

# IS 430W: Democracy and Elections

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Meeting Time: 1300-1350 MW, 1315-1405 F in 448 SSH

Office Hours: 1300-1600 on Tuesdays in 433 SSH

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## Office Hours

I will hold office hours on Tuesdays from 1300-1600. You can also make an appointment to meet in person, by phone or, preferably, by e-mail. Please do feel free to stop by with any questions or concerns you may have. I will post my schedule for the term on my office door so you will know when I am in class, prepping to teach, writing, or in meetings. If you have quick questions, you can text me at the mobile phone number above or message me on my Slack channel at any time.

## Course Goals

This class is an upper-level seminar that encourages students, through individual and group work, to search for the key principles of democratic governance and where one can see these concepts in practice across the countries of the world. Students will learn about the meaning of democracy, how scholars define it, and how different forms are implemented. They will review the processes by which democracies of one type transition into another, or how authoritarian regimes morph into democratic systems. They will investigate how institutions vary across countries, including the roles of the executive, legislature, and judiciary. Chiefly, students will spend time reviewing how different states translate popular opinion into government action, i.e. elections. The course will investigate special topics and relevant issues; this semester we will discuss recent literature on radical communes in Venezuela and the Umbrella Movement in Hong Kong.

## Course Sites

Important information for this course will be posted on Canvas. Lecture notes, links to the readings, discussion forums and the most up-to-date copy of the syllabus will be available on this site. I will also post documents to our class Slack channel, particularly as they pertain to our collaborative group project.

## Requirements and Grading

### Group Project

We will read two books together that will evaluate theories of democratization with qualitative and quantitative evidence. To encourage you to really explore these arguments, I will split the class in two groups, with each presenting on one of the two books.

Your group will prepare a lesson plan for each of the days. It should start with paragraph summaries of the chapters you have covered, highlighting theories and evidence. In addition, you produce a series of discussion questions for each chapter. You will make a lesson plan available to the class for the day's reading.

The lesson plan and presentations in class will constitute **20% of your grade**; the final lesson plan will be due on the last day that your group presents. It should be combined into one file.

## Research Design

You will complete a research design (**70% of your grade**) on a topic of your choosing. This is a way for you to synthesize knowledge around an issue or academic discussion that interests you. You may choose from the topics in this course, or you may pursue a different line of thought. This research design will be completed in five stages:

1. First, you must submit a 600-word paper proposal to me in class. This should outline a preliminary question you might want to address in your research paper. At the very least, you should discuss in detail the themes that most interest you. **This proposal will be due by CAD on Friday, 3 March and is worth 10% of your grade.** After turning in this proposal, we will meet individually to review the parameters of the proposal and work out any potential problems that arise.
2. Next, you should complete a working bibliography (Appendix C) pertaining to your selected paper topic. You will need to use academic sources, government webpages, collected data, etc to demonstrate that you have surveyed the discussions that have taken place over your topic. **This working bibliography (10%) should be at least 1500 words long. It is due by CAD on Friday, 31 March.**
3. Then, you will submit a first draft of your paper that incorporates your working bibliography into a literature review that informs your larger paper. You should answer the question you proposed for study as completely as possible, using appropriate methodology. This draft of your research design should be about 4000 words long. **This draft will be worth 20% of your grade and will be due by CAD on Friday, 17 April.**
4. I will review your drafts and make extensive comments. I will also give you a day to present your drafts to your fellow classmates. You will assign the readings, no later than 72 hours before your presentation, and you will make your draft available. Your presentation will be graded on both quality and preparedness, making up 10% of your grade. **We will hold these presentations from 10 April until 3 May.**
5. **You will turn in your final, completed paper (20%) by CAD on the last day of classes, Thursday, 4 May.** As part of your grade, you will present your research and analysis in class during the final few periods of the term.

## Response Paper

You will complete a response to the following question: Does democracy require the presence of free and fair elections? Use our discussion of Dahl to consider if elections are necessary and/or sufficient for democracy to exist. In so doing, consider how elections may foster the outcomes necessary for the simultaneous promotion of liberty and equality.

