Researchers in Schools

The UK and the US: Democracies in Crisis?

Key Stage 3 Programme

Pupil Name	
Coursebook Designed by	Dr M. Patel

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Timetable and Assignment Submission

Timetable – Tutorials

Tutorial	Date	Time	Location
1			
2			
3			
4			
5			
6 (Feedback)			
7 (Feedback)			

Timetable – Homework Assignments

Homework Assignment	Description	Due Date
Tutorial 1	Baseline assignment	
Tutorial 2	Source evaluation of two images	
Tutorial 3	Critically compare/contrast two UK events	
Tutorial 4	Critically compare/contrast two US events	
Tutorial 5	Final assignment (draft)	

Assignment Submission – Lateness and Plagiarism

Lateness	
Submission after midnight on due date	10 marks deducted
Plagiarism	
Some plagiarism	10 marks deducted
Moderate plagiarism	20 marks deducted
Extreme plagiarism	Automatic fail

Course Rationale

Is a democratic nation more stable and successful compared to a non-democratic one? Has democracy progressed successfully or is there a crisis of democracy happening? Today, it is more important than ever to look at democracy as a form of government. We will explore the UK and the US as two of the largest democracies in the world and how democracy in these nations has transitioned over the last century.

The three main objectives will be to:

- Define the word democracy, what elements a democracy is built on and introduce the phrase 'democracy in crisis'.
- Apply these definitions to the UK and the US and use examples (historically and present day) to analyse if their democracies are in crisis.
- Be able to critically think about what it means to live in a democracy and argue for or against the statement that UK/US democracy is in crisis, today.

We will explore what a democracy is and the importance of this form of government in everyday life. We will engage in questions that are very relevant to the world in which we live in today. During this course we will critically engage in material that highlights examples of democracy in the UK and the US. It will also be important to compare and contrast events, both historically and in recent times, in order to fully grasp whether the UK and the US are experiencing a democratic crisis.

This course is a combination of two disciplines in academia: Politics and History. There will be some philosophical elements to the course as well, but this course is grounded in these two subject areas and will be the focal subject matters. You will be exposed to some of the fundamental understandings of UK and US democracy and you will develop critical thinking skills and enhance your academic writing capabilities.

Uni Pathways Mark Scheme 2020 – Essay-based assignments

	Subject Knowledge	Critical Thinking	Written Communication
1st	The essay shows a breadth of knowledge and understanding of the key concepts and issues, through engaging with and interpreting a wide range of relevant sources. Knowledge is used to build and support highly effective arguments.	Analyses, key ideas, information, and arguments. Interprets meaning and makes connections. Identifies and critically evaluates key arguments and statements, deciding on their credibility, strength and relative significance, drawing convincing conclusions.	The essay has a clear and engaging structure, taking the reader on a journey from the introduction to the conclusion. The writing style is appropriate; key terms are used with fluency. There are no, or very few, errors in spelling or grammar. Referencing is used consistently and matches the style taught in the course.
2:1	The essay shows an understanding of key concepts and issues, drawing on a range of relevant sources Knowledge is used to build and support effective arguments	Analyses key ideas, information and arguments. Identifies relevant arguments and statements, deciding on their credibility and strength, drawing reasonable conclusions. Shows some understanding of the relative importance of arguments.	The essay has a clear structure and the arguments are easy to follow. The introduction outlines the essay effectively and the conclusion summarises the arguments. The writing style is appropriate; key terms are used correctly. There are few errors in spelling or grammar. Referencing is mostly consistent and matches the style taught in the course.
2:2	The essay shows an understanding of key concepts and issues, with no major misconceptions. Beginning to apply this knowledge to build and support arguments.	Begins to analyse ideas, information and arguments. Identifies some arguments and statements and attempts to evaluate their quality. Not yet showing understanding of the relative strengths and weaknesses of arguments.	The essay structure could be made clearer to better guide the reader through the arguments. The writing style can sometimes be informal. Occasionally key terms are not used when it would be appropriate to do so. There are some errors in spelling or grammar, but they do not get in the way of communicating the content.

			There is some consistency to the referencing.
3rd	Shows a developing understanding of key concepts and issues, with some misconceptions. Not yet applying this knowledge to build and support arguments.	Begins to analyse ideas and information. Describes statements and arguments while not yet evaluating them.	The grammar, spelling, style, and structure of the work need improving in order to communicate ideas to the reader. The essay has no or a limited introduction and conclusion. Key terms and references are not always used correctly.

