

USSO 280: DEMOCRACY?

Spring Semester 2011

TTh 10:00-11:15am

Crawford 111

Karen Beckwith, Professor

Joshua Ware, SAGES Writing Liaison

GUIDELINES FOR ALL PAPER ASSIGNMENTS

The purposes of writing papers in “Democracy?” are to help you deepen your understanding of the materials we have been reading and discussing in class, to communicate your knowledge and ideas to educated others, to serve as the foundation for constructing your final research paper, to develop your writing skills in the social sciences, and to fulfill a graduation requirement by including one or more of these papers in your SAGES Writing Portfolio. The objective of the final paper is to demonstrate your learning of the course material, to sharpen your analytical and intellectual abilities, and to hone your scholarly research and writing skills. The structural requirements, standards of academic integrity, and topics for each paper are listed below.

Structural requirements of the assigned papers include the following.

- Each paper should be no shorter than five and no longer than seven pages, with the exception of the final paper, which should be no shorter than 10 pages and no longer than 12 pages, double-spaced in font-size 12.
- Provide each paper with a title, on a separate title page. Include the title, your name, the course designation (USSO 280) and name of the course, and the date submitted. **The title page is the only place your name should appear in your paper.**
- Employ the standard conventions for spelling, punctuation, and grammar in formal, written US English.
- Note that Wikipedia, dictionaries and encyclopedias are *not* acceptable sources for evidence or citation in research papers (although they may be useful tools for organizing research and checking correct language usage).
- Employ the American Political Science Association style for formatting papers (refer to the American Political Science Association *Style Manual for Political Science*, available online at www.wisc.edu/writing/Handbook/DocAPSA.html). Note that the APSA style relies on in-text citation of sources, with a complete list of references. **Remember that full documentation requires page numbers of referenced or quoted sources.** Your citation information should permit another scholar to identify your research sources easily and completely. For additional examples of the APSA style, see any article recently published in the *American Political Science Review*.
- Number your pages.
- Please keep one hard copy of each paper for yourself; keeping an electronic copy is also required.
- Submit one hard copy of your manuscript; submit, by email, an electronic copy (as a Word.doc or .docx file) of your paper as well. A paper is not considered submitted unless **both** hard copy and electronic copies have been submitted by the due date, on time.

- The expectation in this course is that papers will be submitted on the due dates indicated here and on the syllabus. Please remember that there is a full grade penalty for each day (or portion of a day) a paper is late.

Standards of academic integrity are an integral component of this course. Students are reminded that they are obliged to understand, to uphold, and to comply with the Academic Integrity Policy of the University. A copy of the Code may be found online at

<http://studentaffairs.case.edu/groups/aiboard/policy.html>

Students who do not understand this Policy after having read it should make an appointment to see me to discuss it; indeed, I welcome this discussion and encourage students to see me in advance of any assignment about which they have doubts or questions. It is a course requirement that students read the University's Academic Integrity Policy.

The paper submission process involves two steps: 1) the submission of your paper, and 2) the submission of the revised paper, in response to comments. All structural requirements and standards of academic integrity apply to your paper and its revised version.

The writing process in this course is supported by our Writing Instructor, Dr. Joshua Ware. When you submit your papers, Dr. Ware will provide a limited amount of electronic feedback regarding errors in writing conventions and suggestions for improving clarity, revising to be concise, and so on. *Nota bene*: neither he nor any other SAGES tutor will agree to act as your proofreader or editor. An important goal of the University Seminars is for students to refine their ability to distance themselves from their written work enough to apply critical reading and thinking skills—and then to imagine alternative ways of communicating effectively to an educated reading audience.

On the other hand, do not hesitate to ask Dr. Ware for one-to-one assistance in tackling a specific writing issue, whenever you think it might be helpful. **His schedule for consultations is Tuesday from 11:30AM to 4:30PM (on the second floor of the Thwing Center) and Thursday from 11:30AM to 4:30PM (in the SAGES Café).** From time to time, he may also coordinate classroom activities on writing-related subjects. If you have suggestions about topics you would like us to address in class, please let either of us know.

Note that Dr. Ware will hold three in-class writing instruction sessions, and he may offer additional sessions outside of our regular class meetings. Additional resources for writing are available through the Writing Resource Center website at <http://www.case.edu/artsci/engl/writing/writingcenter.html>.

PAPER TOPICS

Please note that the topics for all of the papers are assigned.

