

Department of Political Science
SUNY Oneonta
Spring 2000

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Political Science 261

Comparative Government and Politics: **DEMOCRACY AND DEMOCRATIZATION**

Tuesdays and Thursdays, 12-1:15 p.m.
200 Schumacher Hall

Course Description

This course is an advanced introductory survey of comparative politics. Comparative politics is the subfield of political science that, on the one hand, studies government and politics across the globe and, on the other, attempts to explain how and why governments and politics vary or are similar. The field is a large and sprawling one, in part because it takes as its subject matter domestic politics in all its recent shapes and forms. A basic principle of the field is that careful comparison of various political experiences can lead to explanations of how and why differences and similarities in political experience arise. When it is successful, comparative study can provide educated publics with a better sense of what range of political actions are possible and advisable - which is one reason the field can be so exciting.

Effective comparison typically begins with some common problem or experience, and then attempts to document and explain the reactions of institutions or groups to that common event. This course will explore what may be the most dramatic political development of modern times: the rise of mass democracy. Before the twentieth century, educated leaders around the world were united in opposition to democracy, with exception of some ancient Greeks and a few articulate advocates in modern Britain, France, and the United States. But even the "Founding Fathers" rejected democracy - America, in their view, was to be a republic led by an educated elite. Nevertheless, by the mid-twentieth century, Western Europe and North America, along with India and a few other countries, became self-proclaimed democracies, though even in these cases what "democracy" meant remains contested. By the end of the twentieth century, most of the main competitors of democracy had declined - Leninist Communism, fascism, and authoritarianism, especially; and what some have called a "Third Wave" of democracy had began, spreading into Latin America in 1970s and then into Eastern Europe and parts of Asia, Africa, and the Islamic world. But this "Third Wave" has not been accepted everywhere. Indeed, in some nations, such as China and Iran, democratization has been systematically impeded, if not defeated.

This course will investigate some of the more important debates about democracy and democratization. It also will offer students a survey of politics across the globe. We will examine in depth five cases of countries struggling to become or avoid becoming democratic: China, the Czech Republic, Poland, El Salvador, and South Africa. In addition, we will look in a more indirect way at the experience of two early democratizers: Britain and the United States. The course will investigate the meanings of "democracy" as well as the cultural, social, and economic factors that may influence democratization and resistance to democratization

Course Goals

The course has four main goals: first, to provide students with a broad introduction to the study of comparative politics; second, to introduce students to politics outside of the United States; third, to help students come to understand the great value and the possible problems of democracy and democratization, both abroad and at home; and fourth, to help students learn how to make effective, sensible comparative political arguments.

Required Texts

Craig Calhoun, *Neither Gods nor Emperors: Students and the Struggle for Democracy in China* (U. California, 1997).

Tina Rosenberg, *The Haunted Land: Facing Europe's Ghosts after Communism* (Vintage Books, 1995).

Elisabeth Jean Wood, *Forging Democracy from Below: Insurgent Transitions in South Africa and El Salvador* (Cambridge University Press, 2000).

Course Requirements

Reading. This course will have a heavy yet quite rewarding reading list. Students will be expected to keep up with the reading throughout the semester. Plan to spend a fair amount of time reading *before* attending class and, at times, re-reading after class. In general, texts are to be brought to our meetings so that they may be referred to in lecture and discussion. Students are also advised to subscribe to or read on line *The New York Times*.

Discussion. Most course meetings will consist of a mix of lecture and informal discussion. Students will be assigned the job of beginning at least two class discussions during the semester, and all students will be expected to participate in class discussions. Performance in our discussions will strongly influence the participation grade.

Writing and Examinations. Students will be required to write several one- or two-page summary and reaction papers; two midterms; and a final examination.

Grading and Attendance Policies

Grades will be assigned on an 100-point scale and weighted in the following manner:

1. First Midterm	Thurs., 22 February	25%
2. Second Midterm	Thurs., 22 March	25%
3. Final Examination	Tues., 10 May	30%
4. Reaction Papers		10%
5. Participation		<u>10%</u>
TOTAL:		100%

The one-page reaction papers will be graded minimally: plus, check, minus. In general, pluses will enhance your grade, perhaps even to the point of getting extra credit; checks will have no or little effect on the final grade; and minuses will lower the course grade somewhat. Details on this requirement will be given later in the course.