Baseline Assignment (essay based): Pupil Feedback Report

Name of Pupil	
Name of School	
Name of RIS teacher	
Title of Assignment	

How your assignment is graded:

Grade	Marks	What this means
1st	70+	Performing to an excellent standard at A-level
2:1	60-69	Performing to a good standard at A-level
2:2	50-59	Performing to an excellent standard at GCSE
3rd	40-49	Performing to a good standard at GCSE
Working towards a pass	0-39	Performing below a good standard at GCSE
Did not submit	DNS	No assignment received by The Brilliant Club

Lateness	
Any lateness	10 marks deducted
Plagiarism	
Some plagiarism	10 marks deducted
Moderate plagiarism	20 marks deducted
Extreme plagiarism	Automatic fail

Marks

OVERALL MARK / 100		FINAL MARK / 100 (including any deductions)	
DEDUCTED MARKS		FINAL GRADE	

If marks have been deducted (e.g. late submission, plagiarism) the teacher should give an explanation in this section:

Mark Breakdown and Feedback

Subject knowledge	
	mark
Critical thinking	
	mark
Written communication	
	mark

Final Assignment (essay based): Pupil Feedback Report

Name of Pupil	
Name of School	
Name of RIS teacher	
Title of Assignment	

How your assignment is graded:

Grade	Marks	What this means
1st	70+	Performing to an excellent standard at A-level
2:1	60-69	Performing to a good standard at A-level
2:2	50-59	Performing to an excellent standard at GCSE
3rd	40-49	Performing to a good standard at GCSE
Working towards a pass	0-39	Performing below a good standard at GCSE
Did not submit	DNS	No assignment received by The Brilliant Club

Lateness	
Any lateness	10 marks deducted
Plagiarism	
Some plagiarism	10 marks deducted
Moderate plagiarism	20 marks deducted
Extreme plagiarism	Automatic fail

Marks

OVERALL MARK / 100		FINAL MARK / 100 (including any deductions)	
DEDUCTED MARKS		FINAL GRADE	

If marks have been deducted (e.g. late submission, plagiarism) the teacher should give an explanation in this section:

Mark Breakdown and Feedback

Subject knowledge	
	mark
Critical thinking	
	mark
Written communication	
	mark

Subject Vocabulary

Word	Definition	In a sentence
Branch of government *explanation of three different branches of government included later in the glossary	One part of the government that has been assigned specific powers	"The three branches of government are executive, legislative and judiciary"
Congress	In the US, which is made up of the Senate and House of Representatives and the US's highest form of government	"The Congress is the law-making branch of US government"
Constitution	A form of fundamental principles or established standards according to the nation that is being governed	"The Constitution of the US is the supreme law of the country"
Constitutional monarchy	A system of government where a monarch shares power with an organised government	"The UK is a constitutional monarchy because the Queen is the Head of State but Parliament passes laws and legislation"
Civil liberties	A person's rights to be subject only to laws established for the good of the community	"In a democracy citizens have civil liberties such as freedom of speech"
Crisis	An event that could lead to instability affecting individuals, groups or a nation	"This election turned into a crisis because people did not accept the vote"
Democracy	A form of governing body where citizens have the authority to choose who governs them	"Democracy is seen to be the rule of the majority"
Democratisation	The introduction of democratic principles and systems	"The dictatorship was defeated and the nation moved towards democratisation"
Dictatorship	Ruler with total power over a country, typically one who has obtained control by force	"The country suffered for many years under the dictatorship of this leader"
Executive branch	The branch of government in charge of accomplishing and implementing of laws and policies and the government	"In the US, the executive branch of the government is led by the president and vice-president, who are elected by direct popular vote for a period of four years"
Freedom	The power or right to act, speak or think as one wants	"Democracies give its citizens the freedom to exercise their civil liberties"
Fundamental rights	A group of rights that have been recognised by the government (i.e. Parliament or Congress) and ensure everyone is treated the same	"Democratic countries have fundamental rights, such as access to healthcare and education"

Government	The group of people with the authority to govern a country	"The House of Commons and Congress are examples of two forms of government"
Impartial administration	Where democratic governments give its citizens the chance to hold their government accountable for their actions and treat citizens with fairness	"An impartial administration is one without corruption and instead has a fair justice system"
Judiciary	A branch of government whose task is to pass judgement on disagreements over the use of laws in specific situations	"In the US, the judiciary is the branch of government that consists of judges and implements the law in a fair way and is an impartial part of the government"
Legislation	The process of making laws and implementing them into society	"The protection of civil liberties, in a democracy, is formed by the government's legislation"
Liberal democracy	A democratic system of government in which individual civil liberties and freedom are protected and political power is limited by the rule of law	"They seek to transform the country into a liberal democracy"
Parliament	The UK's highest form of government	"Parliament consists of government officials and representatives of constituents across the country"
Participatory engagement	The way citizens engage with the democratic political process	"In the UK and the US, voting is an example of participatory engagement because citizens are involved in the political process"
Politics	The activities associated with the governance of a country or area, especially in debates between parties of power	"Politics is about making agreements between people and the government"
Progression	The process of developing or moving towards a more advanced state	"There is a global progression towards becoming a democracy"
Regression	A return to a former or less developed state	"There are democratic countries who are experiencing regression because their democracy is in crisis"
Rule of Law	The restriction of the exercise of power by restricting it to well-outlined and established laws	"When dictatorships are overthrown by democrats, they must try to restore the rule of law"

Launch Event

The launch event is your opportunity to learn more about this course and Uni Pathways. You will watch some videos, listen to your teacher and have some discussion. Below is some room to make notes for some of the videos you will watch during the event.

