

# DEMOCRACY

THEORY AND PRACTICE

Mondays, 2:00 – 4:50  
Cupples II L007

Prof. Hayward's office hours: Mon., 1-2 PM and by appointment  
Seigle 232 or Zoom (meeting ID: 318 496 6360)  
Prof. Hayward's email address: [chayward@wustl.edu](mailto:chayward@wustl.edu)

What does it mean to govern democratically? Why do people value democratic government? What role, if any, should notions of rights, representation, deliberation, opposition, and liberation play in theorizing about, and in empirical research into, problems of democratic governance? What lessons can we learn about democracy from scholars writing in the traditions of feminist theory and critical race theory? Should democracy extend beyond the boundaries that define the nation-state? Should (some aspects of) the economy be democratized? During the fall of 2022, we will ask these and related questions in the context of, not only the US midterm election, but also the crisis facing democracy in the US and other nations. We will engage in debates about contemporary democratic theory, while we follow political developments in the lead-up to and aftermath of the November election.

At the conclusion of this course, students will be able to:

- understand and compare multiple theoretical models of democracy, especially liberal democracy, deliberative democracy, and contestatory democracy;
- identify, analyze, and think critically about democratic failures, including political inequality, exclusion, domination, and unaccountable government; and
- apply these theoretical concepts to real-world democratic institutions and processes.



## Course Requirements

1. You must complete all required readings carefully and in a timely fashion and participate actively in class discussions. **Participation—quality, not just quantity—counts for 10 percent of your grade.**

To receive full credit for participation at a given seminar meeting, you need to do three things:

- first, arrive to class on time, stay until class ends, and be present (really present, not on Instagram, texting, etc.) for the duration;
- second, make a meaningful contribution to our “What’s going on with \_\_\_\_ this week?” opening discussion (details below); and
- third, participate actively in the remainder of the class discussion in a way that demonstrates that you have carefully read and thought about the assigned texts.

If you are unable to be present due to illness or some other extenuating circumstance, please let me know as soon as possible and (barring truly exceptional circumstances) no later than the day of the meeting in which you were unable to fully participate. I am happy to work with you to find a way for you to make up missed points.

If you carefully read that paragraph, you are probably wondering, “What is ‘What’s going on with \_\_\_\_ this week?’” Good question! An important piece of your work for this class will be to follow the news about the 2022 election. You can do that using the news sources you like best, whether those are mainstream journalistic sources, like the *New York Times* or the *Washington Post*; podcasts like “NPR News” or “FiveThirtyEight”; or websites like [talkingpointsmemo.com](http://talkingpointsmemo.com) or [realeclearpolitics.com](http://realeclearpolitics.com). If you enjoy reading or listening to very partisan sources, that’s fine! But please also be sure to check out some less partisan sources, and some that are partisan in the opposite direction. For example, if you love listening to “Pod Save America,” go for it! But also maybe take a look to see what’s going on over at *Fox News*.

To help you get in the habit of keeping up with election news, we will begin each seminar meeting by going around the room and asking “What’s going on with \_\_\_\_ this week?” where “\_\_\_\_” is the topic on which you have chosen to focus for the semester (see #2, below for more details).

This should take no more than one or two minutes per student. The idea is to bring your classmates up to date, and to learn from them about what’s going on in their areas of interest. If there is *absolutely nothing* going on with “\_\_\_\_” that week, tell us that. For example, if you are focusing on the way money influences politics, and no journalist, elected official, or candidate mentions this topic: that’s interesting! Tell us about it. Why do you think it didn’t come up?

2. You will have short assignments each week, which you should post on Canvas on the due dates indicated. These will vary slightly week to week. One of your early assignments will be to select a substantive topic or theme that is related in some way to democracy, and that you will focus on throughout the semester.

Please give this careful thought and choose something you find important and sufficiently engaging that you will want to think about it throughout the semester.

Your focus might be a policy area, for example, healthcare, gun regulation, or immigration. It might be some aspect of the democratic process, for example, the role of expertise in democratic decision-making, political polarization, gerrymandering, or the ways that money influences democratic politics.

Perhaps there is something about the 2022 election in particular that will inform your choice. Maybe you are interested in the effects of inflation and other economic problems on the election for example, or the effects of recent controversial Supreme Court decisions, or the effects of investigations into election interference in 2020.

