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**course time:** Thursdays 6:30pm-9:10pm

**classroom:** SCHAR 1011

**in-person office hours:** Thursdays 9:30-11:30 or by appointment

**office:** Scharbauer 2007F

**virtual office hours:** Tuesdays 2:30-3:20 (zoom link on D2L) or by appointment

**e-mail:** michael.strausz AT tcu.edu

**response time:** I will do my best to respond to emails within 24 hours during the week, and within 48 hours during weekends and holidays.

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### **Final Paper Due Date**

For non-degree candidates (i.e., everyone except graduating seniors), final papers are due on Thursday, **December 16 at 10:30pm**. For degree candidates (graduating seniors), final research papers are due on Monday, **December 13 at 10:30pm**.

### **Course Description**

On January 20 of this year, the United States inaugurated a new president. The ability to transfer executive authority from one person to another—particularly when those individuals represent different political parties—is a key defining feature of democracy. And yet, for the first time in American history, a mob of supporters of the outgoing president occupied the capital building on the day that Congress was scheduled to certify Joe Biden’s victory in the Electoral College.

Given these recent events, our Capstone on the “Dilemmas of Democracy” could not be timelier. What is democracy, and why does it matter? How does democratic practice differ around the world? How can democracies address challenges from forces including populism, climate change, and the rise of conspiratorial thinking? What sorts of institutions are best for democratic durability, and what sorts of institutions are most just? We will think about these and related question over the course of five units. First, we will address debates about how to define democracy. Second, we will examine contemporary challenges to democracy, focusing in particular on challenges from the new populism, climate change, and migration. Third, we will look at the role of institutions in constituting and protecting democracies. Fourth, we will consider the relationship between individual identities, social and cultural practices, and democracy. And in the final unit, we will develop a set of readings together which address some issue or set of issues broadly related to the course’s theme.

### **Required Texts / Materials**

All required readings are available on the course’s D2L page. Although you are welcome to read on an electronic device if you are comfortable reading that way, I encourage you to print up that day’s reading and bring it to class. If you have run out of free prints from TCU and/or don’t have another way to print, please come to my office!

## Course Policies and Requirements

### **Assignments**

Discussion questions and other homework assignments (5% of final grade): You must submit one discussion question for each assigned reading to the Discussion Board on D2L by 9:00am the day of class. A satisfactory submission earns you a 100, and an unsatisfactory submission earns a 0. Questions are unsatisfactory when they are late or when they suggest that you did not do the reading or think very hard about the reading. Successful questions might be about the overall theme of the piece, about a specific example or quote from the piece, about the implications of the findings and/or methods, etc. Anything is on the table, as long as it is thoughtful, based on the reading, and demonstrates you are thinking critically about the issues raised by the reading and the course. In addition to discussion questions, there may be a few other short assignments that will be factored into this grade. Unless otherwise noted, those other assignments will count the same as one discussion question. I will drop the lowest grade here (which means that you can skip a discussion question, provided you do all of the other discussion questions and the short homework assignments, and still earn a 100% here).

Discussion leading (15% of final grade): Each student will be required to lead discussion on the assigned readings on one day. A more specific assignment, grading rubric, and discussion-leading schedule will be distributed early in the semester.

Reading selection and discussion leading (15% of final grade): For the final unit of the class, each student will select one or two readings and lead discussion on the readings that they have selected. A more specific assignment, grading rubric, and discussion-leading schedule will be distributed early in the semester.

Reactions papers on readings (each worth 15% of final grade): Each student will write two reaction papers over the course of the semester that respond to assigned readings. Your two reaction papers cannot be on the same day/topic that you serve as discussion leader. A specific assignment will be distributed early in the semester.

Capstone project (30% of final grade): This will function as a final project for this course. The (approximately 3000 word) paper that you write will build from this course's materials, but it will also incorporate and reflect on your experiences as a political science major. A specific assignment for the paper (including a grading rubric) will be distributed early in the semester. It is due Thursday, **December 16 at 10:30pm**, or Monday, **May 13 at 10:30pm** for graduating seniors.