Virtual Campus Tours

Notes…

The Scholars Programme Alumni

Notes…

Student Ambassadors

Notes…

Tutorial 1 – Democracy: The beginning of a new political world

You will be working towards your final assessment which is: 'The UK and the US are less democratic today than they were a hundred years ago'. Justify to what extent you agree/disagree with this statement using examples from the course (1200 words).

What is the Purpose of Tutorial 1?

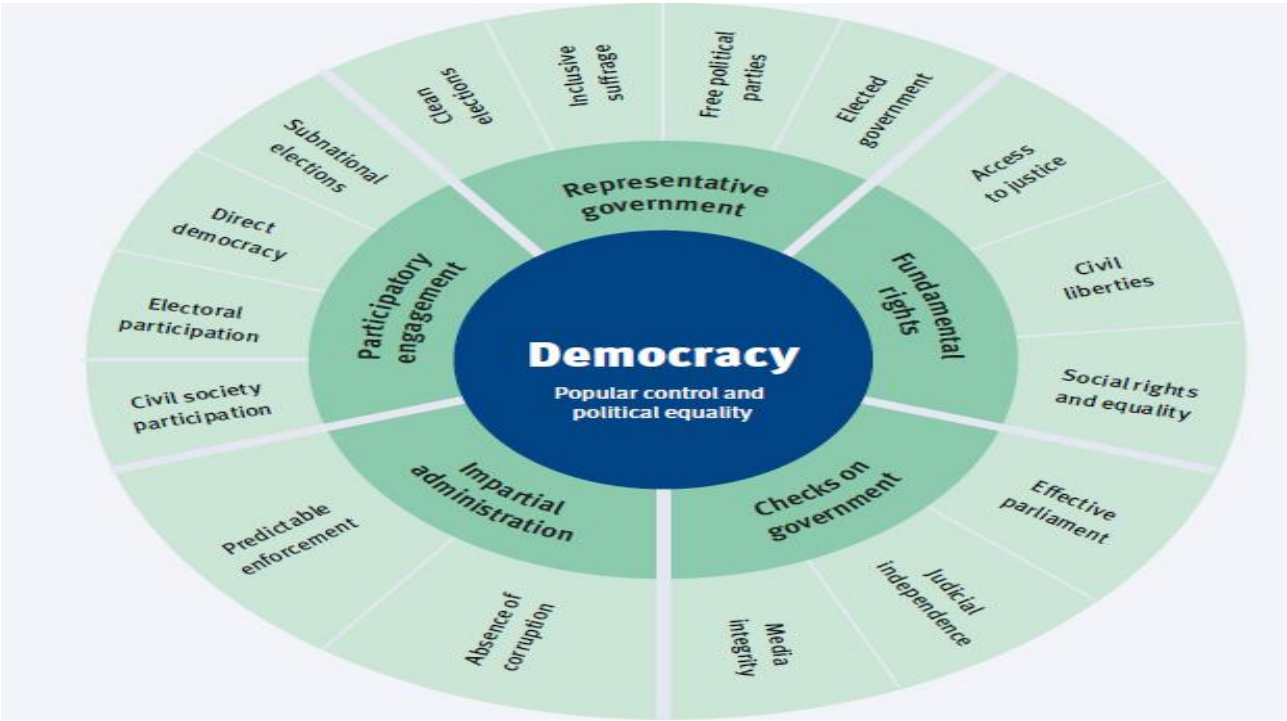
• Define the term 'democracy' and interpret the meaning of democracy by using examples.
• Recognise the three foundational elements to democracy (fundamental rights, participatory engagement and impartial administration).
• Understand basic philosophical ideas of democracy from the beginning of democracy to modern day concepts.

Introduction:

- Why should we value democracy?
- What role do political parties play in a democracy?

Democracy is considered to be the oldest form of government, with its roots dating back to the 6th century BC. As the centuries have progressed, philosophers published their thoughts on democracy and it became a core topic of discussion in the academic world. This course highlights three foundations of democracies: fundamental rights, participatory engagement and impartial administration. Below is a reference point for examples of these three foundations.

**Note that representative government comes under participatory engagement and checks on government under impartial administration*



(Skaaning & Jiménez, 2017, Global State of Democracy)

Philosophical understandings

The 'Age of Enlightenment' has been described as the starting point for modern Western political culture. The Enlightenment era began in the 17th century and paved the way for open, philosophical debates about liberal democracy.

John Locke (1689) was an English philosopher and regarded as the most influential thinker during the Age of Enlightenment. He believed that people should willingly come together to form a state. He also believed that individuals should not harm each other and that the government should defend its people. He argued that the state would be a 'neutral judge'; a type of government that protects liberties and lives.

