

University of Montana

## ScholarWorks at University of Montana

---

University of Montana Course Syllabi

Open Educational Resources (OER)

---

Spring 2-1-2016

### PSCI 320.01: Comparative Democratization

Abhishek Chatterjee

University of Montana - Missoula, [abhishek.chatterjee@umontana.edu](mailto:abhishek.chatterjee@umontana.edu)

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

**Let us know how access to this document benefits you.**

---

#### Recommended Citation

Chatterjee, Abhishek, "PSCI 320.01: Comparative Democratization" (2016). *University of Montana Course Syllabi*. 5789.

<https://scholarworks.umt.edu/syllabi/5789>

This Syllabus is brought to you for free and open access by the Open Educational Resources (OER) at ScholarWorks at University of Montana. It has been accepted for inclusion in University of Montana Course Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact [scholarworks@mso.umt.edu](mailto:scholarworks@mso.umt.edu).

**University of Montana**  
**Comparative Democratization**  
**(PSC320-1)**

Class meeting time: MWF, 2:10-3:00 pm

Abhishek Chatterjee

Email: [Abhishek.chatterjee@umontana.edu](mailto:Abhishek.chatterjee@umontana.edu)

Office Hours: 3:10-4:10 pm, MWF, or by appointment

Office: Liberal Arts 355

“Democracy is only a dream: it should be put in the same category as Arcadia, Santa Claus, and Heaven.”

H.L. Mencken

Mencken notwithstanding, there are countries in the world we call “democracies,” that are contrasted to those that are not so, and the former seem to enjoy special approbation, while the latter are often criticized. The result is that, as George Orwell has also noted, there are few regimes that call themselves non-democracies or dictatorships. This course will examine in some detail the meaning of the term (and its opposite), try to ascribe it analytical meaning, and then seek to explain conditions under which regimes that can be given the appellation “democracy” with some justification, emerge. Of course, as we shall see, the latter will also entail explanations for the emergence of non-democratic regimes.

In addition to the things mentioned below (see bullet points), this course is also aimed at developing and enhancing a few other general skills. First is your critical reading ability - i.e., being able to read and understand what authors are arguing and the strengths and weaknesses of their views. The second is your ability to write clearly - an extremely difficult task that is only mastered through practice. Virtually no one is a born writer. Virtually everyone can be a good - even outstanding - writer. Focused papers will help to develop your skills. Third, the course encourages you to develop your “public” speaking skills – albeit (in front of) a very accepting and supportive public.

By the end of the course, you should be able to:

- Identify the difficulties involved in clearly conceptualizing terms such as “democracy,” and “authoritarianism” and hence the various, possibly contending, conceptualizations of these terms.
- Understand the complications involved in the measurement of the concept.
- Understand and critically analyze the various explanations of the emergence of democratic and non-democratic regimes.

## **Course Requirements:**

### **1. Participation: 20%**

Even though this is, strictly speaking, not a seminar, I do expect considerable student participation. To that end, students should come to class prepared to discuss assigned readings or answer questions (I raise in class) on them. Failure to participate will be taken as a sign of inadequate preparation. Students often find it helpful to form study groups whose members divide up the readings and share notes among themselves. I encourage you to do this but will leave it to you to organize these groups and distribute notes.

### **2. Take home Mid-term: 30%**

### **3. Take home final: 50%**

**For Graduate students, instead of participation, 20% will count towards a research proposal.**

## **Tips on Close Reading**

Close reading entails reflecting on the text as you are reading, and evaluating the author's argument. Here are a few suggestions for close reading:

Look for the author's argument and the evidence she uses to support it: What is the main claim she makes? With whom is she disagreeing? Then consider your reactions to the author's work: Does this make sense to you? Why or why not? What are the weaknesses of the argument?

- Always read with pencil in hand. Jot down thoughts you want to raise in class. Write your reactions to the text in the margins. Above all, think about what you are reading; if you find yourself turning pages numbly, stop, take a pause, and then refocus on the author's chain of thought.
- Plan your readings to be spaced out in reasonable increments. Thoughtful reading takes time and energy. It is more pleasant and more productive to read over several days than to try and compress all the reading into a couple of nights.
- Try not to use a highlighter. Writing comments (e.g., "good counterpoint to Huntington") helps a reader engage with the text, whereas highlighting often encourages passivity and torpor.
- Keep track of the parts of the text where you had questions, objections, or fierce agreement with the author's points. Note page numbers on a separate sheet of paper. You may also want to use post-it flags for quick reference to key passages.
- When you are done reading, check to see that you can summarize the author's argument in a few sentences. You may want to take 5 minutes and write down this summary, particularly if you are reading several different texts in given week.
- Remember that the goal of close reading is not just to have touched the pages, but to be able to say something about the material and evaluate it.

