

COURSE SYLLABUS



DEMOCRATIZATION AND SURVIVAL OF AUTOCRATS

POS 360/560

Fall 2015

TUESDAY 11.30-14.15

Lecturer: Pelin Ayan Musil, PhD

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Office hours: TUESDAY 14.45-16.30, Chairs' room,
4th floor

Semester Credits	3	Language of Instruction	English
ECTS	6	Level	Advanced
Length	15 weeks	Pre-requisites	None
Contact hours	42 hours	Course type	BA/MA elective

1. Course Description

Over the last forty years, the world has experienced waves of transitions to democracy from autocratic political regimes. While some several cases adopted hybrid forms of government, some others have achieved democratic consolidation. This course gives a broad overview of the literature explaining these different patterns of democratization from a comparative perspective. Based on observational data, the course uncovers all different approaches on the causal inferences of democratization, such as the institutional, structural and actor-centered explanations.

2. Student Learning Outcomes

Upon completion of this course, students should be able to:

- Differentiate and give examples for the varying meanings of the concepts 'democracy' and 'democratization' across space and time
- Analyze the constitutive and causal factors for democratization in different contexts
- Bring together the theories of transition and consolidation of democracy with empirical observations from different cases
- Develop and defend original arguments in the study of democratization in class discussions and the final research papers.
- Write a research paper with academic quality assessing the explanatory power of the theories of democratization.

3. Reading Material

The readings consist of several book chapters and articles, uploaded on Google Applications, some of them available in the library.

Required Materials

Available in Google Apps:

- Diamond, Larry (2012): The Coming Wave. *Journal of Democracy*. 23: 5-13
- Fishkin, James S., and Robert C. Luskin. 2005. "Experimenting with a Democratic Ideal: Deliberative Polling and Public Opinion." *Acta Politica* 40: 284–298.
- Gasiorowski, Mark J./ Timothy J. Power (1998): The structural determinants of democratic consolidation. *Comparative Political Studies* 31 (6): 740-771
- Geddes, Barbara (1999): What do we know about democratization after twenty years? *Annual Review of Political Science* 2: 115-144.
- Higley, John/Burton, Michael (1989): The elite variable in democratic transitions and breakdowns. *American Sociological Review*, vol. 54, pp. 17-32
- Huntington, Samuel P. (1991): *The Third Wave. Democratization in the Late Twentieth Century*. Norman: University of Oklahoma Press, chapter 5
- Karl, T and P. Schmitter (1991): Modes of transition in Latin America, Southern and Eastern Europe. *International Social Science Journal*, vol. 128, issue 2, pp: 267-282
- Levitsky, Steven and Lucan Way (2005) International Linkage and Democratization. *Journal of Democracy* 16 (3): 20-34
- Linz, Juan José (1990): The perils of presidentialism. *Journal of Democracy*, vol. 1, issue 1, pp. 51-69
- Linz, Juan José/Stepan, Alfred (1996): *Problems of Democratic Transition and Consolidation Southern Europe, South America and Post-Communist Europe*. Baltimore: Johns Hopkins University Press, pp. 55-65
- Lipset, Seymour Martin (1993): The social requisites of democracy revisited. *American Sociological Review*, vol. 59, issue 1, pp. 1-22
- Mainwaring, Scott and Matthew S. Shugart (1997): Juan Linz, Presidentialism, and Democracy: A Critical Appraisal. *Comparative Politics*, vol. 29, no. 4, pp. 449-471.
- McFaul Michael (2002): "The Fourth Wave of Democracy and Dictatorship: Noncooperative Transitions in the Postcommunist World" *World Politics* 54(2) 212-244
- Merkel, Wolfgang (2004): Embedded and defective democracies. *Democratization*, vol. 11, issue 5, pp. 33-58
- Munck, Gerardo L./Verkuilen, Jay (2002): Conceptualizing and measuring democracy: evaluating alternative indices. *Comparative Political Studies*, vol. 35, issue 1, pp. 5-33
- O'Donnell, Guillermo A. (1996): Illusions about consolidation. *Journal of Democracy*, vol. 7, issue 2, pp. 34-51
- Przeworski, Adam (1992): The games of transition. In Mainwaring, Scott/O'Donnell, Guillermo A./Valenzuela, Samuel: *Issues in Democratic Consolidation. The New South American Democracies in Comparative Perspective*. Notre Dame: University of Notre Dame Press, pp. 105-152
- Rustow, D. (1970): Transitions to democracy: toward a dynamic model. *Comparative Politics*, vol. 2, pp.337-363.
- Schedler, Andreas (1998): What is democratic consolidation? *Journal of Democracy*, vol. 9, issue 2, pp. 91-107
- Schmitter Phillippe / Karl, Terry L. (1991): What Democracy is... and Is Not. *Journal of Democracy*, vol. 2, issue 3, pp 75-88.