Alexis de Tocqueville was a 19th century, French political philosopher and historian. His ideas of democracy are a starting point in democratic studies. His acclaimed book 'Democracy in America' was written after his observations of democracy in Europe. Ultimately, he believed democracy to be political and social equality, in action.

Larry Diamond is a 20th century political scientist who is the most recent observer of democracy in crisis. He has argued that we are experiencing a global democratic recession. His works outline that there is a decline in liberal democracies around the world and political rights and civil liberties are being eroded.

Activity: summarise, in your own words, Locke, de Tocqueville and Diamond's beliefs of democracy

Tutorial 1- Baseline Assessment

Read the three quotes below. Based on the foundations of democracy we have covered today, identify which statement has one of three foundations and write 300-400 words on why these statements represent either fundamental rights, participatory engagement or impartial administration.

'Education is a human right with immense power to transform. On its foundation rests the cornerstones of freedom, democracy and sustainable human development' (Kofi Annan, former UN Secretary- General).

'The ultimate rulers of our democracy are not a President and senators, congressman and government officials, but the voters of this country,' (Franklin D. Roosevelt, 32nd President of the United States).

'Democracy is when the people keep a government in check' (Aung San Suu Kyi, Burmese democracy activist and Nobel Peace Prize winner).

You will need to write your answer (between 300-400 words) in a Word document or handwritten. Use what we have covered in today's tutorial to help you.

Success criteria answer will include:

- Writing an answer for **each** quote that explains why that quote represents one of the foundations of democracy.
- Showing that you can **justify** why you have chosen that foundation of democracy.

Tutorial 2 – A history of democracy

(Freedom House, 2018)

What is the Purpose of Tutorial 2?

- Understand an historical timeline of key events that have shaped the UK and US's democracy (from 1920-2020).
- Introduce cases of human rights, voting and democratic governance that can be categorised as democratic or undemocratic.
- Define the term 'democracy in crisis'.

Starter:

What does the image above show about how democracy is viewed nowadays?

What is the history of democracy?

In the last tutorial, we explored the definitions of a democracy and what the foundations of this form of government are. In order to be able to assess the UK and the US's democracies, we need to look at key historical moments that represent democracy, but can also highlight democracy in crisis.

Over the last century, both the UK and the US have become known as the most functioning democracies in the world. However, in the past decade, both nations have experienced events that are perceived as undemocratic. The picture above shows that democracy as a regime is under assault and was published in 2018. One hundred years ago, both the UK and the US fought to end World War One. Now their own democracies are in jeopardy. **Understanding key historical events throughout the decades is important in assessing whether the UK and the US are democracies in crisis and the actions that have led up to this moment.**

What does 'democracy in crisis' mean?

In this course, the term democracy in crisis means political rights and civil liberties have declined to a point where this has had a disastrous effect on democratic nations. In this course, 'democracy in crisis' refers to the timeframe of 2000-2020.

In the UK, the most recent and notable democratic crisis has been the Brexit vote, in which elected representatives have tried to reverse the decision that was made by the majority of the population. Across the pond, in the US the most notable crisis of democracy is the current issue of police brutality. These are just two main examples of how democracy is in crisis; we will further explore these ideas in Tutorials 3 and 4.

Below is an extract from an article by Freedom House (an organisation that tracks global democracy around the world).

> 'Democracy is in crisis. The values it embodies—particularly the right to choose leaders in free and fair elections, freedom of the press, and the rule of law—are under assault and in retreat globally. A quarter-century ago, at the end of the Cold War, it appeared that totalitarianism had at last been vanquished and liberal democracy had won the great ideological battle of the 20th century.'
>
> *(Freedom House, 2018)*

Activity 1: The key events that have shaped UK and US democracy

Key events in history are moments that capture the essence of the foundations of democracy. For example, events that have advanced fundamental rights such as access to healthcare or examples of voter suppression. Both nations are held accountable for their actions, by the people as well as other bodies of the government (such as parliament or the judiciary).

Looking at historical events also gives an indication of pivotal moments in time where the UK and the US have been represented as a democracy.

What are some events that come to mind?

_____

_____

_____

_____

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_____

_____

Activity 2: UK and US examples of fundamental rights, participatory engagement and impartial administration

Fill in the table with examples of your understanding of democracy in crisis. Use any major events you can think of from the activity above and any other ones you might know. (For example, police brutality or election interference etc.)

Foundations of democracy	Examples/Events in the UK and the US that show democracy in crisis
Fundamental Rights	

Participatory Engagement	
Impartial Administration	

Question: What is 'democracy in crisis?

Answer the question with a few sentences, in the space below, based on what you have learned in this tutorial.

