Description:

This seminar is designed to provide graduate students with an overview of the expansive literature on democratization. Over the last thirty years the world has experienced a “third wave” of democratization in which authoritarian regimes around the world have collapsed in favor of varying degrees of democratic governance. This seminar will examine the literature on democratization to discern the major approaches, themes, and debates surrounding regime change away from authoritarianism. The seminar will be organized thematically rather than regionally with empirical cases drawn primarily from Latin America, Southern Europe, post-communist states and the Middle East. After a survey of the major approaches to democratization, the seminar will focus on specific issues, actors, and processes important to successful democratization including: institutional design, elites, ethnicity, political economy, party systems, and civil society.

Requirements:

1) **Short papers (20% of grade):** Each student will write two short papers (5 pages, typed and double-spaced with citations) each dedicated to a week’s readings. The papers are to summarize the central debate of the readings, their arguments, and their strengths and weaknesses. Each paper will be worth 10 percent of your grade.

2) **Review essay/Research proposal (30% of grade):** Each student will also write a longer paper (10-15 pages, typed and double-spaced with citations). These papers can follow one of two formats depending on the student’s goals: a) a review essay discussing a debate not covered in class (or expanding on an issue covered using additional sources) or b) a research proposal that articulates a research question, discusses its significance, proposes hypotheses or arguments, and provides a research design outlining how you would go about examining the question. This paper will be worth 30 percent of your grade. Due date, last seminar meeting, May 2nd.

3) **Final Examination (30% of grade):** Each student will take a final examination that compares, contrasts, and integrates competing perspectives on a particular issue or set of issues concerning democratization. This examination will be taken under a time constraint with the same parameters and rules used by the department for the comparative preliminary exams. Due date TBD (at the end of the semester).

4) **Participation (20% of grade):** Students writing on the week’s readings will be asked to lead discussion. Students discussing readings should be in contact with one another to coordinate their presentations. A 20 percent participation grade will be based on the quality of these presentations and overall participation.
Grading Policy Percentage

I will be using the new +/- grading scale. Letter grades for the course will be based on the following scale.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>

Accommodations

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471-6441 TTY.

Academic Integrity

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/ or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information please visit the Student Judicial Services Web site: http://deanofstudents.utexas.edu/sjs. Refer to the Dean of Students Student Judicial Services website or call 471-2841 for the official university policies and procedures on scholastic dishonesty.

Religious Holidays

A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible, so that arrangements can be made to complete an assignment within a reasonable time after the absence.

Emergency Evacuation Policy

In the event of a fire or other emergency, it may be necessary to evacuate a building rapidly. Upon the activation of a fire alarm or the announcement of an emergency in a university building, all occupants of the building are required to evacuate and assemble outside. Once evacuated, no one may re-enter the building without instruction to do so from the Austin Fire Department, University of Texas at Austin Police Department, or Fire Prevention Services office.

Students should familiarize themselves with all the exit doors of each room and building they occupy at the university, and should remember that the nearest exit routes may not be the same as the way they typically enter buildings.
Students requiring assistance in evacuation shall inform their instructors in writing during the first week of class. Faculty members must then provide this information to the Fire Prevention Services office by fax (512-232-2759), with "Attn. Mr. Roosevelt Easley" written in the subject line.

Information regarding emergency evacuation routes and emergency procedures can be found at http://www.utexas.edu/emergency.

Seminar Schedule and Readings

Readings:

All readings are journal articles or portions of books. No books are assigned in this seminar.

All readings will be available electronically on the seminar’s Blackboard website. Readings marked by one asertisk (*) are excerpts from books that will be posted on Blackboard as pdf files. Readings marked by two asterisks (**) are articles that will be posted on Blackboard as well but are also available in full-text form online through UTnetCAT. These articles can be accessed by entering the journal name in the UTnetCAT item search and then follow the links provided. Please contact me if you have any problems. I will also provide a reading packet copy through Paradigm Copies of all readings not available through UTnetCAT (e.g., book chapters) if there is sufficient interest in purchasing a hard copy of these readings. I strongly recommend that each student prints out a hard copy of every reading for class use so that he or she can bring copies to class.

Week 1 (Jan. 24th): Introduction

Introduction to the class. Sign-up for short paper assignments.

Week 2 (Jan. 31st): Concepts and Definitions – Democracy and Democratic Consolidation

1) What is democracy and democratic consolidation? Can we operationalize and measure it?
2) Should we adopt a “minimal procedural” definition of democracy or a more elaborate one?
3) How should we measure democracy? Should it be a viewed as a dichotomy or a continuum?
4) What difference do conceptual definitions and measurement issues make in the study of democratization?

Definitions of Democracy and Democratic Consolidation:


Recommended: R. Dahl, Polyarchy, especially Ch. 1.

*Measuring Democracy:*


**Week 3 (Feb. 7th): Classifying Regime Types and Competing Perspectives toward Democratization**

1) How do hybrid regimes complicate our understanding of democracy and democratization?
2) How different are new democracies and established ones and what is the significance of these differences?
3) What are the pros and cons of different perspectives to democratization? Can we discern whether structure, institutions or process, elites or masses, domestic or international, economic or political factors matter more in democratic consolidation?
4) Is an integrated and comprehensive theory of democratization possible and/or desirable?

*Classifying Regime Types/Hybrid Systems:*


*Competing Perspectives (Structural, Institutional, Process):*


Recommended: S. Huntington, *The Third Wave*,


**Week 4 (Feb. 14th): Modernization Theory, Macrohistorical Analysis, the Resource Curse**

1) What is the relationship between economic development and democratization? Does democratic stability require a threshold of affluence? How, exactly, does development affect democratization?
2) Is there a particular constellation of social classes necessary for democracy to emerge?
3) How does a resource-dependent economy complicate the link between economic development and democratization?

