



Democracy, Institutions, and Citizenship

Course code	<i>POL147</i>
Compulsory in the programmes	<i>NA</i>
Level of studies	<i>Undergraduate</i>
Number of credits and	<i>6 ECTS (48 contact hours + 2 consultation hours, 110 individual work hours)</i>
Course coordinator (title and name)	<i>Dokt. Dyuti Saunik</i>
Prerequisites	<i>None</i>
Language of instruction	<i>English</i>

THE AIM OF THE COURSE:

This course explores democracy and comparative institutions across a range of policy arenas. We look at how the interplay of the democratic state and the practice of citizenship shapes outcomes related to democratic participation, political behavior, and accountable governance. We study the role of civil society in outcomes pertaining to political development. We also investigate how the bureaucracy collaborates, and at times clashes, with elected representatives with significant implications for industrial policy, welfare and redistribution and social policy, especially in developing democracies. Finally, we discuss the resilience of democracy in the 21st century.

MAPPING OF COURSE LEVEL LEARNING OUTCOMES (OBJECTIVES) WITH DEGREE LEVEL LEARNING OBJECTIVES (See Annex), ASSESSMENT AND TEACHING METHODS

Course level learning outcomes (objectives)	Degree level learning objectives (Number of ELO) ¹	Assessment methods	Teaching methods
CLO1. Explain determinants of democratic political participation, political behavior and accountable government	ELO1, ELO2, ELO4.1, ELO 4.2	Examination, Group presentations, Written assignment	Lecture, group discussion, individual work
CLO2. Describe the role of civil society in outcomes pertaining to political development.	ELO1, ELO2, ELO4.1, ELO 4.2	Examination, Group presentations, Written assignment	Lecture, group discussion, individual work
CLO3. Model strategies bureaucrats use to pursue their interests in relation to elected representatives	ELO1, ELO2, ELO4.1, ELO 4.2	Examination, Group presentations, Written	Lecture, group discussion, individual work

¹ Degree level learning outcomes (ELOs) are available in the second table on the last page of this template.

		assignment	
CLO4. Compare institutional impact on economic outcomes in wealthy as well as development economies	ELO1, ELO2, ELO4.1, ELO 4.2	Examination, Group presentations, Written assignment	Lecture, group discussion, individual work

ACADEMIC HONESTY AND INTEGRITY

The ISM University of Management and Economics Code of Ethics, including cheating and plagiarism are fully applicable and will be strictly enforced in the course. Academic dishonesty, and cheating can and will lead to a report to the ISM Committee of Ethics. With regard to remote learning, ISM remind students that they are expected to adhere and maintain the same academic honesty and integrity that they would in a classroom setting.

COURSE OUTLINE

Topic	In-class hours	Readings
<p><i>Class 1: Political Behavior 1</i></p> <p>Rational choice overview and economic voting behavior in political participation. Different approaches to understand political behavior – elites vs. mass.</p>	4	<ul style="list-style-type: none"> King, G., Rosen, O., Tanner, M., & Wagner, A. F. (2008). Ordinary economic voting behavior in the extraordinary election of Adolf Hitler. <i>The Journal of Economic History</i>, 68(4), 951-996. Verba, S., Nie, N. H., & Kim, J. O. (1978). <i>Participation and political equality: A seven-nation comparison</i>. Cambridge university press.
<p><i>Class 2: Political Behavior 2</i></p> <p>Theoretical challenge: what would motivate voters in a democracy to vote for an authoritarian party? Analyzing the role of public opinion and trust in the state.</p>	4	<ul style="list-style-type: none"> Nunn, N., & Wantchekon, L. (2011). The slave trade and the origins of mistrust in Africa. <i>American Economic Review</i>, 101(7), 3221-52. Anderson, C. J., & Tverdova, Y. V. (2003). Corruption, political allegiances, and attitudes toward government in contemporary democracies. <i>American journal of political science</i>, 47(1), 91-109.
<p><i>Class 3: Participation in Developing Democracies 1</i></p> <p>Under what conditions do politicians promote the well-being of citizens in developing democracies? What do politicians do to provide public goods?</p>	4	<ul style="list-style-type: none"> Introductory Chapter -- Min, B. (2015). <i>Power and the vote: Elections and electricity in the developing world</i>. Cambridge University Press.
<p><i>Class 4: Participation in Developing Democracies 2</i></p> <p>Is it possible to build trust between citizens and the state where conditions are not ideal?</p>	4	<ul style="list-style-type: none"> Tendler, J., & Freedheim, S. (1994). Trust in a rent-seeking world: health and government transformed in Northeast Brazil. <i>World Development</i>, 22(12), 1771-1791

