

THE UNIVERSITY OF MANCHESTER
Unit Specification

1. GENERAL INFORMATION

Title	Theories of Democracy
Unit code	
Credit Rating	
Level	MA in Political Science and International Relations
Contact hours	21
Pre-requisite units	
Co-requisite units	all elective course units
School responsible	Moscow School of Social & Economic Sciences
Member of staff responsible:	Dr. Tatiana Vaizer, Dr. Greg Yudin

2. AIMS

This unit aims to: Provide an overview of development of key democratic ideas and institutions. Students are expected to develop the ability to know and interpret key texts of the democratic tradition, understand them as intellectual contributions to political life, analyse problems, limits and contradictions of the democratic thought. The unit is intended to provide theoretical concepts necessary to see how contemporary politics is shaped by democratic thinking and develop the sustained democratic vision of political life.

3. BRIEF DESCRIPTION OF THE UNIT

This unit reconstructs how democratic idea was developed and embodied in institutions and practices. Students will get an overview of the history of democratic regimes and democratic thought. This unit covers the evolution of democratic idea and forms from antiquity to their spread in XIX-XX centuries and contemporary crises. The course explores how democratic institutions were shaped, how key democratic texts and documents were prepared, but also how democratic idea relates to liberalism, capitalism, and globalization. Students are expected to master the conceptual apparatus of contemporary theories of democracy and grasp their relationship to the democratic tradition.

Preliminary topics

Session 1. Democratic institutions and thinkers in Ancient Greece

Session 2. Democracy and the foundations of the modern state (Bodin, Althusius, Hobbes, Locke, Rousseau)

Session 3. Democracy in relationship to Liberalism and Republicanism (Jefferson, Madison, Constant, Mill, Tocqueville)

Session 4. Democratization: representative government and the path to minimal democracy

Session 5. Deliberative and agonistic democracy (Dewey, Habermas, Mouffe)

Session 6. Theories of radical democracy (Lefort, Castoriadis, Laclau, Rancière)

Session 7. Reactions to liberal democracy: Populism, epistocracy, and plebiscitarianism

Core Readings

1. Abensour M. *Democracy Against the State: Marx and the Machiavellian Moment*. Cambridge: Polity Press, 2011.
2. Arendt H. *The Human Condition*. London: The University of Chicago Press, 1998.
3. Brennan J. *Against Democracy*. Princeton: Princeton University Press, 2016.
4. Castoriadis C. *Philosophy, Politics, Autonomy*. New York: Oxford University Press, 1991.
5. Green J. *The Eyes of the People: Democracy in an Age of Spectatorship*. Oxford: Oxford University Press, 2010.
6. Habermas J. *Between Facts and Norms*. Cambridge: Polity Press, 1996.
7. Habermas J. Three Normative Models of Democracy. *Constellations*, 1994, 1(1). P. 1-10.
8. Hobbes T. *On the Citizen*. Cambridge: Cambridge University Press, 1998.
9. Kalyvas A. *Democracy and the Politics of the Extraordinary*. Cambridge: Cambridge University Press, 2008.
10. Laclau E. *On Populist Reason*. London; New York: Verso, 2005.
11. Lefort C. *Democracy and Political Theory*. Cambridge: Polity Press, 1988.
12. Manin B. *The Principles of Representative Government*. Cambridge: Cambridge University Press, 1997.
13. Mill J.S. *Considerations on Representative Government*. London: Parker, Son, and Bourn, 1861.
14. Mouffe Ch. *The Democratic Paradox*. London; New York: Verso, 2000.
15. Pericles. *Funeral Oration*. In: *Empire and the Ends of Politics*. Indianapolis: Focus Publishing, 1999.
16. Rancière J. *Dissensus: On Politics and Aesthetics*. London Continuum Books, 2010.
17. Rosanvallon P. The History of the Word "Democracy" in France. *Journal of Democracy*, 1995, 6(4). P. 140-154.
18. Rousseau J.-J. *On the Social Contract*. In: *The Social Contract and The First and Second Discourses*. New Haven; London: Yale University Press, 2002.
19. Schmitt C. *Constitutional Theory*. Durham; London: Duke University Press, 2008.
20. Schumpeter J. *Capitalism, Socialism and Democracy*. London: George Allen & Unwin, 1976.
21. *The Federalist Papers*. New York; Palgrave Macmillan, 2009.
22. Thucydides. *The Peloponnesian War*. Oxford; New York: Oxford University Press, 2009.
23. Tocqueville A. *Democracy in America*. Vol. I. New York: The Library of America, 2004.
24. Urbinati N. *Democracy Disfigured*. Cambridge, MA: Harvard University Press, 2014.
25. Weber M. The Profession and Vocation of Politics. In: *Political Writings*. Cambridge: Cambridge University Press, 1994.

4. INTENDED LEARNING OUTCOMES

Category of outcome	Students should/will be able to:
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Knowledge and understanding	<ul style="list-style-type: none"> - know key stages in development of democracy and democratic thought - understand the variety of democratic ideas and institutions - understand the substance of contemporary debates in democratic theory - have a general view of the current challenges to democracy around the world
Intellectual skills	<ul style="list-style-type: none"> - develop a critical understanding of the concept of democracy and its use in political language - analyse how different democratic approaches shape politics - have a balanced view of capacities and limitations of democracy
Practical skills	<ul style="list-style-type: none"> - develop democratic policies and measures to solve political issues - design democratic institutions - evaluate inclusiveness and openness of political institutions - evaluate the quality of democratization policy - write well-structured and problem-focused academic papers on democratic theory and institutional design; - participate in academic and public discussions, critically assess the use of democratic language by politicians and public intellectuals
Transferable skills and personal qualities	<ul style="list-style-type: none"> - think critically and reflect on the position of democratic theorist in public politics - navigate through and participate in democratic debates

5. LEARNING AND TEACHING PROCESSES (INCLUDING THE USE OF E-LEARNING)

Contact hours: lectures (50%) and tutorials (50%)
Collective reading and commenting in the classroom
One essay (homework)
Students are encouraged to communicate with the tutor by e-mail for advice on readings list and preparing original essays

6. ASSESSMENT (INCLUDING THE USE OF E-LEARNING)

Assessment task	Length	Weighting within unit (if relevant)
essay	5000 words	80%
written exam		20%

Date of current version	16 September, 2018
Approved by Deans' meeting	