Political science 400
Democracy & Citizenship
Spring 2014
2:00-3:15

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Office Hours: 1-2 R
And by Appt.

COURSE OBJECTIVES:
The purpose of this course is not to transform scholars into good citizens, but to stimulate and encourage you to think more critically and analytically about democracy and citizenship. With this purpose in mind, this course re-exposes scholars to many of the central and foundational issues and concerns that are at the root and core of democracy. Another objective of the course is to encourage scholars, as you approach education, to think broadly about the nature of democracy, the value democracy, the history of democracy, the requirements of democracy, the history of democracy, the intersection of the nature of good citizenship and the quality of democracy, and good democratic citizens and the desirability and likely success of efforts to create inclusive democracies. And, as political science capstone course, scholars should be able to relate the content of the course to all subfields of political science.

ACE LEARNING OBJECTIVE:
This course satisfies the SLO10 learning outcome: “Generate a creative or scholarly product that requires broad knowledge, appropriate technical proficiency, information collection, synthesis, interpretation, presentation, and reflection.” The opportunity to obtain knowledge or skills for this learning outcome primarily comes from the major paper assignment for the class. Students are required to write a major research paper for the class and to give an oral presentation at the end of the semester on the results of this research paper. The research papers must include all of the major components of good political science research, including hypothesis development and testing, a review of past research on the topic, appropriate data gathering and analysis, interpretation and presentation of the results, and quality writing. The graded assignments used for assessment purposes are the short research question/hypothesis paper, the research paper, and the oral presentation of the research paper results.

ACE Reinforcements: Writing – POLS 400 places a very heavy emphasis on writing. Students must write a two-page reaction paper every week critically analyzing the readings. They must also write a major research paper for the course; Oral Communication – POLS 400 is run as a seminar and therefore places a strong emphasis on class discussion. Class participation is part of the final grade. Students must also orally present the results of their research paper at the end of the semester; Critical Thinking – critical thinking is reinforced throughout the semester through the weekly reaction papers. Students are told not to summarize the readings or simply to offer their opinion on a topic. Papers must be critically analytical, offering a strong argument while drawing on evidence from the readings to make claims; Global Awareness – POLS 400 emphasizes the international nature of democracy and citizenship through the use of readings from international relations, comparative politics, and political theory. Students read about how democracy is practiced in a variety of countries, the expectations of citizenship across countries,
the impact of identity politics across the globe, and the role of international efforts in securing democracy around the world.

LEARNING OBJECTIVES:
A. To become familiar with the basic descriptive information to the exercise of power in pursuit.
B. To become familiar with the basic theories and concepts that are relevant to the chosen fields.
C. To have the ability to engage in critical thinking, whether written or oral, about political science.
D. To become familiar with the basic sources of information that are important for the chosen fields.

REQUIRED TEXTS:


ORGANIZATION:
This course will be taught as a seminar. There will be a heavy emphasis on class discussion and will have little or no lectures. It is essential that scholars come to class prepared to discuss the readings. The course is organized to maximize participation and encourage critical and analytical thinking. Scholars are given the opportunity to participate and demonstrate their intellectual maturity.

ASSIGNMENT:
Each class period scholars are to be armed with a short reaction paper (max. two pages, doubled papers spaced). These papers are expressions of your reactions to the readings (ideas or thoughts generated by the readings, integrative arguments that draw on previous ones, critiques of the readings especially comparisons and contrasts of the various authors and for the week when more than one author was read).

Please do not give the instructor a summary a of the readings. The reaction papers are intended to heighten scholar's critical and analytical thinking. These are some of the elements that scholars might use as a guide to write the reaction papers: The central arguments of the various readings; contributions of the works to your understanding of democracy and citizenship; weaknesses and strengths of the various works; and what topic(s) in the article stimulated your intellectual
interest and why. Reaction papers are due at the beginning of class each week. No late reaction papers will be accepted. Scholars get one freebie.