<p><i>Class 5: Civil Society 1</i></p> <p>Competing views of civil society -- liberal, pluralist, and Marxist. Unpacking the relationship between civil society and democracy.</p>	4	<ul style="list-style-type: none"> • Tocqueville, <i>Democracy in America</i>, Excerpts in Hodgkinson & Foley, eds. (2003). <i>The Civil Society Reader</i>. University Press of New England.
<p><i>Class 6: Civil Society 2</i></p> <p>The devil's advocate position: Is civil society always good for democracy?</p>	4	<ul style="list-style-type: none"> • Berman, S. (1997). Civil society and the collapse of the Weimar Republic. <i>World politics</i>, 49(3), 401-429.
<p><i>Class 7: Bureaucracy 1</i></p> <p>What is the ideal Weberian bureaucracy? Overview of the Principal Agent Problem.</p>	4	<ul style="list-style-type: none"> • Weber, Max. [1920] "Bureaucracy," in <i>From Max Weber: Essays in Sociology</i>, H. H. Gerth & C. W. Mills (Eds.). New York: Oxford University Press. • Miller, G. J. (2005). The political evolution of principal-agent models. <i>Annu. Rev. Polit. Sci.</i>, 8, 203-225.
<p><i>Class 8: Bureaucracy 2</i></p> <p>What are developmental states and how does the bureaucracy build them? Discussing internal norms of the bureaucracy.</p>	4	<ul style="list-style-type: none"> • Evans, P. B. (1995). "States" (Chapter 3), in <i>Embedded autonomy</i>. Princeton University Press • Mangla, A. (2016). Bureaucratic Norms and State Capacity: Implementing Primary Education in India's Himalayan Region. <i>Asian Survey</i>, 55(5).
<p><i>Class 9: Welfare State 1</i></p> <p>Origins of the welfare state, with an emphasis on the Scandinavian case.</p>	4	<ul style="list-style-type: none"> • Peter Baldwin, "The Scandinavian Origins of the Social Interpretation of the Welfare State," <i>Comparative Studies in Society and History</i> 31:1, January 1989, pp. 3-24
<p><i>Class 10: Welfare State 2</i></p> <p>The role of gender in the making of the welfare state.</p>	4	<ul style="list-style-type: none"> • Theda Skocpol and Gretchen Ritter, "Gender and the Origins of Modern Social Policies in Britain and the US," <i>Studies in American Political Development</i> Spring 1991, pp. 36-91 • Ann Orloff, "Gender and social rights of citizenship: the comparative analysis of gender relations and welfare states," <i>American Sociological Review</i> 58: 303-328, 1993
<p><i>Class 11: Democracy in the 21st century 1</i></p> <p>What is democratic backsliding?</p>	4	<ul style="list-style-type: none"> • Waldner, D., & Lust, E. (2018). Unwelcome change: Coming to terms with democratic backsliding. <i>Annual Review of Political Science</i>, 21(1), 93-113.
<p><i>Class 12: Democracy in the 21st century 2</i></p>	4	<ul style="list-style-type: none"> • Levitsky, S., & Way, L. A. (2010). <i>Competitive authoritarianism: Hybrid regimes after the Cold War</i>. Cambridge University Press.



