

**UNIVERSITY OF NEBRASKA-LINCOLN**

---

**POLS 400, SEC. 001 – DEMOCRACY AND CITIZENSHIP – SPRING 2017**

Class: Thursday 9:30-12:20pm • 538 OLDH

Alice Kang • 540 OLDH • (402) 472-5642 (rare) • akang2@unl.edu (daily)

Office hours: Tuesday 3:30-4:30pm, Wednesday 2-3pm, and by appointment

---

**PURPOSE OF THE COURSE**

The purpose of this course is to encourage students, as they near the end of their undergraduate education, to think broadly about the value of democracy, the desirability and likely success of efforts to create democracy, as well as the ideals and realities of citizenship. As such, this course is not meant to turn you into good citizens but to encourage you to think openly, critically, and analytically about democracy and citizenship. We consider these topics in both the U.S. and globally. Since this is the capstone course in political science, students should be able to relate this course to previous ones and across subfields.

**DEPARTMENT OF POLITICAL SCIENCE LEARNING OBJECTIVES**

1. Explain the basic theories and concepts of at least two fields of political science.
2. Understand the exercise of power in pursuit of political objectives.
3. Engage in analytical and critical thinking about political subjects.
4. Effectively communicate the products of analytical and critical thinking orally and in writing.

**ACE LEARNING OBJECTIVE**

Successful completion of the course satisfies the ACE (Achievement-Centered Education) Student Learning Objective 10 (SLO10): “Generate a creative or scholarly product that requires broad knowledge, appropriate technical proficiency, information collection, synthesis, interpretation, presentation, and reflection.” Several kinds of writing assignments provide opportunities for students to learn this outcome and to demonstrate the knowledge and skills associated with it; students will write reaction papers that deal with the week’s readings and a major research paper.

Samples of student work will be collected to assess student learning in the course and program. The purpose of this assessment is to help faculty improve student learning opportunities, not to evaluate individual student work. Any students in ACE courses who are not willing to participate in this process should notify their instructor.

In addition to satisfying SLO 10, POLS 400 reinforces four other ACE skills. *Writing* – POLS 400 places a heavy emphasis on writing. Students must write a one-page reaction paper almost 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 do not summarize the readings or simply offer their opinion on a topic. Papers must be

critically analytical, offering a strong argument while drawing on the readings to make claims; *Global Awareness* – POLS 400 emphasizes the international nature of democracy and citizenship through readings from international relations, comparative politics, and political theory. Students read about how democracy is practiced in a variety of countries, citizenship across countries, and the role of international efforts in securing democracy around the world.

## READINGS

Our reading load befits a capstone course in political science. We will read a lot, and the readings range from ancient political theory to new empirical research. That said, you do not have to pore over every word of every text. The key here is to read smartly.

These required books have been ordered at University Bookstore in the City Campus Union. I have requested that Love library keep them on reserve for two-hour checkout. Other readings will be posted on Canvas.

1. Douglas Amy. 2002. *Real Choices, New Voices: How Proportional Representation Elections Could Revitalize American Democracy*, Second Edition. New York: Columbia University Press. \*\* AVOID THE FIRST EDITION \*\*
2. John Hibbing and Elizabeth Theiss-Morse. 2002. *Stealth Democracy: Americans' Beliefs about How Government Should Work*. New York: Cambridge University Press.
3. Alexander Keyssar. 2009. *The Right to Vote: The Contested History of Democracy in the United States, Revised Edition*. Basic Books. \*\* AVOID THE FIRST EDITION \*\*

Please choose EITHER 4 OR 5:

4. Alice Goffman. 2014 or 2015. *On the Run: Fugitive Life in an American City*. University of Chicago or Picador. Paperback.
5. Katherine Cramer. 2016. *The Politics of Resentment: Rural Consciousness in Wisconsin and the Rise of Scott Walker*. Chicago: University of Chicago Press.

## COURSEWORK AND GRADING

This class is a seminar composed of advanced-level undergraduates who have a strong background in political science. We will learn from each other through careful reflection and open debate. As such, there will be little in way of lecture and much in the way of student input.

**Reaction Papers** Because this course is fueled by discussion, students must come having already carefully thought about the readings. Writing a short reaction paper for eight weeks will help students be ready for class. The reaction papers are to be one single-spaced page with one-inch margins and in 12-point Times New Roman font. Students will post their reaction paper on Canvas by 4pm the day before class. This will allow your peers and your instructor to read your paper before seminar. *No late reaction papers will be accepted, no matter what the excuse*. There are ten weeks available for writing reaction papers. Since you are to do eight, I'd strongly recommend not waiting until the last eight weeks available. The semester gets busier as it goes along, so do them early and get done with them. I'll drop the lowest reaction paper score when I calculate final grades.

