

A&S 137.06:THE ORIGINS OF DEMOCRACY

Irfan Nooruddin

Autumn Quarter 2005

The Ohio State University

Time: T 1:30pm – 2:48pm

Location: 151 University Hall

2084 Derby Hall

Office Hours: Th 1:30 – 3:00 pm

“Those who know how to think need not teachers.” – Mahatma Gandhi

“As revolutionaries, we are not afraid of confrontation.”

—Fidel Castro, *Address to the UN General Assembly, 1978.*

Perhaps the biggest issue in world politics today is the promotion of democracy worldwide. Scholars and policymakers in the West are united in their support for the normative values of democratic practice, and academic research on the democratic peace suggests that the spread of democracy could lead to world peace too. Yet, as the US's current occupation of Iraq suggests, we know little about what it takes for democracy to take root and flourish in previously non-democratic societies. In fact, the record of non-European transitions to democracy in the developing world is discouraging.

In this seminar, we will tackle the question of the origins of democracy by surveying two broad sets of literature. The first will argue that forces endogenous to the country foster democracy in question, *i.e.*, democracy emerges from within as a result of leadership, popular demand, modernization. The other posits that non-democratic countries can be moved to democracy by forces external to that country: foreign aid, demonstration effects, and military intervention. The meta-goal of the seminar is to have you understand the logic behind these varied perspectives to allow you to evaluate better the debate over US foreign policy as it specifically relates to democracy promotion worldwide.

The Great Adventure

“A college is where people of varying degrees of ignorance sit around trying to make their ignorance less”—President Lowry, The College of Wooster, August 1960.

“And so I have always thought that the best way to find out what is right and what is not right, what should be done and what should not be done, is not by giving a sermon, but by talking and discussing, and out of discussion sometimes a little bit of the truth comes out.”—Jawaharlal Nehru, *Glimpses of World History.*

Being relatively few in number, our class sessions will cover less material than the assigned readings; consequently they are even more selective and more interpretative than the readings. The purpose of discussions is to give YOU an opportunity to engage the material and to analyze it immediately, directly, and creatively. Students are *strongly* encouraged to raise questions as they occur to them—to think out loud while the idea is still fresh. Be sure to ask a question whenever a word or concept is unfamiliar to you and to keep them in your notes. Class will generally begin with a chance for you to raise questions based upon the previous reading, discussion, assignment or lecture. If you are puzzled or unsure about something chances are that other members of the class are too! Asking questions is emphatically not an interruption. Rather, it is a crucial and essential feature of a good class. Remember, if you already knew the answers, you wouldn't need to take the class. **ASKING QUESTIONS IS NOT AN ADMISSION OF IGNORANCE; IT IS AN ATTACK ON IT.**

If this is going to work, you must do **all** the assigned readings **before** we meet for class. There are no exceptions to this expectation. I sincerely encourage you to cultivate the habit of taking good reading notes. While this greatly increases the

amount of time it takes to do the reading, you will find that it enhances your learning and retention of the material. After all, if a book is worth reading, it is worth reading with some care and attention. Of course some of the material will be fairly complex and you may not understand it when you first read through it. Three suggestions in this regard: 1) Re-read the piece, 2) Re-reread the piece and 3) Ask questions in class.

Course Requirements (Course shall be graded using letter grades)

PARTICIPATION	10%
SHORT PAPER	90 %

Policies and Procedures

Students with Disabilities

Students who feel they need an accommodation based on the impact of a disability should contact me privately to discuss their specific needs. Please contact the Office of Disability Services at 614-292-3307 in Room 150 Pomerene Hall to coordinate reasonable accommodations.

Attendance

Since the purpose of our time together is discussion, attendance is a must. You cannot participate if you are not physically in class. If you accumulate three absences during the semester, your participation grade will be docked half a letter grade (i.e., it will be lowered from an A- to a B+, for instance). For each additional absence past three, there will be an additional penalty of the same magnitude.

Extensions and Make-ups

Extensions will NOT be granted. You will be informed of all assignments well in advance, so good planning and time management skills will benefit you. Assignments must be handed to **me** in class on the day they are due (or before that date if you want). Late assignments will suffer a penalty of half a letter grade per day it is late. Make-up examinations and quizzes are NOT permitted. Also, there will be NO opportunities for extra credit.

Academic Dishonesty

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute "Academic Misconduct."

