

Carleton University
Summer 2010
Department of Political Science

PSCI 4505A
Transitions to Democracy
14:35 pm - 17:25 pm Tuesday and Wednesday
Please confirm location on Carleton Central

Instructor: Elizabeth Friesen
Office: Loeb B645
Office Hours: Tuesdays from 12:30 to 14:00 pm or by appointment on Thursdays from 12:30 to 14:00 pm.
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Course Description

This is a theoretically guided seminar course that aims to provide the foundations to conceptualize and study critically the processes of democratization in a comparative perspective. The course incorporates diverse theoretical approaches and case studies, with particular emphasis on the state and the international/global levels in an historical perspective in order to gain a better understanding of the nature, timing, causes, opportunities and limitations of democratization. Country cases include examples of first, second and third waves of democratization along with those that have yet to be recognized as democratic; the course will also explore the democratic potential of the international/global sphere. The central problem of the course is the recognition of tensions between the varying understandings of democracy and democratization: 1) arising from the multiple levels at stake (local, regional, national and global/international, although the latter two will be the main focus of the course); 2) arising from different theoretical traditions and cultures; 3) arising from different historical time periods. The course is to provide an invigorating environment to begin to sort through the web these tensions create by continually reminding ourselves of the fundamental question of what democracy is.

The course is divided into three major sections:

1. Theoretical overview: examination of the state of democratic theory, with reference to the historiography of democratic theory, the process of democratization and conditions of democracy. This section also addresses different waves of democratization but the case studies are primarily rooted in the experiences of first wave democracies, including the United Kingdom and Canada, while the primary focus of the text is the United States.

2. Country cases: examination of the second and third waves of democratization, including examples from Southern Europe, South America, Post-Communist Europe, Asia and Africa.

3. The global level: the study of democratization of the international/global sphere with reference to select international/global institutions and organizations including institutions of global finance and trade and the United Nations.

Prerequisite: fourth-year Honours standing or permission of the Department, and one of PSCI 2102, PSCI 3100, PSCI 3204, PSCI 3208, PSCI 3209, PSCI 3500, PSCI 3502, PSCI 3704, or PSCI 3705.

Course Texts

All required and recommended readings listed in the course outline were placed on reserve at the MacOdrum Library (with the exception of journal articles that can be accessed online through the library website).

Also, the following texts have been ordered to be available for purchase at the Carleton University Bookstore. The choice of whether to purchase the books belongs to the student:

Linz, Juan J. and Alfred Stepan, Problems of Democratic Transition and Consolidation: Southern Europe, South America, and Post-Communist Europe, Baltimore: Johns Hopkins University Press, 1996. (Required – several chapters of the book are assigned; the rest of the chapters should be read in preparation for the final essay)

Macpherson, C.B., The Real World of Democracy, Toronto: House of Anansi Press, 2006. (Should be read in preparation for the final essay)

Patomäki, Heikki and Teivo Teivainen, A Possible World: Democratic Transformation of Global Institutions, New York: Zed Books, 2004. (Required – several chapters of the book are assigned; the rest of the chapters should be read in preparation for the final essay)

Shapiro, Ian, The State of Democratic Theory, Princeton: Princeton University Press, 2003. (Required – all chapters are assigned)

Course Evaluation

Due Date	Assignment	Length	% of Final Mark	Note
August 11	Final essay	2000-2500 words	35%	The final essay is a critical thought-piece. Topics will be distributed half-way through the course on July 22 (Class 6).
At the beginning (in advance of class discussion) of eight classes between Class 2 and Class 12	8 reaction papers	8 X 1 page single-spaced	40%	Be prepared to be called upon in class to share your reaction paper with others.
Ongoing	Seminar attendance and participation (attendance will be taken in all classes)	Ongoing	25%	Attendance: 5% Participation: 20%

Reaction Papers – 5% each, 40% in total

Students are required to write eight reaction papers during the course, all of which should be 1 page single-spaced. Each paper is worth 5% of the final term mark; the eight papers are worth 40% of the final mark.

The choice of classes for which reaction papers are written is at the student's discretion, but the chosen classes must be between class 2 and class 12 inclusive. This means that there are 11 opportunities to write papers, thus 3 classes can be attended without having written a reaction paper without a loss of marks. It is highly recommended that students complete the reaction papers earlier rather than later in the course.

Each paper must be handed in at the beginning of class concerning the reading(s) assigned for that class. Late papers will not be accepted, except in cases of documented medical reasons, family emergencies, etc.

One of the purposes of the reaction papers is to facilitate class discussion. To this end, students will be called upon to share their reaction papers with others in the class.