Your response paper draft should be 1200 words and will be due at CAD on 3 February; your revision will be due by CAD on Friday, 24 February. The response paper will make up **10%** of your final grade.

## Writing Guidance

For all writing assignments, please use *Chicago Style* formatting (Appendix D). Put a word count as part of your help received statement, not including your bibliography. Absolutely no quotes from other papers. Put everything in your own words with proper citations. Papers that include quotes, or do not include the word count, will be given an automatic zero.

## Required Texts

- Achen, Christopher H., and Larry M. Bartels. *Democracy for Realists: Why Elections Do Not Produce Responsive Government*. Princeton, NJ: Princeton University Press, 2016.
- Bush, Richard C. *Hong Kong in the Shadow of China: Living with the Leviathan*. Washington, DC: Brookings Institution Press, 2016.
- Ciccariello-Maher, George. *Building the Commune: Radical Democracy in Venezuela*. London: Verso Books, 2016.
- Dahl, Robert A. *On Democracy*. New Haven, CT: Yale University Press, 2000.
- Kurlantzick, Joshua. *Democracy in Retreat: The Revolt of the Middle Class and the Worldwide Decline of Representative Government*. New Haven, CT: Yale University Press, 2013.

## Accommodations and Other Matters:

In order to protect your privacy please make an appointment to see me outside of class for questions about academic honesty, accommodations for disabilities, and grades. I am always happy to help you in any way I can. In addition, there will be a late penalty of 10 percentage points per day for assignments not submitted on time.

## Schedule

### Week 1: 16 January - 20 January

During this introductory week, we will discuss the various conceptions of democracy that we have encountered in our academic readings, the news, and our personal experiences. This will allow us to prepare for our discussion of Dahl next week.

Assignments for this week: For Thursday, write 300 words defining democracy and bring it to class.

Note: We will meet on Wednesday *and* Thursday of this week. Class will not meet on Friday because of the Presidential Inauguration parade.

### Week 2: 23 January - 27 January

We will begin this week discussing the opening chapters of Robert Dahl's *On Democracy*. He provides us a roadmap to evaluate democracy across its many forms. One danger in assessing the effectiveness of democratic rule is relativism, ie. this regime is almost as democratic as ours. With Dahl's framework, we can build the ideal form of democracy, given certain assumptions, and determine whether the institutions and practices we observe measure up to what we hope or expect.

Assignments for this week: Read Dahl's book.

### Week 3: 30 January - 3 February

We will continue to unpack the lessons from *On Democracy* through this week. By Friday, we should have a few ideas about democracy in an ideal form to which we can compare our later lessons on democracy in practice.

Assignments for this week: Read Dahl's book. Your response paper drafts will be due by CAD on Friday, 3 February.

### **Week 4: 6 February - 10 February**

Looking inward: We will begin our group projects this week when we evaluate the political science theories that Christopher Achen and Larry Bartels evaluate in their new book, *Democracy for Realists: Why Elections Do Not Produce Responsive Government*. In short, they take issue with the romantic descriptions of democracy as an institutionalized equilibrium between individual interests and group needs. Rather, does democracy serve less as a means to promote the aggregated interests of the many and more as a peaceable process to keep individuals from holding power indefinitely?

Assignments for this week: Begin reading Achen and Bartels' book. Group 1 presents on Achen and Bartels' book. Post your lesson plans before class by 1100.

### **Week 5: 13 February - 17 February**

Looking outward: Later this week, we will continue our group projects by discussing Joshua Kurlantzick's piece, *Democracy in Retreat: The Revolt of the Middle Class and the Worldwide Decline of Representative Government*. What are the worldwide trends that put the expansion and consolidation of democracy at risk? If Moore's famous observation, "no bourgeoisie, no democracy," is true, will we see backsliding occur in newer systems – and deterioration in older ones?

Assignments for this week: Read the end of Achen and Bartels' book. Begin reading Kurlantzick's book. Group 1 presents on Achen and Bartels' book. Group 2 presents on Kurlantzick's book. Post your lesson plans before class by 1100.