These tips may seem unfamiliar at first, but can become useful habits when practiced over time.

### **Readings:**

Most of the readings from books will be posted on the class moodle site. Journal articles are available on jstor.org or other databases (even a google search will pull up the articles). I have not ordered books for this class from the bookstore, but you should buy the following books online (they are available at multiple sites, such as amazon.com, bookfinder.com, or abebooks.com).

1. Juan Linz and Alfred Stepan, *Problems of Democratic Consolidation: Southern Europe, South America, and Post-Communist Europe* (Baltimore: Johns Hopkins Press, 1996)
2. Robert A. Dahl: *Polyarchy: Participation and Opposition* (New Haven: Yale University Press, 1971)
3. Barrington Moore, *Social Origins of Dictatorship and Democracy: Lord and the Peasant in the Making of the Modern World* (Boston: Beacon, 1966)

## **Class Schedule (this is subject to modification)**

### **Week 1: Introduction**

January 25: Introduction to the class

January 27: What is democracy, and why is it desirable?

- Amartya Sen, "Democracy as a Universal Value," *Journal of Democracy* 10.3 (1999) 3-17

January 29: What is "democracy," continued

- Joseph Schumpeter, *Capitalism, Socialism, and Democracy* (Harper, 1942), Part IV, pp. 240-273

### **Week 2: The Meaning of Democracy (and why democracy 'matters'), continued**

February 1:

- Joseph Schumpeter, *Capitalism, Socialism, and Democracy* (Harper, 1942), Part IV, pp. 273-296

February 3:

- Robert A. Dahl: *Polyarchy: Participation and Opposition* (New Haven: Yale University Press, 1971), pp. 1-14, 17-32

February 5:

- Discussion of Schumpeter and Dahl

### **Week 3: More on the importance of definitions**

February 8:

- Philippe Schmitter, and Terry Karl, "What Democracy is... and is Not," *Journal of Democracy*, Volume 2, Number 3, Summer 1991

February 10:

- Charles Tilly, *Democracy* (New York: Cambridge University Press, 2007), Chapter 1

February 12:

- David Collier and Steven Levitsky, "Democracy with Adjectives: Conceptual Innovation in comparative Research," *World Politics* 49 (April 1997), pp. 430-451

### **Week 4: Democracies in History: the big picture**

February 15: **No class, President's Day**

February 17:

- Tilly, *Democracy*, Chapter 2

February 19:

- Dahl, *Polyarchy*, Chapter 3
- Juan Linz and Alfred Stepan, *Problems of Democratic Consolidation: Southern Europe, South America, and Post-Communist Europe* (Baltimore: Johns Hopkins Press, 1996), Chapter 2

### **Week 5: Approaches to explanation; and democracy and 'modernization'**

February 22:

- Michael Bratton and Nicholas van de Walle, *Democratic Experiments in Africa: Regime Transitions in Comparative Perspective* (Cambridge, 1997), chapter 1: "Approaches to Democratization"

February 24:

- Lipset, Seymour M. 1959. "Some Social Requisites of Democracy": Economic Development and Political Legitimacy." *American Political Science Review* 53 (1):69-105

February 26:

- Dahl, *Polyarchy*, pp. 14-16, chaps, 4-5

## **Week 6: Inequality and Class Conflict**

February 29:

- Dahl, *Polyarchy*, Chapter 6

March 2:

- Tilly, *Democracy*, Chapter 5

March 4:

- Discussion of Dahl and Tilly

## **Week 7: Class-conflict continued, and some cases (Mid term posted)**

**Graduate Students Only:** Carles Boix, *Democracy and Redistribution* (Cambridge, 2003), pp. 1-59

Daron Acemoglu and James A. Robinson, "A Theory of Political Transitions," *The American Economic Review*, Vol. 91, No. 4 (Sep., 2001)

March 7:

- Barrington Moore, *Social Origins of Dictatorship and Democracy: Lord and the Peasant in the Making of the Modern World* (Boston: Beacon, 1966), Foreword, pp. 413-433

March 9:

- Moore, *Social Origins*, pp. 3-39, 111-155

March 11:

- Moore, *Social Origins*, pp. 229-291

## **Week 8: Class Conflict and democracy continued (Mid-term due on the 18<sup>th</sup>)**

**Graduate Students Only:** Adam Przeworski, *Democracy and the Market* (Cambridge University Press, 1991), 10-99

March 14:

