

Carleton University
Department of Political Science

Winter 2006

PSCI 4505A
Transitions to Democracy
Seminars: Thursdays 11:35 am - 2:25 pm, 133 UC

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Since late 1970s, the world has witnessed a dramatic “third wave of democratization” as authoritarian regimes throughout the world have given way to multi-party democracies. Despite widespread support for democratization, many of the new democratic regimes are proving to be unstable, some are already degenerating back to authoritarianism, and few have been able to address the daunting social and economic problems they inherited. Thus, while many countries have gone through a process of democratization, democratic consolidation, and the socio-economic benefits it is supposed to bring, still remain illusory in many cases.

This seminar will provide a basis for evaluating the current “transitions to democracy” and help understand the conditions that promote democratization. The seminar will have three parts. Part I will deal with general theoretical questions and will provide answers to such questions as to the origin and essence of democracy, its overall global history, its relevance beyond western countries, and the causes of the “third wave” of democratization from the 1980s onward. Part II will examine the relation of democratization with such factors/variables like civil society, gender and International actors. Finally, part III will look into some case studies of democratization from around the different regions of the world.

Text Books:

There are no required text books for this course.
All required readings are on reserve at the MacOdrum library.

Evaluation:

Participation and Resume – 20%

In part I and II, while the instructor will lead all class discussions, students will be called upon to give brief (5-10 minutes) oral resumes of individual readings. The resumes should concisely summarize the main arguments of the reading and suggest areas for critical analysis. General class participation and oral resume of an assigned reading will make up the 20%.

Presentation – 20%

In part III, students will each present a case study to the class. The focus will be upon applying the theory of the first two parts to explain the process of democratization of a specific case. The general readings in this unit are kept to a bare minimum. Instead, as part of their presentation, students will select one or two brief readings (maximum 50 pages) for other seminar participants to read. Students should consult the instructor well in advance concerning their choice of case study and how they wish to conduct their seminar; they must make their reading(s) available no less than two weeks prior their presentation.

Essay – 30%

Students will be required to write one major essay. This essay is due on **Thursday, March 9**, and can be on any topic related to part I and II. Students must clear their choice of topic with the instructor no later than **Thursday, February 9**. Recommended page length for the essay is approximately 15 pages – double-spaced, 12 point font. **Late papers lose a grade point for each day after deadline (e.g., A- will be lowered to B+); the weekend will count as one day.**

Exam – 30%

Finally, students will be required to write a take-home exam. The take home exam will be one week long and will be conducted during the final exam period, April 10-29. We will decide collectively as a class upon exact dates for the exam.

Course Outline and Assigned Readings:**PART I: Theory****Class 1 (January 5): Introduction**

General introduction and administrative matters.

Class 2 (January 12): The origin and meaning of Democracy**Assigned Readings:**

David Held, (1993) “Democracy: From City-States to a cosmopolitan Order?” in David Held, *Prospects for Democracy*, Stanford: Stanford U. Press, pp. 13-52.

Amartya Sen, (1999) “Democracy as a Universal Value,” *Journal of Democracy*, 10:3, pp. 3-17.

J. Markoff, (1996) *Waves of Democracy: Social Movements and Political Changes*, Ch. 5, pp. 101-126.

Karen L. Remmer, (1995) “New Theoretical Perspectives on Democratization,” *Comparative Politics*, 28:1 (October 1995), pp. 103-122.

Class 3 (January 19): Liberal Democracy**Assigned Readings:**

Robert Dahl, (1971) *Polyarchy*, Chs. 1, 2 and 3.

Joseph Schumpeter, (1954?) *Capitalism, Socialism and Democracy*, New York: Harper and Brothers, Chapters 21 and 22.

S.M. Lipset, "Some Social Requisites of Democracy," *American Political Science Review*, 53:1, 1959, pp. 69-105.

Jean Grugel, (2002) *Democratization: A Critical Introduction*, New York: Palgrave, Chapter 1, pp. 1-31.