In-class reflections (5% of final grade): At the end of each class session, students will have a few minutes to write one to three sentences on one of these questions:

1. What is the most important insight about democracy that you got from today's class?
2. What is something that you learned today?
3. What is the muddiest point for you from today's class?
4. What is something that we touched on today that you want to learn more about?

If students miss a class, they should log in to D2L before the next class to give a brief explanation of why they missed class. These explanations might include “I was sick,” “my sister got married,” “I was having some family issues,” etc. I respect your privacy, so I do not need details in your explanations (no need to tell me about what kind of illness or doctor’s appointment, for example).

For each day that a student fills out a genuine reflection on the class or explanation for why he or she missed class, that student will get full credit (a 100). Failure to complete a day’s prompt will result in a grade of 0 for that day.

### Grading

Grades are determined on a 100-point scale as follows:

A: 93.45 and above	B: 82.45-86.44	C: 72.45-76.44	D: 62.45-66.44
A-: 89.45-93.44	B-: 79.45-82.44	C-: 69.45-72.44	D-: 59.45-62.44
B+: 86.45-89.44	C+: 76.45-79.44	D+: 66.45-69.44	F: 59.44 and below

### Grade Breakdown

Assignments, Exams/Quizzes, Presentations, etc.	Percentage of final grade
Discussion questions and other homework assignments	5%
Solo discussion leading	15%
Reading selection and discussion leading	15%
Reactions papers on readings (15% each)	30%
Capstone paper	30%
In-class Reflections	5%

If you feel that you have been graded unfairly on any course assignment, please wait 24 hours after the assignment is returned and then contact me with a typed statement about why you believe you were graded unfairly. This statement must provide substantive reasons why you believe that you were graded unfairly. The appeal process must be started one week after the material was returned.

### Late Work

In general, late assignments lose 10 points (out of 100) per 24 hours late. So, if a paper is due at 2:00pm on Tuesday and you turn it in at 3:00, you will lose 10 points. And if you turn it in after 2:00pm on Wednesday, you will lose 20 points, (and after 2:00 on Thursday, you will lose 30 points... etc.). However, if you miss or are late in submitting any assignment because of an Official University Absence, an illness, or a personal or family emergency, please communicate with me as soon as you can we can discuss rescheduling your work. You don’t have to tell me the nature of the illness or emergency; just let me know that you are dealing with an illness or an emergency and we can discuss an alternate deadline for your work.

## Office Hours

I encourage students to take advantage of my office hours in order to ask questions about the course materials or to chat about issues related to the course or political science more generally. No appointment is necessary to come to my office hours. If you have classes or other obligations during my office hours and like to meet with me, I encourage you to email me to make an appointment.

## Relevant TCU Policies

### Campus Life and the Student Experience

The health and safety of students, faculty, and staff is Texas Christian University's highest priority. Safety protocols may change during the semester and may result in modifications or changes to the teaching format, delivery method, or the course schedule (e.g., altering meeting times or frequency; changing beginning or ending dates for a term; or partially or completely moving from a face-to-face classroom teaching to an online teaching or remote learning format). Any changes in teaching format, delivery method, or course schedule will not impact the credit hours for the course.

### Health and Wellness

Have you gotten the COVID-19 vaccine? Let TCU know. →  
Fill out the vaccine survey by scanning the QR code to the right.



Are you feeling unwell? Let TCU know.

If you are exhibiting symptoms that may be related to COVID-19 (fever or chills, dry cough, shortness of breath, etc.) or are concerned that you may have been exposed to COVID-19, you must self-quarantine and consult with the Brown Lupton Health Center at 817-257-7949 for further guidance.

In addition, you must notify the Campus Life Office immediately at 817-257-7926 or use the TCU COVID-19 Self-Report Hotline, 817-257-2684 (817-257-COVI). Campus Life will inform your professors that you are unable to attend class and provide any assistance and support needed. Click here for detailed information concerning COVID-19 symptoms: <https://www.cdc.gov/coronavirus>.

If you are unwell but are not exhibiting potential COVID-19-related symptoms, please notify your instructor as soon as possible that you are ill and will not be attending class.

### Face Mask Statement

Face masks are currently required in TCU classrooms, per the TCU Campus Readiness Task Force: Face Mask Policy. Students not complying with classroom face mask requirements may be referred to Dean of Students Mike Russel.

