POL 380 – SENIOR SEMINAR IN POLITICAL SCIENCE - Spring 2005  
Kutztown University of Pennsylvania  
3.0 credit hours 2:00-4:50 P.M. T - Graduate Center 101  

COURSE SYLLABUS

Professor:  Glenn W. Richardson Jr.  
Office:  210 Graduate Center  
Office Hours:  9:00-9:50, MWF; 2:15-2:45 M,W; 2:30-3:30 H (hours subject to change)  
Phone:  610-683-4450  
E-mail:  richards@kutztown.edu  
Course URL:  http://www.faculty.kutztown.edu/richards/380/380.html

OVERVIEW:

More than 175 years ago, Alexis de Tocqueville came to America to study a rising form of government known as democracy. For Tocqueville, a French aristocrat, democracy brought both promise and peril. He rejected the tendency of Americans to equate liberty with democracy, instead seeing popular majorities as threats to liberty. Further, he noted, “I know of no other country in which there is so little independence of mind and real freedom of discussion as in America.” Yet, his deep concern for justice and fairness left him sympathetic to democratic ideas. American democracy today faces a new set of challenges, both internal and external. Political theorist Benjamin Barber sees threats to democracy from both the rising tide of religious fundamentalism around the world (most notably in Islam, but significantly in the West as well) and the “integrative modernization and aggressive economic and cultural globalization” he calls “McWorld.” Barber argues the two are tied in a dialectical embrace, each feeding off the other. For Barber, only the globalization of democratic institutions offers the only way out of the conflict he describes as “Jihad v. McWorld.”

In this course, we will consider several leading theories of democracy as well as some of the most pointed critiques of popular rule. We will then turn our attention to a handful of substantive concerns, including the role of religion in democracy, democracy and education, democracy and the media, civil liberties and democracy and ways democracy might be improved. The capstone activity of this capstone course will be the presentation of individual student papers examining democracy in America in 2005 by focusing on various locations in and around our area.

COURSE OBJECTIVES:

* To develop students’ skill in analytical reasoning and effective communication, demonstrated through various written assignments and in-class activities.

* To develop students’ knowledge of the theory and practice of democracy, as demonstrated through various written assignments and in-class activities.

* Encourage students to apply the theories and concepts of the academic study of democratic politics to the current political environment as demonstrated by effective contributions to class discussions, performance on in class assignments, and especially the final project.
Help students develop their ability to work productively and at a high level with others in a group environment as demonstrated by effective participation in various class assignments and activities.

COURSE REQUIREMENTS:

Course requirements include four brief written assignments, a major research paper (and its various component parts) assessing democracy in a specific community, class debates, and general class participation.

GRADING:

Grades will be awarded in terms of the percentage of total points each student earns.

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90 +</td>
<td>108+</td>
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<tr>
<td>B</td>
<td>80 +</td>
<td>96+</td>
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<tr>
<td>C</td>
<td>70 +</td>
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<td>D</td>
<td>60 +</td>
<td>72+</td>
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<tr>
<td>F</td>
<td>&lt; 60</td>
<td>&lt;72</td>
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ASSIGNMENTS:

NOTE: ALL ASSIGNMENTS ARE SUBJECT TO CHANGE AS ANNOUNCED IN CLASS.

