GOV 390L (39135)
Democratic Consolidation

Course meetings: Tuesdays, 3:30-6:30 p.m. in Batts 5.102.

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This course explores the causes of democratization and democratic consolidation or lack thereof. The aims of the course are three-fold: 1) To acquaint students with the theoretical literatures on these subjects; 2) To teach students how to design and evaluate theoretically-oriented research; and 3) To train students to carry out various types of writing assignments that political scientists are frequently required to perform.

The first two weeks of the course provide an overview of the field and the methods used in it. Subsequent weeks focus in depth on different factors that have been argued to play a key role in fostering or undermining democracy. These include economic development, elites, the working classes, inequality, natural resources, civil society, religious and ethnic cleavages, political culture, institutional factors, and international diffusion.

I will make most of the readings available to members of the class on Blackboard. The following books are available for purchase at the University Coop:


**REQUIREMENTS**

This is a discussion seminar and students will be required to participate regularly in class discussions. Participation will count for 10 per cent of each student’s grade. Each week, some students will be responsible for helping facilitate the discussion of that week's readings.

This class does not have a final exam, but it does have five written assignments:

1) A 4-5 page paper that proposes a new method for measuring democracy, democratic consolidation, or democratic deepening. You should carefully outline your proposed measure and explain why it is superior to existing measures, at least for your
purposes. This will necessarily involve some discussion of the literature. This paper, which is worth 15 percent of your grade, is due in class on Jan. 29.

2) A 3-4 page analysis of one of the articles assigned for Week 5. The analysis, which is worth 10 percent of your grade, is due in class on February 12. Students should write the analysis as if they were refereeing the article for a major political science journal. You should evaluate the importance of the theoretical and empirical contribution, the soundness of the methodology, and the persuasiveness of the empirical evidence.

3) A 5-6 page book review of Crude Democracy. The review, which is worth 15 percent of your final grade, is due in class on March 5. Each review should summarize and evaluate the theoretical arguments and empirical evidence presented in the book.

4) An 8-10 page review essay analyzing the articles on religion and democracy assigned for Week 11 (excluding the Welzel and Inglehart piece). The review essay, which is worth 20 percent of your grade, is due in class on April 2. The essay should compare and contrast the articles/chapters assigned for that week, pointing out theoretical, methodological, and empirical problems. It should also identify a research agenda for the future.

5) A 10-15 page research proposal. The proposal or paper, which is worth 30 percent of your grade, is due on May 8. The proposal should identify an interesting research question having to do with democratization or democratic consolidation, discuss the theoretical literature on this topic, present some plausible hypotheses, and describe a feasible means of testing these hypotheses. With my permission, students may write a research paper instead of the research proposal. Students will also need to present their research proposal to the class on April 23 or 30. In this presentation, which will not be graded, students should identify their research question and present some preliminary hypotheses. The aim of this presentation is for the students to get useful feedback that will help them with their proposals.

Plus/minus grading will be used in this course.

Students with disabilities may request appropriate accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 471-6259, http://www.utexas.edu/diversity/ddce/ssd/

Students who need to miss a class due to a religious holiday should notify me at least fourteen days prior to the holiday. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Policy on Scholastic Dishonesty: 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 on academic integrity and plagiarism please visit the Student Judicial Services Web site: http://deanofstudents.utexas.edu/sjs/acint_student.php
COURSE READINGS

Week 1 (Jan. 15): Concepts and Methods in the Study of Democracy. What is democracy? How should we measure it? What are the main advantages and disadvantages of the different methods used in the study of democracy?


Week 2 (Jan. 22): Democratization: The State of the Art. What do we know about democratization and democratic consolidation? How do we know it? Where should the field go from here?


Week 3 (Jan. 29): Economic development and democracy. What is the relationship between economic development and democracy? Is it linear or non-linear? Is it endogenous or exogenous? Does it hold across time periods and regions? What types of causal mechanisms underlie the relationship?


**Week 4 (Feb. 5): Social classes and democracy.** Who plays the key role in bringing about democracy? Are the masses or elites more important? Which social classes support and which classes oppose democracy? Under what circumstances do particular classes prevail? How important is agency versus structure in democratization?


**Week 5 (Feb. 12): Inequality and democracy.** What is the relationship between inequality and democracy? Does inequality have a different impact on democratic consolidation than on democratization? Does capital mobility mediate the relationship between inequality and democratization?


Week 6 (Feb. 19): Economic policies and democracy. Is economic openness conducive to democracy? Can market reforms undermine democracy in certain instances? What is the relationship between economic openness and political participation?


Week 7 (Feb 26): International factors and democracy. Does democracy diffuse? What sorts of mechanisms lead to the spread of democracy from one nation to another? Can foreign governments and international organizations help promote democracy?


**Week 8 (March 5): Natural resources and democracy.** Does oil wealth undermine democracy? If so, why? Are there other variables that mediate the impact of oil wealth on democracy? What impact does resource dependence more generally have on democracy?


**Week 9 (March 19): Authoritarian institutions and democracy.** How are authoritarian regimes sustained? Does the type of authoritarian regime affect the prospects for democracy? Are certain types of regimes more conducive to democracy than other types of regimes? How do authoritarian institutions break down?


**Week 10 (March 26): Democratic institutions and democracy.** Are presidential systems more prone to breakdown than parliamentary systems? How do constitutions shape democracy? What other types of political institutions effect democracy?


**Week 11 (April 2): Political Culture, Religion and Democracy.** How does religion and political culture more generally shape the prospects for democracy? Are protestant countries more likely to be democratic? Are Islamic countries less likely to be democratic? If so, why?


Week 12 (April 9): Ethnic diversity and democracy. What is the impact of ethnic diversity on democracy? Why might ethnic diversity undermine democracy? Under what circumstances might ethnic diversity be good for democracy?


Week 13 (April 16): Civil Society and Democracy. Are strong civil societies necessary for deepening democracy? Under what circumstances might civil societies undermine democracy?

Putnam, Robert D. 1993. Making Democracy Work: Civic Traditions in Modern Italy. Princeton: Princeton University Press, Ch. 1 (pp. 1-16) and Ch. 4 (pp. 83-120) and Ch. 6 (pp. 163-185).


Week 14 (April 23) Student presentations

Week 15 (April 30) Student presentations