

course time: Monday, Wednesday, and Friday, 11:00-11:50am

classroom: Scharbauer 2011

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office hours: Tuesdays 1:30pm-2:30pm, Fridays 2:00pm-4:00pm, or by appointment

office: Scharbauer 2007F

Course Description and Objectives: 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 of “Dilemmas of Democracy.” This semester, our course will be divided into five units. First, we will address debates about how to define democracy. Second, we will examine contemporary challenges to democracy, focusing in particular on challenges from the new populism and from the “democratic recession.” Third, we will look at the role of institutions in constituting and protecting democracies. Fourth, we will consider the relationship between individual identities, social and cultural practices, and democracy. And in the final unit, we will together develop a set of readings to consider which address some issue or set of issues broadly related to the course’s theme.

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

- Digest and think critically about 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 oral and written communication
- Make and defend an argument that draws together the various strains of your TCU political science education, inside and outside of the classroom

Expectations and Course Policies:

1. *Assigned readings:* Prepare for each class by carefully reading the assigned materials, and bring the day’s assigned reading to class with you. Expect to actively discuss the readings.
2. *Attendance Policy:* As discussed below, you are required to submit at least one discussion question about each reading before attending the class when we discuss that reading. If you do not attend that day’s class (or are more than five minutes late or leave early), you will receive a zero for that day’s discussion question unless the absence was an Official University Absence or unless the absence was due to properly documented illness or a properly documented personal/family emergency.
3. *Technology Policy:* Students wishing to use computers, tablets, or smartphones to take notes in class are requested to use those devices *only* for class related purposes. I know how tempting it can be to use an electronic device for Instagram, Facebook, Twitter, Pinterest, Ravelry (the knitting social networking site), games, and other fun distractions, but if I catch a student doing so, that student will no

longer be permitted to bring his or her electronic device to class. Remember that your primary responsibility at TCU is to learn. If you don't trust yourself to avoid online distractions, I encourage you to take notes with pen (or pencil!) and paper. If I catch you using an electronic device for non-class related purposes during class, you will lose permission to use that device in class for the rest of the semester.

Students wishing to make audio or video recordings of classes are required to see me to discuss acceptable use of those recordings and to sign a contract indicating that you will use those recordings responsibly. In the absence of written permission, you are not permitted to make audio or video recordings of classes.

4. *Extra Credit:* If I decide to establish an extra credit opportunity, the specifics will be announced in class or emailed out to all students enrolled in the class. So, come to class, check your TCU email, and don't expect to have an individualized extra credit assignment created for you.
5. *E-mail Policy:* Course-related communications will be sent to your TCU email account. Thus, check your TCU email regularly. "I did not see the email that you sent me" is not an acceptable excuse for failing to complete required course tasks. Also, feel free to email me questions, comments, or suggestions. In general (i.e. unless there are extraordinary circumstances), I will respond to student emails within 24 hours.
6. *Deadlines:* Deadlines for assignments are strictly enforced. Unless otherwise noted, an assignment submitted after the deadline will lose 10 points (out of 100) if it is submitted within 24 hours after the deadline, 20 points (out of 100) if it is submitted between 24 and 48 hours after the deadline, 30 points (out of 100) if it is submitted between 48 and 72 hours after the deadline, etc. So, for example, if a paper deadline is 10am on Monday and you submit your paper at 10:30am on Monday, you will automatically lose 10 points. Once grades have been officially submitted for the course, late assignments will no longer be accepted.
7. *Statement on TCU's Discrimination Policy:* TCU prohibits discrimination and harassment based on age, race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, predisposing genetic information, covered veteran status, and any other basis protected by law, except as permitted by law. TCU also prohibits unlawful sexual and gender-based harassment and violence, sexual assault, incest, statutory rape, sexual exploitation, intimate partner violence, bullying, stalking, and retaliation. We understand that discrimination, harassment, and sexual violence can undermine students' academic success and we encourage students who have experienced any of these issues to talk to someone about their experience, so they can get the support they need. TCU's Policy on Prohibited Discrimination, Harassment and Related Conduct is linked to the course's D2L site, and you can file a complaint here: <https://titleix.tcu.edu>.
8. *Statement on Title IX at TCU:* As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep any information you share private to the greatest extent possible. However, I have a mandatory reporting responsibility under TCU policy and federal law and I am required to share