Reaction papers are a critical reflection of your reading of the assigned text(s) in advance of having discussed the texts; they can also be referred to as short thought-pieces or reading responses or mini review-papers. Reaction papers should not be summaries, but critical assessments of the readings. Simply put, reaction papers contain your reactions (thoughts, questions, agreements, disagreements, etc.) to the reading(s) and they are essentially the collection of well thought-out reactions written in an essay style in the wake of having read and critically considered the assigned text that will be discussed in the class for which the reaction paper was written. It is strongly suggested that reaction papers include a list of questions arising from the readings. It is not required that the reaction papers refer to any text other than the assigned reading(s) for the given class; however, if your reaction raises connections with other assigned or recommended readings, or even readings that are not assigned for this particular class but fit well with your reaction, you are welcome to communicate them in the paper. That said, the reaction paper should always focus on the assigned reading(s) for the given class.

Reaction papers, due to their shortness, will generally not be commented upon in great detail individually in writing by the instructor. Rather, reaction papers will be marked in three bundles or four, if the student opts to write a reaction paper for the final class. The first bundle will be handed back on July 20 (Class 5) and the second bundle on August 3 (Class 9) and the third on August 11 (Class 12). Papers that are handed in on August 12 will require a stamped, self-addressed envelope in order to be returned to the student.

Note, if a student submits fewer reaction papers than the required eight, those missing will be added to the average as zero.

Final Essay – 35%

The final essay will be a 2000-2500 word critical thought-piece concerning the nature and processes of democratization in accordance with the major sections of the course. The essay topics will be distributed on July 22 (Class 6). Students are expected to make maximum use of course readings. It is encouraged that students incorporate additional sources, although the essay should be grounded in the course readings.

Essays will primarily be evaluated on the basis of their coherence, quality of argument, quality of writing, and quality of thought. For style requirements please visit the Political Science: Writing & Citing guide at:
<http://www.library.carleton.ca/subjects/polisci/writing.html>.

There is a penalty for late final essays, with exceptions granted only for documented medical reasons and personal emergencies. Each day of lateness will result in the loss of one third of a letter grade, including weekends (1 day of lateness: student will receive B- instead of a B; 2 days of lateness: student will receive a C+ instead of a B; etc.) In order for students to receive their graded final paper, they must submit a stamped, self-addressed envelope with their essays.

Seminar Attendance and Participation – 25%

Attendance: 5%

- Attendance is measured strictly by “showing-up”. If the student is present for all classes, s/he will receive full marks. Attendance will be taken in all classes.

Participation: 20%

- The course is driven by research and discussion and its success requires the active participation of students.

- Both quantity and quality of contributions are taken into account.

- An “A” grade in seminar participation reflects continued commitment to the course through ongoing participation in discussions and demonstration of having critically evaluated the assigned readings; an “A” grade also reflects consistent progress.

- Students should be prepared to be called upon to present their understandings, questions and views concerning the topic and the readings of the class/course. This includes sharing, either in full or in part, their reaction papers in the class.

- Seminar discussions may include discussions in a small group setting.

If the student anticipates that s/he will miss a seminar, or if s/he has missed one, s/he must provide sufficient explanation, preferably by e-mail, otherwise his or her grade will suffer the loss of both attendance and participation grades for the missed class. Sufficient

explanation is limited to documented medical conditions and other unavoidable emergencies.

Feedback

- Students are welcome to ask for feedback on their course performance at any time. Also, students should not hesitate to contact the course instructor with any questions about the course or course work.

- In order for students to receive their final paper and reaction papers that were submitted in the final class, they must submit a stamped, self-addressed envelope with their essays.

Important notes

- All written assignments should be submitted in hard copy; assignments by fax or email will not be accepted.

- Please be sure to submit the final essay either in-class or during office hours (reaction papers must be submitted directly to the instructor at the beginning of class except in case of a documented medical reason or other unavoidable emergency). The Political Science drop box is intended to collect late assignments only if the student, due to extenuating circumstances, is unable to submit the assignment directly to the instructor in class or during office hours. Conversely, final essays not submitted to the instructor must be placed in the department's drop box to be date-stamped. Secretarial staff will not accept, or date stamp, assignments unless placed in the drop box. Please note that the drop box is emptied every weekday at 4 p.m. and all items collected at that time are date-stamped with that day's date. The drop box is located at Loeb B640.

- Students' emails will generally be answered within a couple of working days in order of receipt (the instructor does not generally answer emails outside of working hours or during weekends). There are some time periods that are busier, especially close to due dates, so students must be sure to leave sufficient time for answers. Each student should make sure to include the course number and his/her name in the subject of each email.

