**Democratic Theory and Democratic Practice**

Thursday, 1:00 pm-3:30 pm; Nau Hall 241

PLCP/PLPT 7500

University of Virginia

Department of Politics

Spring 2014

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Office hours: Th. 3:30-5:00 Office hours: Th 3:45-5:45

**Course Overview**

What does political theory have to say to comparative politics? What does comparative politics have to say to political theory? How might answers to these questions inspire better research in—and across-- both fields? To address these issues, we will read work by political theorists and comparativists (and, occasionally, scholars in other subfields) writing about democratic theory and the practice of democracy. The course begins with a discussion of theory and methods. We then turn to a series of themes in democratic politics, including representation, conflict, and human rights. We ask how authors in each subfield tackle these issues and how their approaches might inform one another: what insights do theoretical arguments about power, agency, domination and injustice offer comparativists? What do insights in comparative politics about conflict, quotas, human rights, and social movements offer political theorists? We will read a wide range of mostly contemporary theorists, such as Charles Taylor, Sheldon Wolin, Anne Phillips, Jane Mansbridge, and Ian Shapiro, and draw on comparative politics readings from a number of regions, including the Americas, the Middle East and Africa, that use single case studies, large-*n* cross-national studies, and natural experiments.

**Course Requirements and Deadlines**

Students will be graded on:

Participation (attendance and in-class participation): 25%

Written discussion questions: 10%

Presentations: 20% (15% for single presentation, 5% for joint)

Paper proposal: 10%, Due: April 20th

Final paper: 35%, Due: May 8

\*All written assignments will be turned in via Collab.

**Attendance**

All students are expected to attend every class session. Absences will be excused only in the event of a documented emergency or serious illness.

**Participation**

All students are expected to participate actively in every class session. Failure to participate actively in a graduate class amounts to free riding on your fellow students’ hard work, and will be looked upon very poorly by us.

**Discussion Questions**

At least two hours before class, you should post 3-5 questions about the readings on Collab (Discussion and Private Messages>Questions>[choose the appropriate class session]>Reply. You do need to read other students’ questions before class. **Bring 8 hard copies of your questions with you to class**. Presenters should also bring a hard copy of their questions on the day that they present. Questions should be intended to promote discussion, but they can also be about key ideas that are unclear to you.  Focus on the themes of the course when formulating your questions, rather than small details without broader relevance.

**Presentations**

See separate presentation guidelines posted on Collab >Syllabus>Presentations.

**Research Proposal/Outline/Draft**

The shortest acceptable material for this assignment is a proposal. Proposals should have a questionat the top of the page, followed by 2-3 paragraphs detailing your question, explaining how it will be investigated, and end with a tentative claim/hypothesis that answers the question. (Other formats are hypothetically possible, but the burden of proof will be on you to explain to us, in advance, why you are not using this format.)

The proposal must also have an initial bibliography with outside sources plus relevant course readings.

Outlines and 3-5 pages of text are also acceptable and should have all the minimal requirements for a proposal plus additional material.

**Final Paper**

Each student will write a 20-25 page final paper. Papers should grapple with one or more themes or issues addressed in the course.

**Other Class Policies**

Follow the [honor code](http://www.virginia.edu/uvatours/shorthistory/code.html). If you have a question about [plagiarism](http://www.virginia.edu/honor/wp-content/uploads/2012/09/PlagiarismSupplement2011.pdf), ask.

Late discussion questions and presentations are not accepted.

Late papers and proposals lose 1/3 of a grade (e.g. A- to B+) each day for the first two days. Later work will only be accepted as determined by the instructors.

**Required Readings**

Mitchell, Timothy. *Carbon Democracy.* On 3-day reserve at Clemons and available (soon) at the UVa bookstore.

All other readings are available on Collab under the Resources Tab.

\*Occasional changes to the syllabus are possible and will be announced in advance.