any information I receive regarding sexual harassment, discrimination, and related conduct with TCU's Title IX Coordinator. Students can receive confidential support and academic advocacy by contacting TCU's Confidential Advocate in the Campus Advocacy, Resources & Education office at (817) 257-5225 or the Counseling & Mental Health Center at <https://counseling.tcu.edu/> or by calling (817) 257-7863. Alleged violations can be reported to the Title IX Office at <https://titleix.tcu.edu/student-toolkit/> or by calling (817) 257-8228. Should you wish to make a confidential report, the Title IX Office will seek to maintain your privacy to the greatest extent possible, but cannot guarantee confidentiality. Reports to law enforcement can be made to the Fort Worth Police Department at 911 for an emergency and (817) 335-4222 for non-emergency or TCU Police at (817) 257-7777.

9. *Student Disability Services*: 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, 11. 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) 257-7486.
10. *Academic Misconduct*: (See 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 and are listed in detail in the Undergraduate Catalog. 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.

Grading: Grades in this course will be determined as follows:

Discussion questions and other homework assignments: 5%
Solo discussion leading: 15%
Two reading reaction papers: 15% each (30% total)
Group reading selection and discussion leading: 15%

Capstone paper (Due **Monday, May 7 at 1:30pm**):¹ 35%

Grades are determined on a 100-point scale as follows:

A: 93.5 and above	B: 82.5-86.4	C: 72.5-76.4	D: 62.5-66.4
A-: 89.5-93.4	B-: 79.5-82.4	C-: 69.5-72.4	D-: 59.5-62.4
B+: 86.5-89.4	C+: 76.5-79.4	D+: 66.5-69.4	F: 59.4 and below

Deadline extensions will not be allowed except in the cases of Official University Absences, properly documented illnesses, or properly documented personal/family emergencies.

If you feel that you have been graded unfairly on any course assignment, please wait 24 hours after the assignment is returned and then contact me with a typed statement about why you believe you were graded unfairly. This statement must provide substantive reasons why you believe that you were graded unfairly. The appeal process must be initiated one week after the exam/homework was returned.

Discussion questions and other homework assignments: You must submit one discussion question to the Discussion Board on D2L by 7am the day of class. A satisfactory submission earns you a 100, and an unsatisfactory submission earns a 0. Questions are unsatisfactory when they are late or when they suggest that you did not do the reading or think very hard about the reading. Successful questions might be about the overall theme of the piece, about a specific example or quote from the piece, about the implications of the findings and/or methods, etc. Anything is on the table, as long as it is thoughtful, based on the reading, and demonstrates you are thinking critically about the issues raised by the reading and the course. In addition to discussion questions, there will be a few other short assignments that will be factored into this grade. Unless otherwise noted, those other assignments will count the same as one discussion question. I will drop the two lowest grades here (which means that you can skip two discussion questions, provided you do all of the other discussion questions and the short homework assignments, and still earn a 100% here).

Solo discussion leading: Each student will be required to lead discussion on the assigned readings on one day. A more specific assignment, grading rubric, and discussion-leading schedule will be distributed early in the semester.

Short reactions papers on readings: Each student will write two reaction papers over the course of the semester that respond to assigned readings. Your two reaction papers cannot be on the same day/topic that you serve as discussion leader. A specific assignment will be distributed early in the semester.

Group reading selection and discussion leading: For the final unit of the class I will put students into groups and have each group select two or three readings to lead discussion on. Groupings will be based on your senior thesis topic and/or your main

¹ The deadline is the same for graduating seniors and for everyone else.

areas of interest within political science (since some of you are not planning to write a senior thesis).