Recommended Materials (Available in Library or Interlibrary Loan)

Schumpeter, Joseph (1976), *Capitalism, Socialism and Democracy*. New York: Allen & Unwin

Przeworski, Adam (1999), "Minimalist Conception of Democracy: A Defense." In *Democracy's Value*, Ian Shapiro and Casiano Hacker-Cordon (eds). Cambridge University Press.

Fishkin, James (1995), *The Voice of the People*. New Haven: Yale University Press.

Diamond, Larry (1999) *Developing Democracy: Toward Consolidation*. Baltimore: John Hopkins University Press.

Pateman, Carole (1970) *Participation and Democratic Theory*. Cambridge: Cambridge University Press.

Dahl, Robert (1956) *A Preface to Democratic Theory*. Chicago: University of Chicago Press.

Haerpfer, Christian W. (2002): *Democracy and Enlargement in Post-Communist Europe*. London: Routledge.

Bunce Valerie, Michael McFaul and Kathryn Stoner-Weiss eds. (2010): *Democracy and Authoritarianism in the Post Communist World*. Cambridge: Cambridge University Press.

Rimanelli, Marco ed. (1999): *Comparative Democratization and Peaceful Change in Single-Party Dominant Countries*. New York: St. Martin's Press.

4. Teaching methodology

The course will be taught in the form of a seminar, encouraging students to actively participate in discussions. The reading list is selective. If the objective is to improve the clarity of our thinking, it is better to cover a few things well than many things poorly. While the reading list for each week is vigorous enough to give us plenty to discuss, it is clear enough that each work *must be read and carefully considered*.

Every session, all students should come to class, ready to present the main arguments, methods, and the plausibility of the readings. You should present these in a way to clarify your thinking, rather than to express your general impressions. Your opinion on the readings should be (a) clearly stated, (b) carefully reasoned and include a c) concise critique.

A discussion leader will be assigned to each reading. The role of the discussion leader, in addition to the ones above, is to discuss the applicability or inapplicability of the theories to empirical observations in present or in the past (cases from the democratizing or authoritarian countries observed during the Arab revolts, post-communist states, Latin American world, etc. are welcome). The discussion leader is also responsible for directing questions / comments to his/her classmates on the readings and challenge their arguments.

Two Response Papers: You will write two short response papers throughout the course. Each paper will be double-spaced and two/three-pages long. The questions and the due times for the papers are provided below. **There are no extensions.** Submit the paper to me via email. Your paper should be (a) clear, (b) complete, and (c) convincing. Please use these papers to clarify your thinking, rather than to express your general impressions. It should not be merely a response; it should be a carefully reasoned, concise critique on the readings.

Paper 1: Discuss the shortcomings of transition theories.

Due on: Oct 6

Paper 2: Which determinant of democratic consolidation is more convincing? Explain why.

Due on: Nov 16

Final Papers – due on May 16 should be about 3000 words, double-spaced.

They need to address a specific research question within the context of this course, clearly show the hypothesis and clarify the case(s) to be studied. You are free with regard to selecting your own research question, theoretical approach, methods and the cases.

5. Course Schedule

Sept 1, Class 1: Class Information and Introduction

An overview of the course description, schedule and requirements
Introductory Lecture: Why comparison is needed in democratization studies?

Sept 8, Class 2: *Definitions and Meanings of Democracy*

Schmitter Phillipe / Karl, Terry L. (1991): What Democracy is... and Is Not. *Journal of Democracy*, vol. 2, issue 3, pp 75-88.

Excerpts from Some Classical Work:

Joseph Schumpeter (1976), *Capitalism, Socialism and Democracy*. New York: Allen & Unwin

Adam Przeworski (1999), "Minimalist Conception of Democracy: A Defense." In *Democracy's Value*, Ian Shapiro and Casiano Hacker-Cordon (eds). Cambridge University Press.

James Fishkin (1995), *The Voice of the People*. New Haven: Yale University Press.