Tutorial 2- Homework Assignment

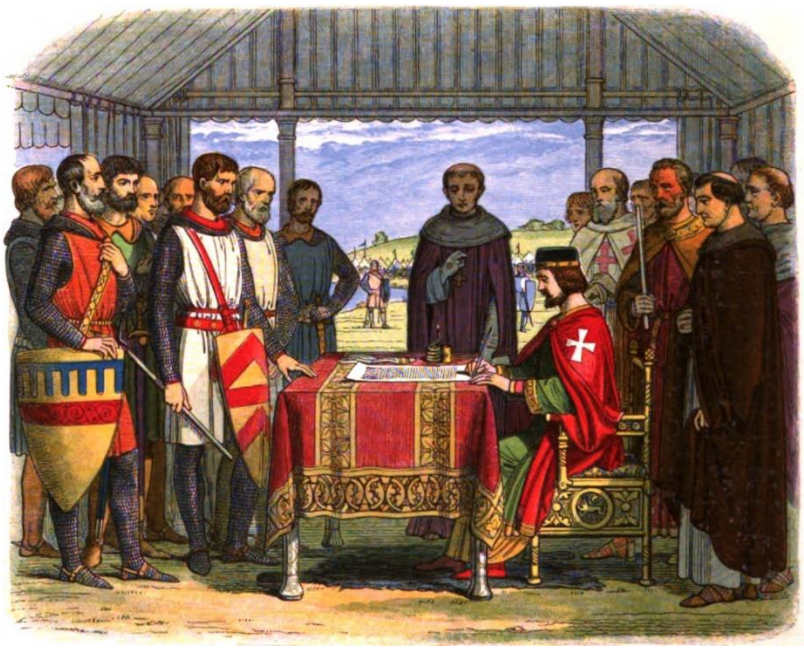
Below are two images. The first one is a recent protest in London. The second is another recent protest in Washington D.C. Write some ideas of what these images show you and how they relate to democracy in crisis.

- Remember to keep in mind the foundations of democracy and if/how they are represented in these images.
- Use key terms such as democracy and democracy in crisis from Tutorial 1, to explain what these images show you.

(UK Black Lives Matter protest)

(Protest against police violence outside the White House

Tutorial 3 – The UK: A democracy in crisis?



What is the Purpose of Tutorial 3?

- Distinguish key events in UK history by understanding how the political system is democratic.
- Understand the difference between what is democratic and what is undemocratic.
- Argue the extent to which the UK may be experiencing a crisis of democracy, today.

Starter:

Discuss with the rest of the group their interpretations of the images set for the previous homework (Tutorial 2). Note down any ideas or reflections you have based on your discussions.

What makes the UK a democracy?

We have established that a democracy needs to have fundamental rights, participatory engagement by citizens and an impartial administration, in order to function as a democratic nation. In Tutorials 1 and 2 we have explored the history of democracy and how this applies to the UK and the US. In order to be able to create a substantial argument in your final assessment, we need to look in further detail about what makes the UK a democracy, using examples from the past century.

The UK is classified as a constitutional monarchy. This means that our Queen is the Head of State (chief representative of the UK and the head of government). However, the role of the Queen is no longer political and she does not make day-to-day decisions anymore; that is the role of government. Although, she is kept up-to-date with regular meetings with the Prime Minister and gives advice but does not authorise policies.

The Prime Minister is elected by the people in what is classified as a 'first past the post' system. This means that citizens vote for the candidate they want to represent them in parliament (Member of Parliament) and the candidate with the most votes, wins. The UK is split into constituencies, which is a geographical area where MPs represent their citizens in parliament. Whichever party gets the most constituencies wins the election. It is usually between the Conservative Party and Labour Party. Elections are usually held every five years, unless there is a call of no confidence in the Prime Minister or there's a major crisis.

Activity 1: Match the event with the year

Below is a list of the key events and their dates. Match the dates to the key event by drawing arrows. This will give you an historical timeline of events that you can use in your final assessment.

Women get the right to vote	1963
World War Two begins	1948
NHS is created	2003
Universities open and are funded by the state (Access to higher education for all)	1928
Death penalty abolished	2016
First woman Prime Minister	1965
Iraq War	1939
Brexit Vote	2020
COVID-19 lockdowns	1979

UK democracy in crisis?

As established in previous tutorials, a democracy is a type of regime where the people have civil liberties, vote for the government under a free and fair electoral system and have an administration free of corruption and one that is fair.

We have defined democracy in crisis to be the state in which a nation is experiencing decreased trust by its citizens in the political authorities they have elected and also the decline of civil liberties. Below is an academic quote about the crisis of democracy in the UK:

"Britain is widely believed to be suffering a crisis of democracy. There has been a decline in levels of trust in government and confidence in the political system. Thirty years ago, four in ten people in Britain trusted government to put the needs of the nation above those of their political party; today, just one in five do so."

(Extract from an academic study by University College London)

See Appendix 6 at the back of this guide for more from this study.

