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# **REVOLUTION NOW! DEMOCRACY IN TROUBLED TIMES**

POL 110HA-01  
Fall 2022  
MWF, 8:30-9:20 a.m.  
120 Lewis Hall

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Instructor: Dr. Austin Trantham  
Office: 319 Saint Edward Hall  
Office Hours: Mon./Wed., 9:30-10:30 a.m., Tues./Thurs., 2:00-4:00 p.m., or by appointment  
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## **COURSE DESCRIPTION**

This course investigates the rise and spread of democracy. Democracy as a form of government and social movement will be traced from its ancient origins in Greece and Rome to the American and French Revolutions of the 18th century, through its evolution and diffusion during the 19th and 20th centuries to its position of global dominance at the beginning of the 21st century.

Democratic values, norms, and behaviors will be examined through the use of historic video footage and core texts. Attention will be paid to governmental systems in the U.S., Western Europe, the BRIC countries, our neighbors Canada and Mexico, and to the emerging democracies in the Middle East and Asia. Acquiring basic academic skills will be emphasized, as students are awakened to the significance of world historical events and the excitement of following current affairs.

## **COURSE OBJECTIVES**

1. To identify and reflect upon democratic core values and democratically empowering political institutions, such as frequent elections, competing parties, representative bodies, open courts, etc. This is achieved by reading and discussing a textbook that presents the history of democratic politics, and completing a series of assigned reflective journal entries.
2. To acknowledge and appreciate political and cultural differences among leading Western nations and between Western and non-Western nations. This is achieved by analyzing and comparing critical historical events that occurred within the following regimes: United States, Great Britain, France, Germany, Ireland, Russia, India, China, Canada, Mexico, Iran, North Korea, and Cuba, and others.
3. To understand how political institutions, social norms, and ideology evolve over time and how we carry the past with us. This is achieved by discussing historical material, reading and discussing a historical oriented textbook, writing a carefully researched term paper, and listening to brief background presentations by the course instructor.
4. To encourage civic engagement and build confidence in political deliberation and decision-making. This is achieved by participation in discussion of visual and textual material, composing brief position papers, and defending choices made as a result of a robust exchange of views.

- To inquire into the Saint Leo University core value of “Community” through the interpretation of texts and self-reflection exercises, and, after deriving conclusions from the examination of facts and values, to consider what it means to be a participating citizen in a democratic society. This is achieved by defended positions on debate topics in group discussion and through written work.

### **SAINT LEO CORE VALUES**

**Community:** Saint Leo University develops hospitable Christian learning communities everywhere we serve. We foster a spirit of belonging, unity, and interdependence based on mutual trust and respect to create socially responsible environments that challenge all of us to listen, to learn, to change, and to serve.

**Excellence:** Saint Leo University is an educational enterprise. All of us, individually and collectively, work hard to ensure that our students develop the character, learn the skills and assimilate the knowledge essential to become morally responsible leaders. The success of our University depends upon a conscientious commitment to our mission, vision and goals. In this course, students will develop accurate information about the political systems, concepts of democracy and countries both democratic and anti-democratic, using this information to analyze with the highest standards.

### **REQUIRED TEXTS AND RESOURCES**

The following texts and resources are required for this course:

POL 110HA LibGuide: <https://slulibrary.saintleo.edu/democracy>

Tocqueville, Alexis, Michael Kammen, and Elizabeth Rawlings. *Democracy in America*. 2009. Boston: Bedford/St. Martins. Print ISBN: 978-0-31-246330-4. E-Book ISBN: 978-1-31-924255-8.

**Note:** A copy of this text is also available on reserve at Cannon Memorial Library.

Supplementary readings and/or websites will be posted on the course D2L site and announced in class.

### **COURSE REQUIREMENTS**

The following components will comprise your final grade in this course:

<b>Component</b>	<b>Points</b>
Democracy Journals	100 Points (10 at 10 pts. each)
First Exam	100 Points
Second Exam	100 Points
Final Exam	100 Points
Comparative Democracy Study	100 Points
<b>Total</b>	<b>500 Points</b>

### **DESCRIPTION OF COURSE REQUIREMENTS**

#### **Democracy Journals (100 Points; 10 at 10 pts. each)**

Scholars and practitioners continually engage with the topic of democracy by answering pertinent questions to enhance their knowledge. Over the course of the semester, you will undergo a similar process by responding to different inquiries that pertain to the topic we are studying in class. More information on the format and length requirements of these smaller assignments will be provided.

#### **First Exam (100 Points)**

The First Exam will cover material from the beginning of the course through Week Five on the French Revolution. This includes any supplemental readings and all associated lecture and

discussion material. **The First Exam will be administered in class on Friday, September 30.** The format for the exam may be multiple choice, identification, short answer, and/or essay questions. We will try and have a review before the exam.

