

# PSCI 423/623: Democratic Theory and Practice

Fall, 2013

AL 209, Friday 9:30am-12:20pm

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**Instructor:** Dr. Anna Drake

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

**Office Location:** Hagey Hall 317

**Office Hours:** Tuesdays 2:30-4:30 and by appointment

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

**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 does 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, immigration). We will also look at deliberative democratic theory and practice, and examine arguments for democratic citizenship in a global context.

**Pre-Requisites:** *PSCI 225 or 226; 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
- Develop 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

## 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:

**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,

[Student Discipline <http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71>](http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71).

**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, [Student Petitions <http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70>](http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70). In addition, consult [Student Grievances <http://arts.uwaterloo.ca/student-grievances-faculty-arts-processes>](http://arts.uwaterloo.ca/student-grievances-faculty-arts-processes) for the Faculty of Arts’ grievance processes.

**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, [Student Appeals <http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72>](http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72).

**Academic Integrity website (Arts):** [Academic Integrity \[http://arts.uwaterloo.ca/arts/ugrad/academic\\\_responsibility.html\]\(http://arts.uwaterloo.ca/arts/ugrad/academic\_responsibility.html\)](http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html)

**Academic Integrity Office (uWaterloo):** [Academic Integrity Office](http://uwaterloo.ca/academic-integrity/)  
<http://uwaterloo.ca/academic-integrity/>

### **Accommodation for Students with Disabilities:**

**Note for students with disabilities:** The AccessAbility Services (AS) Office, 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 AS Office at the beginning of each academic term.

**Turnitin.com:** Plagiarism detection 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. In the first week of the term, details will be provided about the arrangements for the use of Turnitin in this course.

Note: students must be given a reasonable option if they do not want to have their assignment screened by Turnitin. See [Turnitin](http://uwaterloo.ca/academic-integrity/integrity-waterloo-faculty/turnitin-waterloo) <http://uwaterloo.ca/academic-integrity/integrity-waterloo-faculty/turnitin-waterloo> for more information.

### **Texts:**

All course materials are available as e-readings on course reserves at the library and on LEARN.

### **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.

### **Course Requirements and Assessment:**

<b>Assignment:</b>	<b>Worth:</b>	<b>Due:</b>
Participation	20%	Evaluated weekly
Abstract and discussion questions	20%	Weekly (in class)
Critical Analysis	20%	Friday October 18 <sup>th</sup>
Proposal	0%*	Monday November 4 <sup>th</sup>
Essay	40%	Wednesday December 4 <sup>th</sup>

\*This is still a requirement of the course.

## Course Requirements, Expectations, and Standards:

### **Assignments:**

#### **Abstracts & Discussion Questions**

Students should submit one discussion question and abstract per week for a total of 10 submissions. You must provide 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 must deal directly with (at least) one of the week's readings and should address significant themes, problems, etc. 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.

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

***Due: Friday October 18th*** (in class)

\*Students who wish to write on one of the articles from weeks 2-5 may do so, but these assignments must be submitted in the class for which the readings are assigned.

#### **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: Monday November 4<sup>th</sup>*** (in the PSCI dropbox)

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

#### **Essay**

Undergraduate students are required to write a 14 page research essay; graduate students are required to write an 18-20 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 quality of analysis.

***Due: Monday December 9<sup>th</sup>*** (in the PSCI dropbox)

## **Late Policy:**

The essay and introduction are subject to a 5% per day late penalty. This INCLUDES weekend days. If for any reason you complete an assignment late on a weekend email me proof of completion to “stop the clock”; the electronic document will be checked against the hard copy that you submit to my dropbox at the first opportunity. If there are any discrepancies between the two copies, the latter will be used for grading purposes (and the electronic submission forfeited).

## **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.

## **Schedule:**

### **Week 1: (Friday September 13<sup>th</sup>)**

Introduction (no readings).

### **Week 2: Democracy and Minorities (Friday September 20<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 (Friday September 27<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: Democratic Equality and Political Obligation (Friday October 4<sup>th</sup>)**

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

#### **Week 5: Rhetoric and Persuasion (Friday October 11<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.

#### **Week 6: Obligation and Civil Disobedience (Friday October 18<sup>th</sup>)**

John Rawls. 1999. "The Justification of Civil Disobedience." In *Civil Disobedience in Focus*. Hugo Adam Bedau, ed. New York: Macmillan Publishing Company. 103-121.

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

#### **Week 7: Protest and Violence (Friday 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.

#### **Week 8: Protest and Pluralism (Friday 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.

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 (Friday November 8<sup>th</sup>)**

James Weinstein. 2009. "An Overview of American Free Speech Doctrine and its Application to Extreme Speech." In *Extreme Speech and Democracy*, edited by Ivan Hare and James Weinstein. Oxford: Oxford University Press. 81-91.

Steven J. Heyman. 2009. "Hate Speech, Public Discourse, and the First Amendment." In *Extreme Speech and Democracy*, edited by Ivan Hare and James Weinstein. Oxford: Oxford University Press. 158-181.

### **Week 10: Deliberative Democracy (Friday November 15<sup>th</sup>)**

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

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

### **Week 11: Citizenship and Non-citizenship (Friday November 22<sup>nd</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 12: Boundary Problems (Friday November 29<sup>th</sup>)**

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.

Arash Abizadeh. 2008. "Democratic Theory and Border Coercion: No Right to Unilaterally Control Your Own Borders." *Political Theory* 36(1): 37-65.