

**University of Waterloo**  
**PSCI-423/623**  
**Democratic Theory and Practice**  
**Fall 2012**

**Monday 9:30am-12:20pm, RCH 209**

Instructor: Dr. Anna Drake  
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Office Location: HH 317  
Office Hours: Tuesday 2:30-4:30 and by appointment

**Course Description:**

This seminar class will examine the normative foundations of democracy, as well as several of its limitations. Why is democracy desirable? What is the connection between democracy and justice? What roles do (and should) procedure and substance play and how does this influence the design of democratic institutions? In this course we will look at questions of pluralism, inclusion and exclusion, rights, democratic organization, and communication, both within “everyday” democratic politics and within challenges to democracy. What obligations do the majority have to the minority? And what obligation do the minority have to adhere to majority outcomes? We will examine the justification of protest and civil disobedience, as well as particular challenges that arise in this respect (e.g.: violence, free speech and harm, pluralism). We will also look at deliberative democratic theory and practice, and examine arguments for democratic citizenship in a global context.

**Grade Distribution:**

Participation	20%
Discussion Questions	20%
Critical Analysis	20%
Essay	40%

**Format:**

This is a seminar course. Students are expected to come to class prepared to discuss the current week’s readings. You should note that a careful reading is required, and that 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.

**Readings:**

All course materials are available as e-readings on reserve at the library.

## **ASSIGNMENTS:**

### **Discussion Questions**

Students should submit one discussion question and abstract per week for a total of 10 submissions. Questions must deal directly with (at least) one of the week's readings and should address significant themes, problems, etc. You must also include a brief abstract/overview of the article that your question speaks to. Abstracts should clearly state the context of the article, the author's main argument(s), and provide a brief overview of the structure. (We will look at an example of this in class; you can also look at abstracts at the beginning of journal articles if you are still unclear as to what is expected). Questions and abstracts will be graded for content and will be returned to you the following week.

***Due: The BEGINNING of each class*** (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. If you have to miss class you should email a copy to me BEFORE class starts and also submit a hard copy to the main office.

### **Critical Analysis**

Students are required to write a short (4 page, double-spaced) critical analysis of ONE of the readings found in weeks 6-13.\* You should clearly state and develop your own perspective on the reading and show a careful engagement with the text (use the article for textual support). Papers should be analytical, not descriptive.

***Due: Thursday October 11th*** (in the PSCI dropbox)

\*Students who wish to write on one of the articles from weeks 2-4 may do so, but these assignments must be submitted in the class for which the readings are assigned.

### **Essay**

Undergraduate students are required to write a 12-14 page research essay; graduate students are required to write a 16-18 page research 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 weekly 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 and of the texts, and for original thought.

***Due: Thursday December 6<sup>th</sup>*** (in the PSCI dropbox)

### **Proposal:**

You must submit a short (one page) essay proposal. The proposal should set out the problem that you plan to address, include a brief overview of how you plan to structure the paper, and identify your main sources. Proposals will not be graded for content, but 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: Thursday November 1<sup>st</sup>*** (in the PSCI dropbox) \*students who would like feedback earlier on can submit their proposals before this date

### **Late penalties:**

The research essay and critical analysis are subject to a 5% per day late penalty. This INCLUDES weekend days.

**Policy on extensions:**

Extensions will be granted for documented medical or compassionate reasons only. Please speak with me as soon as a problem arises.

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

**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.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. 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, <http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>.

**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, <http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>.

**Appeals:** A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals, <http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm>.

**Academic Integrity website (Arts):**

[http://arts.uwaterloo.ca/arts/ugrad/academic\\_responsibility.html](http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html)

**Academic Integrity Office (uWaterloo):** <http://uwaterloo.ca/academicintegrity/>

**Accommodation for Students with Disabilities:**

The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, 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 OPD at the beginning of each academic term.

## COURSE SCHEDULE

### **Week 1: (Monday September 10<sup>th</sup>)**

Introduction (no readings).

### **Week 2: Democracy and Minorities (Monday September 17<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.

### **Week 3: Mobilization (Monday September 24<sup>th</sup>)**

Alexandra Dobrowolsky. 2000. "A Case of Sink or Swim: Feminist Mobilization Against the Meech Lake Accord." In *The Politics of Pragmatism: Women, Representation and Constitutionalism in Canada*. Oxford: Oxford University Press. 75-118.

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.

### **Week 4: Rhetoric and Persuasion (Monday October 1<sup>st</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.

### **Week 5: (Monday October 8<sup>th</sup>) No class—Happy Thanksgiving!**

### **Week 6: Obligation and Civil Disobedience (Monday October 15<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.

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

### **Week 7: Protest and Violence (Monday October 22<sup>nd</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.

**Week 8: Protest and Pluralism (Monday October 29<sup>th</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.

Mary Fainsod Katzenstein. 1998. "Protest Moves Inside Institutions." In *Faithful and Fearless: Moving Feminist Protest Inside the Church and Military*. Princeton, NJ: Princeton University Press. 3-22.

**Week 9: Free Speech (Monday November 5<sup>th</sup>)**

Cass Sunstein. 1993. "Discrimination and Selectivity: Hard Cases, Especially Cross-burning and Hate Speech." In *Democracy and the Problem of Free Speech*. New York: The Free Press. 167-208.

Anne Proffitt Dupre. 2009. "Banning Books from School: The Right to Receive Free Speech, or Not." In *Speaking Up: The Unintended Costs of Free Speech in Public Schools*. Cambridge, MA: Harvard University Press. 107-137.

**Week 10: Deliberative Democracy (Monday November 12<sup>th</sup>)**

James Bohman. 1998. "The Coming of Age of Deliberative Democracy." *The Journal of Political Philosophy* 6(4): 400-425.

Lynn Sanders. 1997. "Against Deliberation." *Political Theory* 25 (3): 347-76.

**Week 11: Deliberative Mini-publics (Monday November 19<sup>th</sup>)**

James Fishkin. 2011. "The Trilemma of Democratic Reform." *When the People Speak: Deliberative Democracy and Public Consultation*. Oxford: Oxford University Press. 32-64.

John Parkinson. 2003. "Legitimacy Problems in Deliberative Democracy." *Political Studies* 51 (1): 180-196.

**Week 12: Citizenship and Non-citizenship (Monday November 26<sup>th</sup>)**

Veit Bader. 2005. "The Ethics of Immigration." *Constellations* 12 (3): 331-361.

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

**Week 13: Boundary Problems (Monday December 3<sup>rd</sup>)**

Simon Caney. 2008. "Global Distributive Justice and the State." *Political Studies* 56 (3): 487-518.

Clarissa Rile Hayward. 2007. "Binding Problems, Boundary Problems: The Trouble with 'Democratic Citizenship.'" In *Identities, Affiliations, and Allegiances*, Seyla Benhabib, Ian Shapiro, and Danilo Petranovich, eds. Cambridge: Cambridge University Press. 181-205.