REQUIRED TEXTS (All paperbacks)

OPTIONAL TEXTS (All paperbacks)
And other classic and contemporary books of the student’s choosing.

WEEKLY ASSIGNMENTS (All articles on ERes: code 364, and all books at Mary Jane’s)
9/3 Introduction
The goals, contents, and requirements of this seminar (see IMPORTANT NOTES, p. 4) will be discussed; student expectations, suggestions, and questions will be voiced; and significant theoretical, methodological, and empirical issues will be raised.

9/10 Democracy and Democratization: Concepts, Definitions, and Measures
Dahl, Shapiro, and Cheibub (hereafter DSC), Introduction, Part 1, and Appendix (pp. ix-53 and 527-534).
Diamond, Chapter 1 and Appendix.
Tilly, Preface and Chapter 1.

9/17 Democracy and Democratization: Origins, Waves, and Varieties
Tilly, Chapter 2.
Diamond, Introduction.

9/24 Democratization: Political, Economic, Social, and Cultural Sources
DSC, Parts 2 and 3.

Start doing some hard thinking about the following question:

For the emergence of a viable democracy (successful democratization), is there a universally or usually desirable sequencing or prioritizing of the following variables (and/or others)? If so, why? If not, why not?

National identity
State capacity
Rule of law
Civil society
Market economy
Political rights
Civil liberties

10/1 Democratization: Political, Economic, Social, and International Effects
DSC, Parts 8 and 9.

Another fundamental question to think about:

Which of the following variables (and/or others) are the most important (or should be the most important) sources and effects (causes and consequences) of a viable democracy? Why? How do these variables interact with (for example, support or obstruct) one another? How and why? (View democracy as both a dependent and independent variable.)
Divided powers
Inclusive policymaking
Accountable government
Government performance
Economic development
Distributive justice
Protection of minorities
Civilian control of the military
Separation of church/temple/mosque and state
Civic culture
International relations

10/8  Democracy and Constitutionalism, Presidentialism/Parliamentarism, Representation, and Interest Groups
DSC, Parts 4-7.

10/15  Eckstein’s Theory of Democracy, Democratization, and Government Performance

10/22  Tilly’s Theory of Democracy, Democratization, and De-democratization
Tilly, Chapters 3-8.

10/29  NO CLASS (instructor at professional conference), but read:
Diamond’s Theory of Democracy, Democratization, and Pseudodemocracy
Diamond, Chapters 2-7.

11/5  The Prospects for Global Democracy
Diamond, Chapters 8-13.

11/12  Democratic Renewal and Disintegration
Diamond, Chapters 13-15.
And additional recent articles.

11/19  A Book of the Student’s Choosing
See Optional Texts above for suggestions.
11/26  NO CLASS (Thanksgiving)
Start drafting your final paper.
No additional readings.

12/3  Presentation of Draft Papers for Feedback from the Instructor and Other Students
No additional readings.

12/10  Submission of Students’ Final Papers by Microsoft Word email

IMPORTANT NOTES

SEMINAR DESCRIPTION AND OBJECTIVES: This is a historically founded and geographically diverse seminar on democracy and democratization, with emphasis on the relationships between democracy and capitalism and between democratization and marketization. We will compare and evaluate various concepts, definitions, measures, and theories of “democracy” and “democratization” and of “de-democratization” and “pseudodemocracy.” We will analyze the sources and effects of democracy and democratization, with emphasis on the “third wave” of democratization that began in the mid-1970s and on the prospects for democratization and de-democratization the post-9/11/01 global order and disorder. We will try to explain why some democratic initiatives have flourished and others have floundered or failed. And we will pay special attention to the political-administrative and socioeconomic factors that develop and sustain and are developed and sustained by viable democratic institutions and cultures. Four of political science’s main subfields—comparative politics, international relations, public policy, and political theory—and three of political science’s cognate disciplines—economics, sociology, and history—will make major contributions to our work. Geography, psychology, philosophy, anthropology, public administration, and criminal justice are important too.

This seminar addresses fundamental issues concerning the actual and desirable relationships between political authority and corporate power in modern liberal democracies. We will focus on the emergence of democracies and markets and on the reciprocal influences of these processes since the mid-1970s. We will identify and weigh the structural and cultural legacies, political and social institutions, and domestic and foreign policies that strengthen or weaken democratic and capitalist orders. We will view democratization and marketization as the products of consensual politics and the byproducts of contentious politics. We will scrutinize the core elements of a civil society, civil economy, and civic culture. And we will analyze the political sources and effects of globalization, privatization, nationalization, and corruption as well as the complementarities and trade-offs among public goods, distributive justice, entrepreneurial incentives, and property rights.

