

USSO 280: DEMOCRACY?

Spring Semester 2008

MW 12:30-1:45pm

Crawford 111

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Office Hours: Wednesday 2:30-4:00pm,
or by appointment

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Liaison

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Office Hours: see below

COURSE OUTLINE AND REQUIREMENTS

“Democracy?” is an upper-division SAGES University Seminar, focusing on democracy as theory, practice and political methodology. “Democracy?” poses democracy as a question, in two forms. First, what do we mean by democracy? We will consider competing definitions and understandings of democracy, and raise questions about why citizens value – or should value – democracy. Second, what is necessary for democratic practice and democratic outcomes? Although conventional understandings link democracy to political systems and issues of governance, the course will consider democracy in other institutions and locations. Does democracy in the state require democracy in the economy? What would that look like? What are the potential conflicts between economic and political democracy with full citizen involvement? Does democracy in the state require democracy elsewhere?

The course is divided into three major sections. The first focuses on definitions and theories of democracy, considering how democracy serves to include or exclude groups of citizens (women, immigrants, children, felons); and how democracy mediates differences in political and cultural identities. In the second section of the course, we examine the mechanisms of the US political system and how those are related to democracy and inclusion (or not). We will examine the relationship between state and citizen, and the ways in which political power achieves expression inside and outside of the state.

The third section of the course considers the relationship between democracy in the state – at the level of political institutions, and democracy in the economy. Is political democracy possible in the absence of economic democracy? What are the potential conflicts concerning democracy in these two arenas? What would be the ramifications for political democracy if economic democracy were constitutionally enshrined? Finally, we will discuss the impacts of wealth on democratic governance. The course concludes with a discussion of the possibility of democracy and democratic practice in the United States and internationally.

Evaluation of student performance in this course will be based on the following criteria. First, students will complete three short analytical papers, synthesizing the readings and taking a position on specific key questions. The papers are cumulative, in the sense that each builds on the prior paper. Second, students will complete a final position paper, based on the three previous papers, integrating new reading materials not previously addressed, and stating a clear position in regard to a major course question. Paper grades are weighted as follows:

First short paper	due February 13	15% of final course grade
Second short paper	due February 27	15% of final course grade
Third short paper	due April 11	20% of final course grade
Final paper	due May 7	25% of final course grade

Details of the paper assignments are available in a separate course handout.

Each student will facilitate discussion during one class meeting; discussion facilitation is worth 15 percent of the student's course grade. Discussion facilitation guidelines will be available in a separate handout. Finally, each student is expected to attend class every day and to be prepared for each class meeting by having read, in advance, the materials assigned for that day. Students should be prepared to discuss the material in detail in class every day, and all students are expected to participate. Informed participation in class discussion accounts for the remaining 10 percent of the final grade. Note that students are required to attend all classes and to complete all course assignments.

Books required for this course are listed below and are available for purchase in the University Bookstore:

Robert Dahl, *How Democratic Is the American Constitution?*

Amy Gutmann, *Identity in Democracy*

Kevin Phillips, *Wealth and Democracy*

Amartya Sen, *Development as Freedom*

Iris Marion Young, *Inclusion and Democracy*

Additional readings are available through electronic journals or JSTOR, through the Kelvin Smith Library website. Each student should print a hardcopy of every additional assigned reading for his or her own research purposes. Please note that this is a requirement of the course.

Students are encouraged to read the *New York Times* daily. Copies of the *Times* are available on campus and in the University Bookstore.

Instruction in writing in SAGES seminars is supported by a Writing Liaison. In USSO280, Dr. Mark Bassett will serve as our Writing Liaison. Students are encouraged to work with Dr. Bassett to improve their writing, to work on revisions, and to master university-level social science writing.

Dr. Bassett will offer regular office hours on Fridays, 10 am to 12 noon, in Guilford 107. On MTWR 10:00am to 12:00 noon, Dr. Bassett works as a Writing Consultant in the SAGES Café (1st floor, Crawford Hall). If he has no appointments during those times, please feel welcome to drop by to consult with him, without an appointment. Other good times to chat with Dr. Bassett (by appointment only) are MW 12:30 to 3:30 pm; TR 12:30 to 2:30 pm; and F 10:00 am to 3:30 pm.

Students should make appointments to see Dr. Bassett by email, the best method for contacting Dr. Bassett. Because he takes the "greenie" directly from Lot 46 to Crawford Hall on MTWR mornings, it is possible that he may not pick up a message in his mailbox or office phone until Friday. If necessary, Dr. Bassett can be reached by telephone at home at (216) 221-6025, although please do not call him after 9:00pm. He can also be reached at his office at (216) 368-8571 (office).

Dr. Bassett is available to meet with students on a variety of writing, reading, and research topics. He likes to brainstorm and is skilled at approaching topics from more than one perspective. Whether you are interested in revising your essays professionally or comprehending a difficult reading assignment more fully, he enjoys chatting with students, one to one. Messages can be left for Dr. Bassett at his mailbox in Guilford Hall 211.

