

Disciplined and careful reading. This is a reading intensive course. Reading will take the form of texts listed on this syllabus as well as independent reading in the course of your research for your critical literature review. This course seeks to develop you as thoughtful, patient, imaginative, and critical readers capable of identifying multiple possible readings, examining assumptions, and ready to interpret different kinds of arguments.

Frequent and varied writing. This course begins from the premise that reading and writing are deeply intertwined; because writing cements understanding, this course asks that you write in response to all of the assigned readings. This writing will come in the form of weekly responses to prompts on Moodle, responses to peers' writing, essays, and creative engagement with course material.

I have created this course with the hopes of helping all of you develop as effective speakers and listeners, intelligent readers and writers, and critical thinkers. Yet I acknowledge that without your distinctive contributions the course would amount to very little. I welcome your suggestions and criticisms and I hope that we can make this course together into something worthwhile for each and every one of us.

ACTIVITIES & EVALUATION

Because this course seeks to develop you as a speaker and a listener, a writer and a reader, and a critical thinker, we will focus our work in several areas.

postings will form the basis of our discussions and also help you to build a portfolio of notes on the major topics of democratic theory.

Because writing and rewriting fosters and improves understanding and application of difficult theories and concepts, w i d l (t

ACCOMODATIONS: I encourage any students who think they may need accommodations in this course because of the impact of a learning difference to meet with me early in the semester. Students who attend Bryn Mawr should also contact Access Services Coordinator Deborah Alder at dalder@brynmaur.edu or 610-526-7351 as soon as possible, to verify their eligibility for reasonable accommodations. Haverford Students should contact Patty Rawlings at the Office of Disabilities Services, prawling@haverford.edu or 610-896-1290.

ATTENDANCE:

If you have a good reason to miss class or come late, please tell me and I will propose a way of making up what you have missed. (If you do not have a good reason, you can tell me as well but I'm unlikely to grant you the opportunity to make it up.)

CANADAY LIBRARY: Olivia Castello, the Social Science Librarian, can help with questions about research and technology; you can reach her at ocastello@brynmaur.edu. She is extremely helpful and knowledgeable. Do not hesitate to talk with her; she has been integral to the development of this course and knows its goals and expectations.

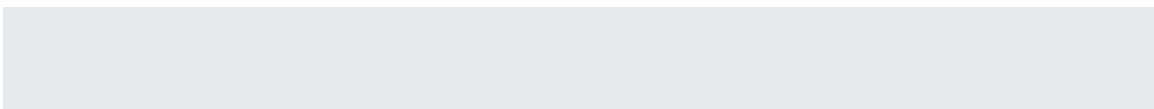
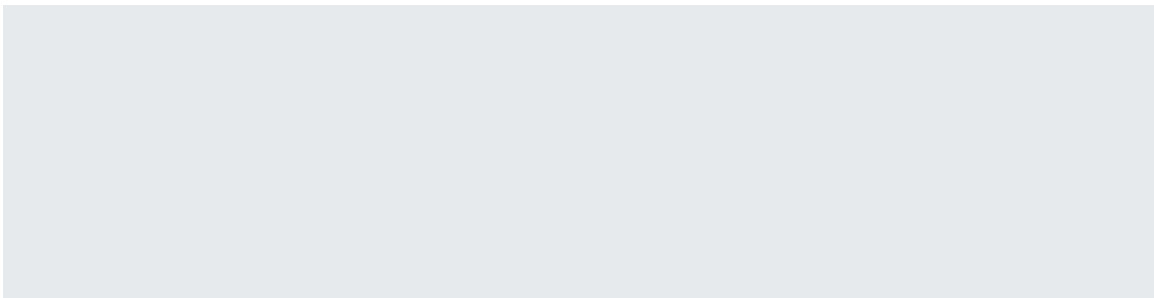
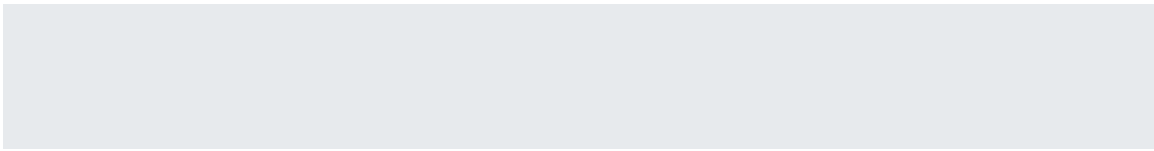
EXTENSIONS:

. Essays submitted late will receive partial credit, with each day lowering the grade by 10%. That said, I understand sometimes you may for various reasons need more time revising your essay. If you foresee any conflicts (religious holidays at Bryn Mawr, etc.) please let me know as early as possible. I will do my best to accommodate you.



SCHEDULE

<u>Week</u>	<u>Topic</u>	<u>To be prepared before class:</u>
W, 1/20	Possibilities and Problems with Democracy	“Democracy” in _____ and _____
M, 1/25	Democracies Ancient and Modern Democracy in Ancient Athens	Ober, “What the Ancient Greeks Can Teach Us About Democracy” Optional: Pericles’ Funeral Oration & Plato’s _____
W, 1/27	Democracy and Democratization	Robert Dahl, _____ pp. 1 – 32 Sheldon Wolin, “Fugitive Democracy” (Moodle)
M, 2/1	Dahl on Democracy: What and Why?	Robert Dahl, _____ pp. 35 – 80



M, 2/22 Democracy and Friendship Allen, , Chs. 9 - 11

W, 2/24 **Research Check-in: Annotated Bibliography**

NOTE: Meeting in Canaday 315

Bring at least five entries from your own research and be ready to share these. Choose your two best with which to work during our class meeting.

M, 2/29 **Time to work on Annotated Bibliographies**

Joel and Olivia will be available to discuss your work

W, 3/2 **Wrap up of first half and remaining questions** TBD

NOTE: Arlene Saxonhouse Lecture on Thursday, March 3 at 7:30.

SPRING BREAK: March 4 – 13

***Annotated Bibliography with at least ten good sources due by 8 pm Friday, March 4.**

M, 3/14 **Deliberative Democracy**

David Held, , Ch. 9
David Mathews,

W, 3/16

Seyla Benhabib, "Towards a Deliberative Model of Democratic Life"

Jane Mansbridge, "Everyday Talk in the Deliberative System"

NOTE: Jeffrey Stout Lecture at Haverford College, at 4:30 pm.

M, 3/21 **Critics of Deliberation**

James Bohman, "The Coming of Age of Deliberative Democracy"

Archon Fung, "Deliberation's Dark Side"

W, 3/23

Lynn Sanders, "Against Deliberation"

Iris Marion Young, "Activist Challenges to Deliberative Democracy"

W, 4/27 **Conclusion and Future Inquiries**

Reading TBD

NOTE: Final draft of critical literature review due by end of finals period.