Capstone project: This will function as a final project for this course. The (approximately 3000 word) paper that you write will build from this course's materials, but it will also incorporate and reflect on your experiences as a political science major. A specific assignment for the paper (including a grading rubric) will be distributed early in the semester.

Office Hours: I encourage students to take advantage of my office hours in order to ask questions about the course materials or to chat about issues related to the course or political science more generally. No appointment is necessary to come to my office hours. However, if you have classes or other obligations during my office hours and like to meet with me, I encourage you to email me to make an appointment.

Course Materials: All readings for this course are available through the course's D2L site. I encourage students to print out the readings before class.

Schedule:

17-Jan *Introduction*
No assigned reading.

Unit 1: What Is Democracy?

19-Jan *A classical definition of democracy*
Dahl, Robert Alan. 1971. *Polyarchy: Participation and Opposition*. New Haven: Yale University Press, pp. 1-32.

22-Jan *Two reactions to Dahl*
Schmitter, Philippe C., and Terry Lynn Karl. 1991. "What Democracy Is... and Is Not." *Journal of Democracy* 2 (3):75-88.

Przeworski, Adam. 2003. "Minimalist Conception of Democracy: A Defense." In *The Democracy Sourcebook*, edited by Robert Alan Dahl, Ian Shapiro and José Antônio Cheibub. Cambridge, MA: MIT Press.

24-Jan *Democracy and a level playing field*
Levitsky, Steven, and Lucan A. Way. 2010. "Why Democracy Needs a Level Playing Field." *Journal of Democracy* 21 (1):57-68.

Unit 2: Contemporary Challenges to Democracy

26-Jan *Are we in a democratic recession?*
Diamond, Larry. 2015. "Facing up to the Democratic Recession." *Journal of Democracy* 26 (1):141-155.

29-Jan *Why is democracy performing so poorly?*
Fukuyama, Francis. 2015. "Why Is Democracy Performing So Poorly?"

Journal of Democracy 26 (1):11-20.

- 31-Jan *What is populism?*
Müller, Jan-Werner. 2016. *What is Populism?* Philadelphia: University of Pennsylvania Press, excerpts from chapters 1 and 2.
- 1-Feb *Two faces of populism*
Kaltwasser, Cristóbal Rovira. 2012. "The Ambivalence of Populism: Threat and Corrective for Democracy." *Democratization* 19 (2):184-208.
- 5-Feb *Brexit and populism*
Matti, Joshua, and Yang Zhou. 2017. "The Political Economy of Brexit: Explaining the Vote." *Applied Economic Letters* 24 (6):1131-1134.
- 7-Feb *Trumpism, inequality, and identity*
Inglehart, Ronald, and Pippa Norris. 2017. "Trump and the Populist Authoritarian Parties: The Silent Revolution in Reverse." *Perspectives on Politics* 15 (2):443-454.
- 9-Feb *A survey experiment on identity and Brexit*
Kaufman, Eric. Forthcoming. "Can Narratives of White Identity Reduce Opposition to Immigration and Support for Hard Brexit? A Survey Experiment." *Political Studies*:1-16.
- 12-Feb *How does Trumpism relate to the "paranoid style?"*
Hofstadter, Richard. 1964. "The Paranoid Style in American Politics." *Harpers*, November, 77-86.
- Unit 3: Institutions and Democracy**
- 14-Feb *How electoral systems matter*
Karp, Jeffrey A., and Susan A. Banducci. 2008. "Political Efficacy and Participation in Twenty-Seven Democracies: How Electoral Systems Shape Political Behaviour." *British Journal of Political Science* 38:311-334.
- 16-Feb *Do elections matter if they are not free and fair?*
Lindberg, Staffan. 2006. "The Surprising Significance of African Elections." *Journal of Democracy* 17 (1):139-151.
- 19-Feb *The perils of presidentialism*
Stepan, Alfred, and Cindy Skach. 1994. "Presidentialism and Parliamentarism in Comparative Perspective." In *The Failure of Presidential Democracy*, edited by Juan J. Linz and Arturo Valenzuela. Baltimore: Johns Hopkins University Press, pp. 119-136.
- 21-Feb *Do elections reveal the will of the majority?*
Achen, Christopher H., and Larry M. Bartels. 2016. *Democracy For Realists:*