I will give you feedback and guidance as you identify the topic on which you will focus.

Once we've confirmed that topic, your weekly assignments will typically include:

- a short, written update on events related to that topic from the week's news;
- summaries of key points from the assigned readings;
- a short reading response, in which you engage (in other words, question, critique, support, and/or apply) some aspect of the readings, and which you share in the "Discussions" section of the course Canvas page (note: your response may be, but need not be, related to your semester-long topic); and
- a comment on at least one of your classmates' readings responses.

**Together, these weekly assignments count for 50 percent of your grade.**

3. With my advice and guidance, you will also write a final (8-12 page, double-spaced) seminar paper on the topic on which you have focused throughout the semester.

Your paper need not involve research outside the syllabus. However, it should engage and synthesize multiple readings covered over the course of the seminar.

A prospectus (in other words, a proposal, typically 1 and in any case no more than 2 double-spaced pages long, detailing the question you will ask in your paper, and explaining how you plan to go about answering it) is due by 5 PM Friday, November 18.

You will comment on at least two of your classmates' prospectuses in our prospectus workshops. These will be in class on Monday, November 28 and Monday, December 5.

Your final paper is due by 5 PM Thursday, December 15.

**Together, your paper prospectus (10 percent) and final paper (30 percent) count for the remaining 40 percent of your grade.**

### Course Materials

The readings for this class are available online through Canvas. You are not required to purchase any books.

## Course Syllabus and Schedule of Class Meetings

Monday, Aug. 29: Introduction and Course Overview [no readings]

Monday, Sept. 5: Labor Day [no class meeting]

### **Module 1: Democracy in America?**

Monday, Sept. 12: Astra Taylor, *Democracy May Not Exist, But We'll Miss It When It's Gone*, Introduction and chapter 1

Steven Levitsky and Daniel Ziblatt, *How Democracies Die*, Introduction and chapters 1-2 (required), optional: chapter 3

Monday, Sept. 19: Paul Pierson and Eric Schickler, "Polarization and the Durability of Madisonian Checks and Balances: A Developmental Analysis"

Jennifer McCoy and Murat Somer, "Pernicious Polarization and Democratic Resilience: Analyzing the United States in Comparative Perspective"

### **Module 2: Voting, Rights, and Representation**

Monday, Sept. 26: Joseph Schumpeter, *Capitalism, Socialism, and Democracy*, pp. 235-302

Monday, Oct. 3: Bernard Manin, *The Principles of Representative Government*, pp. 1-41 and 132-160

Monday, Oct. 10: Fall Break [no class meeting]

### **Module 3: Democratic Deliberation**

- Monday, Oct. 17: Jürgen Habermas, “Three Normative Models of Democracy”  
Jane Mansbridge, James Bohman, Simone Chambers, Thomas Christiano, Archon Fung, John Parkinson, Dennis Thompson, and Mark Warren, “A Systemic Approach to Deliberative Democracy”
- Monday, Oct. 24: Hélène Landemore, *Democratic Reason: Politics, Collective Intelligence, and the Rule of the Many*, chs. 1 and 4-7

### **Module 4: Opposition and Liberation**

- Monday, Oct. 31: John Medearis, *Why Democracy is Oppositional*, pp. 88-152
- Monday, Nov. 7: Keeanga-Yamahtta Taylor, *From #BlackLivesMatter to Black Liberation*, chs. 2 and 3 [C]  
M4BL, 2020 Policy Platform
- Monday, Nov. 14: Election Day Debriefing: Readings TBA
- Fri., Nov. 18: Reminder: your paper prospectus is due!

### **Conclusion: Democracy’s Boundaries**

- Monday, Nov. 21: Robert Goodin, “Enfranchising All Affected Interests, and Its Alternatives”  
Tom Malleson, *After Occupy: Economic Democracy for the 21<sup>st</sup> Century*, ch. 2
- Tuesday, Nov. 22: Reminder: your comments on the paper prospectuses assigned to you are due!

Monday, Nov. 28: In-class prospectus workshop

Monday, Dec. 5: In-class prospectus workshop

Thursday, Dec. 15: Reminder: your final paper is due!