The best reaction papers do not merely summarize each reading but articulate one central argument about the week’s readings in the first paragraph and then develop that argument in the rest of the essay. You may have a major disagreement with or criticism of the readings that lead to your argument. Aim to compare and contrast various authors read for the week in making your argument. I also encourage you to draw on previous readings or previous classes in your reaction papers. In your essay or the conclusion, you can offer a research question and research design of your own.

<b>Dos</b>	<b>Don'ts</b>
Articulate one main argument in the intro	Summarize the readings
Try to integrate all the week’s readings	Only look at one author (unless it’s a book week)
Address the readings	Go on a long tangent about current events
Stay on and develop the argument	Jump around from minor point to minor point
Connect to previous readings or classes	Critique the writing style
Offer ideas for future research	State the obvious or give clichés
Analyze the methods, offer improvements	Leave the reader hanging. If you have a criticism, explain why it’s an important one.
Write in formal language with topic or transition sentences	Write one-sentence paragraphs or one-page long paragraphs

**Research Paper** The research paper is the major assignment for the course. You are expected to come up with an interesting research question, a good hypothesis, and original empirical analysis. The research question must be relevant to the course. The research question and design will be selected by the student but is also subject to my approval.

We break down this assignment into smaller parts. For any of these assignments, papers will drop one full grade for each 24-hour period they are late.

- A **Research Proposal** is due on **February 9** at the beginning of class. This paper can be no longer than three pages, typed and double-spaced.
- A **Preliminary Bibliography** is due **February 23** at the beginning of class. Your bibliography must list six or more academic sources (journal articles or academic books). Additionally, list primary sources, if necessary. You may use a citation format of your choosing, but the key here is to stick with whatever one you select. (I prefer the APSA Style or Chicago Style.)
- This is optional: I am happy to read a full, polished draft of your paper, but to have sufficient time to comment and for you to make revisions, I need a hard copy of your **polished draft on or by March 16**.
- The **Research Paper** is due on the last day of class, **April 27**. It should be 20 pages long, typed and double-spaced. You will need to turn in two copies of your paper. The last several weeks of the semester will be devoted to the paper.

- During the last class period, be prepared to talk about your paper informally and briefly.

**Final Exam** A take-home exam will be distributed at the end of class on **March 30**. The exam will be due in Canvas on **April 6** at 12:20pm.

**Class Participation** Because this is a seminar, your contribution is very important. I give points for consistent class attendance as well as respectful and deep class participation. There will be no chances available to make up missed class no matter what the reason is for missing class. Sorry.

<b>Assignments</b>	<b>Points</b>
Reaction Papers (8, drop lowest)	70 (10 points each)
Research Proposal	5
Preliminary Bibliography	5
In-Class Exercises (4)	20 (5 points each)
Research Paper	100
Final Exam (take-home)	50
Class Participation	50
<b>Total</b>	<b>300</b>

A+: 290-300, A: 280-289, A-: 270-279  
 B+: 260-269, B: 250-259, B-: 240-249  
 C+: 230-239, C: 220-229, C-: 210-219  
 D+: 200-209, D: 190-199, D-: 180-189  
 F: 179 or lower.

Let's have a great semester!

