

Mount Saint Mary's University
Spring 2009

PS 250

Democracy and Democratization

Mondays 5:30-8:15

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COURSE DESCRIPTION AND OBJECTIVES

This is a seminar on democracy and democratization in the contemporary world. Throughout the semester, we will focus on a number of questions, such as:

- ***What is democracy?*** Many of us never formulate an answer to that question beyond something like “rule by the people.” But who are the “people”? And how do they “rule”?
- ***How does democracy come to be?*** Taking democracy for granted, we fail to understand the difficult and complicated processes by which democracies have come into existence. Does democracy require capitalism? Can democracy be imposed by military force? Does democracy require a pre-existing “civic” political culture?
- ***Why should we care about democracy?*** We rarely articulate the reasons why we (or other people) should *want* to live in democracies. Are there positive consequences of democracy? Are there negative consequences?

We will explore such questions throughout the semester. To do so, we will look at historical and contemporary cases from around the world.

We will read selections from the canon of democratic theory (in *Democracy: A Reader*). These will ground us in the arguments (from the ancient Greeks to contemporary philosophers) that have shaped our understanding of “popular” forms of government.

We will also read *Democracy and Democratization* (a brief but extensive introduction to the subject) along with journal articles or book chapters written by top scholars. This will allow us to: 1) ask questions rooted in democratic theory (the study of philosophical and practical issues involving democracy); 2) learn how democracy and democratization has differed in real world cases; and 3) consider the future of democracy in the 21st century.

Later, we will read two recent volumes by the editors of *Journal of Democracy* (the top journal in comparative democracy studies): *Assessing the Quality of Democracy*, which explores questions of the **quality of democracy**; and *World Religions and Democracy*, which explores the relationship between **religion and democracy** (as part of the argument about “cultural values” and democracy).

University Curriculum Goals Met By This Course

This course fulfills the following university curriculum goals and objectives, to promote:

1. An understanding of the Western humanist tradition, including its American expression, particularly as that tradition has been interpreted in Catholic thought and practice.
 - g. To achieve perspective on the Western humanist tradition by investigating at least one culture that has developed outside or beyond the dominant traditions of the West.
2. The skills of analysis, communication, and problem solving that enable students to appreciate, critique, and contribute to that tradition.
 - a. To become skilled readers, writers, and speakers.
 - d. To skillfully employ contemporary research methods, including the resources of information technology.
3. An understanding of the purposes, methods, and substance of a particular intellectual discipline.
 - a. To complete an undergraduate major.
 - b. To connect study in that major with learning in the core curriculum and electives.
4. An understanding of the nature of the good and a commitment to its practice, particularly in regard to justice, dignity, and freedom and responsibility in human communities.
 - b. To honor the dignity and worth of persons of different racial and cultural heritages.
 - d. To address the pressing questions of social justice and human need.
5. The personal synthesis of learning and the capacity for life-long inquiry that constitute the ultimate goal of a liberal education.
 - a. To seek to integrate learning across courses and disciplines within the core curriculum.
 - b. To connect core learning with learning in the major.

Department of Political Science Goals Met By This Course

This course also helps meet the following objectives of the political science major:

- To understand the similarities and differences of political systems and cultures.
- To analyze political questions using philosophical, legal, qualitative and quantitative methods.
- To understand the nature and evolution of the international political system, including state and non-state actors.
- To understand the salient features of political systems in other regions of the world such as Africa, Asia, Europe, Latin America, and the Middle East.

REQUIRED TEXTS

Blaug, Ricardo and John Schwartzmantel, eds. 2001. *Democracy: A Reader*. New York: Columbia University Press.

Sørensen, Georg. 2007. *Democracy and Democratization: Processes and Prospects in a Changing World*, 3rd ed. Boulder, CO: Westview Press.

