

# PSCI 423/623

## Democratic Theory and Practice

Fall 2018

HH 344, Thursday 11:30-2:20pm

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**Instructor:** Dr. Anna Drake

**Email Address:** [amdrake@uwaterloo.ca](mailto:amdrake@uwaterloo.ca)

**Office Location:** Hagey Hall 317

**Office Hours:** Thursdays 2:30-4:30pm and by appointment

**Contact Policy:** The easiest way to contact me is via email. I will typically respond within 24 hours (except during weekends and holidays). Please stop by during my office hours, or speak with me before or after class. If you can't make my office hours please email to make an appointment for an alternate time.

**Course Description:** This seminar class will examine the normative foundations of democracy, as well as its limitations. Why is democracy desirable? What is the connection between democracy and justice? How do these ideals influence the design of democratic institutions and how well do the institutions work? In this course we will look at questions of pluralism, inclusion and exclusion, rights, democratic organization, and communication. We will link themes to contemporary events (Scotland's 2014 referendum, Black Lives Matter, Occupy, etc.) and examine justifications of protest and civil disobedience, as well as particular challenges that arise in this respect (e.g.: violence, free speech, hate speech and harm, pluralism). We will also look at deliberative democracy and examine arguments for democratic citizenship in a global context. Throughout this we will use the lens of democratic equality to investigate majority obligations as well as obligations to adhere to majority outcomes.

**Pre-Requisites:** *Level at least 4A*

### Learning Objectives:

Upon completion of this course, students should be able to:

- Describe key challenges to democratic theory and practice and understand the circumstances that mitigate or exacerbate these problems
- Understand the connection between democracy and key concepts (freedom, equality, justice)
- Identify connections between readings and the weekly themes
- Engage with classmates and analyze the readings in a thoughtful and respectful way

- Demonstrate critical analytical skills, both written and verbally
  - Effectively convey understanding of different concepts
  - Develop their own arguments, and be able to support these with evidence
- Demonstrate research skills in a final essay

## University Regulations:

### Cross-listed course

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

### Academic Integrity and Discipline

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the [Office of Academic Integrity webpage](#) for more information.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. Check [the Office of Academic Integrity](#) for more information. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

### Grievances and Appeals

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](#), Section 4. When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

**Appeals:** A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

### Accommodation for Students with Disabilities

**Note for students with disabilities:** The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to

arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

**Turnitin.com:** Text matching software (Turnitin®) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. Students will be given an option if they do not want to have their assignment screened by Turnitin®. In the first week of the term, details will be provided about arrangements and alternatives for the use of Turnitin® in this course.

## **Mental Health Support**

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

### **On Campus**

- Counselling Services: [counselling.services@uwaterloo.ca](mailto:counselling.services@uwaterloo.ca) / 519-888-4567 ext 32655
- **MATES:** one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

### **Off campus, 24/7**

- **Good2Talk:** Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- **Here 24/7:** Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- **OK2BME:** set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information

### **Texts:**

All course materials are available as e-readings on LEARN.

### **Format:**

This is a seminar course. Students are expected to come to class prepared to discuss the current week's readings. Careful reading is required and this often entails reading once for content and then revisiting the article/chapter a second time. Please bring the week's assigned readings to the seminar for reference.

## Course Requirements and Assessment:

Assignment:	Worth:	Due:
Participation	20%	Evaluated weekly
Discussion questions	20%	Weekly (by 11:30am)
Critical Analysis	20%	Thursday October 18 <sup>th</sup>
Proposal	0%*	Monday November 5 <sup>th</sup>
Essay	40%	Monday December 3 <sup>rd</sup>

\*This is still a requirement of the course.

## Course Requirements, Expectations, and Standards:

### Participation:

Participation counts for 20% of your grade. This will be evaluated weekly. Please note that attendance is not participation (students who attend but who do not engage will not receive a passing participation grade). Evaluation will factor both quality and quantity of participation, and will consider how well students engage with the assigned readings, supplementary content/connections to current events, and each other. Students will receive a mid-term update (which includes a grade to-date and comments) and can speak with me at any time if you have any questions about this aspect of the course.

### Assignments:

#### Discussion Questions

Students should submit 3 discussion questions per week for a total of 10 weekly submissions.

(You may submit 11 sets of questions and I will count the highest 10 grades.)

Questions should be analytical, deal directly with (at least) one of the week's required readings and supplementary readings, and address a significant theme, problem, etc. Aim to make each question (with contextual set-up) a few sentences long. See assignment sheet for further detail.

Questions will be graded for content and will be returned to you the following week.