Regular, timely attendance is mandatory. Unexcused absences and tardiness will be noted and will affect grades negatively. Three unexcused absences will lower your grade one step (for example, from a B+ to a B). Each subsequent absence will lower your grade another step. Six or more unexcused absences may result in a failing grade.

Tardiness will also be noted. After the third late arrival, every instance of tardiness will be treated as an absence. Course meetings are few and brief, so be there and be on time.

If you have a good reason to be absent or late, notify me in writing as soon as possible, explaining and documenting your absence. Either give me a note in class or send me an e-mail message. I will notify you if I accept your explanation, or if we need to talk more about it during my office hours.

The schedule of exams appears above and below. You will be expected to attend all of them. Exceptions will be made only in extreme and unavoidable circumstances. If you miss or expect to miss an exam, contact me as soon as possible. Either attend my office hours, or give me a note or an e-mail message explaining your circumstances.

Expect to attend for the whole period, focusing on coursework throughout. If you have a good reason for arriving late or leaving early, please notify me in advance in writing (e-mail is best). If you cannot notify me in advance, do so as soon as you can afterwards.

As a courtesy to all, please turn off pagers and telephones while in class. Note that this entire syllabus is subject to change at the discretion of the instructor.

Office Hours/Communication

I will hold regular office hours on Mondays and Wednesdays from 3-4 p.m. and Tuesdays from 3:30-4:30 p.m., in my office at 136 Physical Science Building. My telephone number is 436-2754. Notes can be left for me in my mailbox at the Political Science/Sociology Office, 324 Netzer Administrative Building. E-mail messages can also be sent to me at:
mcennedj@oneonta.edu

SCHEDULE OF MEETINGS, TOPICS, AND ASSIGNMENTS

Note: All assignments are to be completed *before* class.

1. Debating Democracy and Democratization

Thurs., 18 January	<u>Introduction</u> Class: Introduction to the course.
Tues., 23 January	<u>The End Is Near?</u> Reading: Francis Fukuyama, "The End of History?" in <i>The New Shape of World Politics</i> , pp. 1-25.
Thurs., 25 January	<u>Democracy: The Social Origins Argument</u> Reading: Barrington Moore, Jr., <i>Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World</i> , preface & ch.1, pp. xi-xvii, 3-39. Writing: 1-page summary and reaction on Moore due in class. <u>Bring 2 copies.</u>
Tues., 30 January	<u>Democracy: Questioning the Common Good</u> Reading: Joseph A. Schumpeter, <i>Capitalism, Socialism and Democracy</i> , chs. 20-1, pp. 235-68.
Thurs., 1 February	<u>Democracy: An Electoral Elite Model</u> Reading: Schumpeter, <i>Capitalism</i> , chs. 22-3, pp. 269-302. Writing: 1-page summary and reaction on Schumpeter due in class.

2. China's Resistance to Democratization

Tues., 6 February	<u>The Goddess of Democracy: The Story of Tiananmen Square</u> Reading: Craig Calhoun, <i>Neither Gods nor Emperors: Students and the Struggle for Democracy in China</i> , preface and chs. 1-2, pp. ix-xiv, 1-110.
Thurs., 8 February	<u>Is Repression Defeat?</u> Reading: Calhoun, ch. 3, pp. 111-51.
Tues., 13 February	<u>Oppositional Movements and Civil Society</u> Reading: Calhoun, chs. 4-5, pp. 155-212. Writing: 1-page summary and reaction on Calhoun due in class.

Thurs., 15 February	<u>Culture and Democratization</u> Reading: Calhoun, ch. 6, pp. 213-36.
Tues., 20 February	<u>Democracy - Chinese, or Western Only?</u> Reading: Calhoun, ch, 7 and conclusion, pp. 237-70. Writing: 1-page summary and reaction on Calhoun due in class.
Thurs., 22 February	FIRST MIDTERM EXAMINATION.
Spring Break!	Enjoy the vacation!

