

Democracy in a Global World

Code: 104476
ECTS Credits: 6

Degree	Type	Year	Semester
2503778 International Relations	OB	3	2

Contact

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Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

Prerequisites

None

Objectives and Contextualisation

The course aims to provide students with the tools that allow them to analyze democratic systems and their differ

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Analyse the behaviour of international actors, both state and non-state.
- Apply quantitative and qualitative analysis techniques in research processes.
- Identify and analyse the main challenges for democracy in a global world.
- Identify data sources and carry out rigorous bibliographical and documentary searches.
- Learn and analyse the impacts of the globalisation process on domestic political systems and on the behaviour of the political actors and the public.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Produce and prepare the presentation of intervention reports and/or proposals.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.

- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Use metatheoretical data to argue and establish plausible relation of causality and establish ways of validating or rejecting them.

Learning Outcomes

1. Analyse how the EU and other actors manage the problems posed by the promotion of democracy and the rule-of-law state in the world.
2. Analyse the impact of the globalisation process in the public policies of the main states of the European Union, and their interrelationship with democracy and the rule-of-law state in the world.
3. Analyse the indicators of sustainability of academic and professional activities in the areas of knowledge, integrating social, economic and environmental dimensions.
4. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
5. Apply quantitative and qualitative analysis techniques in research processes.
6. Communicate using language that is not sexist or discriminatory.
7. Consider how gender stereotypes and roles impinge on the exercise of the profession.
8. Critically analyse the principles, values and procedures that govern the exercise of the profession.
9. Explain the explicit or implicit code of practice of one's own area of knowledge.
10. Identify data sources and carry out rigorous bibliographical and documentary searches.
11. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
12. Identify the social, economic and environmental implications of academic and professional activities within the area of your own knowledge.
13. In accordance with the theoretical and analytical information acquired, analyse the big challenges for democracy in a global world and the different solutions proposed to manage them.
14. Make a comparative analysis of the state of democracy and the rule-of-law state in different countries and political regimes.
15. Produce and prepare the presentation of intervention reports and/or proposals.
16. Propose new experience-based methods or alternative solutions.
17. Propose new ways to measure success or failure when implementing ground-breaking proposals or ideas.
18. Propose projects and actions in accordance with the principles of ethical responsibility and respect for fundamental rights, diversity and democratic values.
19. Propose projects and actions that incorporate the gender perspective.
20. Propose viable projects and actions that promote social, economic and environmental benefits.
21. Propose ways to evaluate projects and actions for improving sustainability.
22. Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
23. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
24. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
25. Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.

26. Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
27. Use metatheoretical data to argue and establish plausible relation of causality and establish ways of validating or rejecting them.
28. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.
29. Weigh up the risks and opportunities of one's own ideas for improvement and proposals made by others.

Content

In recent decades, democracy as a political system has gone from its moment of maximum expansion (as a result of the end of the Cold War) to a moment of crisis.

We will analyze the fundamental elements of democratic systems, both at the theoretical and practical levels. We will also analyze the risk factors for the maintenance of democracies.

The subject will deal with the following topics:

1. The foundations of democracy
2. The expansion of democratic systems in the late twentieth century
3. The challenges of democracy: globalization
4. The challenges of democracy: the crisis of 2008
5. The evolution of democratic systems: the indices of democracy
6. Political culture and democratic health
7. Political competence and democracy
8. System response and democracy
9. Gender and democracy
10. What a democracy in what world

Methodology

The sessions of the subject are divided into three types: a) theoretical lessons to introduce the contents of the subject; b) practical sessions to develop the skills of the subject; c) evaluation sessions to assess the learning of the subject.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Presentation and discussion of readings	20	0.8	8, 5, 27, 6, 15, 10, 29, 16, 17, 20, 26, 25, 24, 22, 23
Theoretical lessons	32	1.28	1, 13, 14

Type: Supervised

Exam	2	0.08	5, 27, 15, 26, 25, 22
Tutorials	15	0.6	8, 9, 18, 19, 26, 25, 22, 23
Type: Autonomous			
Mandatory readings	30	1.2	1, 2, 13, 10, 25, 23, 14
Study of learning materials introduced in class	30	1.2	1, 2, 13, 26, 22, 23, 14
Writing on bibliography	15	0.6	1, 4, 13, 27, 15, 10, 11, 25, 24, 22, 7, 14

Assessment

1. Written exam (50%). This will assess knowledge acquired by students both at the master classes and at the presentations and discussion of academic readings.

2. Written essays and Presentations (40%). This mark will include the student's written essay and its presentation as well as her participation in the debates about others' readings.

3. Participation in class discussions (10%). This percentage of the final mark could be absorbed by the exam if there is not a sufficient number of presential lectures.

To pass the subject it is necessary to pass both the written essays and their presentations as well as the final exam.

The student who performs any irregularity (copy, plagiarism, identity theft...) will be qualified with 0 in this assignment or exam. In case there are several irregularities, the final grade of the subject will be 0.

In accordance with article 117.2 of the UAB Academic Regulations, the assessment of repeat students may consist of a single synthesis test. Repeating students who wish to take advantage of this possibility will need to contact the teacher at the beginning of the course.

Students will be entitled to the revaluation of the subject. They should present a minimum of activities that equals two-thirds of the total grading.

Single Evaluation:

The student that following the established procedures chooses to take the single evaluation must carry out the following tasks:

1.- Final paper on any of the subjects proposed by the teaching team (30%). It must be delivered the day of the final exam.

2.- Written Essay on any of the readings proposed by the teaching team (20%). It must be delivered the day of the final exam.

3.- Final Exam (50%).

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
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Final Exam	50%	3	0.12	1, 2, 13, 5, 27, 15, 10, 26, 25, 22, 23, 14
Participation in debates	10%	0.6	0.02	8, 3, 4, 6, 9, 12, 11, 29, 21, 16, 17, 18, 19, 20, 24, 23, 7, 28
Written essays and Presentations	40%	2.4	0.1	1, 2, 13, 27, 15, 10, 26, 25, 24, 22, 23, 14

Bibliography

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LEVITSKY, S. i ZIBLATT, D. *How democracies die*. Crown ([Spanish version at UAB library](#))

LIJPHART, A. (1999) *Patterns of democracy*. Yale ([digital version at UAB library](#))

MACPHERSON, C. B. (1977) *The life and times of liberal democracy*. Oxford

SASSEN, S. (2003) "The Participation of State and Citizens in Global Governance" in *Indiana Journal of Global Legal Studies*, Vol. 10, issue 1, pp. 5-28 ([digital version at UAB library](#))

SNYDER, T. (2018) *The road to unfreedom: Russia, Europe, America*. Tim Duggan

TOCQUEVILLE, A. (1835) *La democràcia a Amèrica* (diverses edicions)

The Economist Democracy Index <https://www.eiu.com/topic/democracy-index>

V DEM Democracy report

https://www.v-dem.net/media/filer_public/f0/5d/f05d46d8-626f-4b20-8e4e-53d4b134bfc/democracy_report_2020

FREEDOM HOUSE Freedom in the world

<https://freedomhouse.org/report/freedom-world/2020/leaderless-struggle-democracy>

Software

Microsoft Excel could be required when analyzing the data of democratic indexes