Class 4 (January 26): Explaining Earlier Transitions to Democracy

Assigned Readings:

Barrington Moore, (?) *Social Origins of Dictatorship and Democracy*, Chapter 7, pp. 413-432.

C.B. Macpherson, (1996) *The Real World of Democracy*, Oxford: Clarendon Press, pp. 35-45.

J. Markoff, (1996) *Waves of Democracy: Social Movements and Political Change*, Chapter 3, pp. 37-69.

Class 5 (February 2): Transition and Consolidation in the 1980s and 1990s.

Assigned Readings:

Larry Diamond, (1997) "Introduction: In Search of Consolidation" in Larry Diamond, et al, eds., *Consolidating the Third Wave of Democracies: Themes and Perspectives*, Baltimore: Johns Hopkins.

Guillermo O'Donnell, (1997) "Illusions About Consolidation", *Ibid.* pp. 40-57.

Thomas Carothers, (2002) "The End of the Transition Paradigm," *Journal of Democracy*, 13(1): 5-21.

Guillermo O'Donnell, (2002) "In Partial Defense of an Evanescent 'paradigm'", *Journal of Democracy*, 13(3): 6-12.

PART II: Democracy and Its Relations

Class 6 (February 9): The Role of Civil Society: Democracy from Below?

Assigned Readings:

Larry Diamond, (1996) "Toward Democratic Consolidation," in L. Diamond and M. Plattner (eds.), *The Global Resurgence of Democracy*, 2nd ed Chapter 19, pp. 227-240.

Jean Grugel, (2002) *Democratization: A Critical Introduction*, Chapter 5, pp. 92-115.

Marcia A. Weigle, (2000) "Postcommunist Civil Society: From demobilization to Remobilization," in Weigle, *Russia's Liberal Project: State-Society Relations in the Transition from Communism*, University Park PA: Pennsylvania State Press, pp. 333-380.

Julie Hearn, (2000), "Aiding democracy? Donors and civil society in South Africa," *Third World Quarterly*, 21(5): 815-830.

Class 7 (February 16): Gender and Democratization

Assigned Readings:

- Georgina Waylen, (1994) "Women and Democratization: Conceptualizing Gender Relations in Transition Politics," *World Politics*, Vol. 46, April 1994, pp. 327-54.
- Jane S. Jaquette, (2001) "Women and Democracy: Regional Differences and Contrasting Views," *Journal of Democracy*, 12(3): 111-125.
- Aili Mari Tripp, (2001) "Women and Democracy: The New Political Activism in Africa," *Journal of Democracy*, 12(3): 141-155.

NO CLASS ON FEBRUARY 23 – READING WEEK / WINTER BREAK

Class 8 (March 2): The Role of International Actors: Exporting Democracy

Assigned Readings:

- Steven Levitsky and Lucan A. Way, (2005) "International Linkage and Democratization" *Journal of Democracy*, 16(3): 20-34.
- Thomas Carothers, (1999), *Aiding Democracy Abroad: The Learning Curve*, Washington D.C.: Carnegie Endowment for International Peace, pp. 19-64.
- Arturo Valenzuela, (2000), "External Actors in the Transitions to Democracy in Latin America", in James F. Hollifield and Calvin Jillson (eds), *Pathways to Democracy: The Political Economy Transitions*, London: routledge, pp. 116-129.

PART III: Case Studies

Class 9 (March 9): Transition to Democracy – Latin America

Assigned Readings:

- John Peeler, (2004) *Building Democracy in Latin America*, Boulder: Lynne Rienner, Chapter 3, pp. 43-92
- Terry Lynn Karl, (1990) "Dilemmas of Democratization in Latin America," *Comparative Politics*, 23(1): 1-21.

