

## COURSE SPECIFICATION DOCUMENT

**Academic School / Department:** Humanities & Social Sciences

**Programme:** Political Science

**FHEQ Level:** 5

**Course Title:** Democracy and its Enemies

**Course Code:** POLS 5101

**Total Hours:** 160 (Lev 3-5) (4 US Credit)

Timetabled Hours: 45

Guided Learning Hours: 15

Independent Learning Hours: 100

**Credit** 16 UK CATS credits

8 ECTS credits

4 US credits

### **Course Description:**

This course analyses the rise of democracy as an idea and as a practice using both theoretical and historical approaches, and processes of democratization in both theoretical and empirical terms. The course aims to provide an introduction to the central models of democracy (i.e. classical democracy, liberal democracy, deliberative democracy and cosmopolitan democracy). Students are then enabled to analyse problems associated with the practice of liberal democracy, namely political engagement, the relationship between capitalism and democracy, the advent of post-democracy, the rise of populism and anti-democratic ideas. Finally, the course examines the practices of democracy and experiences with democratisation in Europe, Latin America, Africa, Asia, and the Middle East.

### **Prerequisites:**

40 Credits

**Aims and Objectives:**

- To provide students with a systematic and critical understanding of competing ideas and practices concerning democracy, democratization and democratic consolidation in the different regions of the world
- To provide students with the analytical and theoretical tools to critically engage with the themes of populism, political disengagement, and the relationship of liberal democracy with capitalism
- To provide a background for eventual careers in fields (including work in government, international organisations, business and the media) which require articulate, clear-thinking individuals with a grasp of political and economic ideas
- To provide a framework to assist concerned citizens to think critically about issues that are of increasing importance in the 21<sup>st</sup> century
- To promote critical engagement with a wide range of literature, and the development of both a succinct writing style, and the ability to present complex arguments orally

**Programme Outcomes:**

5AII; 5BI; 5CI; 5DII

A detailed list of the programme outcomes can be found in the Programme Specification.

This is located at the archive maintained by Registry and found at:

<https://www.richmond.ac.uk/programme-and-course-specifications/>

**Learning Outcomes:**

By the end of this course, successful students should be able to:

- Demonstrate a critical engagement with the major theories and models of democracy and democratisation.
- Demonstrate a critical understanding of the major problems of democratisation processes and challenges to liberal democracy.
- Demonstrate the ability to formulate and communicate arguments cogently, retrieve and generate information, and select appropriate criteria to evaluate sources and/or data.
- Demonstrate skills that are directly relevant to professional practice.

**Indicative Content:**

- Models of democracy (including classical, republican, liberal and deliberative)
- Problems and issues in contemporary liberal democracy (including declining traditional and rising non-traditional forms of political participation)
- Comparative democratic practices
- Contemporary challenges to democracy (i.e., globalisation, capitalism, nationalist and religious movements)
- The rise of anti-system politics and democratic backsliding
- Theories of democratisation
- Comparative democratisation and democratic reversals

**Assessment:**

This course conforms to the University Assessment Norms approved at Academic Board and located at: <https://www.richmond.ac.uk/university-policies/>

**Teaching Methodology:**

This course will be delivered face to face through a combination of lectures and interactive sessions. In addition to classroom activities, there are guided learning elements that are tutor led and arranged through Blackboard. These activities can be asynchronous online sessions, flipped classrooms, set readings with discussion boards or set guest lectures for example. Set activities are monitored by the instructor to ascertain student engagement. Students are encouraged to prepare for class and to play an active part, to raise questions, following-up ideas and interact with a wide range of provided material.

**Indicative Text(s):**

- Berman, S. (2019) *Democracy and Dictatorship in Europe: From the Ancient Regime to the Present Day*. Oxford: Oxford University Press.
- Grugel, J. and Bishop, M.L. (2014) *Democratization: A Critical Introduction*. 2<sup>nd</sup> edn. London: Palgrave Macmillan.
- Held, D. (2006) *Models of Democracy*. 3<sup>rd</sup> edn. Cambridge: Polity Press.
- Hopkin, J. (2020) *Anti-System Politics: The Crisis of Market Liberalism in Rich Democracies*. Oxford: Oxford University Press.
- Levitsky, S. and Ziblatt, D. (2018) *How Democracies Die: What History Reveals About Our Future*. London: Penguin Press.
- Levitsky, S. and Ziblatt, D. (2023) *Tyranny of the Minority: How to Reverse an Authoritarian Turn and Forge a Democracy for All*. USA: Viking Press.
- Coppedge, M., Gerring, J. et al. (2020) *Varieties of Democracy*. Cambridge: Cambridge University Press.
- Noakes, S. and Wilson, C. (2023) *Democratization: A Thematic Approach*, Bloomsbury Academic.

See syllabus for complete reading list.

**Change Log for this CSD:**

Nature of Change	Date Approved & Approval Body (School or AB)	Change Actioned by Registry Services
First edition - November 2024		