*** Please be sure to back-up all of your computer files. Do not turn in your only copy of any assignments. ***

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
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<tbody>
<tr>
<td>Written Assignment I (Barber)</td>
<td>January 18</td>
<td>10</td>
</tr>
<tr>
<td>Project Location Preference</td>
<td>January 25</td>
<td>5</td>
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<tr>
<td>Preliminary Project Resource List</td>
<td>February 1</td>
<td>5</td>
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<tr>
<td>Written Assignment II</td>
<td>February 8</td>
<td>15'</td>
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<tr>
<td>Project Overview/Outline</td>
<td>February 15</td>
<td>5</td>
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<tr>
<td>Written Assignment III</td>
<td>February 28</td>
<td>15'</td>
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<tr>
<td>Issues in Democracy Forums</td>
<td>March 1-March 29</td>
<td>5</td>
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<tr>
<td>Democracy in America 2005 Draft</td>
<td>March 22</td>
<td>5</td>
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<tr>
<td>Issues in Democracy Paper</td>
<td>March 1-March 29</td>
<td>10</td>
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<tr>
<td>Democracy in America 2005 Paper</td>
<td>April 3</td>
<td>25</td>
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<tr>
<td>Paper Presentation</td>
<td>April 3- May 3</td>
<td>5</td>
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<tr>
<td>Class Participation</td>
<td>January 11-May 3</td>
<td>15</td>
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<td>Optional Journal/Portfolio</td>
<td>April 26</td>
<td>10</td>
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<tr>
<td>Democracy in America Then and Now (Final Exam)</td>
<td>May 3</td>
<td>10</td>
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<tr>
<td>TOTAL</td>
<td>January 13-April 27</td>
<td>125</td>
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* Students are required to complete Written Assignment II or Written Assignment III.
Optional Journal/Portfolio

Students can complete a journal/portfolio of entries pertaining to the issues raised in the class, based on events and experiences that occur during this semester. Journal/portfolios should consist of copies of articles from the *New York Times* relevant to concepts in the readings, lectures and other course activities; and typewritten responses of approximately one to two double-spaced pages to each article. Journals will be evaluated in terms of their ability to integrate and extend class concepts in depth and detail. Each portfolio must include at least seven entries. Up to two entries may relate to conversations or experiences students have had relevant to the course materials. Portfolios should be neat and well organized; unprofessional work will be marked lower. Up to 10 points toward the final grade may be earned from this assignment. Optional journal/portfolios are due in class on Tuesday, April 26.

Make-up Assignments

There will be no make-up assignments for unexcused absences. Acceptable excuses (medical or personal emergencies and university-related business) must be provided to the instructor before the assignment is due and in writing to be considered. Students who are unable to complete an assignment for legitimate reasons that do not qualify as excused under college guidelines, and who notify the instructor before the assignment is due, may, at the discretion of the instructor, turn in late assignments for partial credit.

NOTE: Make-up tests and assignments will not be returned before the end of the semester. Make-up tests and assignments may differ from those given in class in terms of both content and form.

Penalties for Late Assignments

Assignments turned in late on the day they are due will face a five-percent penalty. Each subsequent late day will accrue an additional ten percent deduction.

NOTE: Late assignment penalties also apply where students fail to notify the instructor of an absence before an exam or assignment is due.

ELECTRONIC COMMUNICATION:

An e-mail distribution list has been set up for this class. You must subscribe to the list. To subscribe via the internet, point your web browser to:


When you have completed the subscription process, you may receive a confirmation e-mail. You can also verify that you have been successfully subscribed by viewing the subscriber list, which you can also request online on this page.

All messages sent to the list will automatically go to the e-mail address from which you sent your subscription request. To send a message to all the recipients on the list, send an e-mail to pol380@kutztown.edu.

Please note: messages sent to this list address are sent to all list subscribers. If you wish to send a message to me personally, you must address it to my e-mail address (richards@kutztown.edu). Please include a recognizable subject line. Doing so allows me to instantly recognize your message as important and distinguishes it from the many messages from strange e-mail addresses that arrive on a daily basis, and facilitates a prompt response from me. If you send me an e-mail message and do not receive a
prompt response, please do not hesitate to send a follow-up. While I try to answer each e-mail, it can be easy to accidentally overlook any particular message.

A web page has also been set up for this class. Important course information will be posted there along with links to other relevant web sites. The URL is:


CLASSROOM ETIQUETTE

Students are expected to observe all rules of proper classroom conduct. In order to insure an appropriate environment conducive to learning there are three rules governing behavior in the classroom that you must be aware of:

* Please refrain from talking, eating or other disruptive activity during class. Even one or two conversations quickly create distractions for other students and the instructor.