### **Week 6: 20 February - 24 February**

We will finish our discussions of the two books from the group projects.

Assignments for this week: Finish reading Kurlantzick's book. Group 2 presents on Kurlantzick's book. Post your lesson plans before class by 1100. Your final response paper drafts will be due by CAD on Friday, 24 February.

### **Week 7: 27 February - 3 March**

We will spend this week discussing the notes we have taken from each other on both the Achen and Bartels and Kurlantzick books. Can we draw out common themes? Can we respond to their challenges to conventional wisdom?

Assignments for this week: Review lesson plans from each group. Submit your research design topic by CAD on Friday, 3 March.

### **Week 8: 6 March - 10 March**

Starting this week, we will read Richard Bush's book, *Hong Kong in the Shadow of China: Living with the Leviathan*. As the Chief Executive election is scheduled for 26 March, we will explore this timely piece to ascertain what is at stake and how Hong Kong may serve as a bellwether for efforts to democratize in the People's Republic of China. Bush reviews Hong Kong's historical background and discusses how the tensions we see today have built over many years, traced back to the politics of the handover of the city from British rule to that of the People's Republic of China.

Assignments for this week: Read Bush's book.

### **Week 9: 13 March - 17 March**

**Spring Furlough: No Classes**

### **Week 10: 20 March - 24 March**

We will continue to read Bush's book.

Assignments for this week: Read Bush's book.

### **Week 11: 27 March - 31 March**

We will finish Bush's book and start George Ciccariello-Maher's *Building the Commune: Radical Democracy in Venezuela*. He offers a strident critique of neoliberalism as seen in the communization of cities in Venezuela. As citizens band together to form a grassroots revolution outside of the traditional channels of democratization, we must ask ourselves: is this still democracy? We will consider the lessons we have taken from other authors, notably Dahl and Kurlantzick, to evaluate our beliefs about what makes for a democracy and how it will continue to evolve under the conditions of inequality and centralized governance.

Assignments for this week: Read Ciccariello-Maher's book. Submit your Working Bibliography by CAD on 31 March.

### **Week 12: 3 April - 7 April**

We will continue to read Ciccariello-Maher's book.

Assignments for this week: Read Ciccariello-Maher's book.

Note: We will not have class on Monday because of **Spring FTX**

### **Week 13: 10 April - 14 April**

We will spend these last few weeks of class reviewing your research designs as a class. Each cadet will be given a class period where he/she will assign readings; you must make these available 72 hours before your class. You should post the files, along with your draft, to our Slack channel.

Assignments for this week: Your preliminary research design drafts will be due on 17 April by 0900. Prepare to present on your chosen day.

Note: I will be at the Southwest Political Science Association meeting from 12-16 April, so we will not meet on Wednesday or Friday. We will make up one of these classes during Dean's Time later in the semester. The other class will be given to you as compensatory writing time as you prepare your research designs.

### **Week 14: 17 April - 21 April**

Research Design presentations and feedback.

Assignments for this week: Prepare to present your research design on your chosen day.

## **Week 15: 24 April - 28 April**

Research Design presentations and feedback.

Assignments for this week: Prepare to present your research design on your chosen day.

## **Week 16: 1 May - 5 May**

Research Design presentations and feedback.

Assignments for this week: Prepare to present your research design on your chosen day.

Note: Classes end on Thursday, so we will not meet on Friday. Your final research design is due at CAD on Thursday, 4 May. We will *not* have a final examination in this class.

## **Appendix A: Work for Grade Policy:**

Development of the spirit as well as the skills of academic inquiry is central to the mission of VMI's Academic Program. As a community of scholars, posing questions and seeking answers, we invariably consult and build upon the ideas, discoveries, and products of others who have wrestled with related issues and problems before us. We are obligated ethically and in many instances legally to acknowledge the sources of all borrowed material that we use in our own work. This is the case whether we find that material in conventional resources, such as the library or cyberspace, or discover it in other places like conversations with our peers.

Academic integrity requires the full and proper documentation of any material that is not original with us. It is therefore a matter of honor. To misrepresent someone else's words, ideas, images, data, or other intellectual property as one's own is stealing, lying, and cheating all at once.