3. *Civility and Democracy: Eastern Europe in Transition*

Tues., 6 March	<u>Living with History: Legacies of Collaboration in Communist Czechoslovakia</u> Reading: Tina Rosenberg, <i>The Haunted Land: Facing Europe's Ghosts after Communism</i> , Introduction and chs. 1-2, pp. xi-xxiv, 3-66.
Thurs., 8 March	<u>Illusions of Freedom in the Czech Republic</u> Reading: Rosenberg, ch. 3, pp. 67-121. Writing: 1-page summary and reaction paper on Rosenberg.
Tues., 13 March	<u>Poland: The General versus Civil Society</u> Reading: Rosenberg, ch. 4, pp. 125-77.
Thurs., 15 March	<u>The Trials of Democracy</u> Reading: Rosenberg, ch. 5, pp. 178-258.
Tues., 20 March	<u>Democracy after Dictatorship</u> Reading: Rosenberg, conclusion, pp. 397-407. Writing: 1-page summary and reaction paper on Rosenberg.
Thurs., 22 March	SECOND MIDTERM EXAMINATION.

4. Insurgency and Democratization in El Salvador and South Africa

Tues., 27 March	<p><u>Democracy without Civility?</u></p> <p>Reading: Elisabeth Jean Wood, <i>Forging Democracy from Below: Insurgent Transitions in South Africa and El Salvador</i>, preface and ch. 1, pp. xiii-xv and 3-22.</p>
Thurs., 29 March	<p><u>Elitist Repression and Civil War</u></p> <p>Reading: Wood, ch. 2, pp. 25-51.</p>
Tues., 3 April	<p><u>Changing Elite Interests</u></p> <p>Reading: Wood, ch. 3, pp. 52-77.</p>
Thurs., 5 April	<p><u>Balancing Power and Negotiating the Transition</u></p> <p>Reading: Wood, ch. 4, pp. 78-107.</p> <p>Writing: 1-page summary and reaction paper on Wood due in class.</p>
Passover & Easter Break	Enjoy the vacation!
Tues., 17 April	<p><u>Apartheid and the Rise of the ANC in South Africa</u></p> <p>Reading: Wood, ch. 5, pp. 111-42.</p>
Thurs., 19 April	No class!
Tues., 24 April	<p><u>Unions and Democracy</u></p> <p>Reading: Wood, ch. 6, pp. 143-68.</p>
Thurs., 26 April	<p><u>Forced Compromises?</u></p> <p>Reading: Wood, chs. 7-8, epilogue, and appendix, pp. 169-218.</p> <p>Writing: 1-page summary and reaction paper on Wood due in class.</p>

5. Democratic Theory and Practice in Retrospect

Tues., 1 May	<p><u>Questioning Theories of Democratization</u></p> <p>Reading: Samuel P. Huntington, "Democracy's Third Wave"; and Ken Jowitt, "The New World Disorder," in <i>The Global Resurgence of Democracy</i>, ed. Larry Diamond and Marc F. Plattner, 2nd ed. (The Johns Hopkins, 1996), pp. 3-35.</p>
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<p>Thurs., 3 May</p>	<p><u>Rethinking Democracy?</u></p> <p>Reading: Edward Friedman, "The Painful Gradualness of Democratization: Proceduralism as a Necessarily Discontinuous Revolution, in <i>Democracy and Its Limits: Lessons from Asia, Latin America, and the Middle East</i> (Notre Dame, 1999), pp. 321-339.</p> <p>Writing: 2-page summary on Huntington, Jowitt, and Friedman due in class.</p>
<p>Tues., 8 May</p>	<p><u>Review and Conclusions</u></p> <p>Reading: Review Fukuyama, Moore, and Schumpeter. Review the five cases: China, the Czech Republic, Poland, El Salvador, and South Africa.</p>
<p>Thurs., 10 May</p>	<p>FINAL EXAMINATION, 2:30 - 4:30 P.M.</p>