Is democracy always the way forward? Exploring competitive authoritarianism.		
	Total: 48 hours	
CONSULTATIONS	2	
FINAL EXAM	2	

FINAL GRADE COMPOSITION

Type of assignment	%
<i>Group Components x%</i>	20
• Group Presentation	20
<i>Individual Components y%</i>	80
• Attendance	5
• Participation	10
• Midterm Paper	30
• Final Exam	35
Total:	100

DESCRIPTION AND GRADING CRITERIA OF EACH ASSIGNMENT

(Provide short descriptions and grading criteria of each assignment)

Grade Breakdown:

- **Attendance** – 5 per cent (Excused absences must be sought via email prior to class times and are granted only for family, personal, and medical emergencies. Documentation may be required for athletic events where the student is representing the institution).
- **Participation** – 10 per cent (Students are expected to participate in every class in seminar discussions. All students are required to complete the assigned readings prior to class).
- **Group Presentation** – 20 per cent (Students will be divided into groups in the first class. Each group must sign up for leading discussing for one of the class days. This will include a presentation and a class activity that the group comes up with. Each group must present a signed document detailing the contribution of every member. Every member is expected to participate).
- **Midterm Paper** – 30 per cent (A four to five double spaced paper. Students will have a choice of answering one of three prompts distributed on Friday during class with the paper due on the last day of the course. Late submissions will be deducted 25 per cent of the grade.)
- **Final Exam** – 35 per cent (Students must answer two out of five questions distributed for a final exam covering the whole course topics).

RETAKE POLICY



In case of failing final evaluation, students can participate in a **retake exam**. Topics of the retake will cover the material of the entire course and will comprise 65% of the final grade.

REQUIRED READINGS

- King, G., Rosen, O., Tanner, M., & Wagner, A. F. (2008). Ordinary economic voting behavior in the extraordinary election of Adolf Hitler. *The Journal of Economic History*, 68(4), 951-996.
- Verba, S., Nie, N. H., & Kim, J. O. (1978). *Participation and political equality: A seven-nation comparison*. Cambridge University Press.



ANNEX

DEGREE LEVEL LEARNING OBJECTIVES

Learning objectives for the Bachelor of Business Management

Programmes:

*International Business and Communication,
Business Management and Marketing,
Finance,
Industrial Technology Management,
Entrepreneurship and Innovation*

Learning Goals	Learning Objectives
Students will be critical thinkers	BLO1.1. Students will be able to understand core concepts and methods in the business disciplines
	BLO1.2. Students will be able to conduct a contextual analysis to identify a problem associated with their discipline, to generate managerial options and propose viable solutions
Students will be socially responsible in their related discipline	BLO2.1. Students will be knowledgeable about ethics and social responsibility
Students will be technology agile	BLO3.1. Students will demonstrate proficiency in common business software packages
	BLO3.2. Students will be able to make decisions using appropriate IT tools
Students will be effective communicators	BLO4.1. Students will be able to communicate reasonably in different settings according to target audience tasks and situations
	BLO4.2. Students will be able to convey their ideas effectively through an oral presentation
	BLO4.3. Students will be able to convey their ideas effectively in a written paper

Learning objectives for the Bachelor of Social Science

Programmes:

*Economics and Data Analytics,
Economics and Politics*

Learning Goals	Learning Objectives
Students will be critical thinkers	ELO1.1. Students will be able to understand core concepts and methods in the key economics disciplines
	ELO1.2. Students will be able to identify underlying assumptions and logical consistency of causal statements
Students will have skills to employ economic thought for the common good	ELO2.1. Students will have a keen sense of ethical criteria for practical problem-solving
Students will be technology agile	ELO3.1. Students will demonstrate proficiency in common business software packages
	ELO3.2. Students will be able to make decisions using appropriate IT tools
Students will be effective communicators	ELO4.1. Students will be able to communicate reasonably in different settings according to target audience tasks and situations
	ELO4.2. Students will be able to convey their ideas effectively through an oral presentation
	ELO4.3. Students will be able to convey their ideas effectively in a written paper