

An Introduction to Democratic Theory
PSCI 281-001
TTh 10:30-11:30

There is no great share of probity necessary to support a monarchical or despotic government. The force of laws in one, and the prince's arm in the other, are sufficient to direct and maintain the whole. But in a popular state, one spring more is necessary, and that is *virtue*.

Montesquieu

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Office Hours: Monday and Wednesday 12-1 and by appointment

Course Description and Course Requirements

The word *democracy* comes to us from the ancient Greek, where it names the regime in which the *demos* or people rule. While democracy is thus distinguished from monarchy, oligarchy, and aristocracy, a host of questions is raised. What is the *demos* and how does its rule express itself? Are the answers to these questions the same in ancient direct democracy and modern representative democracy? What is the relation between democracy and classical liberalism, with its commitment to individual rights and parliamentary debate? Is popular will inhibited or enabled by the presence of institutions unresponsive to its dictates, such as an independent judiciary and a free press? What sort of person is the democratic citizen? Does she possess characteristic vices or virtues? If so, what relation is there between these characteristics and the success or health of the polity in which she lives? Can a democracy thrive or even survive if the people who live in it do not possess the virtues of democratic citizens? Is our own society a democratic one? Ought it to be?

While there are no prerequisites for this course, prospective students should know that the readings will be plentiful and often fairly abstract, and that the focus of the course is philosophical rather than institutional.

Attendance in lecture and recitation and the submission of all assigned material are required. There will be two essays and a final examination. 30% of the student's grade will be based upon the final, 60% on the papers, and 10% on class participation. The written work will be evaluated in terms of the quality of the writing and the accuracy and subtlety of the reading it offers. If students are unhappy with their grade, they may ask the Professor to regrade their work. Such requests must be made in writing (double-space typescript). If the reasons given are compelling, I will regrade the work. The resulting grade can be higher or lower than that originally given.

Assigned Texts and Editions

Anthony Arblaster, Democracy, Third Edition (Oxford)
Robert Dahl, How Democratic is the American Constitution? Second Edition (Yale)
Amy Gutmann and Dennis Thompson, Why Deliberative Democracy? (Princeton)
Christopher Lasch, The Revolt of the Elites and the Betrayal of Democracy (Norton)
Walter Lippmann, The Phantom Public (Transaction)
John Stuart Mill, Utilitarianism, On Liberty, Considerations on Representative Government (Prometheus)
Jean-Jacques Rousseau, The Social Contract (Penguin)
Alexis de Tocqueville, Democracy in America (Hackett)

Books are available at the Penn Book Center, 130 South 34th Street (at Sansom), 215 222 7600. There will also be a number of other readings, which will be posted on Blackboard.

Schedule

WEEK ONE

Th Introductory Remarks

WEEK TWO

T Dahl, How Democratic is the American Constitution? 1-157

Th Thucydides, "Pericles' Funeral Oration" (Blackboard)

Plato, Protagoras, 318-328 (Blackboard)

Plato, Republic, Book VIII (Blackboard)

Arblaster, Democracy, Chapter 1

WEEK THREE

T Rousseau, The Social Contract, Book I

Arblaster, Democracy, Chapter 2

Th Rousseau, The Social Contract, Book II

Arblaster, Democracy, Chapter 3

WEEK FOUR

T Rousseau, The Social Contract, Books III and IV

Arblaster, Democracy, Chapter 4

Th Tocqueville, Democracy in America, 1-62

Arblaster, Democracy, Chapter 5

WEEK FIVE

T Tocqueville, Democracy in America, 62-78, 82-118

Arblaster, Democracy, Chapter 6

Th Tocqueville, Democracy in America, 118-188

Arblaster, Democracy, Chapter 7

WEEK SIX

T Tocqueville, Democracy in America, 201-224, 298-309

Arblaster, Democracy, Chapter 8

Th Arblaster, Democracy, Chapters 9 and 10

WEEK SEVEN

T **first essay due**

Th Mill, Considerations on Representative Government, 55-119

Recommended: Mill, Considerations on Representative Government, 9-54

WEEK EIGHT

T Mill, Considerations on Representative Government, 120-195

Th Walter Lippmann, The Phantom Public

WEEK NINE

T Federalist Papers 10 (Blackboard)

selections from Truman, The Governmental Process (Blackboard)

Th Schumpeter, "Two Concepts of Democracy" (Blackboard)

WEEK TEN

T Lasch, The Revolt of the Elites, 3-91

Th Lasch, The Revolt of the Elites, 92-128 and 161-175

WEEK ELEVEN

T Jürgen Habermas, "Three Normative Models of Democracy" (Blackboard) and Gutmann and Thompson, Why Deliberative Democracy?, 1-63

Th Gutmann and Thompson, Why Deliberative Democracy?, 64-94 and 125-138 and 160-188

WEEK TWELVE

T Gutmann and Thompson, Why Deliberative Democracy?, 160-188 and Seyla Benhabib, "Toward a Deliberative Model of Democratic Legitimacy" (Blackboard)

Th **no class**

WEEK THIRTEEN

T Nadia Urbinati, "Representation as Advocacy: A Study of Democratic Deliberation" (Blackboard)

Th Iris Young, "Communication and the Other: Beyond Deliberative Democracy" (Blackboard) and Lynn Sanders, "Against Deliberation" (Blackboard)

WEEK FOURTEEN

T Jack Knight and James Johnson, "Aggregation and Deliberation" (Blackboard)

Th Walt Whitman, "Democratic Vistas" (Blackboard)