What is democracy? How did it originate within the Anglo-American context? What are its European and Third World forms? What economic and international factors inform democratic politics? 3 credit hours

**COURSE INFORMATION:**

**READINGS:** Walter Bagehot, *The English Constitution* (1894); John Locke, *Two Treatises on Government* (1690); Jean-Jacques Rousseau, *Inequality among Men* (1755) and *Social Contract* (1762); plus essays as assigned on Blackboard.

**POLICIES:** Makeup exams may only be provided for documented medical emergency, military service, or other exigency. For inclement weather closings, follow the university homepage. All students are bound by the university honor code.

**OFFICE HOURS:** to be determined

**SPECIAL NEEDS OF STUDENTS:** If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 993-2474. All academic accommodations must be arranged through the DRC.

**ASSIGNMENTS:**

- One, 15-20 page double-spaced formal paper concerned with one of the three required books (30 pts). Students are to carefully read the work in question, and to critically assess it through a presentation of the author’s main idea(s), strengths and weaknesses of the argument, historical and literary contexts, contemporary applications, and other salient themes. Students are to demonstrate academic research in support of key arguments, sound argumentative thinking, and attentive proofreading.

- Two, 4-5 page double-spaced review papers concerned with an assigned class discussion reading. Outside research welcome to sustain key points, but analysis, reflection, organization, grammar & style are more important (15 pts each).

- **Midterm** (15 pts) and **final exams** (15 pts), testing comprehension of class notes and discussion readings.

- **Attendance and class participation** (10 pts).

23 January: Course Introduction

**I: Anglo-American Democracy**

*Student Learning Outcomes include the ability to describe the main features of the English Constitution, explain their perpetuation and alteration in the American colonies, describe the structure of the American constitution, explain the logic behind the Confederate States of America, and discuss the widening of American democratic participation to diverse groups of people.*

30 January: The English Constitution

6 February: The American Constitution

13 February: A Democratic Society;

Class Discussion: Students for a Democratic Society, “Port Huron Statement” (1962)
II: Comparative Democracy

Student Learning Outcomes include being able to describe the political theory, constitutional law, and contemporary politics of France, Germany, Switzerland, Spain, Japan, India, South Africa, and Mexico.

Europe

20 February: The French Republic (République Française);
   The Federal Republic of Germany (Bundesrepublik Deutschland)

27 February: The Swiss Confederation (Schweizerische Eidgenossenschaft);
   The Kingdom of Spain (Reino de España);
   Class Discussion: Joseph de MAISTRE, “On the Generative Principle of Political Constitutions” (1809)

6 March: Midterm Exam

13 March: Spring Break!

The Third World

20 March: Japan (Nippon);
   Republic of India (Bharatiya Ganarajya)

27 March: Republic of South Africa (Republiek van Suid-Afrika);
   United States of Mexico (Estados Unidos Mexicanos);
   Class Discussion: M. GANDHI, Non-Violent Resistance (Satyagraha, 2001 [1961]), section first

III: Political Economy

Student Learning Outcomes include being able to describe the main differences in theory and practice between mercantilism, British liberalism, American capitalism, and democratic socialism.

3 April: Mercantilism;
   British Liberalism

10 April: American Capitalism;
   Democratic Socialism

17 April: Class Discussion: Col. Alexander HAMILTON, “Report on Manufactures” (1791)

IV. International

Student Learning Outcomes include being able to identify and describe the influence of Roman Catholicism, Protestantism, and international law on the further development of democratic institutions.

24 April: Roman Catholic Global Communion;
   The Protestant Origins of International Relations
1 May: The Foundations of International Law;  
Class Discussion: Woodrow WILSON, *Why we are at War* (1917)

9 May, 1930-2215: Final Exam

**Mark R. Royce** earned his Ph.D. in political science from George Mason University in 2016, and is assistant professor at Northern Virginia Community College. His doctoral thesis was published as *The Political Theology of European Integration: Comparing the Influence of Religious Histories on European Policies* (Palgrave Macmillan, 2017), and he frequently contributes essays to *Providence: A Journal of Christianity and American Foreign Policy* and the Acton Institute Transatlantic. He also founded the Alexander Hamilton Society at George Mason. Personal e-mail: mark.r.royce@mail.com.