Activity 2: Class discussion

Choose one UK event you can think of and explain why you think it is an example of either fundamental rights, participatory engagement, impartial administration or a combination of these in the space below.

Tutorial 3- Homework Assignment

You must come up with two key events in the UK (one from 1920-1999, one from 2000-2020) and compare/contrast the levels of democracy in these examples. Write between 300-400 words.

- **Remember to refer to the terms** of democracy and democracy in crisis we have covered.
- **Utilise your knowledge of what democratic values are** and apply that to different events across the century
- **Use examples** we have covered in this tutorial and explain what the event is and why it is democracy/undemocratic.

Success criteria

- Introduction to which two events you are writing about.
- One paragraph outlining what the events are **and** whether they are similar or different.
- Concluding summary sentence.
- **Do not write in 1st person**

Tutorial 4 – The US: A democracy in crisis?

What is the Purpose of Tutorial 4?

- Discuss with the rest of the group their reasons for the events they selected for the homework (Tutorial 3).
- Distinguish key events in the US's democratic history and understand the US political system.
- Argue whether the US is facing a crisis of democracy, today, based on the events of the last century.

What makes the US a democracy?

In Tutorial 3 we looked at the UK and what makes it a democracy. In this tutorial we will look at the US government. In order for you to complete your final assessment, we will need to look at US historical events and be able to highlight whether they are democratic or undemocratic today, and compare that with what we have covered with the UK.

The US is classified as a 'federal government'. This is because there are 50 states that make up the nation and power is held by the federal government and the state government. The federal government has three branches: the executive branch (President), legislative branch (Congress and House of Representatives) and the judiciary (Supreme Court). The state government allows each state the power to govern their own laws and administrative authority, within bounds. What this means is, for example, California can outlaw gun possession, but Texas can allow it.

The electoral system of the US is more complicated than the UK's. This is mainly due to it being a federal system but also because the nation is much bigger. Their system is called 'the electoral college'. The election happens every four years. Each state has to elect two senators to represent them in Congress. Congress is where laws are developed and passed, for them to then be passed onto the President. It is referred to as the 'upper house'. The House of Representatives is referred to as the 'lower house' where bills and legislation are debated and voted on, to then be passed onto the Senate. This system indirectly elects the President as the votes are determined by whether the state is Republican or Democratic overall. Elections are held on the Tuesday after the first Monday in November, no exceptions.

Activity 1: Match the event with the year

As with Tutorial 3, draw arrows to match the correct event to the year. This gives you an idea of an historical timeline of democratic/undemocratic events.

Women get the right to vote	1945
US drops atomic bomb on Japan	2020
Desegregation	1954
Civil Rights Act signed. Halts discrimination on grounds of race, religion and nationality	2003
9/11 terrorist attack	2016
Iraq war	2020
Trump elected	2001
Nationwide Black Lives Matter protests and against police violence	1920
First woman of colour elected as Vice President	1964

US democracy in crisis?

As we have discussed, the US has long been held as an example of a functioning democratic nation, across the globe. However, in the past 30 years, there is evidence that the US's actions (be it military interventions or potential corruption) have brought about their democracy being in crisis.

The year 2020 has been the most important in highlighting core examples of US democracy in crisis. From the handling of COVID-19 to the police brutality amidst racial tensions, a nation that has long been held as the global example of a democracy has become eroded. Over the last century, there are pivotal moments in US history that are clear examples of democracy. Yet, as time has moved on, there is also substantial evidence of a regression away from democracy.

See Appendix 7 further information.

Activity 2:

Read the statement below and write a short paragraph on how you interpret this to be US democracy in crisis. Remember to refer to the foundations of democracy where relevant:

'Even when he chose to acknowledge America's treaty alliances with fellow democracies, the president spoke of cultural or civilizational ties rather than shared recognition of universal rights; his trips abroad rarely featured any mention of the word "democracy." Indeed, the American leader expressed feelings of admiration and even personal friendship for some of the world's most loathsome strongmen and dictators.'

(Michael J. Abramowitz, President of Freedom House, 2018)

Tutorial 4- Homework Assignment

Like you did for Tutorial 3, you must come up with two key events in the US (one from 1920-1999, one from 2000-2020) and compare/contrast the levels of democracy in these examples. Write between 400-500 words.

- **Remember to refer to the terms** of democracy and democracy in crisis we have covered.
- **Utilise your knowledge of what democratic values are** and apply that to different events across the century
- **Use examples** we have covered in this tutorial and explain what the event is and why it is democracy/undemocratic.

Success criteria

- Introduction to which two events you are writing about.
- One paragraph outlining what the events are **and** whether they are similar or different.
- Concluding summary sentence.
- **Do not write in 1st person**

Tutorial 5 – What is the future of UK and US democracy?

What is the Purpose of Tutorial 5?