- Dietrich Rueschmeyer, Evelyne Huber Stephens, John D. Stephens, *Capitalist Development and Democracy* (Chicago, 1992), pp. 1-27

March 16:

- Dietrich Rueschmeyer, Evelyne Huber Stephens, John D. Stephens, *Capitalist Development and Democracy* (Chicago, 1992), pp. 40-75

March 18: Some Cases

- Rueschmeyer et al, *Capitalist Development*, Chapter 4, or chapter 5, or chapter 6

## **Week 9: Transitions and Democratic Consolidation**

**Graduate Students Only:** Youssef Cohen, *Radicals, Reformers, and Reactionaries* (Chicago, 1994), entire (Skim chapters 6 and 7)

March 21:

- Tilly, *Democracy*, Chapter 3

March 23:

- Linz and Stepan, *Problems*, Chapter 2

March 25:

- Linz and Stepan, *Problems*, Chapters 3 and 4 (can skim 3, but carefully study chart in pp. 44-45)

## **Week 10: Latin America.**

March 28:

- Linz and Stepan, *Problems*, Chapters 10, 11, 12, 13, and 14 (pp. 155-230)

March 30:

- Rueschmeyer et al, *Capitalist Development*, Chapter 5

April 1:

- Catch up day, no readings

## **April 4-April 8: Spring Break**

## **Week 11: Africa**

**Graduate Students only:** Stephen Haggard and Robert Kaufman, *The Political Economy of Democratic Transitions* (Princeton University Press, 1995), pp. 1-109

Ruth Berins Collier, *Paths Toward Democracy* (Cambridge, 1999), Chapters 1 and 5

April 11:

- Michael Bratton and Nicholas van de Walle, "Neopatrimonial Regimes and Political Transitions in Africa," *World Politics*, Vol. 46, No. 4 (Jul., 1994), pp. 453-489
- Michael Bratton and Nicholas van de Walle, "Popular Protest and Political Reform in Africa," *Comparative Politics*, Vol. 24, No. 4 (Jul., 1992), pp. 419-442

April 13:

- Michael Bratton, "Deciphering Africa's Divergent Transitions" *Political Science Quarterly*, Vol. 112, No. 1 (Spring, 1997), pp. 67-93

April 15:

- Jeffrey Herbst, "Prospects for Elite-Driven Democracy in South Africa," *Political Science Quarterly*, Vol. 112, No. 4 (Winter, 1997-1998), pp. 595-615
- Nicholas van de Walle, "Presidentialism and Clientelism in Africa's Emerging Party Systems," *The Journal of Modern African Studies*, Vol. 41, No. 2 (Jun., 2003), pp. 297-321

## **Week 12: Culture, 'Civil Society,' and Democracy**

April 18:

- Robert Putnam et al, *Making Democracy Work: Civic Traditions in Modern Italy* (Princeton, 1993) chapters 1 and 6

April 20:

- Sheri Berman, "Civil Society and the Collapse of the Weimar Republic," *World Politics* 49 (April 1997), pp. 401-429

April 22:

- Tilly, *Democracy*, chapter 4

## **Week 13: Culture and Religion**

April 25:

- M. Steven Fish, "Islam and Authoritarianism," *World Politics* 55 (October 2002), pp. 4-37

April 27:

- Mark Tessler, "Islam and the Democracy in the Middle East: The Impact of Religious Orientations on Attitudes Toward Democracy in Four Arab Countries," *Comparative Politics* 34 (April 2002), pp. 337-354

April 29:

- Alfred Stepan and Graeme Robertson, "An 'Arab' More than 'Muslim' Electoral Gap," *Journal of Democracy* 14 (July 2003), pp. 30-44

## **Week 14: Explaining Authoritarianism**

**Graduate Students only: Additional readings to be decided.**

May 2:

- Jason Brownlee, "[...And Yet They Persist: Explaining Survival and Transition in Neopatrimonial Regimes.](#)" *Studies in Comparative International Development* (Fall 2002).

May 4:

- Jason Brownlee, "[The Transnational Challenge to Arab Freedom.](#)" *Current History* (November 2011), and "[Authoritarianism after 1989: From Regime Types to Transnational Processes.](#)" *Harvard International Review* (winter 2010)
- Tilly, *Democracy*, Chapter 8

May 6: **Review and wrap up**

**Final exam due on May 13<sup>th</sup> by email (by 5 pm)**