Make-up course exams may be considered after the original due date at the discretion of the instructor with **(1) instructor notification within one day of the missed exam** and **(2) proper documentation for approved University absences. If approved, the make-up First Exam must be completed within one week of the original due date.** Extreme circumstances will be considered on an individual basis. Without permission for a make-up opportunity from the instructor, missed exams automatically earn a “0” grade.

### **Second Exam (100 Points)**

The Second Exam will cover material from Week Six on Presidential Democracy in France through Week Ten on the British Empire. This includes supplemental readings and all associated lecture and discussion material. **The Second Exam will be administered in class on Wednesday, November 9.** The format for the exam may consist of multiple choice, identification, short answer, and/or essay questions. We will try and have a review session before the exam.

Make-up course exams may be considered after the original due date at the discretion of the instructor with **(1) instructor notification within one day of the missed exam** and **(2) proper documentation for approved University absences. If approved, the make-up Second Exam must be completed within one week of the original due date.** Extreme circumstances will be considered on an individual basis. Without permission for a make-up opportunity from the instructor, missed exams automatically earn a “0” grade.

### **Final Exam (100 Points)**

The Final Exam will cover material from Week Eleven on Communism and Fascism through the end of the course. This includes supplemental readings and ALL associated lecture and discussion material. **The Final Exam will be administered on Wednesday, December 14 from 8:00-10:00 a.m.** The format for the exam may consist of multiple choice, identification, short answer, and/or essay questions. We will try and have a review session before the exam.

Make-up course exams may be considered after the original due date at the discretion of the instructor with **(1) instructor notification within one day of the missed exam** and **(2) proper documentation for approved University absences. If approved, the make-up Final Exam must be completed as soon as possible** due to end-of-semester grading deadlines. Extreme circumstances will be considered on an individual basis. Without permission for a make-up opportunity from the instructor, missed exams automatically earn a “0” grade.

### **Comparative Democracy Study (100 Points)**

We will spend our semester learning about how democracy has flourished—or not—in multiple countries across the globe, including Britain, France, Russia, China, etc. Your assignment to fulfill the University Explorations (UE) requirement—and to hopefully becoming a more engaged global citizen is to complete a Comparative Democracy Study. **Your Comparative Democracy Study will be due as an upload to D2L on Wednesday, November 30.** Detailed instructions regarding this assignment will be given in class and posted on our D2L course site.

## **GRADING**

Final grades in the course will be assigned using the following scale:

A	94-100	470-500 Points	C	74-76	370-384 Points
A-	90-93	450-469 Points	C-	70-73	350-369 Points
B+	87-89	435-449 Points	D+	67-69	335-349 Points
B	84-86	420-434 Points	D	60-66	300-334 Points
B-	80-83	400-419 Points	F	< 60	0-299 Points
C+	77-79	385-399 Points			

Due to privacy concerns, **the instructor will not discuss matters relating to course grades over e-mail.** You are, however, encouraged to meet with me during office hours or through a scheduled appointment throughout the semester to discuss your class performance to date.

## **COURSE POLICIES**

### **Communication**

Throughout the semester, I will routinely utilize D2L to post supplementary readings, instructions for assignments, and course grades. It is ultimately each student's responsibility to check the course D2L site regularly for information regarding the course. Sending an e-mail is the fastest way to reach me outside of class. **Please note that only e-mails coming from your official Saint Leo University account will be responded to by the instructor.** If you send a message during normal weekday business hours (9:00 a.m.-5:00 p.m.), you can expect a response within twenty-four hours. Weekend correspondence will be returned as soon as possible.

To ensure that I give your e-mail priority, please include **"POL 110HA MWF"** in the subject line. Please include the following formal elements in any electronic correspondence sent to the instructor. Failure to abide by these rules may result in your message not being readily viewed by the instructor.

1. Provide a **proper greeting**, including a comma at the end (e.g., "Dear Dr. Trantham,")
2. Briefly state the **nature of your e-mail** (use correct spelling, grammar, and punctuation)
3. End with a **proper signature** (e.g., "Best", "Sincerely,") and your first and last name.

### **Attendance**

Regular class attendance is expected of all students and will be taken during each class session. **If you know that you will be missing class, please try and let the instructor know beforehand if possible.** Each student's attendance record may be used as a consideration when determining final grades at the end of the semester. Please be aware that continual non-attendance will negatively impact our ability to learn from your insights, views, and perspectives.