Class	Topic	Readings	What's Due
1/12	The Fundamentals of Political Science Research		
<b>Section I. Is Democracy Preferable? Should It Be Promoted?</b>			
Class 1, 1/19	Democracy and the Alternatives	<ol style="list-style-type: none"> <li>1. What is democracy?</li> <li>2. What are alternatives to democracy? Pros and cons?</li> <li>3. Has the idea of democracy won?</li> </ol> <p>Robert Dahl. 1998. <i>On Democracy</i>. New Haven: Yale University Press, Ch. 4-5</p> <p>Plato. Book VIII of <i>The Republic</i></p> <p>Robert Dahl. 1991. <i>Democracy and Its Critics</i>. New Haven: Yale University Press, Ch. 3-5.</p> <p>Francis Fukuyama. 1989. "The End of History?" <i>The National Interest</i> 16. Reprinted 1994, <i>Conflict After the Cold War</i>.</p> <p>Amartya Sen. 1999. "Democracy as a Universal Value." <i>Journal of Democracy</i> 10 (3): 3-17.</p> <p>James C. Scott. 2012. "Anarchist Calisthenics." <i>Harpers' Magazine</i>, December. <a href="http://harpers.org/archive/2012/12/anarchist-calisthenics/">http://harpers.org/archive/2012/12/anarchist-calisthenics/</a></p>	
Class 2, 1/26	Democracy Promotion	<ol style="list-style-type: none"> <li>1. Why promote democracy in other countries?</li> <li>2. Potential downsides?</li> <li>3. How should countries like the U.S. promote democracy?</li> </ol> <p>John Oneal and Bruce Russett. 1999. "The Kantian Peace: The Pacific Benefits of Democracy, Interdependence, and International Organizations, 1885-1992." <i>World Politics</i> 52 (1): 1-37.</p> <p>Edward Mansfield and Jack Snyder. 1995. "Democratization and War." <i>Foreign Affairs</i> 74 (3): 79-97.</p> <p>Patrice McMahon and Jon Westem. 2009. "The Death of Dayton: How to Stop Bosnia from Falling Apart." <i>Foreign Affairs</i> 88: 69-83.</p> <p>Fareed Zakaria. 1997. "The Rise of Illiberal Democracy." <i>Foreign Affairs</i> 76.</p> <p>Thomas Carothers. 2009. "Democracy Assistance: Political vs. Developmental?" <i>Journal of Democracy</i> 20: 5-19.</p> <p>Lifting up paradoxes</p> <p>Frederick Douglass. 1852. "The Meaning of July Fourth for the Negro," excerpt.</p> <p>Roxanne Dunbar-Ortiz. 2014. <i>An Indigenous Peoples' History of the United States</i>, pp. xi-14.</p>	

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

<p>Class 3, 2/2</p>	<p>Direct v. Indirect Democracy</p>	<p>1. What is the difference between trustee and delegate models of representation?                  2. What does a representative owe you?                  3. Arguments for direct democracy (choose a sentence from Rousseau)? Against?</p> <p>Rousseau. 1762. <i>The Social Contract</i>, Book III.                  Edmund Burke. 1774. "Speech to the Electors of Bristol."                  James Madison. "Federalist #10."                  John Hibbing and Elizabeth Theiss-Morse. 2002. <i>Stealth Democracy</i>, Intro, Ch. 4-8                  Bruce Ackerman and James Fishkin. 2000. "Righting the Ship of Democracy." <i>Legal Affairs</i> 3: 34-9.                  Burt Solomon. 2000. "We, the Mob." <i>National Journal</i> 32: 2140-3.</p>	
<p>Class 4, 2/9</p>	<p>Majoritarian v. PR Democracy</p>	<p>1. What are the most persuasive arguments for PR? Against?</p> <p>Arend Lijphart. 1984. <i>Democracies</i>. New Haven: Yale University Press, Ch. 1-2.                  Douglas Amy. 2002. <i>Real Choices, New Voices</i>. In entirety.                  Barry Schwartz. 2004. "The Tyranny of Choice." <i>Scientific American Mind</i> 14: 44-9.</p>	<p>Research proposal due at start of class</p>
<p>Class 5, 2/16</p>	<p>Quotas and Democracy</p>	<p>1. What are the most compelling arguments for and against quotas?                  2. What do you make of Murray's arguments (3) for male quotas for improving democracy?</p> <p>Anne Phillips. 1995. <i>The Politics of Presence: The Political Representation of Gender, Ethnicity, and Race</i>. New York: Oxford University Press, Chapter 3 (Quotas for Women). Excerpt.                  Shireen Hassim. 2010. "Perverse Consequences? The Impact of Quotas for Women on Democratization in Africa." In <i>Political Representation</i>, eds. Ian Shapiro et al. Cambridge: Cambridge University Press, pp. 211-35.                  Rainbow Murray. 2014. "Quotas for Men: Reframing Gender Quotas as a Means of Improving Representation for All." <i>American Political Science Review</i> 108 (3): 520-32.                  Interview with Lani Guinier. 2015. "The Tyranny of the Meritocracy", <i>Inside Higher Ed</i>, <a href="https://www.insidehighered.com/news/2015/02/03/qa-lani-guinier-about-her-new-book-college-admissions">https://www.insidehighered.com/news/2015/02/03/qa-lani-guinier-about-her-new-book-college-admissions</a></p>	