*Modernization and Democratization:*


Social Classes and Democratization:


Resource Curse:

*T. Dunning, *Crude Democracy*, Ch. 1


**Week 5 (Feb. 21st): Political Culture**

1.) What is political culture? How can we best capture and measure it?
2.) Are there cultural requisites that are necessary for democracy to emerge?
3.) If culture affects democratization what is the causal mechanism exactly?
4.) Is political culture a static or dynamic force? Is it a cause or effect of democratization?
5.) Is Islam (and other religious traditions) compatible with democracy?

Culture and Democratization:


Different Cultural Traditions and Democratization:

**M. Steven Fish, “Islam and Authoritarianism,” *World Politics* (October 2002), pp. 4-37.
**M. Steven Fish, *Are Muslims Distinctive?,* Ch. 7.

**Week 6 (Feb. 28th): Civil Society**

1.) What is civil society? What is its relationship to democratic consolidation?
2.) What is the inter-relationship between civil society, the state, and democratic consolidation?
3.) Can civil society be cultivated anywhere or is it historically and geopolitically bounded?

**Civil Society as a Promoter of Democratization:**

*L. Diamond, Developing Democracy Toward Consolidation, pp. 218-260.

**Critics of Civil Society as a Promoter of Democratization:**


**Causes of Civil Society:**


**Week 7 (March 7th): Institutional Design - Presidentialism vs. Parliamentarism**

1.) Can democratization be encouraged by “getting the institutions rights”?
2.) What are the strengths and weaknesses of presidential versus parliamentary government?
3.) How have the critics of presidentialism been challenged?
4.) Can the weaknesses of presidentialism be mitigated by other factors?

**Advocates of Parliamentary Power:**

*M. S. Fish, Democracy Derailed in Russia, Ch. 7.

**Skeptics:**

* M. Shugart and J. Carey, Presidents and Assemblies, Chs. 2 and 3.
J. Cheibub, Presidentialism, Parliamentarism, and Democracy, Chs. 1 and 7.
Week 8 (March 14th): Spring Break – No Class

Week 9 (March 21st): Institutional Design – Electoral Systems

1.) What is Durverger’s Law? Why does it matter how many parties exist in a country?
2.) What is the effect of the interaction of social diversity and electoral systems on party systems?
3.) How does the sociopolitical context condition electoral system effects?
4.) Is “electoral engineering” possible?

Electoral Systems Effects:

**A. Lijphart, Patterns of Democracy, Ch. 16.**
**G. Cox, Making Votes Count, 1997, Ch. 1.**
**R. Moser and E. Scheiner, Rethinking Electoral System Effects: Mixed-Member Electoral Systems and the Constraining Effects of Political Context, (unpublished manuscript), Chs. 1, 3, 6, 8.**

Week 10 (March 28th): Elites and Elite Decisions

1.) How do elites affect the democratization process?
2.) What is the connection between elites and masses? How does this affect the influence of elites?
3.) How do elites in authoritarian regimes resist pressures for democratization?
4.) How do political pacts influence democratization?

The Elite Paradigm:

**J. Higley and M. Burton, The Elite Foundations of Liberal Democracy, Chs. 1-2.**

Resilient Authoritarianism:

**J. Brownlee, Authoritarianism in the Age of Democratization (Cambridge: Cambridge UP), Ch. 1 and conclusion.**
**L. Way, “Authoritarian State Building and the Sources of Political Competition in the Fourth Wave: The Cases of Belarus, Moldova, Russia, and Ukraine” World Politics (2005), pp. 231-261.**

Modes of Transition and Democratic Consolidation:

**T. L. Karl, “Dilemmas of Democratization in Latin America,” Comparative Politics (1990), pp. 1-21.**
Week 11 (April 4th): Economic Reform and Democratization

1.) What is the relationship between capitalism and democracy?
2.) Are authoritarian or democratic regimes better able to conduct economic reforms?
3.) How does economic reform impact political actors in new democracies?

The Relationship between Capitalism and Democracy:


Democratization’s Impact on Market Reform:


Economic Reform’s Impact on Democratization:

*M. S. Fish, Democracy Derailed in Russia, Ch. 6.

Week 12 (April 11th): Ethnicity and Democratization

1.) Does democratization exacerbate ethnic conflict?
2.) Is democratization possible in ethnically divided states?
3.) Can robust civil society or certain elite decisions mitigate ethnic conflict?

Ethnic Diversity and Democracy:


Elites, Civil Society and Ethnic Conflict:

Week 13 (April 18th): Managing Ethnic Conflict with Institutions

1.) Can democratic institutions mitigate ethnic conflict?
2.) Does PR represent ethnic minorities better than SMD elections? Does increased representation lead to increased regime legitimacy among minorities?
3.) Should electoral engineers strive to co-opt minorities through consensual democracy or overcome ethnic divisions with institutions designed to promote multi-ethnic coalitions?
4.) Does federalism mitigate or exacerbate ethnic conflict?

Democratic Institutions and Ethnic Conflict Management:


Electoral Systems and Ethnic Representation:


Federalism and Ethnic Conflict:


Week 14 (April 25th): International Forces: Globalization, Diffusion, Democracy Assistance

1) How does globalization influence democratization?
2) What is diffusion? Does it affect democratization? If so, how?
3) Can the West export democracy through foreign assistance?

Globalization and Democratization:


Diffusion:


**Democracy Assistance:**


**Week 15 (May 2nd): Conclusions**

1.) What factors are the most and least important determinants of democratization?

**Final Papers Due in Class**