* Please do not leave class early, or get up and leave and come back during class. If you must do so, tell the instructor before hand and arrange to sit near the door so your exit will be less noticeable.

Serious violations of these rules may result in a request that the offending individual(s) leave the classroom. Grading penalties (up to a half-letter grade for first-time offenders and a full letter-grade for recidivists) may be imposed at the discretion of the instructor.

POLICY ON ACADEMIC ETHICS AND HONESTY

If a student has plagiarized or cheated in a course, the instructor may (in consultation with the Department Chairperson and the Dean) determine that the student be dismissed from the course and given a grade of “F”. The student forfeits all privileges of withdrawal from the course.

Plagiarism is stealing and passing off (the ideas, words, work, themes, reports, drawings, laboratory notes, computer programs or other products of another) as one’s own. In short, it is using a created production without crediting the source. The surest way to avoid plagiarism is to provide proper citation to all works quoted directly or otherwise indirectly borrowed from. Proper citations include the title, date, and author of the work. If you are not familiar with the formatting of bibliographic citations, please consult a writer’s style guide or manual. An excellent online guide to citation can be found on the internet at:

http://www.english.uiuc.edu/cws/wworkshop/bibliostyles.htm

Guides for citing online materials specifically can be found on the web at:

http://webster.commnet.edu/apa/apa_online.htm

or

http://www.bedfordstmartins.com/online/cite6.html

Cheating includes (but is not limited to) an attempt by one or more students to use unauthorized information in the taking of an exam; or knowingly to assist another student in obtaining or using unauthorized materials. Further specific delineation of academically dishonest behavior can be found in The Key: Student Handbook 2002-2003 (p. 52). If you have any doubts as to whether particular behavior
would amount to cheating, please ask the instructor for clarification. Ignorance of the rules is not a valid
defense.

CLASS MEETINGS:

Class meetings will be comprised of introductory and concluding comments from the instructor,
lectures, video presentations, questions and discussions involving the whole class, and vigorous
participation by students.

This format places some limits upon formal presentation by the instructor in order to maximize
student engagement with the material. One requirement for this format to prove successful is that each
student must come to each class prepared. That involves reading, studying, analyzing and often re-
reading and re-analyzing materials before class. Inadequate preparation will virtually assure that much
of what is said in the class, both by students and by the instructor, will make little sense.

You must also try to resist the temptation to discount the comments of your fellow students. The
course is designed to give students the opportunity to articulate key concepts and criticisms. Many, if not
most, of the important statements made in the class will be made by students. It is essential that you give
the utmost respect to your classmates.

Also, keep in mind that in no case should any of the comments in the class be taken or directed
personally. A college classroom is perhaps the singular place in our society where people gather for the
purpose of giving deliberate and reasoned consideration to a wide range of views, including many of
great controversy. Indeed, I encourage you to present views you may not necessarily agree with in order
to explore and develop relevant themes or issues.

TEXTBOOKS:

There are four required textbooks for this course:

2001).


Terchek, Ronald J. and Thomas C. Conte (eds.).  *Theories of Democracy: A Reader*. Lanham, MD:


Textbooks are available at the KU Bookstore in the Student Union Building.

READING AND ASSIGNMENT SCHEDULE

**Week One: January 10-14**

INTRODUCTION:

POL 380 Course Syllabus.
Week Two: January 17-21

**WRITTEN ASSIGNMENT I DUE**

DR. MARTIN LUTHER KING JR. DAY:

Monday, January 17
(Classes do no meet.)

Calendar Adjustment Day: Follow Monday Schedule Thursday, January 20.