Class 6, 2/23	Liberal, Corporatist, and Social Democracy	<p>1. What are the pros and cons of liberal, corporatist and social welfare regimes?</p> <p>2. Review your notes on Dahl and Sen. Would Dahl (Class 1), Sen (Class 1), Friedman, or Jefferson be worried about economic inequality today? On what grounds?</p> <p>John Rawls. 1999. <i>A Theory of Justice</i>. "The Veil of Ignorance."  Gøsta Esping-Andersen. 1990. <i>The Three Worlds of Welfare Capitalism</i>. Princeton: Princeton University Press, pp. 26-34.  Milton Friedman. 1962. <i>Capitalism and Freedom</i>, Chapter 1.  Sheri Berman. "The Once and Future Ideology." <i>Renewal</i> 15 (2/3), <a href="http://www.renewal.org.uk/articles/the-once-and-future-ideology">http://www.renewal.org.uk/articles/the-once-and-future-ideology</a>  Benjamin Page, Larry Bartels, and Jason Seawright. 2013. "Democracy and the Policy Preferences of Wealthy Americans." <i>Perspectives on Politics</i> 11 (1): 51-73.  Letter from Thomas Jefferson to James Madison, October 28, 1785.</p>	Preliminary bibliography due at start of class
<b>Section III. Citizenship: What, Who, and How?</b>			
Class 7, 3/2	What is Citizenship?	<p>1. What is a citizen?</p> <p>2. How does Keyssar describe the history of citizenship in the U.S.?</p> <p>3. What are the major causes of enfranchisement? Disenfranchisement?</p> <p>Aristotle, Chapters 1-5, Book III, <i>Politics</i>.  Alexander Keyssar. 2000. <i>The Right to Vote: The Contested History of Democracy in the United States, Revised Edition</i>. Basic Books.</p>	
Class 8, 3/9	Civic Education and Human Nature	<p>1. What is human nature?</p> <p>2. What should civic education set out to achieve?</p> <p>Thomas Hobbes. <i>The Leviathan</i>. Excerpt.  September-October 2010 interview with Elinor Ostrom, republished in <i>Utne</i>.  John Alford, Carolyn Funk, and John Hibbing. 2005. "Are Political Orientations Genetically Transmitted?" <i>American Political Science Review</i> 99 (2): 153-67.  John Hibbing and Elizabeth Theiss-Morse, <i>Stealth Democracy</i>, Ch. 9 and Epilogue  Amy Gutmann. 1995. "Civic Education and Social Diversity." <i>Ethics</i> 105 (3): 557-79.  Ari Kohen. 2013. "Hero in Training." November 11 blogpost on <i>Running Chicken</i>, <a href="http://kohenari.net/post/66696470329/hero-in-training">http://kohenari.net/post/66696470329/hero-in-training</a></p>	

3/16	Individual consultations		Optional: Full draft due
3/23	No class	Spring Break	
Class 9, 3/30	Citizenship and Socioeconomic Class	1. What is the relationship between class and citizenship? Please read EITHER Alice Goffman. <i>On the Run: Fugitive Life in an American City</i> . Chicago: University of Chicago Press. OR Katherine Cramer. <i>The Politics of Resentment: Rural Consciousness in Wisconsin and the Rise of Scott Walker</i> . Chicago: University of Chicago Press.	Final exam starts at end of class
4/6	Individual consultations		Final exam due
4/13	Individual consultations		
4/20	Individual consultations		
4/27	Last day	Informal research presentations	Paper due



## Course Policies Q & A

*Q: How do you grade participation?*

A: You will earn an A on your participation if, by the end of the semester, you have attended class with at most 1 absence; voluntarily made thoughtful contributions to class by engaging with the readings; and acted in a respectful manner always (this includes not sending text messages, sighing, rolling one's eyes, dominating conversation, interrupting others). Hiding in a class of our size is not an option, so everyone will at some point or another participate. This is a good thing: getting used to speaking in a group is an important skill for you to develop. Note that I will take attendance periodically. I do this because there is a strong and positive correlation between attendance and performance. *If you arrive after attendance is taken or leave early, you are considered absent for the day.*

*Q: What if I have a learning disability?*

A: If you have a disability for which you require accommodations, please contact me by email or in person for a confidential discussion of your needs. It is the University of Nebraska-Lincoln's policy to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements. To receive accommodation services, students must be registered with the Services for Students with Disabilities (SSD) office, 132 Canfield Administration, (402) 472-3787 voice or TTY.

*Q: What if I wish to contest a grade?*

A: If you wish to contest a grade, send me an email *no sooner than 24 hours and no later than 2 weeks* after receiving your grade. Note that when I re-evaluate a grade, I may take off points for other omissions, weaknesses, or errors.

*Q: What is your policy on cheating?*

A: If you use another person's work without giving credit to that person, you will receive 0 points for the assignment and an "F" for the course.

*Q: What is the best way of getting in touch with you if I have a question or problem with the course?*

A: When you do not really understand something, or have problems in the course, or would just like to talk about some issue or topic in more depth, I strongly encourage you to come in and see me. For brief questions, I generally reply to emails within 24 hours (unless it is on the weekend). For more complex questions, I hold regular office hours, and I am also more than happy to make an appointment with you if these times do not work.