- Diamond, Larry and Leonardo Morlino, eds. 2005. *Assessing the Quality of Democracy*. Baltimore: Johns Hopkins University Press.
- Diamond, Larry, Marc F. Plattner, and Philip J. Costopoulos, eds. 2005. *World Religions and Democracy*. Baltimore: Johns Hopkins University Press.

Additional Readings

The following readings are available on Blackboard. Please note that these are not optional reading assignments.

- Bunce, Valerie. 2003. "Rethinking Recent Democratization: Lessons from the Postcommunist Experience." *World Politics* 55(2): 167-192.
- Gagnon, V. P. 1994. "Serbia's Road to War." *Journal of Democracy* 5(2): 117-131.
- Jeldres, Julio A. 1993. "The UN and the Cambodian Transition." *Journal of Democracy* 4(4): 104-116.
- Katz, Stanley N. 2006. "Democratic Constitutionalism after Military Occupation: The United States' Experience in Japan, Germany, Afghanistan, and Iraq." *Common Knowledge* 12(2): 181-196.
- Krastev, Ivan. 2006. "Democracy's 'Doubles'." *Journal of Democracy* 17(2): 52-62.
- Mansfield, Edward and Jack Snyder. 1995. "Democratization and War." *Foreign Affairs* (May/June).
- Means, Gordon Paul. 1996. "Soft Authoritarianism in Malaysia and Singapore." *Journal of Democracy* 7(4): 103-117.
- Przeworski, Adam and Fernando Limongi. 1993. "Political Regimes and Economic Growth." *Journal of Economic Perspectives* 7(3): 51-69.
- Schmitter, Philippe Terry Lynn Karl. 1991. "What Democracy Is ... and Is Not." *Journal of Democracy* 2(3): 75-88.
- Sen, Amartya. 1999. "The Importance of Democracy." In *Development as Freedom*. New York: Alfred E. Knopf, 146-159.
- Ziblatt, Daniel. 2006. "How Did Europe Democratize?" *World Politics* 58(2): 311-338.

Recommended (useful for your research paper)

- Baglione, Lisa A. 2007. *Writing a Research Paper in Political Science: A Practical Guide to Inquiry, Structures, and Methods*. Belmont, CA: Thomson Wadsworth.

COURSE REQUIREMENTS

The semester grade is based on the following components:

Participation	9%	
In-class reading quizzes	10%	
Take-home exams (x2)	30%	(15% each)
Reflective essays (x3)	21%	(7% each)
Research paper	15%	
Final exam	15%	

Participation. Read the assigned readings *before* class and come ready to discuss them. Note that *attendance* is not the same as *participation*; if you come to class every day but never offer any questions, comments, or otherwise become actively engaged in class you will earn a zero for participation. The best way to earn points for participation is to come to class every day prepared with at least one question or comment.

Reading quizzes. I will periodically give short in-class quizzes at the start of class. If you miss a quiz, you will receive a zero for that day's quiz. There is no limit to the number of quizzes; they will be averaged out to account for 10% of your total grade.

Reflective essays. You will have *six opportunities* to write three short reflective essays (3-4 pages). Each is worth 7 points and asks you to write on a specific prompt.

- **Option 1A and 1B:** You must submit an essay for *one* of the following two deadlines: January 26 (Option 1A) or February 2 (Option 1B).
- **Option 2A and 2B:** You must submit an essay for *one* of the following two deadlines: February 16 (Option 1A) and February 23 (Option 2B).
- **Option 3A and 3B:** You must submit an essay for *one* of the following two deadlines: March 23 (Option 3A) and March 30 (Option 3B).

Take-home exams. I will give two in-class exams during the semester. Each will cover course materials (reading, handouts, discussions) covered up to that point. Each will include three short essay prompts; you will select two of your choice to answer.

Final exam. The final exam will cover material from the latter half of the semester (our three other texts). It will include two optional short essays (you will pick one) and another mandatory short essay, both written in class.