Larry Diamond (1999) *Developing Democracy: Toward Consolidation*. Baltimore: John Hopkins University Press.

Carole Pateman (1970) *Participation and Democratic Theory*. Cambridge: Cambridge University Press.

Robert Dahl (1956) *A Preface to Democratic Theory*. Chicago: University of Chicago Press.

Sept 15, Class 3: Authoritarian Regime Survival

Gandhi, J. and Przeworski A. (2007) Authoritarian Institutions and the Survival of Autocrats, *Comparative Political Studies*

Gandhi, J. and Lust-Okar E. (2009) Elections under Authoritarianism, *Annual Review of Political Science*

Sept 22, Class 4: Transitions to Democracy I

Rustow, D. (1970): Transitions to democracy: toward a dynamic model. *Comparative Politics*, vol. 2, pp.337-363.

Przeworski, Adam (1992): The games of transition. In Mainwaring, Scott/O'Donnell, Guillermo A./Valenzuela, Samuel: *Issues in Democratic Consolidation. The New South American Democracies in Comparative Perspective*. Notre Dame: University of Notre Dame Press, pp. 105-152

Sept 29, Class 5: Transitions to Democracy II

Hadenius, A. and Teorell, J. (2007) 'Pathways from Authoritarianism' *Journal of Democracy* Volume 18, Number 1 : 143-156.

Bunce, Valerie (2008): *The tasks of democratic transition*. ORBIS 52: 25-40.

Karl, T and P. Schmitter (1991): Modes of transition in Latin America, Southern and Eastern Europe. *International Social Science Journal*, vol. 128, issue 2, pp: 267-282

Oct 6, Class 6: Democratic Consolidation

O'Donnell, Guillermo A. (1996): Illusions about consolidation. *Journal of Democracy*, vol. 7, issue 2, pp. 34-51

Schedler, Andreas (1998): What is democratic consolidation? *Journal of Democracy*, vol. 9, issue 2, pp. 91-107

Linz, Juan José/Stepan, Alfred (1996): Problems of Democratic Transition and Consolidation Southern Europe, South America and Post-Communist Europe. Baltimore: Johns Hopkins University Press, pp. 55-65

Oct 13, Class 7: Problems of Transition and Consolidation

Merkel, Wolfgang (2004): Embedded and defective democracies. *Democratization*, vol. 11, issue 5, pp. 33-58

Levitsky, Steven and Lucan Way (2002): The rise of competitive authoritarianism. *Journal of Democracy* 13 (2): 51-65.

Oct 20, Class 8: Theories of Consolidation – an overview

Huntington, Samuel P. (1991): *The Third Wave. Democratization in the Late Twentieth Century*. Norman: University of Oklahoma Press, chapter 5

Geddes, Barbara (1999): What do we know about democratization after twenty years? *Annual Review of Political Science* 2: 115-144.

Diamond, Larry (2012): The Coming Wave. *Journal of Democracy*. 23: 5-13

Oct 27, MID-TERM BREAK

Nov 3, Class 9: Modernization Theory

Lipset, Seymour Martin (1993): The social requisites of democracy revisited. *American Sociological Review*, vol. 59, issue 1, pp. 1-22

Limongi, F and Przeworski A. (1997): Modernization: Theories and Facts. *World Politics*, Vol. 49, No. 2 (Jan., 1997), pp. 155-183.

Nov 10, Class 10: Cultural Determinants of Consolidation

Inglehart and Welzel, *Modernization, Cultural Change, and Democracy*, Chapters 1-7

Nov 17, HOLIDAY

Nov 24, Class 11: Institutional and International Determinants of Consolidation

Linz, Juan José (1990): The perils of presidentialism. *Journal of Democracy*, vol. 1, issue 1, pp. 51-69

Mainwaring, Scott and Matthew S. Shugart (1997): Juan Linz, Presidentialism, and Democracy: A Critical Appraisal. *Comparative Politics*, vol. 29, no. 4, pp. 449-471.

Levitsky, Steven and Lucan Way (2005) International Linkage and Democratization. *Journal of Democracy* 16 (3): 20-34

Dec 1, Class 12: The role of religion in democracy / authoritarianism

Goddard, H. (2002) Islam and Democracy, *The Political Quarterly*

Tepe, S. (2012) Moderation of Religious Parties, Electoral Constraints,, Ideological Commitments, and the Democratic Capacities of Religious Parties in Israel and Turkey, *Political Research Quarterly*.