Class 10 (March 16): Transition to Democracy – Asia and the Middle East

Assigned Readings:

- Larry Diamond et al. (eds.), (1989) *Democracy in Developing Countries*, Volume 3: Asia, Chapter 1, pp. 1-53
- M. Alagappa, (1996), "The Asian Spectrum," in L. Diamond and M. Plattner (eds.), *The Global Resurgence of Democracy*, 2nd ed., Chapter 29, pp 342-350.
- Filiz Baskan, (2005) "The Fethullah Gulen Community: Contribution or Barrier to Consolidation of Democracy in Turkey?," *Middle Eastern Studies*, 42(6): 849-861.
- Alan Richards, (2005) "Democracy in the Arab Region: Getting There From Here", *Middle East Policy*, 22(2): 28-35.

Class 11 (March 23): Transition to Democracy – Eastern Europe

Assigned Readings:

- M. Krol, (1996) "Where East meets West," in L. Diamond and M. Plattner (eds.), *The Global Resurgence of Democracy*, 2nd ed., Chapter 31, pp. 358-364.
- Jean Grugel, (2002) *Democratization: A Critical Introduction*, Chapter 9, pp. 192-216.

Class 12 (March 30): Transition to Democracy – Sub-Saharan Africa

Assigned Readings:

S. Sandbrook, (1996) "Transitions without consolidation: democratization in six African cases," *Third World Quarterly*, 17(1), pp. 69-88.

Richard Joseph, (2003) "Africa: States in Crisis," *Journal of Democracy*, 14(3):159-170.

John W. Harbeson, (2005) "Ethiopia's Extended Transition," *Journal of Democracy*, 16(4):145-158.

**Academic Accommodations**

For Students with Disabilities: Students with disabilities requiring academic accommodations in this course are encouraged to contact the Paul Menton Centre (PMC) for Students with Disabilities (500 University Centre) to complete the necessary forms. After registering with the PMC, make an appointment to meet with the instructor in order to discuss your needs **at least two weeks before the first in-class test or CUTV midterm exam**. This will allow for sufficient time to process your request. Please note the following deadlines for submitting completed forms to the PMC for formally scheduled exam accommodations: **November 7th, 2005** for fall and fall/winter term courses, and **March 10, 2006** for winter term courses.

For Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism: The Undergraduate Calendar defines plagiarism as: "to use and pass off as one's own idea or product, work of another without expressly giving credit to another." The Graduate Calendar states that plagiarism has occurred when a student either: (a) directly copies another's work without acknowledgment; or (b) closely paraphrases the equivalent of a short paragraph or more without acknowledgment; or (c) borrows, without acknowledgment, any ideas in a clear and recognizable form in such a way as to present them as the student's own thought, where such ideas, if they were the student's own would contribute to the merit of his or her own work. Instructors who suspect plagiarism are required to submit the paper and supporting documentation to the Departmental Chair who will refer the case to the Dean. It is not permitted to hand in the same assignment to two or more courses. The Department's Style Guide is available at: www.carleton.ca/polisci/undergrad/styleguide.pdf

Oral Examination: At the discretion of the instructor, students may be required to pass a brief oral examination on research papers and essays.

Submission and Return of Term Work: Papers must be handed directly to the instructor and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at 4 p.m., stamped with that day's date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment

returned by mail. Please note that assignments sent via fax or email will not be accepted. Final exams are intended solely for the purpose of evaluation and will not be returned.

Approval of final grades: Standing in a course is determined by the course instructor, *subject to the approval of the Faculty Dean.*

Course Requirements: Students must fulfill all course requirements in order to achieve a passing grade. Failure to hand in any assignment will result in a grade of F. Failure to write the final exam will result in a grade of ABS. FND (Failure – No Deferred) is assigned when a student's performance is so poor during the term that they cannot pass the course even with 100% on the final examination. In such cases, instructors may use this notation on the Final Grade Report to indicate that a student has already failed the course due to inadequate term work and should not be permitted access to a deferral of the examination. Deferred final exams are available ONLY if the student is in good standing in the course.

Connect Email Accounts: The Department of Political Science strongly encourages students to sign up for a campus email account. Important course and University information will be distributed via the Connect email system. See <http://connect.carleton.ca> for instructions on how to set up your account.