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an "excuse" for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. Also, by taking this course, students agree that all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

If you have any questions about this policy or what constitutes academic misconduct in this course, contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- * The Committee on Academic Misconduct web pages (oaa.osu.edu/coam/home.html)
- * Ten Suggestions for Preserving Academic Integrity (oaa.osu.edu/coam/ten-suggestions.html)
- * Eight Cardinal Rules of Academic Integrity (www.northwestern.edu/uacc/8cards.html)

Grading

Grading will be based upon (a) accuracy of factual information; (b) ability to synthesize the appropriate evidence, both theoretical and empirical, from all parts of the course not just rehashing the texts; (c) judgment in separating the important from the trivial, keeping on the subject, critically evaluating all assumptions [including your own and mine]; and (d) effective expression—organization, choice of words, basic grammar, etc. These are the essentials; imagination and true originality are based on them and not a substitute for them.

Work Ethic

“Without struggle, there can be no progress”—Frederick Douglass

From the Faculty Rules (Rule 3355-8-24 A1): “One credit hour shall be assigned for each **three hours** per week of the average student’s time, including class hours, required to earn the average grade of ‘C’ in this class.”

Be prepared to work in this course. The value of this class to you will be in direct proportion to the amount of time and effort that you devote to it. If there is a question in your mind as to whether you want to complete all the work in this course you should consider enrolling in another course without delay. I will give you my best effort, and I expect nothing less from you.

Inqilab Zindabad *Question Assumptions*

What difference does it make to the dead, the orphans and the homeless, whether the mad destruction is wrought under the name of totalitarianism or the holy name of liberty or democracy?

-- Mahatma Gandhi, 1869-1948, “Non-violence in Peace and War.”

Schedule of Readings

REQUIRED FOR PURCHASE

- [1] A coursepack of readings is available at the usual suspects, as are the two recommended books listed below.
[2] Allen, John. 2003. *Student Atlas of World Politics*, 6th ed. New York: Dushkin McGraw-Hill. [ISBN #: 0-07-28730-3.]
[3] Strunk, William, and E.B. White. 2000. *The Elements of Style*, 4th ed. Boston: Allyn and Bacon. [ISBN #: 020530902X.]

WEEK ONE

Tuesday, September 27: Introductions

- [1] Robert Bates. 1997. "Area Studies and the Discipline: A Useful Controversy," *PS: Political Science and Politics* (June): 166-169.
[2] Arend Lijphart. 1971. "Comparative Politics and the Comparative Method," *APSR*, 65: 682-693.

WEEK TWO

Tuesday, October 04: Definitions

- [1] Huntington, Samuel P. 1993. *The Third Wave: Democratization in the late Twentieth Century*. University of Oklahoma Press, Chapter 1 (pp. 3-30).
[2] Robert Dahl. 1971. *Polyarchy*. Yale University Press, Chapter 1 (pp. 1-32).

WEEK THREE

Tuesday, October 11: Modernization

- [1] Daniel Lerner. 1958. *The Passing of Traditional Society*. Glencoe, IL: Free Press, Chp. 1.

WEEK FOUR

Tuesday, October 18: Economic Development and Democracy

- [1] Seymour Martin Lipset. 1960. *Political Man: The Social Bases of Politics*. Garden City, NY: Doubleday, Chp. 2.
[2] Knack, Stephen. 2004. "Does Foreign Aid Promote Democracy?" *International Studies Quarterly*, 48: 251-266.

WEEK FIVE

Tuesday, October 25: Civic Attitudes

- [1] Gabriel Almond and Sidney Verba. 1963. *The Civic Culture*. Princeton: Princeton University Press, pp. 1-45.
[2] El Fadl, Abou, Joshua Cohen, and Deborah Chasman, eds. 2004. *Islam and the Challenge of Democracy*, Ch 1.

WEEK SIX

Tuesday, November 01: Social Structure

- [1] Barrington Moore. 1966. *The Social Origins of Dictatorship and Democracy*. Beacon, pp. 413-452.

WEEK SEVEN

Monday, November 08: Foreign Control

- [1] Robert Dahl. 1971. *Polyarchy: Participation and Opposition*. Yale University Press, Chapter 9 (pp. 189-201).

WEEK EIGHT

Tuesday, November 15: Snowballing

- [1] Huntington, Samuel P. 1993. *The Third Wave: Democratization in the late Twentieth Century*. Chapter 2.

WEEK NINE

Tuesday, November 22: Forcing Them to be Free

- [1] Mark Peceny. 1999. *Democracy at the Point of Bayonets*. Penn State Univ Press, Chps 2, 7, 8 (pp. 9-48; 183-224).
[2] Mark Peceny. 2004. "Building Half-Assed Democracies in Afghanistan and Iraq." Paper presented at the 2004 International Studies Association Meeting, Montreal, Canada, March 17-20.

WEEK TEN

Tuesday, November 29: Wrap-Up and Papers Due