RESEARCH PAPER: BRIEF GUIDELINES AND DEADLINES

During the semester, you will work on a research paper (a comparative study) on a topic of your choice. The paper must be 7-8 pages long, use proper reference citations (using the *Chicago Manual of Style*)¹ and include a reference bibliography and a title page (not included in the page count). Additional guidelines will be handed out later. The research paper is due May 1.

Writing a paper involves a number of steps:

- selecting a preliminary research topic
- preliminary research on your topic(s) to determine if there are enough reference materials available (*if not, you may have to select a different topic!*)
- selecting and organizing your reference materials
- preparing a paper outline (*never start writing until you have outlined your ideas!*)
- writing a preliminary draft
- editing a “final” draft

None of these steps should be rushed; each is a crucial part of writing a polished paper.

¹ A quick guide is online at: http://www.chicagomanualofstyle.org/tools_citationguide.html

Please note the following deadlines associated with your final research paper:

- **February 2:** country choice statement (in 50 words or less, specify a country you would like to write about)
- **February 16-27:** office hour visits (you must sign up for a 10-minute meeting in which we will discuss your case selections)
- **March 9:** précis and brief assessment (in 700 words or less, give a brief summary of your case, including a brief assessment of its *quality* of democracy)
- **April 6:** annotated reference bibliography (must include at least 2 books & 5 peer-review articles)

I will provide guidelines for each of these assignments. While they are not graded, failure to submit any one will result in a 10% deduction to your final paper grade (if you fail to meet all four deadlines, you automatically lose 40% of your final paper grade).

Writing Tips & Guidelines

Spend the necessary time. Writing is a craft; it is not something we do carelessly. Style and polish count, both in college and post-college writing. The Mount's Writing Center is an excellent place to go for help and guidance. I am also willing to help by reading drafts or answering any questions you might have.

College papers require the use of “scholarly” sources. Do not use any of the following as reference citations in your paper:

- encyclopedias (this includes Wikipedia, *Encyclopedia Britannica*, and others)
- dictionaries
- country “backgrounders” (such as CIA World Fact Book, Library of Congress Country Studies, and others)

These sources may be good places to *start* learning about a topic, but they are not worthy of citations.

The following types of references may be appropriate under certain circumstances (see me), but your paper should not exclusively (or even primarily) rely on them:

- newspaper articles
- newsmagazine articles (this includes *The Economist*, *Newsweek*, and others)
- online news sources (this includes PBS, National Geographic, and others)

STUDY TIPS AND RECOMMENDATIONS

How to Read for This Course

This course involves a substantial amount of reading. *Don't panic!* One of the important lessons of college is to learn how to read and synthesize information quickly. The purpose of a liberal arts education is not to teach you to memorize large chunks of information.

Throughout the semester, we will read short excerpts from the canon of democratic theory. Read these with more careful attention, with an effort to link them to some of the underlying questions and/or assumptions presented in our other readings.

Our basic “textbook” is *Democracy and Democratization*. Because it serves as a survey of major issues in the field of democratization studies, it will require greater attention to detail and we will cover it more slowly. Alongside each chapter, I have assigned two additional readings meant to complement and expand on one or more of the key ideas, concepts, or themes.

Later in the semester we will read our two “thematic” volumes. As you read through them, keep these guidelines in mind:

- This is not a course on politics in specific countries; the purpose of country-specific chapters is to illustrate themes and concepts, not provide detail on specific countries.
- This is not a course on comparative religions; the purpose of our readings is to understand the complex relationship between politics (specifically democratic politics) and religion, not to become experts on world religions.

How to Prepare for Reading Quizzes

I will post a number of discussion questions to accompany each set of readings. These will serve as the starting point for our in-class discussion. These will also be used as reading quiz questions (if we have a quiz, I will select one of the questions). Use these questions as a guide to your reading. If you can answer each of the questions, you will be prepared for class discussions (as well as for any possible quiz).

