Woods College of Advancing Studies  
Boston College

The Politics of Democracy  
The West, the World, and the Coming of Democracy Since 1789  
ADHS1152.01  
Summer 2014

Instructor:  
Michael Paul  

Class Location:  
TBA  

Class Time:  
T/Th 6.00-915 p.m.  

Office Location:  
McGuinn 100  

Office Hours:  
T/Th 5.15-6.00 p.m. and by appointment  

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617 552 3900  

E-mail:  
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Boston College Mission Statement
Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nations finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and the continuous development of its distinctive intellectual heritage.

Course Description
This course examines the ways in which Democracy became the established political form for many nations, particularly those in the West, after the French Revolution. After the upheavals of the American and French Revolutions, Democracy, and its economic counterpart, Capitalism, became the accepted norms for many countries of the world. In this course, we will investigate the processes which allowed this political and economic transformation to take place. The course will look at the French and Industrial Revolutions; Imperialism; the World Wars of the twentieth century; and the resurgence of nationalism in the twenty-first century. Throughout the course, issues of class, race, gender, and ethnicity will be to the fore, as we strive to discover how the world came to be as it is today.

Methodology
We begin the course by looking at the philosophical foundations of modern democracy and capitalism, foundations that first emerged in the West during the Enlightenment. We will see how various countries in the global community of nations adopted these ideas into their constitutions and government practices, to the extent that they became widespread in many parts of the world. We will then examine the serious global threats to these ideologies in the twentieth century. We conclude the course with a look at the challenges that the twin ideologies of Democracy and Capitalism still face in the twenty-first century.
**Overall Objectives of the Course**

1) Students will demonstrate knowledge, skill, and competency across cultural settings, and will learn the impact of culture, gender, and age in European and World history as demonstrated by written and oral presentations.

2) Students will demonstrate ethical knowledge, skill, and competency in European and World history as demonstrated by written and oral presentations.

**Specific Objectives of the Course**

A) Students will acquire knowledge of the major developments affecting the emergence of Democracy in the world in the eighteenth, nineteenth, twentieth and twenty-first centuries.

B) Students will learn to think critically and independently about these developments and their implications.

C) Students will acquire a global appreciation of the impact of Democracy and Capitalism in global affairs.

D) Students will be able to apply this theoretical knowledge in practical ways that include written and oral presentations.

**Criteria For Grading**

Grading will include the assignment of plus and minus grades at the transition lines with the exception of ‘A+’, which is not assigned at Boston College. In general terms, students will be assessed according to the following criteria:

- ‘A’: Course requirements fulfilled. Material handled cogently and reflectively, and characterized by creative insights.
- ‘B’: Course requirements fulfilled. Material handled cogently and reflectively.
- ‘C’: Course requirements fulfilled. Adequate understanding of material demonstrated.
- ‘D’: Work submitted, but poorly prepared, reflecting inadequate effort and/or understanding.
- ‘F’: Irresponsible behavior. Work not submitted, or not seriously attempted.

**Grade Reports**

All students are required to log into the web through Agora to access their semester grades. Students must utilize their BC username and password to log on. If your username or password is not known, the Student Learning and Support Center (SLSC) in the O’Neill Library Computer Center will issue a new one. The SLSC requires a valid picture ID (a BC ID, driver’s license, or passport) to obtain your password.

**Assigned Text**


**Recommended Text**


**Important Policies**

[http://www.bc.edu/content/bc/schools/advstudies/guide/academicinteg.html](http://www.bc.edu/content/bc/schools/advstudies/guide/academicinteg.html)

**Written Work**

Graduate and Undergraduate students are expected to prepare professional, polished, written work. Written materials must be typed in the format required by your instructor. Strive for a thorough, yet concise style. Cite literature appropriately, using Chicago style. Develop your thought fully, clearly, logically, and specifically. Proofread all materials to ensure the use of proper grammar, punctuation, and spelling. You are encouraged to make use of campus resources for refining writing skills as needed [http://www.bc.edu/libraries/help/tutoring.html](http://www.bc.edu/libraries/help/tutoring.html).
Scholarship and Academic Integrity
It is expected that students will produce original work and cite references appropriately. Failure to reference properly is plagiarism. Scholastic dishonesty includes, but is not limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on examinations or assignments, and submitting the same paper or substantially similar papers to meet the requirements of of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials, or interfering with another student’s work.

Requests for Accommodations
Classroom accommodations will be provided for qualified students with documented disabilities. Students are invited to contact the Connors Family Learning Center office about accommodations for this course. Telephone appointments are available to students as needed. Appointments can be made by calling 617-552-8903. You may also make an appointment in person. For further information, you can locate the disability resources on the web at
http://www.bc.edu/content/bc/libraries/help/tutoring/specialservices.html

If you have a disability and will be requesting accommodations for this course, please register with either Dr. Kathy Duggan (dugganka@bc.edu), Associate Director, Connors Family Learning Center (Learning Disability or AHD); or Dean Paulette (paulette.durrette@bc.edu), Assistant Dean for students with disabilities (all other disabilities). Advance notice and appropriate documentation are required for accommodations. For further information, you can contact the disability resources on the web at
http://www.bc.edu/content/bc/libraries/help/tutoring/specialservices.html.