Weekly Schedule¹

Class 1 – July 6 – Introduction to the course

Section I – The State of Democratic Theory

Class 2 – July 7

“Introduction” and “The Common Good,” in Shapiro, Ian, The State of Democratic Theory, Princeton: Princeton University Press, 2003, pp. 1-34.

¹ Please note that it might be necessary to make slight modifications to the course outline concerning dates and assigned readings at a later date. Any changes will be announced in advance.

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

Class 3 – July 13

“Deliberation against Domination?” and “Power and Democratic Competition” in Shapiro, Ian, *The State of Democratic Theory*, Princeton: Princeton University Press, 2003, 35-77.

Class 4 – July 14

“Democracy and Distribution” in Shapiro, Ian, *The State of Democratic Theory*, Princeton: Princeton University Press, 2003, 104-145.

Class 5 – July 20

“Getting and Keeping Democracy” and “Reconsidering the State of Democratic Theory” in Shapiro, Ian, *The State of Democratic Theory*, Princeton: Princeton University Press, 2003, 78-103 and 146-152.

Section II – Second and Third Waves of Democratization – Country Cases

Class 6 – July 21 – Examples from Southern Europe

“Southern Europe: Completed Consolidations (Chapters on Portugal, Greece and the Concluding Reflections)” in Linz, Juan J. and Alfred Stepan, *Problems of Democratic Transition and Consolidation: Southern Europe, South America, and Post-Communist Europe*, Baltimore: Johns Hopkins University Press, 1996, 116-149.

Class 7 – July 27 – Examples from South America

“South America: Constrained Transitions (Chapters on Argentina, Chile and the Concluding Reflections)” in Linz, Juan J. and Alfred Stepan, *Problems of Democratic Transition and Consolidation: Southern Europe, South America, and Post-Communist Europe*, Baltimore: Johns Hopkins University Press, 1996, 190-233.

Class 8 – July 28 – Examples from Post-Communist Europe

“Post-Communist Europe: The Most Complex Paths and Tasks (Chapters 15 and 21 – Post-Communist Pre-histories and Concluding Reflections)” in Linz, Juan J. and Alfred Stepan, *Problems of Democratic Transition and Consolidation: Southern Europe, South America, and Post-Communist Europe*, Baltimore: Johns Hopkins University Press, 1996, 235-254 and 434-458.

Class 9 – August 3 – Examples from Asia and Africa

M. Alagappa, (1996), "The Asian Spectrum," in L. Diamond and M. Plattner (eds.), The Global Resurgence of Democracy, 2nd ed., Chapter 29, 342-350.

R. Sandbrook, (1996) "Transitions without Consolidation: Democratization in Six African Cases," *Third World Quarterly*, 17:1, 69-88.

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

Section III – Fourth Wave of Democratization: Democratization of the International/Global Sphere?

Class 10 – August 4

"Introduction: How should we assess global democracy initiatives?" and "Conservative vs. Transformative Proposals" in Patomäki, Heikki and Teivo Teivainen, A Possible World: Democratic Transformation of Global Institutions, New York: Zed Books, 2004, 1-14 and 191-208.

Class 11 – August 10

"The Bretton Woods Institutions" and "Debt Arbitration Mechanism" and "Global Tax Organizations" in Patomäki, Heikki and Teivo Teivainen, A Possible World: Democratic Transformation of Global Institutions, New York: Zed Books, 2004, 41-70 and 150-182.

Class 12 – August 11 – Final Essay is Due Today!

"The United Nations" and "The World Trade Organization" in Patomäki, Heikki and Teivo Teivainen, A Possible World: Democratic Transformation of Global Institutions, New York: Zed Books, 2004, 17-40 and 70-93.

Academic Accommodations

For students with Disabilities: Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (500 University Centre) for a formal evaluation of disability-related needs. Registered PMC students are required to contact the centre (613-520-6608) every term to ensure that the instructor receives your request for accommodation. 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 assignment is due or the first in-class test/midterm requiring accommodations**. If you require accommodation for your formally scheduled exam(s) in this course, please submit your request for accommodation to PMC by **June 11 2010 for early summer examinations and July 30 2010 for late summer examinations**.

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 University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They include a mark of zero for the plagiarized work or a final grade of "F" for the course.

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. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Course Requirements: 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: All email communication to students from the Department of Political Science will be via Connect. Important course and University information is also distributed via the Connect email system. It is the student's responsibility to monitor their Connect account.

Carleton Political Science Society: The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. Holding social events, debates, and panel discussions, CPSS aims to involve all political science students in the after-hours academic life at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through numerous opportunities which will complement both academic and social life at Carleton University. To find out more, please email carletonpss@gmail.com, visit our website at poliscisociety.com, or come to our office in Loeb D688.

Official Course Outline: The course outline posted to the Political Science website is the official course outline.