Time Management Tips

You should spend about as much time reading and preparing for class each week as the time we spend in class. I recommend one hour reading and taking notes for each class period, plus 5 minutes reviewing your notes *before* and 5 minutes reviewing your notes *after* each class.

I recommend spending another 2-3 hours per week for your writing assignments. Set aside 20-30 minutes each day for working on writing assignments for this class. If you work on your writing projects consistently, you will save yourself the stress of an “all-nighter” (and your work will be of higher quality).

GENERAL RULES & EXPECTATIONS

Special Accommodations

I will make special accommodations when necessary and appropriate. But it is your responsibility to inform me of such circumstances as early as possible and appropriate. This includes accommodations for extra time on exams.

Late Work

I do not accept late work. If you give yourself plenty of time for assignments, and avoid procrastinating, you will be prepared for any crisis. You can always submit work early. If you know ahead of time that you will miss a deadline, you are better off submitting what you have up to that point, than not submitting anything at all.

Classroom Rules

I have very few rules for my classroom, most of which are common sense:

- no use of cell phones (this also means no texting) in class
- no use of laptops (if you are allowed one, a special note taker may be present to sit at the back of the class)
- no sleeping (if you can't stay awake, don't come to my class)
- arrive on time (arriving late is disruptive; if you are more than 5 minutes late, don't come to my class)
- bring the readings to class (I frequently reference specific pages for discussion; you should, too)
- treat everyone with the same kind of respect you would expect to be treated yourself

Academic Honesty

Finally, it is your responsibility to familiarize yourself with the Mount's guidelines regarding academic honesty. Pay close attention to pages 52-53 of the university's undergraduate manual, particularly regarding cheating and plagiarism. Plagiarism (in its many forms) is a serious offense that may lead to your expulsion from the university. If you have doubts about what constitutes plagiarism, see me right away (it's not plagiarism until you submit an assignment in for a grade).

SEMESTER SCHEDULE

- Week 1** January 12
Introduction and hand out syllabus
Democracy: A Reader: Pericles, “Funeral Oration” (pp. 25-27); Machiavelli, “The Discourses” (pp. 34-37); Rousseau, “The Social Contract” (pp. 44-52); Madison, “Federalist Papers” (pp. 53-58); J. S. Mill, “Representative Government” (pp. 59-67); Schumpeter, “Capitalism, Socialism, and Democracy” (pp. 92-95)
- Week 2** January 19
Sørensen, Chapter 1 (“What Is Democracy?” pp. 3-27)
Schmitter & Karl, “What Democracy Is ... and Is Not” (on [Blackboard](#))
Democracy: A Reader: Barber, “Strong Democracy” (pp. 447-451); Mendus, “Losing the Faith, Feminism and Democracy” (pp. 324-331); Young, “Justice and the Politics of Difference” (pp. 165-168)
- Week 3** January 26
Sørensen, Chapter 2 (“Processes of Regime Change,” pp. 29-54)
Ziblatt, “How Did Europe Democratize?” (on [Blackboard](#)); Bunce, “Rethinking Recent Democratization” (on [Blackboard](#))
Democracy: A Reader: Marx, “The Civil War in France” (pp. 240-243); Tocqueville, “Democracy in America” (pp. 68-77)
Short essay due (option 1A)
- Week 4** February 2
Sørensen, Chapter 3 (“From Transition to Standstill,” pp. 55-78)
Krastev, “Democracy’s ‘Doubles’” (on [Blackboard](#)); Means, “Soft Authoritarianism in Malaysia and Singapore” (on [Blackboard](#))
Democracy: A Reader: Lenin, “The State and Revolution” (pp. 244-247); Bakunin, “The Illusion of Universal Suffrage” (pp. 169-171); Michels, “Political Parties” (pp. 287-289)
Short essay due (option 1B)
Country choice statement due
- Week 5** February 9
Sørensen, Chapter 4 (“The Promotion of Democracy from the Outside,” pp. 79-98)
Jeldres, “The UN and the Cambodian Transition” (on [Blackboard](#)); Katz, “Democratic Constitutionalism after Military Occupation” (On [Blackboard](#))
Democracy: A Reader: Sen, “Democracy as a Universal Value” (pp. 420-423); Parekh, “The Cultural Particularity of Liberal Democracy” (pp. 424-429)

