PS 169: The Roots of Democracy

Professor Daniel Treisman
Department of Political Science
3365 Bunche Hall
Spring 2014
M, W 10-11:50 am
Haines 118
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Office Hours: Weds 1:30-2:30

ABOUT THE COURSE

The course surveys the development of democracy around the world, from the first recorded incidences in Ancient Greece to the present day. We will use techniques of comparative politics to evaluate major arguments about why different countries became democratic at different times and why some remain authoritarian. We will apply these theories to the analysis of particular cases, mostly in Europe.

REQUIREMENTS

Attendance at lectures and discussion sections is required. The lectures will present new material, as well as providing context for the readings. You should complete the readings listed before the associated lecture. I will provide information in class about where you can find the readings. There will be a take-home midterm and a take-home final exam. These will require both knowledge of the material presented in readings and lectures and the ability to identify theories, assess evidence, and present convincing arguments in well-crafted prose. The midterm will count for 30% and the final exam for 50% of the course grade. Participation in discussion sections will count for 20%.

COURSE MEETINGS

1. Introduction (Mar 31)


2. What is democracy? (Apr 2)


3. Democracy in the Ancient World I: Athens (Apr 7)

Roger Osborne, “Athens and the Ancient World,” Chapter 1 in Of the People, By the People, 2011, pp.7-28.


4. Democracy in the Ancient World II: Critics of Athenian Democracy, Rome (Apr 9)


M.I. Finley, Politics in the Ancient World, Chapter 4, “Popular Participation,” pp.70-96.

Recommended:

5. The Medieval Interlude (Apr 14)

Roger Osborne, Of the People, By the People, 2011, pp.29-67.

6. Democracy in the Modern World (Apr 16)


7. Economic development and democracy (Apr 21)


8. Inequality and democracy (Apr 23)


Midterm handed out at end of class; due Apr 28.

9. Religion and democracy (Apr 28)


**Recommended:**


**10. Ethnic divisions and democracy (Apr 30)**

John Stuart Mill, *Considerations on Representative Government*, Chapter 16,


**NO CLASS MAY 5 OR MAY 7**

**11. Culture, social capital and democracy (May 12)**


**Recommended:**


**12. Democracy in Britain (May 14)**


**Recommended:**
Roger Osborne, *Of the People, By the People*, 2011, pp.75-97.

**13. Democracy in America (May 19)**

Alexis de Tocqueville, Democracy in America, Book 1, Chapter 9, pp.277-315

Recommended:

14. Democracy in India (May 21)

Roger Osborne, Of the People, By the People, 2011, pp.205-18.


Vicky Randall, “Why have the political trajectories of India and China been different?” Chapter 8 in David Potter et al., eds., Democratization, pp.195-218.

Recommended:

NO CLASS MAY 26 (MEMORIAL DAY) OR MAY 28

15. Democratic breakdowns (Jun 2)


Recommended:

16. Conclusion: Assessing the arguments (Jun 4)


Final handed out at end of class. Due Jun 10.
BEFORE YOU BEGIN THAT PAPER

1. Be sure you understand the assignment. If you have ANY questions, do not hesitate to ASK the instructor or TA.

2. Be sure you understand the definition of PLAGIARISM:

To PLAGIARIZE is to “steal and pass off (the ideas or words of another) as one's own without crediting the source; present as new and original an idea or product derived from an existing source,” (Webster's Ninth New Collegiate Dictionary, Springfield: Merriam-Webster, Inc., 1989, 898.).

Many assignments will require you to incorporate other writers' words and ideas. If given permission by the instructor or TA to consult those writers, go ahead, but be sure to cite them. If you are not sure how to use the material you have, ASK or CHECK A WRITING GUIDE (i.e. MLA, APA, Chicago, you might try the Style Sheet from the Department of English, available in the ASUCLA Book Store) before submitting the work for credit.

3. Be sure you understand the CONSEQUENCES of plagiarism:

a) When you plagiarize, you hand in work that is not your own. When you plagiarize, you sabotage the quality of your education and the learning experience.

b) When you plagiarize, you steal, just as if you took something from a store. Plagiarism is different in effect, however, because the University assumes that each grade represents that student's own work. When you plagiarize, you undermine the value of a degree from UCLA.

c) When you plagiarize, chances are good that you will be caught. If you are caught, chances are very good that you will be suspended from the University. Consider the impact on your financial aid? Your time to a degree? Your plans to attend graduate school? Your career plans? Your housing? Your family and friends?

4. If you are stuck and unable to work through the assignment, there are alternatives to plagiarizing:

a) Visit the College Tutorials, 228 Covel Commons (206-1491). There, you can get one-on-one help with writing skills, grammar, topic development -- anything involved in writing a paper.

b) Visit your instructor or teaching assistant -- make an appointment or visit them during office hours. There are no dumb questions when it comes to assuring that your work is honest.

5. If you know of someone who is plagiarizing an assignment, confront the person and/or tell the instructor. Papers that are plagiarized will impact the grading curve. It is in your best interest if everyone does his or her own work.

Be advised that instructors are required by the Academic Senate to refer cases of suspected plagiarism to the Office of the Dean of Students. Penalties for plagiarism can include Suspension or Dismissal from the University.

3/12/2014