**Course Readings**

*NB: Some weeks it will matter more than others, but in general, we suggest that you do the readings in the order listed here.*

1. **Introduction: What is the relationship between comparative politics and political theory? (January 16)**
2. Browers, Holmes, Banting and Kymlicka, “Symposium: Synergies Between Comparative Politics and Political Theory,” (13 pgs)
3. Smith, R. “Reconnecting Political Theory” (28 pgs)
4. **Why do concepts matter for comparative politics and political theory? (January 23)**

**Student Presentation**

1. Gaille, “Essentially contested concepts” (32 pgs)
2. Collier et al., “Essentially contested concepts: debate and applications” (35 pgs)
3. Sartori, “Concept Misinformation in Comparative Politics” (20 pgs)
4. Collier and Mahon, “Conceptual Stretching Revisited” (9 pgs)
5. Bevir and Kedar, “Concept formation in political science” (12 pgs)
6. **What is the relationship between theory and methods? What role does normativity play in the discipline? (Jan 30)**

**Student Presentation**

1. Gerring, “Mere Description”? (25 pgs)
2. Taylor, “Neutrality in Political Science” (22 pgs)
3. Gerring and Yesowitz, “A normative turn in political science?” (32 pgs)
4. Shapiro, “Problems, methods and theories” (23 pgs)
5. **How does the history of the discipline continue to shape political theory, comparative politics, and their intersections? (Feb 6)**

**Student Presentation**

1. Benjamin Barber, “The Politics of Political Science: “Value-free” Theory and the Wolin-Strauss Dust-Up of 1963,” (7 pgs)
2. John G. Gunnell, 1988, “American Political Science, Liberalism, and the Invention of Political Theory,” (16 pgs)
3. Sheldon Wolin, 1969, “Political Theory as a Vocation,” (20 pgs)
4. James Farr, 1995, “Remembering the Revolution: Behavioralism in American Political Science,” in James Farr, John S. Dryzek, and Stephen T. Leonard, *Political Science in History: Research Programs and Political Traditions*, (26 pgs)
5. Mr. Perestroika, 2000, “On the Irrelevance of APSA and APSR!” (3pgs)
6. Chandra, Uday. 2013. “The Case for a Postcolonial Approach to the Study of Politics.” *New Political Science* (12 pgs).
7. **What is [a] democracy? (February 13)**

**Student Presentation**

1. Robert A. Dahl, 1971, *Polyarchy*, “Democratization and Public Opposition” (16 pgs)
2. Habermas, “Three Normative Models of Democracy” (10 pgs)
3. Elster, “The Market and the Forum” (16 pgs)
4. Shapiro, Ian. *The State of Democratic Theory,* Chapter 1 “The Common Good” (25 pgs)
5. Gabardi, 2001, “Contemporary Models of Democracy” (20 pgs)
6. Przeworski, Alvarez, Cheibub, and Limongi, *Democracy and Development*, p. 13-36 **(i.e. not the whole PDF)**
7. **How can we assess the quality of democracy? (February 20)**

**Student Presentation**

1. Collier and Levitsky. 1997. “Democracy with Adjectives” (21 pgs)
2. Gerardo L. Munck and Jay Verkuilen. 2002. “Conceptualizing and Measuring Democracy Evaluating Alternative Indices” (29 pgs)
3. Andrew Roberts, 2005, “Review Article: The Quality of Democracy” (19 pgs)
4. Diamond and Morlino, 2005, Assessing the Quality of Democracy, “Introduction,” (32 pgs)
5. Bo Rothstein and Jan Teorell, 2008, “What Is Quality of Government? A Theory of Impartial Government Institutions” (25 pgs)
6. Wedeen, “Concepts and Commitment in the Study of Democracy” (27 pgs)
7. **Guest speaker (tentative) (February 27)**

**\*Class rescheduled for Feb 28th\***

1. **How should we conceptualize representation? (March 6)**

**Student Presentation**

1. Urbinati, Nadia, and Mark E. Warren. 2008. “The Concept of Representation in Contemporary Democratic Theory.” *Annual Review of Political Science* 11 (1): 387–412.
2. Pitkin, *The Concept of Representation*, Ch. 1 and Ch. 10 (44 pgs)
3. Saward, “The Representative Claim”
4. Mansbridge, “Rethinking Representation”
5. Rehfeld, “Representation Rethought: On Trustees, Delegates, and Gyroscopes in the Study of Political Representation and Democracy.”
6. Mansbridge, “Clarifying the Concept of Representation”