If TCU lifts the face mask requirement before the end of Fall 2021, the instructor may continue to require face masks in their classrooms. At that point, the instructor will notify the students of their decision and update their syllabus accordingly.

## **TCU Policy for Religious Observations & Holidays**

Students who are unable to participate in a class, in any related assignment or in a university required activity because of the religious observance of a holy day shall be provided with a reasonable opportunity to make up the examination or assignment, without penalty, provided that it does not create an unreasonable burden on the University. For more information, please visit the TCU Policy for Religious Observations & Holidays webpage.

## **Student Access and Accommodation**

Texas Christian University affords students with disabilities reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. To be eligible for disability-related academic accommodations, students are required to register with the TCU Office of Student Access and Accommodation and have their requested accommodations evaluated. If approved for accommodations, students are required to discuss their official TCU Notification of Accommodation with their instructors. Accommodations are not retroactive and require advance notice to implement. The Office of Student Access and Accommodation is located in The Harrison, Suite 1200. More information on how to apply for accommodations can be found at <https://www.tcu.edu/access-accommodation/> or by calling Student Access and Accommodation at (817) 257-6567.

## **Audio Recording Notification:**

Audio recordings of class lectures may be permitted by the instructor or as an approved disability accommodation through Student Access and Accommodation. Recordings are not to be shared with other students, posted to any online forum, or otherwise disseminated.

## **Course Materials**

TCU students are prohibited from sharing any portion of course materials (including videos, PowerPoint slides, assignments, or notes) with others, including on social media, without written permission by the course instructor. Accessing, copying, transporting (to another person or location), modifying, or destroying programs, records, or data belonging to TCU or another user without authorization, whether such data is in transit or storage, is prohibited. The full policy can be found at: <https://security.tcu.edu/polproc/usage-policy/>.

Violating this policy is considered a violation of Section 3.2.15 of the Student Code of Conduct (this policy may be found in the Student Handbook at <https://tcu.codes/code/index/>), and may also constitute Academic Misconduct or Disruptive Classroom Behavior (these policies may be found in the undergraduate catalog at <https://tcu.smartcatalogiq.com/current/Undergraduate-Catalog/Student-Policies/Academic-Conduct-Policy-Details>). TCU encourages student debate and discourse; accordingly, TCU generally interprets and applies its policies, including the policies referenced above, consistent with the values of free expression and First Amendment principles.

## **Statement on TCU's Non-Discrimination Policy**

TCU is committed to providing a positive learning, living, and working environment free from unlawful discrimination, harassment, sexual misconduct, and retaliation. In support of this commitment, in its policy on Prohibited Discrimination, harassment, sexual misconduct and retaliation, TCU has a range of prohibited behaviors, including unlawful discrimination and harassment and related sexual and other misconduct based on age, race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, predisposing genetic information, covered veteran status, and any other basis protected by law. The Office of Institutional Equity (OIE) is responsible for responding to all reports of discrimination, harassment, sexual misconduct and retaliation.

Please use the following links to review TCU Policy 1.008 Prohibited Discrimination, Harassment, Sexual Misconduct and Retaliation or to review TCU Policy 1.009 Responding to Reports of Prohibited Discrimination, Harassment, Sexual Misconduct, and Retaliation.

To make a report, you may call OIE at 817-257-8228, email [oiie@tcu.edu](mailto:oiie@tcu.edu), visit us at The Harrison, Suite 1800 or click here: [Make a Report](#).

To learn about the Campus Community Response Team (CCRT) and Report a Bias Incident click here: <https://inclusion.tcu.edu/campus-community-response-team/>

## **Title IX**

TCU's Title IX Coordinator works within OIE. Andrea Vircks-McDew serves as TCU's Title IX Coordinator. You may call 817-257-8228 to make a report, email [oiie@tcu.edu](mailto:oiie@tcu.edu) or [a.vircks@tcu.edu](mailto:a.vircks@tcu.edu), or make a report here. Additional Title IX resources and information are available at <https://www.tcu.edu/institutional-equity/title-ix/index.php>.