***Due: Thursdays 11:30am, uploaded to LEARN (late assignments will NOT be accepted for marks). Due to the time-sensitive nature of the assignment (class discussion) there will be NO exceptions to this.***

#### Critical Analysis:

Students are required to write a short (4 page, double-spaced; approx. 1000 words) critical analysis of ONE of the readings found in weeks 7-13.\* Papers should be analytical, not descriptive: clearly state and develop your own argument on one aspect of the reading and engage carefully with the text (analyze specific parts of the article to develop and support your own argument).

I will distribute an assignment sheet in class outlining this in more detail.

***Due: Thursday October 18<sup>th</sup> (by 11:30am in the PSCI dropbox & uploaded to LEARN)***

\*Students who wish to write on one of the articles from weeks 2-5 may do so, but these assignments must be submitted before the class for which the reading is assigned (i.e.: if your analysis is of a week 3 reading, it is due by 11:30am on Thursday, September 20<sup>th</sup>).

### **Proposal:**

You must submit a short (not more than one page, single-spaced) essay proposal. It should set out: 1) the problem you plan to address in your final essay; 2) include a brief overview of how you plan to structure the paper; and 3) list key sources you plan to use. Proposals will receive feedback; although they will not be graded for content, you **MUST** hand one in and have it approved before you submit your final paper. Failure to do so may result in a paper grade of “0”.

***Due: Monday November 5th (by 11:30am: uploaded to LEARN)***

*\*Students who would like feedback earlier on can submit their proposals before this date*

### **Essay**

Undergraduate students are required to write a 12 page (approx. 3000 words) essay; graduate students are required to write an 18-20 page (approx. 4500-5000 words) essay (double-spaced; standard font and margins). You are free to write on an issue of your choice, but students **MUST** ground their paper in one of the course’s themes and **MUST** make a theoretical question or problem the central focus of the paper. Papers will (in addition to content, organization, and style) be graded for engagement with the central issues of the course, engagement with academic sources, quality of analysis, and development of your own argument. See assignment sheet for more detail.

***Due: Monday December 3<sup>rd</sup> (by 11:30am in the PSCI dropbox & uploaded to LEARN)***

### **Late Policy:**

The critical analysis and essay are subject to a **5% per day late penalty**. This **INCLUDES** weekend days. If students require an extension (see policy below) please contact me as soon as possible. Failure to do so within 48 hours after the assignment deadline may result in denial of an extension/forfeiting the assignment (please note for the CA you cannot submit the assignment after class discussion on that week’s readings – no exceptions).

Please note the Critical Analysis and Essay require submission of hard copies (in addition to uploading them to LEARN). If you do not submit a hard copy within 24 hours of submitting your e-copy I will deduct a 5% penalty.

### **Policy on Extensions:**

Extensions will be granted for **documented medical (physical or mental health) or compassionate reasons only**. Please speak with me as soon as possible and, if you can, before the assignment is due. Please note that verification of illness forms required by UW will cost you \$20.

The student success office and the writing centre offer a number of workshops and one-on-one sessions. Counselling services offers a variety of free resources, including coping skills workshops and crisis support.

<https://uwaterloo.ca/student-success/>

<https://uwaterloo.ca/writing-centre/>

<https://uwaterloo.ca/counselling-services/node/1>

<https://uwaterloo.ca/health-services/mental-health-services>

Extensions will not be granted for a heavy workload, conflict with employment, or for computer problems. It is strongly recommended that students use a program such as dropbox to continually back up their files.

## **Schedule:**

**A note on the readings: each week has between 1-3 required readings. These are followed by a list of supplementary readings (mostly news articles): you are required to read one of the supplementary readings each week to use with your discussion question assignment (and to better prepare us for class discussions). You can, of course, read and engage with more (and draw on other relevant examples & news stories).**

### **Week 1: (Thursday September 6<sup>th</sup>)**

Introduction and course overview (no assigned readings).

### **Week 2: Democracy and Minorities (Thursday September 13<sup>th</sup>)**

Alan Buchanan. 2008. "Democracy and Secession." In *National Self-Determination and Secession*. Oxford: Oxford University Press. 14-33.

Avigail Eisenberg. 2005. "Identity and Liberal Politics: The Problem of Minorities within Minorities." In *Minorities within Minorities: Equality, Rights and Diversity*. Avigail Eisenberg and Jeff Spinner-Halev, eds. Cambridge: Cambridge University Press. 249-270.

*Supplementary readings:*

The Electoral Commission. 2014. *The 2014 Scottish Independence Referendum Voting Guide*. Edinburgh: Lothian Chambers.

Steven Morris, Libby Brooks, and Helen Pidd. “Teenage first-time voters on the Scottish Referendum.” *The Guardian*. September 18, 2014.

Libby Brooks. “First-time voters reflect on the Scottish Referendum.” *The Guardian*. September 23, 2014.