Because the offense of improper or incomplete documentation is so serious, and the consequences so potentially grave, the following policies regarding work for grade have been adopted as a guide to cadets and faculty in upholding the Honor Code under which all VMI cadets live.

Cadets' responsibilities

"Work for grade" is defined as any work presented to an instructor for a formal grade or undertaken in satisfaction of a requirement for successful completion of a course or degree requirement. All work submitted for grade is considered the cadet's own work. "Cadet's own work" means that he or she has composed the work from his or her general accumulation of knowledge and skill except as clearly and fully documented and that it has been composed especially for the current assignment. No work previously submitted in any course at VMI or elsewhere will be resubmitted or reformatted for submission in a current course without the specific approval of the instructor.

In all work for grade, failure to distinguish between the cadet's own work and ideas and the work and ideas of others is known as plagiarism. Proper documentation clearly and fully identifies the sources of all borrowed ideas, quotations, or other assistance. The cadet is referred to the VMI-authorized handbook for rules concerning quotations, paraphrases, and documentation.

In all written work for grade, the cadet must include the words "HELP RECEIVED" conspicuously on the document, and he or she must then do one of two things: (1) state "none," meaning that no help was received except as documented in the work; or (2) explain in detail the nature of the help received. In oral work for grade, the cadet must make the same declaration before beginning the presentation. Admission of help received may result in a lower grade but will not result in prosecution for an honor violation.

Cadets are prohibited from discussing the contents of a quiz/exam until it is returned to them or final course grades are posted. This enjoinder does not imply that any inadvertent expression or behavior that might indicate one's feeling about the test should be considered a breach of honor. The real issue is whether cadets received information, not available to everyone else in the class, which would give them an unfair advantage.

If a cadet inadvertently gives or receives information, the incident must be reported to the professor and the Honor Court.

Each cadet bears the responsibility for familiarizing himself or herself thoroughly with the policies stated in this section, with any supplementary statement regarding work for grade expressed by the academic department in which he or she is taking a course, and with any special conditions provided in writing by the professor for a given assignment. If there is any doubt or uncertainty about the correct interpretation of a policy, the cadet should consult the instructor of the course. There should be no confusion, however, on the basic principle that it is never acceptable to submit someone else's work, written or otherwise, formally graded or not, as one's own.

The violation by a cadet of any of these policies will, if he or she is found guilty by the Honor Court, result in his or her being dismissed from VMI. Neither ignorance nor professed confusion about the correct interpretation of these policies is an excuse.

## **Appendix B: Department of International Studies & Political Science Work for Grade Policy:**

Work for Grade in this department is generally of the following types.

1. Written quizzes, tests, or examinations
2. Book reviews
3. Research Papers, policy memoranda, briefing papers, and discourse analysis— identification and analysis of the critical differences in the findings and opinions of scholars on issues of interest to the discipline.

Cadets are permitted and encouraged to study with their peers to prepare for quizzes, tests and exams. However, when a cadet takes either written or oral quizzes, tests, and examinations, answers must be his/her own work without help from any other source including notes or consultation with others.

In the case of book reviews, research and other papers, as described in “2” and “3” above, research and composing of such works must be done by the cadet alone. Cadets are permitted to use spell and grammar-checking facilities.

IS cadets are encouraged to make use of all VMI tutoring services to receive critical comments (defined above). Cadets who do so and mark “Help Received” will not receive a lower grade on an assignment. Cadets are also permitted to seek critical comments on their written work from their peers. However, proof-reading and editing (defined above) of a cadet's written work is not permitted.

Any exceptions to these rules, including the use of tutors, collaboration among cadets, and the use of computer style, spell and grammar checkers; must be explained in writing by the course instructor. Instructors are at liberty to stipulate exceptions only with the written approval of their department head.