### **Submission of Assignments**

All written assignments should be submitted in **electronic format as an upload to our D2L site.** **I do not accept any assignment submitted via e-mail.**

All written assignments should be typed and double-spaced using Times New Roman font, 12-point type, and one-inch margins. **Failure to submit an assignment on time without appropriate University documentation from an excused absence will result in a 5-point deduction for each weekday it is submitted late.**

### **Classroom Expectations**

Students are expected to display professional behavior at all times during class. First and foremost, this includes being on time for each class session, as repeated tardiness is disruptive and disrespectful to the

instructor and your fellow students. Students who repeatedly engage in disruptive behaviors despite may be asked to leave the classroom, will lose their participation points for the course, and may be referred to administration officials for disciplinary action.

As we are discussing political and social concepts that may bring about differing viewpoints, I expect that all class members will conduct themselves appropriately. This means that while questioning an individual's idea or thought may be productive in stimulating class discussion, openly disrespecting the person is inappropriate and will not be tolerated.

### **PowerPoint Policy**

The instructor may utilize PowerPoint to aid in presentation of lecture material. Students should use caution in relying solely on this material, as course lectures consist of supplementary examples and other information.

### **COURSE SYLLBUS ADDENDUM**

Please see the Syllabus Addendum on our D2L course site for additional information regarding the course, including University library services, academic integrity, and accessibility services.

### **Personal Note on Academic Integrity**

On a personal note, please be aware that I take matters of academic integrity very seriously. The strength of an academic community rests on the honesty of its individual members, and therefore, committing any offense severely damages the reputation of the entire association.

In this course, disciplinary actions for violations of academic integrity may include, but are not limited to the following:

1. Requiring the student(s) to repeat the exercise or do additional related exercise(s).
2. Lowering the grade or failing the student(s) on the particular exercise(s) involved.
3. Lowering the grade or failing the student(s) in the course.

It seems that many students, while not intending to purposefully engage in plagiarism, do not know whether they have "crossed a line" in their work. A simple rule to abide by is that if the words do not express an idea you have originally conceived, you should cite its source (i.e., changing a few words of a source's sentence and copying it down) is still plagiarism. When in doubt, give credit for all information. If you have any questions concerning academic integrity during the course, please discuss it with me during weekly office hours or through a scheduled appointment.

### **FINAL NOTE**

**The instructor reserves the right to revise any portion of this syllabus during the semester.**

Any changes that may occur will be communicated to all class members.

I encourage all students to visit me frequently throughout the course, especially if you are having trouble mastering any portion of the course material. It is much easier to discuss a problem occurring the second week of the semester than the week prior to a major exam. I am here to help you, but cannot if I am unaware of an issue. Welcome to the course—I am looking forward to a wonderful semester!

## COURSE SCHEDULE

Link to POL 110HA LibGuide

<https://slulibrary.saintleo.edu/democracy>

<u>DATE</u>	<u>TOPIC AND READING / ASSIGNMENTS</u>
<b><u>Week One</u></b> Wednesday, August 31	<b>Course Introduction and Syllabus Review</b>
Friday, September 2	<b>What is Democracy?</b>
<b><u>Week Two</u></b> Monday, September 5	<b>NO CLASS</b> (Labor Day Holiday)
Wednesday, September 7	<b>Is Democracy in Decline?</b> Freedom House. 2021. ‘New Report: The global decline in democracy has accelerated.’ March 3. (D2L). LibGuide, Section 2, “Is Democracy in Decline?”
Friday, September 9	<b>Democracy’s Birthplace: Ancient Greece</b> LibGuide, Section 3, “Democracy in Ancient Athens”
<b><u>Week Three</u></b> Monday, September 12	<b>Democracy’s Birthplace: Ancient Greece</b> LibGuide, Section 3, “Democracy in Ancient Athens”
Wednesday, September 14 <b>Journal #1 <u>DUE</u></b>	<b>Do As the Romans Do: Democracy in Ancient Rome</b> LibGuide, Section 4, “Roman Republic”
Friday, September 16	<b>Do As the Romans Do: Democracy in Ancient Rome</b>
<b><u>Week Four</u></b> Monday, September 19	<b>The American Revolution: Fighting for Democracy</b> LibGuide, Section 5, “American Revolution”
Wednesday, September 21 <b>Journal #2 <u>DUE</u></b>	<b>The American Revolution: Fighting for Democracy</b>
Friday, September 23	<b>The French Revolution: Lutte pour la démocratie</b> LibGuide, Section 6, “French Revolution”
<b><u>Week Five</u></b> Monday, September 26	<b>The French Revolution: Lutte pour la démocratie</b> LibGuide, Section 6, “French Revolution”
Wednesday, September 28 <b>Journal #3 <u>DUE</u></b>	First Exam Review
Friday, September 30	<b>FIRST EXAM</b>