Standards of professionalism and academic integrity are integral components of this course. Students are reminded that they are obliged to understand, to uphold, and to comply with the Academic Integrity Policy of the University. A copy of the Code may be found online at

<http://studentaffairs.case.edu/groups/aiboard/policy.html>

Students who do not understand this Policy after having read it should make an appointment to see me to discuss it; indeed, I welcome this discussion and encourage students to see me in advance of any assignment about which they have doubts or questions. It is a course requirement that students read the University's Academic Integrity Policy.

Professionalism refers to adherence to standards of behavior and performance expected from political scientists. This includes, but is not limited to, courteous behavior in class; attention to other speakers; engagement with the work at hand; and, of course, adherence to university standards of academic integrity. Students are expected, and obliged, to comport themselves, in class, in a professional manner.

SCHEDULE OF READINGS AND ASSIGNMENTS

January 14 **Introduction to the Course: Democracy?**

READ: Diane Hacker, *A Pocket Style Manual*, selected pages [course handout]; and American Political Science Association *Style Manual for Political Science* examples at www.wisc.edu/writing/Handbook/DocAPSA.html

January 16 **READ:** Young, *Inclusion and Democracy*, Introduction and Chapter 1

January 21 Martin Luther King Jr. Birthday; NO CLASS MEETING

January 23 **READ:** Young, *Inclusion and Democracy*, Chapter 2

January 28 **Who Counts in Democracy? Identity and Inclusion**

READ: Young, *Inclusion and Democracy*, Chapter 3; Gutmann, *Identity in Democracy*, Introduction

January 30 **READ:** Young, *Inclusion and Democracy*, Chapter 4

February 4 **READ:** Gutmann, *Identity in Democracy*, Chapters 1 and 2

February 6 **READ:** Gutmann, *Identity in Democracy*, Chapters 3 and 4

February 11 **Mechanisms of Democracy: How Democratic Is the US Political System?**

READ: John Mueller, "Democracy and Ralph's Pretty Good Grocery," *American Journal of Political Science*, 36 (4), November 1992: 983-1003 [available on line at JSTOR]; and the US Constitution [available on line at www.archives.gov/national-archives-experience/charters/constitution_transcript.html]

February 13 READ: Dahl, *How Democratic Is the American Constitution?*, Chapters 1 and 2

FIRST PAPER DUE IN CLASS

February 18 READ: Dahl, *How Democratic Is the American Constitution?*, Chapters 3 and 4

February 20 Dahl, *How Democratic Is the American Constitution?*, Chapters 6 and 7, and Appendices A and B

February 22 FIRST PAPER REVISIONS DUE IN MY OFFICE BY NOON

February 25 **Democracy and the Economy: Is Capitalism Good for Democracy?**

READ: Michael Ross, "Is Democracy Good for the Poor?", *American Journal of Political Science*, 50 (4), October 2006 (available through electronic journals)

February 27 READ: Sen, *Development as Freedom*, Introduction and Chapters 1 and 6

SECOND PAPER DUE IN CLASS

March 3 READ: Sen, *Development as Freedom*, Chapter 7

March 5 DISCUSSION

March 10-14 SPRING BREAK

March 17 **Democracy and the Economy: Is Wealth Good for Democracy?**

READ: Phillips, *Wealth and Democracy*, Introduction and Chapters 1 and 2

SECOND PAPER REVISIONS DUE

March 19 READ: Phillips, *Wealth and Democracy*, Chapter 3

March 24 READ: Phillips, *Wealth and Democracy*, Chapters 4 and 5

March 26 READ: Phillips, *Wealth and Democracy*, Chapter 6

March 31 READ: Phillips, *Wealth and Democracy*, Chapters 7 and 8

April 2 READ: Phillips, *Wealth and Democracy*, Chapters 9 and 10, and Afterword

April 7 DISCUSSION

April 9 NO CLASS MEETING; Professor lecturing in New York.

April 11 THIRD PAPER DUE IN MY OFFICE BY NOON

April 14 **Is Democracy Gendered? Women, Democracy and Other Exclusions**

READ: Teri L. Caraway, "Inclusion and Democratization: Class, Gender, Race, and the Extension of Suffrage," *Comparative Politics* 36 (4), July 2004 (available through electronic journals); and Sen, *Development as Freedom*, Chapter 8

RECOMMENDED: Lisa Baldez, "Political Women in Comparative Democracies: A Primer for Comparativists," and Karen Beckwith, "Between Participation and Representation: Political Women and Democracy in the United States," both in Christina Wolbrecht, Karen Beckwith, and Lisa Baldez, eds., *Political Women and American Democracy*

April 16 READ: Suzanne Dovi, "Preferable Descriptive Representatives: Will Just Any Woman, Black or Latino Do?," *American Political Science Review*, 96 (4), December 2002: 729-43 (available through electronic journals); and Jane Mansbridge, "Should Women Represent Woman and Blacks Represent Blacks? A Contingent 'Yes'," *Journal of Politics*, 61 (3), August 1999: 628-57 [available through electronic journals]

April 21 **Is Democracy Possible?**

READ: Young, *Inclusion and Democracy*, Chapters 5 and 6

April 23

READ: Young, *Inclusion and Democracy*, Chapter 7; Gutmann, *Identity in Democracy*, Chapter 5

THIRD PAPER REVISIONS DUE IN CLASS

April 28

Conclusion of the Course

FINAL PAPER DUE WEDNESDAY, MAY 7, BY 11:30AM, IN MY OFFICE