- Know what the three foundations of democracy are and put them into context of events we have evaluated in previous tutorials/homework assignments.
- Confidently explain examples of UK and US events that symbolise democracy or crisis of democracy.
- Know what plagiarism is, how to reference and how to cite sources.

Starter:

All students will pick a piece of paper with a word/phrase associated with anything we have covered in the course from me. Using only three words, you must describe what's written on the paper to the rest of the class.

Activity 1: Fill out the table

Use two events we have covered/any other events you can think of (try not to write events you used in your homework). Write two sentences explaining your reasoning.
Be prepared to share with the class once filled out.

You can use the space below to make notes to help you think about your events, before writing them in the box.

Democratic	Undemocratic

Plagiarism:

Make any notes on plagiarism to refer back to when you're writing your final assignment.

Activity 2: Plan your final draft

Tutorials/Introduction	Comparing/contrasting	Critical thinking/conclusions
1) Democracy: The beginning of a new political world		
2) A history of democracy		

3) The UK: A democracy in crisis?		
4) The US: A democracy in crisis?		

5) What is the future of UK and US democracy?		

Tutorial 5- Homework

Write a draft of your final assignment. Question:

'The UK and the US are less democratic today than they were a hundred years ago'.
Justify to what extent you agree/disagree with this statement. (2000 words)

Tips

- Refer to the mark scheme.
- Complete the previous table in order to structure your arguments in an academic way.
- Do not use too many examples. You only need to show you can apply the knowledge in a critical way.

Success criteria

- Use the structure of **introduction, compare and contrast, conclusion**.
- **Do not just describe events**, use your arguments and understanding from the course.
- What does critical writing mean? Think about the **similarities and differences are there** and why might this be?
- You've been taught **Point, Evidence, Explanation, Evaluation and Link** in History (PEEEL). Use this structure.
- This is a draft. **It is not a full draft** – you should submit around **1200 words**.
- Paragraph structure:
    - Introduction – 200 words
    - Paragraph 1 (two events from UK) – 800 words
    - Paragraph 2 (two events from US) – 800 words
    - Conclusion – 200 words

Tutorial 6 – Feedback tutorial

What is the Purpose of Tutorial 6?

- To receive feedback on your final assignment
- To respond to the feedback from your Uni Pathways teacher
- To write targets for improvement on your final assignment

Final assignment feedback from your Uni Pathways Teacher

(Remember to look at the mark scheme to help you understand what you have done well so far, and how you can do even better in your final assignment)

Here are three things that my Uni Pathways Teacher thought I did well in my draft assignment
•   •   •

Here are three things that my Uni Pathways Teacher thinks that I could do to get a higher mark in my final assignment
•   •   •

Tasks from my Uni Pathways Teacher to do during the feedback tutorial to help me improve
•   •   •
My response:

Actions I will take to improve my final assignment after this tutorial…
•   •   •

Hand in date for my final assignment:	

Tutorial 7 – Final tutorial

What is the Purpose of Tutorial 7?

- To receive feedback and a grade on your final assignment.
- To reflect on the programme including what you enjoyed and what was challenging.
- To ask any questions you may have about university.

Final assignment feedback from my Uni Pathways Teacher

Final mark:	University style grade:
Feedback: Here are three things that my Uni Pathways teacher thought I did well in my final assignment. • • •	

Here are three things that my Uni Pathways teacher thinks I should remember for when I am doing this kind of study in the future
• • •

University

What questions do you still have about University after taking part in Uni Pathways?
•   •   •

Reflecting on Uni Pathways

What did you most enjoy about Uni Pathways?
•   •   •

What did you find challenging about the programme?	How did you overcome these challenges?
• • •	• • •

Appendix 1 – Referencing correctly

When you get to university, you will need to include references in the assignments that you write, so we would like you to start getting into the habit of referencing in your Brilliant Club assignment. This is really important, because it will help you to avoid plagiarism. Plagiarism is when you take someone else's work or ideas and pass them off as your own. Whether plagiarism is deliberate or accidental, the consequences can be severe. In order to avoid losing marks in your final assignment, or even failing, you must be careful to reference your sources correctly.

What is a reference?

A reference is just a note in your assignment which says if you have referred to or been influenced by another source such as book, website or article. For example, if you use the internet to research a particular subject, and you want to include a specific piece of information from this website, you will need to reference it.

Why should I reference?

Referencing is important in your work for the following reasons:

- It gives credit to the authors of any sources you have referred to or been influenced by.
- It supports the arguments you make in your assignments.
- It demonstrates the variety of sources you have used.
- It helps to prevent you losing marks, or failing, due to plagiarism.

When should you use a reference?

You should use a reference when you:

- Quote directly from another source.
- Summarise or rephrase another piece of work.
- Include a specific statistic or fact from a source.

How do I reference?