First Paper: Does democracy require citizen participation? If so, does it require participation from all citizens? If so, how can democracy be organized to include all citizens? If democracy does not require citizen participation, what participation, if any, is necessary to categorize a political system as democratic? How would citizen exclusion, even if partial, be justified? In answering these questions, rely on arguments and evidence presented in the various authors we have read to date, including Young, *Inclusion and Democracy*; Dahl, *How Democratic Is the American Constitution?*; the news article by Louis Seidman; and/or the journal articles by John Mueller and by Jeffrey Winters and Benjamin Page. In your paper, be sure to define what you mean by “democracy,” “participation,” and “citizens.” Note that this paper does not require you to do additional research, but it does require you to make an argument and come to a conclusion. Students are encouraged to discuss their plans for the first paper with Professor Beckwith.

This paper is due class by 2:30pm on February 5. Its revised version is due in my office by 3:00pm on February 15.

Second Paper: Relying on all course readings to date (as appropriate), address the following question: can political structures mitigate the impact of economic inequality upon political equality and representation? In answering this question, explain what you mean by “economic inequality,” “political equality,” and “representation.” Using the US as your focus case, specify the political structures you discuss and the criteria that you employ for making a judgment about the relationship between economic inequality and structured political equality and representation; and present data for the US that support your position. Note that this paper may require that you undertake some external political research and that you present empirical evidence in support of your argument. The strongest papers will take into account (even if only to refute them) the readings from Bartels, Geoghegan and Norris.

This paper is due on February 28 in class. Its revised version is due in class on March 19.

Third Paper: Amartya Sen claims that “Development requires the removal of major sources of unfreedom: poverty as well as tyranny, poor economic opportunities as well as systematic social deprivation, neglect of public facilities as well as intolerance or overactivity of repressive states” (3). Sen writes primarily but not exclusively about countries undergoing economic development. Is his claim applicable to your own country? If so, how? If not, how not? Relying on Sen’s work, discuss the relationship between democracy and development for your country. This paper requires that you define, at the outset, “democracy” and “development,” and that you clearly explicate the links – positive and/or negative – between them. While this paper topic asks you to focus on the arguments in Sen, *Development as Freedom*, it does not require you to accept them.

This paper is due in class on April 10. The third paper has no formal revise-and-resubmit opportunity, and should be presented in its final form.

Final Paper: Relying on course readings, address the following question: is democracy a universal good; that is, are democratic political arrangements and rights appropriate and best for citizens of every country? Note that this question does not anticipate that the answer to this question is necessarily affirmative. The course title is, after all, *Democracy?*, in the interrogative.

In your final paper, begin with a theoretical section that will serve as the framework for analyzing democracy and systems of inclusion and representation. First, define your terms. Explain what you mean by democracy and by “citizens of every country,” with reference to the course readings and appropriate external sources. Explain as well what you mean by “good” and how you will evaluate it in the context of empirical evidence.

Second, identify and describe a set of political and electoral arrangements in the context of a specific country. Explain how these arrangements are both democratic and specifically good for citizens as a result of their democratic nature – or not. This section of the paper requires you to present your general argument, to present empirical data concerning a country of your choice, and to draw conclusions about how the specific structural arrangements you have identified might serve to produce good and democratic consequences for its citizens. In this section, anticipate counter-arguments and present evidence and argumentation to refute them.

Finally, conclude your paper by restating your position and by reflecting on the likelihood of achieving good consequences for citizens through structural means. Remember that to conclude your paper properly, you should provide, first, a brief summary of your argument and, second, speculations and observations that draw conclusions for the reader.

Note that this paper requires you to construct an argument, support it with evidence, and make a judgment. Be sure to answer all the component questions assigned for this paper; provide clear definitions grounded in the course readings to support the concepts you employ; and support your position with logical argumentation and evidence. Note that it will be necessary to go beyond the required course readings to complete this final paper. It is permissible, with full citation, to employ sections of your own previous course papers, where appropriate, in constructing your final paper.

Students are strongly encouraged to discuss their plans for the final paper with Professor Beckwith well in advance of the due date.

This final paper is due on May 2, no later than 3:30pm, in my office.

PAPER DUE DATES

ASSIGNMENT	DUE DATE	PERCENT OF FINAL GRADE
First short paper	due January 31 [revisions due February 11]	15% of final course grade
Second short paper	due March 3 [revisions due March 19]	15% of final course grade
Third short paper	due March 31 [no graded revisions for third paper]	15% of final course grade
Final paper	due May 2	25% of final course grade