- Week 6** February 16
Sørensen, Chapter 5 (“Domestic Consequences of Democracy,” pp. 99-130)
Przeworski & Limongi, “Political Regimes and Economic Growth” (on Blackboard); Sen, “The Importance of Democracy” (on Blackboard)
Democracy: A Reader: Friedman, “Capitalism and Freedom” (pp. 367-372); Wainwright, “Arguments for a New Left” (pp. 377-379); Taylor, “The Dynamics of Democratic Exclusion” (pp. 398-400)
Short essay due (option 2A)
- Week 7** February 23
Sørensen, Chapter 6 (“International Consequences of Democracy,” pp. 131-158)
Mansfield & Snyder, “Democratization and War” (on Blackboard);
Gagnon, “Serbia’s Road to War” (on Blackboard)
Democracy: A Reader: Nodia, “Nationalism and Democracy” (pp. 384-386); Miller, “On Nationality” (pp. 387-389)
Short essay due (option 2B)
- February 27
First take-home exam due
- Week 8** March 9
Assessing the Quality of Democracy: O’Donnell, “Why the Rule of Law Matters” (pp. 3-17); Schmitter, “The Ambiguous Virtues of Accountability” (pp. 18-31); Beetham, “Freedom as the Foundation” (pp. 32-46)
Précis and brief assessment due
- Week 9** March 16
Assessing the Quality of Democracy: Rueschemeyer, “Addressing Inequality” (pp. 47-61); Powell, “The Chain of Responsiveness” (pp. 62-76); Plattner, “A Skeptical Perspective” (pp. 77-81)
- Week 10** March 23
Assessing the Quality of Democracy: López-Pintor & Morlino, “Italy and Spain” (pp. 85-122); Yun-han Chu & Doh Chull Shin, “South Korea and Taiwan” (pp. 188-212); Mungiu-Pippidi, “Poland and Romania” (pp. 213-237)
Short essay due (option 3A)
- Week 11** March 30
Assessing the Quality of Democracy: Hagopian, “Brazil and Chile” (pp. 123-162); Ganguly, “Bangladesh and India” (pp. 163-187); Mattes and Gyimah-Boadi, “Ghana and South Africa” (pp. 238-273)
Short essay due (option 3B)

April 3

Second take-home exam due

Week 12

April 6

World Religions and Democracy: Fradkin, “Judaism and Political Life” (pp. 87-101); Philpott, “The Catholic Wave” (pp. 102-116); Woodbery & Shah, “The Pioneering Protestants” (pp. 117-131); Prodromou, “The Ambivalent Orthodox” (pp. 132-145)

Annotated reference bibliography due

Week 14

April 20

World Religions and Democracy: Fukuyama, “Confucianism and Democracy” (pp. 42-55); Bhana Mehta, “Hinduism and Self-Rule” (pp. 56-69); Dalai Lama, “Buddhism, Asian Values, and Democracy” (pp. 70-74); Aung San Suu Kyi, “Burma’s Quest for Democracy” (pp. 75-84)

Week 15

April 27

World Religions and Democracy: Filali-Ansary, “Muslims and Democracy” (pp. 153-167); Lewis, “A Historical Overview” (pp. 168-179); Filali-Ansary, “The Sources of Enlightenment Muslim Thought” (pp. 197-211); Masmoudi, “The Silenced Majority” (pp. 218-222); Kubba, “Faith and Modernity” (pp. 223-227)

May 1

Semester paper due

Finals Week

May 4

Final in-class exam