There are a number of different ways of referencing, and these often vary depending on what subject you are studying. The most important to thing is to be consistent. This means that you need to stick to the same system throughout your whole assignment. Here is a basic system of referencing that you can use, which consists of the following two parts:

1. **A marker in your assignment**: After you have used a reference in your assignment (you have read something and included it in your work as a quote, or re-written it your own words) you should mark this is in your text with a number, e.g. [1]. The next time you use a reference you should use the next number, e.g. [2].
2. **Bibliography**: This is just a list of the references you have used in your assignment. In the bibliography, you list your references by the numbers you have used, and include as much information as you have about the reference. The list below gives what should be included for different sources.

    a. **Websites** – Author (if possible), title of the web page, website address, [date you accessed it, in square brackets].

    E.g. Dan Snow, 'How did so many soldiers survive the trenches?', http://www.bbc.co.uk/guides/z3kgjxs#zg2dtfr [11 July 2014].

    b. **Books** – Author, date published, title of book (in italics), pages where the information came from.

    E.g. S. Dubner and S. Levitt, (2006) *Freakonomics*, 7-9.

    c. **Articles** – Author, 'title of the article' (with quotation marks), *where the article comes from* (newspaper, journal etc.), date of the article.

    E.g. Maev Kennedy, 'The lights to go out across the UK to mark First World War's centenary', Guardian, 10 July 2014.

Appendix 2 – UK democracy in crisis

Extract from academic study by UCL:

'Britain is widely believed to be suffering a crisis of democracy. There has been a decline in levels of trust in government and confidence in the political system. Thirty years ago, four in ten people in Britain trusted government to put the needs of the nation above those of their political party; today, just one in five do so. But much of this decline set in during the early 1990s, although trust and confidence have fallen further since 1997.

Participation Turnout: has been low in elections held since 1997. This was most noticeably so at the 2001 general election, when the participation rate was the lowest since 1918. At the same time, levels of non-electoral participation have increased somewhat. Meanwhile, it is not the case that people engage outside the ballot box as an alternative to voting; rather, most people use non-electoral activities as a complement to participating at elections. One reason why non-electoral participation has not declined is because people generally feel as engaged with the political process as they ever did. Today, people are as likely as previously to believe they possess the skills to participate in politics, to express levels of interest in politics and to believe in the duty to vote. On the other hand, when it comes to identifying with a political party, fewer people today feel a sense of attachment than previously.

Constitutional change: The constitutional reforms introduced since 1997 were meant to restore citizens' trust and confidence in government. But they appear to have largely failed in this task. The reforms are not unpopular, but few people believe they have made much of a difference to the way Britain is governed. Even the most radical of the reforms—the creation of the Scottish Parliament—has had only a small effect on citizen attitudes.

Explanation: Three explanations are commonly offered for the decline in political trust: the incapacity of governments, the decline in social trust and the role of the media, in particular the tabloid press. We find little evidence for any of these accounts. Instead, trust appears to be driven at least in part by public perceptions of political 'sleaze'.'

(Catherine Bromley, John Curtice, Ben Seyd, 2004, p.5)

Appendix 3- US democracy in crisis

The Obama administration continued to defend democratic ideals in its foreign policy statements, but its actions often fell short, reflecting a reduced estimation of the United States' ability to influence world events and of the American public's willingness to back such efforts.

In 2017, however, the Trump administration made explicit—in both words and actions—its intention to cast off principles that have guided U.S. policy and formed the basis for American leadership over the past seven decades.

President Trump's "America First" slogan, originally coined by isolationists seeking to block U.S. involvement in the war against fascism, targeted traditional notions of collective global security and mutually beneficial trade. The administration's hostility and scepticism toward binding international agreements on the environment, arms control, and other topics confirmed that a reorientation was taking shape.

Even when he chose to acknowledge America's treaty alliances with fellow democracies, the president spoke of cultural or civilizational ties rather than shared recognition of universal rights; his trips abroad rarely featured any mention of the word "democracy." Indeed, the American leader expressed feelings of admiration and even personal friendship for some of the world's most loathsome strongmen and dictators.

This marks a sharp break from other U.S. presidents in the post-war period, who cooperated with certain authoritarian regimes for strategic reasons but never wavered from a commitment to democracy as the best form of government and the animating force behind American foreign policy. It also reflects an inability—or unwillingness—by the United States to lead democracies in effectively confronting the growing threat from Russia and China, and from the other states that have come to emulate their authoritarian approach.

Democratic Norms Erode within the United States

The past year brought further, faster erosion of America's own democratic standards than at any other time in memory, damaging its international credibility as a champion of good governance and human rights.

The United States has experienced a series of setbacks in the conduct of elections and criminal justice over the past decade—under leadership from both major political parties—but in 2017 its core institutions were attacked by an administration that rejects established norms of ethical conduct across many fields of activity. President Trump himself has mingled the concerns of his business empire with his role as president, appointed family members to his senior staff, filled other high positions with lobbyists and representatives of special interests, and refused to abide by disclosure and transparency practices observed by his predecessors.

(Freedom House, 2018)

Notes

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