

- Mietzner, Marcus. 2009. "Indonesia in 2008: Democratic Consolidation in Soeharto's Shadow." *Southeast Asian Affairs*.

Unit V: Democracy, Civil Society, and Civic Engagement

Oct. 1: What is the role of the citizen in a democratic society? (DL: Parker)

- Boyte, Harry. 2005. "Reframing Democracy: Governance, Civic Agency, and Politics." *Public Administration Review* 65(5): 536-546.

Oct. 6: Why is political participation in democracies important? (DL: Allegra)

- Lijphart, Arend. 1997. "Unequal Participation: Democracy's Unresolved Dilemma." *American Journal of Political Science* 91(1): 1-14.

Oct. 8: What is the impact of the size and strength of civil society on democracy? (DL: Austin T.)

- Tusalem, Rollin. 2007. "A Boon or a Bane? The Role of Civil Society in Third and Fourth-Wave Democracies." *International Political Science Review* 28(3): 361-386.

Oct. 13: No class (fall break)

Oct. 15: What matters more in interest group formation: political stability or economic development? (DL: Parker)

- Bischoff, Ivo. 2003. "Determinants of the increase in the number of interest groups in western democracies: Theoretical considerations and evidence from 21 OECD countries." *Public Choice* 114: 197-218.

Unit VI: Democracy & Economy

Oct. 20: *What is the relationship between democracy and capitalism: Part I? (DL: Dakota)*

- Friedman, Milton. 1962. *Capitalism & Freedom*. Chapter 1.

Oct. 22: *What is the relationship between democracy and capitalism: Part II? (DL: Austin W.)*

- Fukuyama, Francis. 1989. "The End of History?" *The National Interest* 16: 3-18.

Oct. 27: *What is the relationship between democracy and capitalism: Part III? (DL: Jacob)*

- Fukuyama, Francis. 2011. "US Democracy has little to teach China." *Financial Times*, January 17.
- Karon, Tony. 2011. "Why China Does Capitalism Better Than the U.S." *Time*, Jan. 20.

Oct. 29: *CLASS TO TAKE PLACE IN REES-JONES 112 FOR GUEST SPEAKER, RODNEY HERO*

- Rodney Hero Bio
- Hero, Rodney and Robert Preuhs. 2007. "Immigration and the Evolving American Welfare State: Examining Policies in the U.S. States." *American Journal of Political Science* 51(3): 498-517.

Nov. 3: *What is the relationship between democracy and capitalism: Part IV? (DL: Dana)*

*****OUTLINE FOR CAPSTONE PAPER DUE*****

- Stiglitz, Joseph. 2001. "Of the 1%, by the 1%, for the 1%." *Vanity Fair*, May.
- Ross, Michael. 2006. "Is Democracy Good for the Poor?" *American Journal of Political Science* 50(4): 860-874.

Nov. 5: *Does concentrated wealth impede democracy? (DL: Miranda)*

- Diamond, Larry. 2010. "Why are there no Arab democracies?" *Journal of Democracy* 21(1): 93-104.

Nov. 10: *What is the relationship between democracy & economic development: Part I? (DL: Dakota)*

- Norris, Pippa. 2007. *Driving Democracy*. Chapter 4.

Nov. 12: *What is the relationship between democracy & economic development: Part II? (DL: Allegra)*

- Olson, Mancur. 1993. "Dictatorship, Democracy, and Development." *American Political Science Review*. 87(3): 567-576.

Nov. 17: *What is the relationship between democracy & economic development: Part III? (DL: Maddie)*

- Lipset, Seymour Martin. 1994. 'The social requisites of democracy revisited.' *American Sociological Review* 59: 1-22.

Nov. 19: No class (conference)

Nov. 24/26: No class (Give Thanks!)

Unit VII: Democracy & Culture

*Dec. 1: ***ROUGH DRAFT OF CAPSTONE PAPER DUE****

Dec. 3: Is Islam incompatible with democracy? (DL: Dana AND Alyssa)

- Rowley, Charles and Nathanael Smith. 2009. "Islam's Democracy Paradox: Muslims claim to like Democracy, so Why Do They Have So Little?" *Public Choice* 139(3/4): 273-299. (ALYSSA)
- Inglehart, Ronald. 1988. "The Renaissance of Political Culture." *American Political Science Review* 82(4): 1203-1230. (DANA)

Unit VIII: Democracy & Technology

Dec. 8: Will technology lead to more democracy? (DL: Alyana AND Austin W.)

- Carothers, Thomas. 2015. "Why Technology Hasn't Delivered More Democracy." *Foreign Policy*, June 3. (AUSTIN)
- Bremmer, Ian. 2010. "Democracy in Cyberspace: What information technology can and cannot do." *Foreign Affairs* 89(6): 86-92. (AUSTIN)
- DiMaggio, Paul, et al. 2001. "Social Implication of the Internet." *Annual Review of Sociology* 27: 301-336. (ALAYNA)
- Noam, Eli. 2001. "Will the Internet Be Bad for Democracy?" (ALAYNA)

DECEMBER 17: *FINAL CAPSTONE PAPER DUE*****