Why Elections do not Produce Responsive Government. Princeton: Princeton University Press, pp. 21-51.

23-Feb *When democratic institutions produce a one-party state*
Scheiner, Ethan. 2006. *Democracy Without Competition in Japan: Opposition Failure in a One-Party Dominant State.* Cambridge: Cambridge University Press, pp. 1-30.

26-Feb **Class Cancelled**

Unit 4: Identities, Societies, Cultures, and Democracy

28-Feb *How civil society can help “make democracy work”*
Putnam, Robert D., Robert Leonardi, and Raffaella Nanetti. 1993. *Making Democracy Work: Civic Traditions in Modern Italy.* Princeton, N.J.: Princeton University Press, pp. 83-120.

2-Mar *Are Americans bowling alone?*
Putnam, Robert D. 1995. “Bowling Alone: America's Declining Social Capital.” *Journal of Democracy* 6 (1):65-78.

5-Mar *Social media and democracy*
Sunstein, Cass R. 2017. *#Republic: Divided Democracy in the Age of Social Media.* Princeton: Princeton University Press, pp. 157-175

7-Mar *Civil society and democracy in the developing world*
Tusalem, Rollin F. 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.

9-Mar *Civil society and Nazi Germany*
Berman, Sheri. 1997. “Civil Society and the Collapse of the Weimar Republic.” *World Politics* 49 (3):401-429.

12-Mar-
16-Mar SPRING BREAK

19-Mar *What happens when people don't vote?*
Lijphart, Arend. 1997. “Unequal Participation: Democracy's Unresolved Dilemma.” *American Political Science Review* 91 (1):1-14.

21-Mar *The social requisites of democracy*
Lipset, Seymour Martin. 1994. “The Social Requisites of Democracy Revisited.” *American Sociological Review* 59:1-22.

23-Mar **Class Cancelled**

- 26-Mar *(Lack of) democracy in the Middle East*
Rowley, Charles K., and Nathaneal 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.
- 28-Mar *Another take on democracy in the Muslim world*
Bellin, Eva. 2004. "The Robustness of Authoritarianism in the Middle East: Exceptionalism in Comparative Perspective." *Comparative Politics* 36 (2):139-157.
- 30-Mar GOOD FRIDAY

Unit 5: Teaching Each Other About Democracy

- 2-Apr *Student-selected topic*
Assigned reading to be announced.
- 4-Apr *Student-selected topic*
Assigned reading to be announced.
- 6-Apr *Student-selected topic*
Assigned reading to be announced.
- 9-Apr *Student-selected topic*
Assigned reading to be announced.
- 11-Apr *Student-selected topic*
Assigned reading to be announced.
- 13-Apr *Student-selected topic*
Assigned reading to be announced.
- 16-Apr *Student-selected topic*
Assigned reading to be announced.
- 18-Apr *Student-selected topic*
Assigned reading to be announced.
- 20-Apr *Student-selected topic*
Assigned reading to be announced.
- 23-Apr *Student-selected topic*
Assigned reading to be announced.
- 25-Apr *Student-selected topic*
Assigned reading to be announced.

- 27-Apr *Student-selected topic*
Assigned reading to be announced.
- 30-Apr *Democracy Madness*
No assigned reading.
- 2-May *Final paper exercise*
No assigned reading.
- 7-May **Capstone paper due at 1:30 pm (for graduating seniors and everyone else too)**