Attendance
Class attendance is an important component of learning. Students are expected to attend all classes and to arrive by the beginning of and remain for the entire class period. When an occasion occurs that prevents a student from attending class, it is the student’s obligation to inform the instructor of the conflict before the class meets. The student is still expected to meet all assignment deadlines. If a student knows that he or she will be absent on a particular day, the student is responsible for seeing the instructor beforehand to obtain assignments for that day. If a student misses a class, he or she is responsible for making up the work by obtaining a classmate’s notes and handouts, and turning in any assignments due. Furthermore, points are given for participation in class. If you miss class, you cannot make up participation points for that class. Types of absences that are not typically excused include weddings, showers, vacations, birthday parties, graduations etc. Additional assignments, penalties, and correctives are at the discretion of the Instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class. In all cases, students are expected to accept the decision of of the Instructor regarding attendance policies specific to the class.

Consistent with our commitment of creating an academic community that is respectful of and welcoming to persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing the fulfillment of their academic obligations. It is the responsibility of students to review the course syllabus as soon as it is distributed, and to consult me promptly regarding any possible conflicts with observed religious holidays. If asked, the student should provide accurate information about the obligations entailed in the observance of that particular holiday. However, it is the responsibility of the student to complete any and all class requirements for days that are missed due to conflicts due to religious holidays.

There may be circumstances that necessitate a departure from this policy. Feel free to consult WCAS at 617-552-3900 for consultation.
Deadlines
Assignments are due at the beginning of the class period on the specified dates. Late assignments will be graded accordingly.
In this class, penalties for late assignments will be assessed according to the following schedule: one third of a letter grade per missed class until the assignment is handed in.

Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Weight (%)</th>
<th>Date</th>
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<tbody>
<tr>
<td>Mid-Term</td>
<td>30%</td>
<td>Date: Tues June 3</td>
</tr>
<tr>
<td>Semester Essay</td>
<td>20%</td>
<td>Date: Thurs June 12</td>
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<tr>
<td>Journals (Two)</td>
<td>10%</td>
<td>Dates: Thurs May 22; Thurs June 05</td>
</tr>
<tr>
<td>Discussion</td>
<td>10%</td>
<td>Date: Thurs June 19</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
<td>Date: Thurs June 19</td>
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</tbody>
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Comments
Each class meeting will consist of a combination of lecture and discussion. Class participation is a major part of this course. Discussion will be based around the document extracts contained within the week’s assigned reading of the text, as well as on video segments where appropriate. You will be graded according to the level and quality of your oral contribution to class. To help stimulate discussion, you will be asked to complete topic sheets for each discussion. These topic sheets, constituting a Portfolio, will be collected at the Final Exam. They will represent the concrete element of your class performance during discussion.

Journals
Your journals will consist of an analysis of the reading that you have done up to the point that each Journal is due. For each Journal, you should include a short narrative pertaining to the information that you have read in the textbook, have written in your notes, or have taken from class lectures and discussions (this should be a paragraph or two). You should then provide an analysis of this information in order to demonstrate your understanding of this information (this should be a paragraph or two).

In total, each of your Journals should be between two-three pages in length.

Semester Essay
You will be given a prompt for the Semester Essay.
Class Schedule

T May 13  Introduction
Aims of the Course
The Enlightenment: Foundations for Modern Democracy
The American and French Revolutions

Th May 15  The Industrial Revolution: Emergence of Capitalism
Read: Text: Ch. 19
Discussion: Documents, Ch.19

T May 20  Democracy in Action? Liberalism, Conservatism, and Radicalism
Read: Text: Ch. 20
Discussion: Documents, Ch. 20

Th May 22  Age of Capital and Nationalism
Read: Text: Ch 21
Discussion: Documents, Ch. 21  FIRST JOURNAL DUE

T May 27  Society in the Age of Capital: Development of Democracy
Read: Text: Ch. 22
Discussion: Documents, Chs. 22 and 23

Th May 29  New Imperialism: Whose Democracy?
Read: Text: Ch. 24
Discussion: Documents, Ch.24

T June 3  World War One
Read: Text: Ch. 25  MID-TERM: ONE HOUR

Th June 5  Results of World War One
Global Challenges to Democracy
Read: Text: Ch. 26
Discussion: Documents, Ch. 25  SECOND JOURNAL DUE

T June 10  Causes of World War Two
Democracy in Crisis
Read: Text: Ch. 27
Discussion: Documents, Ch. 27

Th June 12  World War Two
Emergence of Cold War
Democracy against Totalitarianism
Read: Text: Ch.28
Discussion: Documents, Ch.28  ESSAY DUE

T June 17  End of the Cold War
Democracy and the New Nationalism
Read: Text: Ch.30
Exam Review

Th June 19  FINAL EXAM
Discussion Portfolio Due