**Break: March 8 – March 16**

1. **How can the marginalized be represented? (March 20**)

**Student Presentation**

* 1. Anne Phillips, *The Politics of Presence*, Ch. 1 (26 pgs)
  2. Mala Htun, 2004, “Is Gender like Ethnicity? The Political Representation of Identity Groups” (19 pgs)
  3. Hawkesworth, 2003, “Congressional Enactments of Race-Gender: Toward a Theory of Raced-Gendered Institutions” (21 pgs)
  4. Miki Kittilson and Leslie Schwindt-Bayer, 2010, Engaging Citizens: The Role of Power-Sharing Institutions” Ch. 2 (16 pgs) and Ch. 4 (25 pgs) (ebook on Virgo).
  5. Karen Celis and Amy G. Mazur, eds, 2012, “Critical Perspectives Symposium on Gender and Politics: Hanna Pitkin’s ‘Concept of Representation’ Revisited” (39 pgs)

1. **Can representation occur beyond elected representatives? Who represents best? (March 27)**

**Student Presentation**

1. Saward, Michael. “Authorization and Authenticity: representation and the unelected” (22 pgs).
2. Disch, Lisa. 2011. “Toward a Mobilization Conception of Democratic Representation.” (14 pgs)
3. Weldon, S. Laurel. 2002. “Beyond Bodies: Institutional Sources of Representation for Women in Democratic Policymaking” (21 pgs)
4. Dara Strolovitch, 2006, “Do Interest Groups Represent the Disadvantaged? Advocacy at the Intersections of Race, Class, and Gender” (16 pgs)
5. Karen Celis, Sarah Childs, Johanna Kantola, and Mona Lena Krook, 2007, “Rethinking Women’s Substantive Representation” (11pgs)
6. **How should we think about deliberative theory and practice together? (April 3)**

**Student Presentation**

1. Lisa Wedeen, 2007, “The Politics of Deliberation: Qat Chews as Public Spheres in Yemen,” *Public Culture* 19 (1): 59-84.
2. Bachtinger and Steenbergen, “The Real World of Deliberation.” Read: 1-24, 30-32 (26 pgs)
3. Jensen Sass and John S. Dryzek, 2013, “Deliberative Cultures,” (22 pgs)
4. Diana C. Mutz, 2008, “Is Deliberative Democracy a Falsifiable Theory?” (17 pgs)
5. Jurg Steiner, 2012, *The Foundations of Deliberative Democracy*, Ch. 9 (36 pgs).
6. **Who are the unrepresented, how do we know, and how does this shape political outcomes? (April 10)**
7. Will Kymlicka ed., 1995, *The Rights of Minority Cultures*, Ch. 3 (15 pgs)
8. Keith Banting and Will Kymlicka eds., 2006, *Multiculturalism and the Welfare State: Recognition and Redistribution in Contemporary Democracies*, Ch. 2
9. Courtney Jung, 2008, *The Moral Force of Indigenous Politics*, Cambridge University Press, Introduction (20 pgs) and Ch. 4. (35 pgs)
10. Kanchan Chandra, 2012, Ch. 1 (44 pgs)
11. Karen Ferree, *Framing the Race in South Africa,* Ch. 1 (31 pgs)
12. **Is this exemplary PT/CP work… or not? (April 17)** 
    1. Timothy Mitchell, *Carbon Democracy* (2013)
13. **Student Proposal/Outline/Draft Workshop (April 24)**

Students will post their proposals/outlines/drafts on Collab (Discussion and Private Messages> Student Proposals>New Topic [yours] by April 20th, 5pm. Students will be required to read one another’s work before the workshop and prepare comments or questions. We will collectively discuss each student’s work.