<u>DATE</u>	<u>TOPIC AND READING / ASSIGNMENTS</u>
<p><b><u>Week Six</u></b> Monday, October 3</p> <p>Wednesday, October 5</p> <p>Friday, October 7 <b>Journal #4 DUE</b></p>	<p><b>Presidential Democracy in France</b> LibGuide, Section 14, “Pres. Democracy in France’s 5th Republic”</p> <p><b>Presidential Democracy in France</b></p> <p><b>Democracy and de Tocqueville: Deficits</b> LibGuide, Section 7, “Tocqueville—Democratic Deficits”</p>
<p><b><u>Week Seven</u></b> Monday, October 10</p> <p>Wednesday, October 12</p> <p>Friday, October 14</p>	<p><b>Democracy and de Tocqueville: Deficits</b> LibGuide, Section 7, “Tocqueville—Democratic Deficits”</p> <p><b>Democracy and de Tocqueville: Remedies</b> LibGuide, Section 8, “Tocqueville—Democratic Remedies”</p> <p><b>Democracy and de Tocqueville: Remedies</b></p>
<p><b><u>Week Eight</u></b> Monday, October 17</p> <p>Wednesday, October 19 <b>Journal #5 DUE</b></p> <p>Friday, October 21</p>	<p><b>The Civil War: The Testing of American Democracy</b> LibGuide, Section 9, “American Civil War”</p> <p><b>The Civil War: The Testing of American Democracy</b></p> <p><b>Democracy and America—The U.S. in the 20th Century</b> LibGuide, Section 12, “American Century—20th Century”</p>
<p><b><u>Week Nine</u></b> Monday, October 24</p> <p>Wednesday, October 26 <b>Journal #6 DUE</b></p> <p>Friday, October 28</p>	<p><b>Democracy and America—The U.S. in the 20th Century</b></p> <p><b>Democracy and America—The U.S. in the 20th Century</b></p> <p><b>The Rise of Democracy in Britain</b> LibGuide, Section 10, “Rise of Democracy in Great Britain”</p>
<p><b><u>Week Ten</u></b> Monday, October 31</p> <p>Wednesday, November 2 <b>Journal #7 DUE</b></p> <p>Friday, November 4</p>	<p><b>The Rise of Democracy in Britain</b></p> <p><b>British Empire to Commonwealth</b> LibGuide, Section 11, “British Empire to Commonwealth”</p> <p><b>British Empire to Commonwealth</b></p>
<p><b><u>Week Eleven</u></b> Monday, November 7 Wednesday, November 9 Friday, November 11</p>	<p>Second Exam Review <b>SECOND EXAM</b> <b>NO CLASS</b> (Veterans’ Day Observation)</p>

<u>DATE</u>	<u>TOPIC AND READING / ASSIGNMENTS</u>
<u>Week Twelve</u> Monday, November 14  Wednesday, November 16  Friday, November 18 <b>Journal #8 DUE</b>	<b>Communism and Fascism: The Downfall of Democracy?</b> LibGuide, Section 13, "Communism and Fascism...20th Cent."  <b>Communism and Fascism: The Downfall of Democracy?</b>  <b>Communism and Fascism: The Downfall of Democracy?</b>
<u>Week Thirteen</u> Monday, November 21 Wednesday, November 23 Friday, November 25	<b>NO CLASS</b> (Thanksgiving Break) <b>NO CLASS</b> (Thanksgiving Break) <b>NO CLASS</b> (Thanksgiving Break)
<u>Week Fourteen</u> Monday, November 28  Wednesday, November 30  Friday, December 2 <b>Journal #9 DUE</b>	<b>Defending Democracy: Collective Security and World Orgs.</b> LibGuide, Section 15, "Collective Security and World Orgs."  <b>Democracy Goes Global: Mass Movements Abroad</b> LibGuide, Section 16, "Mass Movements Abroad." <b>Comparative Democracy Study DUE</b>  <b>Democracy Goes Global: Mass Movements Abroad</b>
<u>Week Fifteen</u> Monday, December 5  Wednesday, December 7  Friday, December 9 <b>Journal #10 DUE</b>	<b>Contemporary Challenges to Democracy: The Struggle Continues</b> LibGuide, Section 17, "Contemp. Challenges to West. Democ."  <b>Contemporary Challenges to Democracy: The Struggle Continues</b>  Final Exam Review
<u>Week Sixteen</u> <b>Wednesday, December 14</b> <b>8:00-10:00 a.m.</b>	<b>FINAL EXAM</b> Thanks for a great semester!