PROLOGUE: DEMOCRACY IN AMERICA 2005

Barber, Jihad v. McWorld

“2001 Introduction.”
“Introduction.”
“From Soft Goods to Service”

Lewis Lapham
“Who and What is an American?” (pp. 3-13 in Ford and Ford)

Anna Quindlen
“A Quilt of a Country: Out of Many, One?” (pp. 15-18 in Ford and Ford)

Martin Luther King Jr.
“I Have a Dream” (pp. 19-23 in Ford and Ford)

Linda Chavez
“Hispanics and the American Dream” (pp. 24-29 in Ford and Ford)

Robert D. King
“Should English Be the Law?” (pp. 30-37 in Ford and Ford)

Andrew Pham
“Viet-Kieu” (pp. 38-45 in Ford and Ford)

Ford and Ford (Ch. 5)

Week Three: January 24-28

*** DEMOCRACY IN AMERICA 2005 PROJECT LOCATION PREFERENCES DUE ***

THE EVOLUTION OF LIBERAL DEMOCRACY I

Republicanism

Aristotle
Politics (pp. 55-61 in Terchek and Conte)
Niccolo Machiavelli  
The Discourses (pp. 62-67 in Terchek and Conte)

Jean-Jacques Rosseau  
The Social Contract (pp. 67-74 in Terchek and Conte)

John Winthrop  
“A Modell of Christian Charity” (pp. 74-78 in Terchek and Conte)

Horace Mann  
“The Necessity of Education in a Republican Government” (pp. 78-83 in Terchek and Conte)

Robert Bellah  
“Community Properly Understood: A Defense of ‘Democratic Communitarianism’” (pp. 83-87 in Terchek and Conte)

Liberalism

John Locke  
The Second Treatise on Government (pp. 7-13 in Terchek and Conte)  
An Essay Concerning Human Understanding (pp. 13-16 in Terchek and Conte)

Thomas Paine  
Common Sense (pp. 16-22 in Terchek and Conte)

James Madison  
“Federalist No. 10” (pp. 22-26 in Terchek and Conte)

Alexis de Toqueville  
Democracy in America (pp. 26-34 in Terchek and Conte)

John Stuart Mill  
On Liberty (pp. 34-42 in Terchek and Conte)  
Considerations on Representative Government (pp. 42-46 in Terchek and Conte)

John Rawls  
A Theory of Justice (pp. 46-49 in Terchek and Conte)

Week Four: January 31-February 4

** PRELIMINARY LIST OF RESOURCES DUE **

THE EVOLUTION OF LIBERAL DEMOCRACY II

Protective Democracy

Friedrich A. Hayek  
The Political Order of a Free People (pp. 92-112 in Terchek and Conte)

Milton Friedman  
“The Role of Government in a Free Society” (pp. 112-121 in Terchek and Conte)
Pluralist Democracy

Arthur Bentley
*The Process of Government* (pp. 125-131 in Terchek and Conte)

Robert Dahl
*Dilemmas of Pluralist Democracy* (pp. 131-39 in Terchek and Conte)

Week Five: February 7-11

**WRITTEN ASSIGNMENT II DUE**

THE EVOLUTION OF LIBERAL DEMOCRACY III

Performance Democracy

Joseph A. Schumpeter
*Capitalism, Socialism, and Democracy* (pp. 143-54 in Terchek and Conte)

Anthony Downs
“An Economic Theory of Political Action in a Democracy” (pp. 154-63 in Terchek and Conte)

Realist and Neorealist Critiques

Max Weber
*Economy and Society* (pp. 182-87 in Terchek and Conte)

Noberto Bobbio
“The Future of Democracy” (pp. 188-200 in Terchek and Conte)

Week Six: February 14-18

**PROJECT OVERVIEW/OUTLINE DUE**

BEYOND LIBERAL DEMOCRACY I

Participatory Democracy

John Dewey
“Democratic Ends Need Democratic Methods for Their Realization” (pp. 167-8 in Terchek and Conte)

*The Public and Its Problems* (pp. 168-71 in Terchek and Conte)

Benjamin Barber
*Strong Democracy* (pp. 171-78 in Terchek and Conte)
Postmodern Critiques

Michel Foucault
*Power/Knowledge* (pp. 203-15 in Terchek and Conte)

William Connolly
“Democracy and Normalization” (pp. 215-23 in Terchek and Conte)