**If you have any questions about the application of these rules, consult your instructor. Do not leave anything to chance.**

Colonel James J. Hentz, Professor and Head

## Appendix C: Working Bibliography Guidance

In constructing your literature review, you should seek to connect your thoughts and explanations to a larger, scholarly debate. The most effective way to organize your approach is to read and take notes from previous research. This has many benefits:

1. You will have much of the previous debate elucidated for you in the form of a literature review
2. You will see the appropriate, investigative methods utilized when considering research questions
3. Most importantly, you will see the results of others who have considered your chosen question, or something similar

In sum, a review of previous work will save you time. You may put in a lot of time on the front-end (reading, note-taking, etc) but you will work that much more efficiently on the back-end (which themes to identify, knowing which methods work/do not work, where the line is drawn in the debate, etc).

For your working bibliography, you should list five sources that you have reviewed and determined will fit within the scope of your paper. In presenting these five sources, you should answer the following the questions:

- How credible is the source? In which journal or volume is it included? Which publishing company has produced the book? Has this author published on this topic before?
- Is this a relatively 'new' debate or research topic? If so, how does the author(s) of this piece theoretically and/or methodologically innovate? If not, how does this particular piece fit within the previous debates in the field, i.e. does the author pick a side, develop a new approach, or bridge different approaches?
- What is the central argument of the piece? Use the one-sentence test: if the author had to condense her entire paper into one argument, what would that sentence be?
- How does the author make that point? Are there many assumptions underlying her theory and explanation? Does she use a case study to investigate her question? Does she use a quantitative analysis? Does she use a hybrid of both methods?
- Which extensions of this work do you find possible? The best pieces are ones that leave many questions for the reader. The passive audience will leave the manuscript frustrated, but the enterprising researcher will see the potential for further research.

## Appendix D: Chicago Manual of Style Formatting Guidelines

Guidelines taken from BG Browers “Grand Strategy in the 20th Century” course. For more information, please see The Chicago Manual of Styles website: [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)

### Bibliographic Entry Formats

Judis, John B. “Obama and American Power,” *The New Republic* (March 28, 2011). <http://www.tnr.com/print/article/world-and-american-power>

Katzman, Kenneth. “Afghanistan: Post-War Governance, Security and U.S. Policy,” Congressional Research Service Report for Congress, November 1, 2007. <http://fpc.state.gov.documents/organization/96427.pdf>

Krepinevich, Andrew F. “The Pentagons Wasting Assets: The Eroding Foundations of American Power,” *Foreign Affairs* (July/August 2009): 18-33.

Nye, Joseph S., *Soft Power: The Means to Success in World Politics*. New York: Public Affairs, 2004.

U.S. Department of State. Bureau of Democracy, Human Rights and Labor. “Report on the Taliban’s War against Women,” November 17, 2001. <http://www.state.gov/g/drl/rls/6185.htm>.

### Footnote/Endnote Formats

#### On-line Journal:

John B. Judis, “Obama and American Power,” *The New Republic* (March 28, 2011). <http://www.tnr.com/print/article/world-and-american-power>

#### On-line Government Report:

Kenneth Katzman, “Afghanistan: Post-War Governance, Security and U.S. Policy,” Congressional Research Service Report for Congress, November 1, 2007, 34. <http://fpc.state.gov.documents/organization/96427.pdf>

#### Print Journal Article:

Andrew F. Krepinevich, “The Pentagons Wasting Assets: The Eroding Foundations of American Power,” *Foreign Affairs* (July/August 2009): 20.

#### Book:

Joseph S. Nye, *Soft Power: The Means to Success in World Politics* (New York: 2004), 52.

#### On-line Government Document:

U.S. Department of State. Bureau of Democracy, Human Rights and Labor. “Report on the Taliban’s War against Women,” November 17, 2001., 75. <http://www.state.gov/g/drl/rls/6185.htm>.

### Additional Notes

- Full footnote or endnote citation is required the first time the source is cited (e.g. Joseph S. Nye, *Soft Power: The Means to Success in World Politics* (New York: 2004), 52.)
- Use Ibid. with appropriate page number if citing the source in the immediately preceding footnote or endnote (e.g. Ibid., 33).
- Use author’s last name and page number when using previously cited sources (e.g. Nye, 57.)