

**PSCI 4505A**  
**Transitions to Democracy**  
6:05 pm - 8:55 pm on Mondays  
(B442, Loeb Building)

Instructor: Judit Fabian

Office: Loeb C676

Office Hours: Mondays from 4:00 pm to 5:30pm and Fridays from 2:30-3:30pm

Phone: (613) 520-2600 Ext. 1841 (Please note that the office and the phone number are shared and I am only available at this number during office hours; also, please do not leave messages.)

Email: jfabianATconnect.carleton.ca

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### **Course Description**

This is a theoretically guided seminar course that aims to provide the foundations critically to conceptualize, study, and research processes of democratization in a comparative perspective. The course incorporates diverse theoretical approaches and case studies, with reference to the state and the international/global levels 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; the course will also explore the democratic nature and potential of select international/global institutions and organizations, including proposals for democratization of the international/global sphere. The central problem of the course is the recognition of tension between the varying understandings of democracy and democratization from a multi-level perspective (local, regional, national and global/international, although the latter two will be the main focus of the course) and the question of their possible reconciliation.

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). Also, the following has 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 are highly recommended)

MacPherson, C.B., The Real World of Democracy, Toronto: House of Anansi Press, 2006. (Recommended)

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 are highly recommended).

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

## **Course Evaluation**

<b>Due Date</b>	<b>Assignment</b>	<b>Length</b>	<b>Share of Final Mark</b>	<b>Note</b>
December 1	Final essay	2000-2500 words	35%	The final essay is a critical thought-piece. Topics will be distributed half-way through the course on October 20.
<b>At the beginning</b> (in advance of class discussion) of eight classes between week 2 and week 12	Reaction papers (8)	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	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 weeks for which reaction papers are written is at the student's discretion, but the chosen weeks must be between week 2 and week 12 inclusive.

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.

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

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 two bundles, or three if the student opts to write a reaction paper for the final class. The first bundle will be handed back on October 20 and the second bundle on December 1. Papers that are handed in on December 1 will require a stamped, self-addressed envelope in order to be returned to the student. Note that the overall mark for the reaction papers is weighted, meaning that it will be an average reflecting the number of reaction papers a student wrote in each batch. 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 October 20. Students are expected to make maximum use of assigned and recommended readings. It is also encouraged that students incorporate additional sources but the essay should nonetheless be grounded in the assigned and recommended readings. Also, even though the essay is a critical thought-piece, it nonetheless has to be plausible and it should not be a polemic (in the sense of a one-sided diatribe).

Essays will primarily be evaluated on the basis of their coherence, quality of writing, and quality of thought. For style requirements please visit the departmental style guide that is posted on the departmental website at <http://www.carleton.ca/polisci/undergrad/Essay%20Style%20Guide.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.
- 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 includes documented medical conditions and other emergencies.

## **Feedback**

- All grades will be expressed in both a numerical and a letter grade.
- 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.
- Marks are generally not communicated over the phone or by email. They will be posted on WebCT as they become available.

- Reaction papers, due to their shortness, will generally not be commented upon in great detail individually. Please see details regarding reaction papers above.
- 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 term work either in-class or during office hours, save reaction papers, which can only be handed in at the beginning of class except in case of a documented medical reason or other 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, assignments 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 and 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 Schedule<sup>1</sup>**

Week 1 – September 8 – Introduction

#### **Section I – The State of Democratic Theory**

##### **Week 2 – September 15**

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

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

##### **Week 3 – September 22**

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

##### **Week 4 – September 29**

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

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<sup>1</sup> 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.

## **Week 5 – October 6**

“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**

### **Week 6 – October 20 – 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.

### **Week 7 – October 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.

### **Week 8 – November 3 – 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.

### **Week 9 – November 10 – 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.

S. Sandbrook, (1996) “Transitions without Consolidation: Democratization in Six African Cases,” *Third World Quarterly*, 171:1, 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?**

### **Week 10 – November 17**

“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.

## Week 11 – November 24

“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.

## Week 12 – December 1 – 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.

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## 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 deadline for submitting completed forms to the PMC for formally scheduled exam accommodations: **November 7<sup>th</sup>, 2008** for December examinations, and **March 6<sup>th</sup>, 2009** for April 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](http://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:

<http://www.carleton.ca/polisci/undergrad/Essay%20Style%20Guide.html>

**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:** Students must fulfil 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.