Chantal Mouffe
“Radical Democracy: Modern or Postmodern?” (pp. 223-33 in Terchek and Conte)

Discourse and Democracy

Jurgen Habermas
“Three Normative Models of Democracy” (pp. 236-43 in Terchek and Conte)

Sheldon Wolin
“The Liberal/Democratic Divide” (pp. 243-50 in Terchek and Conte)

**Week Seven: February 21-28**

**WRITTEN ASSIGNMENT III DUE**

BEYOND LIBERAL DEMOCRACY II

Pushing for Inclusion

Anne Phillips
*Engendering Democracy*

Cornel West
*Race Matters*

Iris Marion Young
*Justice and the Politics of Difference*

Voices Beyond the West

Mahatama Gandhi
“Speech at Muir College Economic Society”
*Hind Swaraj*

Desmond Tutu
“No Future Without Forgiveness”

Aung San Suu Kyi
“In Quest of Democracy”

Adolfo Perez Esquivel
“Conditionality, Human Rights and Democracy”
Week Eight: February 28-March 4

** ISSUES IN DEMOCRACY FORUM I **

RELIGION AND DEMOCRACY

Barber, *Jihad v. McWorld*

“Essential Jihad: Islam and Fundamentalism”
“Jihad and McWorld in the New World Disorder”
“Wild Capitalism v. Democracy”

Tocqueville, *Democracy in America*

Excerpt from “Principle Causes Which Serve to Maintain the Democratic Republic in the United States”
<http://xroads.virginia.edu/~HYPER/DETOC/religion/ch1_17.htm>
How Religion in the United States Avails itself of Democratic Tendencies
<http://xroads.virginia.edu/~HYPER/DETOC/ch1_05.htm>
That the Americans Apply the Principle of Self-Interest Rightly Understood to Religious Matters
<http://xroads.virginia.edu/~HYPER/DETOC/ch2_09.htm>
“Influence of Democracy on Religion” (Ch. 17)
“How Equality of Condition Contributes to Maintain Good Morals in America” (Ch. 40)

SPRING BREAK:
*Begin*: AT THE END OF CLASSES, THURSDAY, MARCH 3
*End*: 8:00 A.M., MONDAY, MARCH 14

Week Nine: March 14-18

** ISSUES IN DEMOCRACY FORUM II **

DEMOCRACY AND EDUCATION

Ford and Ford (Ch. 2)

Week Ten: March 21-25

** DEMOCRACY IN AMERICA 2005 DRAFT DUE **
** ISSUES IN DEMOCRACY FORUM III **

COMMUNICATION AND DEMOCRACY: THE MEDIA

Ford and Ford (Ch. 4)

Barber, *Jihad v. McWorld*

“Who Owns McWorld: The Media Merger Frenzy”
“From Hard Goods to Soft Goods”
“Hollyworld: McWorld’s Videology”
“Television and MTV: McWorld’s Noisy Soul”

Week Eleven: March 28-April 1

** ISSUES IN DEMOCRACY FORUM IV **

CIVIL LIBERTIES AND DEMOCRACY

Ford and Ford (Ch. 5)

Week Twelve: April 4-8

** DEMOCRACY IN AMERICA 2005 PAPERS DUE **

DEMOCRACY IN AMERICA 2005 I

CLASS PRESENTATIONS

Week Thirteen: April 11-15

SPRING RECESS:

   Begins: AT THE END OF CLASSES, SATURDAY, APRIL 9
   Ends: 8:00 A.M., WEDNESDAY, APRIL 13

Week Fourteen: April 18-22

CLASS PRESENTATIONS

Week Fifteen: April 25-29

** OPTIONAL JOURNAL/PORTFOLIO DUE **

CLASS PRESENTATIONS

Week Sixteen: May 2-6

FINALS WEEK

PLEASE NOTE: If a class examination is scheduled or a class assignment due on a day when classes are cancelled, the exam will be given or the assignment will be due on the next day classes do meet.