Anna Lennox Esselment. “Want to get out the youth vote? Start (really, really) young.” *The Globe and Mail*. September 22, 2015.

**Week 3: Mobilization (Thursday September 20<sup>th</sup>)**

Francesca Polletta. 2006. “Strategy as Metonymy: Why Activists Choose the Strategies They Do.” In *It Was Like a Fever: Storytelling in Protest and Politics*. Chicago: University of Chicago Press. 53-81.

Tracy L. Friedel. 2015. “Understanding the Nature of Indigenous Youth Activism in Canada: Idle No More as Resumptive Pedagogy.” *The South Atlantic Quarterly* 114 (4): 878-891.

*Supplementary Readings:*

Marc-André Cossette. “Thousands Rally at Women’s March in Ottawa, Demand a ‘Better World.’” *CBC News*. January 20, 2018.

Catherine Bennett. “Youth on both sides mobilise ahead of Irish abortion referendum.” *France 24*. February 13, 2018.

Kelly Leigh Cooper. “Irish Abortion Referendum: The people travelling #HomeToVote.” *BBC News*. May 18, 2018.

Joyce Fegan. “‘I had no real interest in politics, until this’—Ireland’s accidental abortion activists.” *The Guardian*. May 22, 2018.

**Week 4: Democratic Equality and Political Obligation (Thursday September 27<sup>th</sup>)**

Elizabeth Anderson. 1999. “What is the Point of Equality?” *Ethics* 109 (2): 287-337.

*Supplementary readings:*

Robyn Maynard. “Over-policing in black communities is a Canadian crisis, too.” *The Washington Post*. April 24, 2018.

Helen Pike. "By focusing on women in planning and decision-making, Calgary could build a safer city." *The Star Calgary*. May 23, 2018.

### **Week 5: Rhetoric and Persuasion (Thursday October 4<sup>th</sup>)**

John Dryzek. 2010. "Rhetoric in Democracy: A Systematic Appreciation." *Political Theory* 38 (3): 319-339.

Bryan Garsten. 2006. "Introduction: Persuasion." In *Saving Persuasion: A Defense of Rhetoric and Judgment*. Cambridge, MA: Harvard University Press. 1-24.

#### *Supplementary readings:*

Martin Luther King, Jr. "Letter from Birmingham Jail." *The Atlantic Monthly* 212 (2): 78-88. August 1963.

Robert F. Kennedy. "On the Death of Martin Luther King, Jr." Speech delivered in Indianapolis, Indiana. April 4, 1968.

Eldridge Cleaver. "Requiem for Nonviolence." April 1968.

### **Week 6: NO CLASS due to study break (Thursday October 11<sup>th</sup>)**

Happy Thanksgiving & study break!

### **Week 7: Obligation and Civil Disobedience (Thursday October 18<sup>th</sup>)**

John Rawls. 1969. "The Justification of Civil Disobedience." In *Civil Disobedience: Theory and Practice*, Hugo Adam Bedau, ed. New York: Macmillan Publishing Company. 240-255.

Kimberley Brownlee. 2004. "Features of a Paradigm Case of Civil Disobedience." *Res Publica*. 10 (4): 337-351.

#### *Supplementary readings:*

David A. Graham. "Durham's confederate statue comes down." *The Atlantic* Aug 15, 2017.

Virginia Bridges. "8 now face charges in toppling of Confederate statue in Durham." *The Herald Sun* Aug 17, 2017.

### **Week 8: Protest, Violence, and Resistance (Thursday October 25<sup>th</sup>)**

John Morreall. 1976. "The Justifiability of Violent Civil Disobedience." *Canadian Journal of Philosophy* 6 (1): 35-47.

Jennet Kirkpatrick. 2008. "Warts and All." In *Uncivil Disobedience: Studies in Violence and Democratic Politics*. Princeton, NJ: Princeton University Press. 1-16.

Kimberley Brownlee. 2008. "Penalizing Public Disobedience." *Ethics* 118 (4): 711-716.

#### *Supplementary readings:*

John Branch. "The Awakening of Colin Kaepernick." *The New York Times* September 7, 2017.

James Lang. "NFL players raise fists, kneel, and stay off field during national anthem." *CBC News* August 9, 2018.

Donovan Farley. "These Black Bloc anarchists don't care what you think of them." *Vice* June 2, 2017.

### **Week 9: Protest and Pluralism (Thursday November 1<sup>st</sup>)**

Jonathan Quong. 2002. "Are Identity Claims Bad for Deliberative Democracy?" *Contemporary Political Theory* 1 (3): 307-327.

Douglas Crimp and Adam Rolston. 1990. "Stop the Church." In *AIDS Demographics*. Seattle: Bay Press. 130-141.