## **Mandatory Reporters**

ALL TCU employees, except confidential resources, are considered Mandatory Reporters. Mandatory reporters are required to immediately report to OIE any conduct that raises Discrimination, Harassment, Sexual Misconduct (Title IX or Violence Against Women (VAWA)) or Retaliation. Mandatory reporters cannot promise to refrain from forwarding the information to OIE.

## **Confidential On-Campus Resources**

Campus Advocacy, Resources & Education, [www.care.tcu.edu](http://www.care.tcu.edu), 817-257-5225

Counseling & Mental Health Center, [www.counseling.tcu.edu](http://www.counseling.tcu.edu), 817-257-7863

Religious & Spiritual Life, [www.faith.tcu.edu](http://www.faith.tcu.edu), 817-257-7830

TCU Police, [www.police.tcu.edu](http://www.police.tcu.edu)  
817-257-8400 Non-emergency  
817-257-7777 Emergency

## Emergency Response Information

Please review TCU's "L.E.S.S. is More" public safety video to learn about Lockdown, Evacuate, and Seek Shelter procedures. (<https://publicsafety.tcu.edu/less-is-more/>)

TCU's Public Safety website provides maps that show our building's rally point for evacuation and the seek shelter location. (<https://publicsafety.tcu.edu/>). In the event of an emergency, call the TCU Police Department at 817-257-7777. Download the Frogshield Campus Safety App on your phone. (<https://police.tcu.edu/frogshield/>)

## Academic Misconduct

Academic Misconduct (Sec. 3.4 from the TCU Code of Student Conduct): Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life and are also listed in detail in the Undergraduate Catalog and the Graduate Catalog.

### Schedule:

Date	Assigned reading
	<b>Unit 1: Defining Democracy</b>
26-Aug	<i>Contested democracy in America</i> Snyder, Timothy. 2021. "The American Abyss: A historian of fascism and political atrocity on Trump, the mob and what comes next." <i>New York Times Magazine</i> , January 9.  Hofstadter, Richard. 1964. "The Paranoid Style in American Politics." <i>Harpers</i> , November, 77-86.
2-Sep	<i>Minimalist definitions and beyond</i> Dahl, Robert Alan. 1971. <i>Polyarchy: Participation and Opposition</i> . New Haven: Yale University Press, pp. 1-32.  Przeworski, Adam. 2003. "Minimalist Conception of Democracy: A Defense." In <i>The Democracy Sourcebook</i> , edited by Robert Alan Dahl, Ian Shapiro and José Antônio Cheibub. Cambridge, MA: MIT Press.  Taylor, Astra. 2019. "Reinventing the People: Inclusion/Exclusion" <i>Democracy May Not Exist, but We'll Miss It When It's Gone</i> . New York: Metropolitan Books.
	<b>Unit 2: Contemporary Challenges to Democracy</b>
9-Sep	<i>The populist challenge</i> Berman, Sheri. 2021. "The Causes of Populism in the West." <i>Annual Review of Political Science</i> 24:71-88.