Dec 8, Class 13: Consultation Class on How to Write a Good Final Paper

6. Course Requirements and Assessment (with estimated workloads)

Students will receive some feedback on their performance in the middle of the semester. See the section on "teaching methodology" for the descriptions of below assignments.

Assignment	Workload (average)	Weight in Final Grade	Evaluated Student Learning Outcomes
Class participation	84 (6x14)	20%	Ability to show the mastery of readings through class discussion Presentation skills, ability to explain and discuss the studied topic to peers
Discussion leadership	5	15%	Ability to bring relevant questions and comments for the readings to foster discussion. Ability to show understanding of theories in question
Two Response papers	14 (2x15)	30%	Ability to be clear, convincing and analytical in response to the questions
Final Paper	40	35%	Ability to define and demonstrate knowledge of the concepts and theories of democratization, combine them with empirical cases, build original arguments, use effective sources
TOTAL	143	100%	

7. Detailed description of the assignments

- **CLASS PARTICIPATION:**

Assessment breakdown

Assessed area	Percentage
Analyzing the readings, raising questions, bringing discussion points, responding to questions and criticizing classmates' opinions	%70
Presentation skills (ability to express thoughts and communicate with the audience)	%30

- **DISCUSSION LEADERSHIP**

Assessment breakdown

Assessed area	Percentage
Ability to bring good comments and questions on the readings to stimulate discussion	%50
Ability to show understanding of the theories	%30
Be clear, organized and manage the time	%20

- **2 SHORT RESPONSE PAPERS**

Assessment breakdown

Assessed area	Percentage
Ability to respond to the question	%10
Ability to include original thoughts	%20
Ability to be reasoned and convincing	%40
Ability to demonstrate a concise analysis of the readings	%30

- **FINAL PAPERS:**

Assessment breakdown

Assessed area	Percentage
Ability to specify research question and research objective	%20
Ability to build original argument	%20
Ability to define and demonstrate knowledge of the concepts and theories of democratization	%20
Ability to combine theories with empirical cases	%20
Ability to use meaningful data, literature and make correct citations	%20

8. General Requirements and School Policies

- All coursework is governed by AAU academic rules, and students are expected to maintain the highest standards of honesty and academic integrity in their work. All students are expected to be familiar with the AAU academic rules available in the Student Handbook.

- **Communication:** The university and lecturers will use only the student's university email address for communication. Students are responsible for checking their university email accounts regularly.
- **Attendance** is required. Students are allowed two unexcused absences. Absences above this number may result in failure of the course.
- **Classroom Policy:**
 - There will be one 20-minute break during each class. This allows you enough time for rest and fulfillment of needs; which means that *leaving and entering the classroom during our seminar sessions is strictly forbidden.*
 - You must not be late for class. Unpunctuality is permitted only for five minutes.
 - Mobile phones should be on silent; no calling or texting during class meetings (wait until the break).
- **Late work:** All work must be submitted on time. Late work is not accepted.
- **Cheating and plagiarism:** AAU strictly enforces its policy against cheating and plagiarism. Full policy is available in the Student Handbook.

Briefly: Cheating and plagiarism results in the failing grade from the assignment at minimum, it may lead to suspension from the university.

To prevent any misunderstanding, plagiarism is defined:

PLAGIARISM – “the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one’s own original work.”

- Taken from the Random House Unabridged Dictionary, 2nd Edition, Random House, New York, 1993.

Students with Disabilities: Students with disabilities are asked to contact their lecturer as soon as possible to discuss reasonable accommodation.

9. Grading Scale

This is an elective course. D is the minimum passing grade.

Letter Grade	Percentage	Description
A	95 – 100	Excellent performance. The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject.
A-	90 – 94	
B+	87 – 89	Good performance. The student has mastered the material, understands the subject well and has shown some originality of thought and/or considerable effort.
B	83 – 86	
B-	80 – 82	
C+	77 – 79	Fair performance. The student has acquired an acceptable understanding of the material and essential subject matter of the course, but has not succeeded in translating this understanding into consistently creative or original work.
C	73 – 76	
C-	70 – 72	
D+	65 – 70	Poor. The student has shown some understanding of the

D	60 - 64	material and subject matter covered during the course. The student's work, however, has not shown enough effort or understanding to allow for a passing grade in School Required Courses. It does qualify as a passing mark for the General College Courses and Electives.
F	0 - 59	Fail. The student has not succeeded in mastering the subject matter covered in the course.