Esther Kaplan. 2002. "This City is Ours." In *From ACT UP to the WTO: Urban Protest and Community Building in the Era of Globalization*, Benjamin Shepard and Ronald Hayduk, eds. New York: Verso. 41-51.

#### *Supplementary readings:*

Matt Pizzolo and Ayhan Hayrula. 2014. "Channel 1%" In *Occupy Comics*, Alan Moore et al. Los Angeles: Black Mask Comics. 156-158.

Nalia Keleta-Mae. "Black Lives Matter is dramatic, unsettling and inconvenient. That's the point." *The Globe and Mail*. July 5, 2016.

Janaya Khan. "Black Lives Matter Co-founder responds to Pride action criticism." *NOW Magazine*. July 6, 2016.

Peter Goffin. "Pride Toronto apologizes to Black Lives Matter for 'history of anti-blackness.'" *Toronto Star*. September 20, 2016.

### **Week 10: Free Speech (Thursday November 8<sup>th</sup>)**

L.W. Sumner. 2010. "Incitement and the Regulation of Hate Speech in Canada: A Philosophical Analysis." In *Extreme Speech and Democracy*, Ivan Hare and James Weinstein, eds. Oxford: Oxford University Press, 204-220.

Greg Lukianoff and Jonathan Haidt. 2015. "The Coddling of the American Mind." *The Atlantic*, September.

Alheli Picazo. 2017. "How the alt-right weaponized hate speech." *Macleans*, May 1.

#### *Supplementary readings:*

"Teen sues school district over Confederate flag prom dress." *Wave 3 News*. December 21, 2004.

Julia Glum. "Freedom of speech? Why some schools treat the Confederate flag like the swastika." *Newsweek* August 21, 2017.

Idil Mussa. "Safe zones around abortion clinics now in place." *CBC News* February 1, 2018.

Kelly Egan. "First charges laid against demonstrator in abortion clinic bubble zone." *Ottawa Citizen* February 7, 2018.

### **Week 11: Democratic Deliberation and Engagement (Thursday November 15<sup>th</sup>)**

Amy Lang. 2007. "But Is It for Real? The British Columbia Citizens' Assembly as a Model of State-Sponsored Citizen Empowerment." *Politics & Society* 35 (1): 35-69.

William Smith. 2012. "Policing Civil Disobedience." *Political Studies* 60 (4): 826-842.

#### *Supplementary readings:*

Peter Macleod. "Learning to love Ontario's Citizens' Assembly." *The Globe and Mail* January 23, 2007.

Shoni Field and David Wills. "Why the Citizens' Assembly on Electoral Reform chose STV." *The Georgia Straight* March 23, 2009.

Aaron Lavinsky. "Chanting 'Black Lives Matter' protesters shut down part of the mall of America," *The New York Times* December 20, 2014.

Shane Dixon Kavanaugh. "Portland activist ostracized, police criticized after cooperation, communication exposed." *The Oregonian* December 21, 2017.

### **Week 12: Citizenship and Non-citizenship (Thursday November 22<sup>nd</sup>)**

Patti Tamara Lenard. 2010. "What's Unique about Immigrant Protest?" *Ethical Theory and Moral Practice* 13(3): 315–332.

Megan Gaucher. 2016. "Monogamous Canadian Citizenship, Constructing Foreignness and the Limits of Harm Discourse." *Canadian Journal of Political Science* 49 (3): 519-538.

#### *Supplementary readings:*

Bashir Mohamed. "Why birthright citizenship matters—to all Canadians." *The Globe and Mail* August 28, 2018.

Andrew Griffith. "What the previous government learned about birth tourism." August 28, 2018.

Kimberley Molina. "Protestors at U.S. immigration detention rally say Canada shares blame." *CBC News* June 20, 2018.

### **Week 13: The problem with "we the people" (Thursday November 29<sup>th</sup>)**

Valerie Morkevicius. 2013. "Why We Need a Just Rebellion Theory." *Ethics & International Affairs* 27(4): 401-411.

Juliet Hooker. 2016. "Black Lives Matter and the Paradoxes of U.S. Black Politics: From democratic sacrifice to democratic repair." *Political Theory* 44 (4): 448-469.

Diana Tietjens Meyers. 2016. "No Safe Passage: The 'Mapping Journey Project.'" *Journal of Global Ethics*. 12 (3): 252-259.

#### *Supplementary readings:*

Patti Lenard. "We are all responsible for the safe passage of Syrian refugees." *Huffington Post* September 6, 2015.

Jason Markusoff. "Canada's failing refugee system is leaving thousands in limbo." *Maclean's* January 10, 2018.

Geneva Abdul. "When will Canada 'take a knee' for Indigenous peoples?" *Huffington Post* October 16, 2017.