Date	Assigned reading
	Fahey, Robert A, Airo Hino, and Robert J Pekkanen. 2021. "Populism in Japan." In <i>The Oxford Handbook of Japanese Politics</i> , edited by Robert J. Pekkanen and Saadia M. Pekkanen.
16-Sep	<b><u>CLASS CANCELLED FOR YOM KIPPUR</u></b>
23-Sep	<p data-bbox="345 453 932 485"><i>Migration, multiculturalism, and democracy</i></p> <p data-bbox="345 491 1401 590">Dancygier, Rafaela, and Yotam Margalit. 2020. "The Evolution of the Immigration Debate: Evidence from a New Dataset of Party Positions Over the Last Half-Century." <i>Comparative Political Studies</i> 53 (5):734–774.</p> <p data-bbox="345 638 1401 737">King, Desmond S. 2000. "The Diverse Democracy" In <i>Making Americans: Immigration, Race, and the Origins of the Diverse Democracy</i>. Cambridge, Mass.: Harvard University Press.</p>
30-Sep	<p data-bbox="345 785 922 816"><i>Changing climate, changing democracy?</i></p> <p data-bbox="345 823 1411 921">Machin, Amanda. 2013. "Celebrating Disagreement: The Radical Democratic Approach." In <i>Negotiating Climate Change: Radical Democracy and the Illusion of Consensus</i>. London: Zed Books.</p> <p data-bbox="345 970 1386 1068">Bättig, Michèle B, and Thomas Bernauer. 2009. "National institutions and global public goods: are democracies more cooperative in climate change policy?" <i>International Organization</i>:281-308.</p>
	<b>Unit 3: The Institutions of Democracy</b>
7-Oct	<p data-bbox="345 1148 1349 1180"><i>Presidential and parliamentary systems, proportional and plurality rules</i></p> <p data-bbox="345 1186 1357 1285">Soroka, Stuart N, and Christopher Wlezien. 2015. "The majoritarian and proportional visions and democratic responsiveness." <i>Electoral Studies</i> 40:539-547.</p> <p data-bbox="345 1333 1414 1472">Stepan, Alfred, and Cindy Skach. 1994. "Presidentialism and Parliamentarism in Comparative Perspective." In <i>The Failure of Presidential Democracy</i>, edited by Juan J. Linz and Arturo Valenzuela. Baltimore: Johns Hopkins University Press, pp. 119-136.</p> <p data-bbox="345 1520 1382 1581">Drutman, Lee. 2019. "Let a Thousand Parties Bloom." <i>Foreign Policy</i>:22-27.</p>
14-Oct	<b><u>FALL BREAK</u></b>
21-Oct	<p data-bbox="345 1709 951 1740"><i>Do elections reveal the will of the majority?</i></p> <p data-bbox="345 1747 1292 1837">Achen, Christopher H., and Larry M. Bartels. 2016. <i>Democracy For Realists: Why Elections do not Produce Responsive Government</i>. Princeton: Princeton University Press, pp. 21-51.</p>



Date	Assigned reading
	Dalton, Russell. 2021. "The Representation Gap and Political Sophistication: A Contrarian Perspective." <i>Comparative Political Studies</i> 54 (5):889-917.
28-Oct	<p data-bbox="345 380 976 411"><i>Does democracy lead to better government?</i></p> <p data-bbox="345 417 1417 558">Lee, Don S., and Paul Schuler. 2020. "Testing the "China Model" of Meritocratic Promotions: Do Democracies Reward Less Competent Ministers Than Autocracies?" <i>Comparative Political Studies</i> 53 (3-4):531–566.</p> <p data-bbox="345 600 1417 705">Harding, Robin. 2020. "Who Is Democracy Good For? Elections, Rural Bias, and Health and Education Outcomes in Sub-Saharan Africa." <i>Journal of Politics</i> 82 (1):241-254.</p>
	<b>Unit 4: Societies, Cultures, and Democracy</b>
4-Nov	<p data-bbox="345 783 743 814"><i>Civil society and democracy</i></p> <p data-bbox="345 821 1417 888">Putnam, Robert D. 1995. "Bowling Alone: America's Declining Social Capital." <i>Journal of Democracy</i> 6 (1):65-78.</p> <p data-bbox="345 930 1417 999">Fine, Ben. 2010. "Degradation without Limit." In <i>Theories of Social Capital: Researchers Behaving Badly</i>. London: Pluto Press, pp. 158-183.</p>
11-Nov	<p data-bbox="345 1041 792 1073">Conventional and social media</p> <p data-bbox="345 1079 1417 1184">Sunstein, Cass R. 2017. <i>#Republic: Divided Democracy in the Age of Social Media</i>. Princeton: Princeton University Press, pp. 157-175 and 213-233.</p> <p data-bbox="345 1226 1417 1325">Westwood, Sean Jeremy, Solomon Messing, and Yphtach Lelkes. 2020. "Projecting confidence: How the probabilistic horse race confuses and demobilizes the public." <i>The Journal of Politics</i> 82 (4):1530-1544.</p>
	<b>Unit 5: Teaching Each Other about Democracy</b>
18-Nov	<p data-bbox="345 1407 667 1438"><i>Student-selected topic</i></p> <p data-bbox="345 1444 849 1474">Assigned reading to be announced.</p>
25-Nov	<b><u>THANKSGIVING BREAK</u></b>
2-Dec	<p data-bbox="345 1589 667 1621"><i>Student-selected topic</i></p> <p data-bbox="345 1627 849 1656">Assigned reading to be announced.</p>