The research paper constitutes the major assignment for the course. The paper topic must be within the scope of the course and relevant to the content of the course. But the topic will be selected by the scholar with the instructor's approval. You are expected to have an interesting research question, a good hypothesis, and do tons of library research. On February 25, in class, each scholar will turn in her/his research question, hypothesis, and the basic argument you will be making in the research paper. The maximum length is 3 pages, typed and doubled-spaced. Late papers will not be accepted.

Your paper can have a maximum of two internet references. The remaining references (15 minimum) must come from journals and books available in the library. The paper should be approximately 20 pages long, typed, and doubled-spaced. You will turn in two copies of your paper. The last several class periods will be devoted to these papers. During these classes, be prepared to discuss your paper. Papers are due the beginning of class on April 29. Late papers will be dropped one full grade for each 24 hour period they are late. As all seminars, class discussion is of utmost importance. Class participation will be graded. Class projects will be graded. Scholars must be in class to be graded for these projects. There will be no opportunity to make up class projects.

You can receive a total of 320 points in this class. The points are:

- Reaction Papers: 90 (10 points each)
- Research Question, Hypothesis, Argument: 10
- Research Paper: 100
- Class Projects: 20
- Final Exam: 50
- Class Participation: 50

Total Points: 320

Scholars with disabilities are encouraged to contact the instructor for a confidential discussion of individual needs for academic accommodation. The policy of the University is the provision of flexible and individualized accommodation to scholars (students) with documented disabilities that may affect their ability to fully participate in course activities or meet course requirements. To receive accommodation services, students must be registered with the Services for students with disabilities (SSD) Office, 132 Canfield Administration, 472-3787 voice or TTY.

**COURSE OUTLINE**

January 14
Introduction: The Fundamentals of Political Science Research

Section I: Is Democratic Government Preferable? If so, why?

January 16-21 Democracy and Its Alternatives
Dahl, *On Democracy* (Read Parts III and IV; Skim Parts I and II)

Plato, Book VII of *Republic*

Dahl, Chs. 3-5 *Democracy and Its*

**January 23-30**

Are Democracies More Peaceful?

Francis Fukuyama, "The End of History?" In Richard Betts, ed., *Conflict After the Cold War*


Russett and Oneal *Triangulating Peace*, Ch. 1-5

**February 4-11**

**Section II: Which Type of Democracy Is Best?**

Direct versus Indirect Democracy

February 1

Burke, "Speech to the Electors of Bristols"

Madison, "Federalist No. 10"

Rousseau, Book II Chs. XII-HV, Book IV Ch. I Social Contract

Ackerman and Fishkin, "Righting the Ship of Democracy," *Legal Affairs* (September 14, 2000).

Solomon, We, the Mob, "National Journal 32 (1 July 2000)

Dahl, How Democratic is the Constitution?

**February 13-20**

Majoritarian versus Propositional Representation

Arend Lijphart, Chs. 1-2, 11-13 in * Democracies*

Lani Guinier, Chs. 1-5 in *The Tyranny of the Majority*
February 25-27

Section III: Should We Push All Nations to Be Democratic?

Thomas Carothers, *Aiding Democracy Abroad* (Read Chs.5-8, 11-12; Skim Chs. 1-4, 9-10)


"Can Islamists Be Democratic?" *Democracy at Large* (1 January 2004)


March 4-7

Section IV: What Is a Good Democratic Citizen?

Research Questions, Hypotheses, and Arguments Due

Political Knowledge and Political Information
Doris Graber, *Processing Politics*

March 1-13

Citizen Values and Attitudes


March 18-20

National Identity, Support for Human Rights and Quest for Inclusion

David Miller, Ch. 2 in *On Nationality*
Jack Donnelly, "Democracy in United States Foreign Policy" in David Forsythe, ed., The United States and Human Rights

Sunstein, The Second Bill of Rights

Dahl, How Democratic is the Constitution

Williams, The Constraint of Race

Shklar, American Citizenship, Introduction thru Chapter 2

March 23-30 SPRING BREAK

April 15 Term Papers Are Due

April 22-May 1 Discussion of Term Papers (Class Projects)

May 5 Final Draft of Term Papers is Due

TBA Final EXAMINATION