The primary objectives of this course are to enhance students’ analytical and interpretive skills and to help students develop their own views on theoretical, empirical, methodological, normative, and practical issues concerning democracy, democratization, de-democratization, and pseudodemocracy. The instructor aims to broaden and deepen students’ knowledge and understanding of state-society relations in democratic and nondemocratic polities and to help students compare and evaluate various forms and norms of democracy and paths and levels of democratization. To achieve these goals, some documentary films will be viewed and discussed and will complement extensive readings and occasional lectures.
The instructor will identify many ways to contribute to and benefit from this seminar. For example, students are strongly urged to read THE ECONOMIST on a weekly basis, paying close attention to its explanations and descriptions of current trends and events in the global political economy and in the political economies of multistate blocs, individual states, subnational regions, and localities. Also, students are encouraged to read pertinent articles in major professional journals (e.g., WORLD POLITICS, COMPARATIVE POLITICS, FOREIGN AFFAIRS, and JOURNAL OF DEMOCRACY) and newspapers (e.g., WASHINGTON POST, NEW YORK TIMES, FINANCIAL TIMES, and WALL STREET JOURNAL). And students are invited to report in class on unassigned books and articles (e.g., from one’s M.A. or Ph.D. thesis research and other graduate courses).

The instructor’s chief expectation is that students do some hard thinking about the interactions between state and society, government and business, democracy and capitalism, and democratization and marketization. Students will be expected to do all of the assigned readings, with special attention to glossaries, maps, tables, and figures. Students will be encouraged—indeed, compelled—to master basic factual information, to engage diverse views on contentious intellectual and practical issues, and to formulate, articulate, defend, and document their own views on these issues. The instructor’s aim is to develop students’ analytical and interpretive skills as well as their substantive knowledge and know-how.

SEMINAR REQUIREMENTS: The bulk of this seminar will be devoted to general readings with distinctive theoretical orientations and detailed case studies, many of which will be very helpful in the preparation of your seminar paper. This paper is to be sizable—at least 25 double-spaced, numbered, and typewritten pages—and it can be a review essay on the assigned readings or a research project on a subject chosen by the student and approved by the instructor. This paper must include your analysis of contentious issues raised in our seminar—with evaluation of ideas and evidence from all of the books, most articles, and many seminar discussions and documentary films. Be sure to include the most important substantive conclusions you have drawn from this seminar as well as your analysis and assessment of major concepts and theories and arguments and explanations explicit and implicit in the assigned books and articles (e.g., a comparison and evaluation of the theories of democracy and democratization of Dahl, Diamond, Eckstein, and Tilly). Outlines of student papers may be discussed with the instructor and may be presented in the seminar before completion. Final papers will be graded by three sets of criteria: the theoretical and practical significance of the issues raised; the creativity and cogency of the explanations and arguments developed; and the quality and quantity of the evidence presented to corroborate one’s views.

All students will present oral analyses of assigned readings in each and every seminar session. Use this opportunity to sharpen your analysis of the assigned readings and to elicit feedback from an interested but not necessarily like-minded audience.

The major paper and class participation each will count about 50% of a student’s final grade. There will be no examinations.

The Field Seminar in Comparative Politics (POS 550) is a strongly recommended foundation for this seminar but is not a formal prerequisite.

Regular attendance is expected and essential to benefit from and contribute to this seminar. Thoughtful presentations and questions in class will greatly increase one’s ability to understand the complex and interrelated issues raised.

Students are requested to email or phone the instructor in advance if they are unable to attend class and make their assigned presentations. Nonetheless, students will be expected to
incorporate into their written work key information presented and discussed in all classes. Keeping up with the reading on a weekly basis is absolutely essential. Your informed and active class participation (be it strong criticism or praise of the assigned readings and of your instructor’s and classmates’ viewpoints) will be a major factor determining whether this seminar sinks or swims.

On PLAGIARISM and its disciplinary consequences, read and heed the UAlbany publication COMMUNITY RIGHTS AND RESPONSIBILITIES, 2007-2010, including the relevant appendixes.

All required texts should be purchased from Mary Jane’s or elsewhere as soon as possible. Mary Jane’s returns unsold books to the publisher before the semester ends.

THE INSTRUCTOR’S EMAIL ADDRESS:  eph@albany.edu

THE INSTRUCTOR’S OFFICE HOURS:  Tuesdays, 1:15-2:30 (uptown); Thursdays 1:15-2:30 (downtown); and by appointment (e.g., some Wednesday afternoons downtown). The uptown office is at the Rockefeller College contact office, Humanities 016 (call 442-3112 for an appointment); the downtown office is Richardson 284 (442-5376). If you cannot visit or call during these hours, talk to the instructor before or after class and arrange a mutually convenient time to get together—quite possibly over coffee or lunch. No calls at home, please.