

**INTL 4315: Comparative Democracy, Democratization, and Civil Society**  
DEPARTMENT OF INTERNATIONAL AFFAIRS, UGA  
SPRING 2009

**Instructor:** Clemente Quinones  
**Room:** Journalism 512  
**Days/Time:** MWF / 9:05 - 9:55  
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and by appointment

*The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.*

### **I. DESCRIPTION AND PURPOSE OF THE COURSE**

The course focuses on the process of democracy and democratization in historical and comparative perspective, and although our discussions and readings will span many countries and most regions of the world, the course takes a thematic, rather than a regional approach to the study of democracy and democratization. We first review the definitions of democracy and democratization, as well as some of the prerequisites (and conditions) for democracy and democratization identified in the recent literature. We will then turn to examine the key elements of the three historic waves of democratization. Then we will concentrate on the third wave democracy. In this latter section, we will have the opportunity to review the most relevant literature on transition to democracy and on democratic consolidation. Next, we will study the role of key political institutions, social actors, political culture, and civil society in the process of democratization in different transition regions.

### **II. COURSE OBJECTIVES**

At the end of the semester, you will be able to distinguish democracy from democratization, to explain the process of democratization itself including its causes and consequences, to understand different forms of democracies and their specific functioning, to specifically explain the process of the third wave democracy as it happened in different regions of the world, and to understand the role of political institutions in the process of democratization/democracy.

### **III. COURSE ORGANIZATION**

The course is divided into 5 sections. For our discussions, we will use in-class small teams, open assembly, and possibly student panels. The use of which will depend on the topic of the day. For example, we will probably use small teams to discuss some specific topics under a section. The debate format will be utilized at the end of a section (to discuss all the topics under that section together). Open discussions will always be used. In advance, I will ask some of you to lead us in some debates (when we have them). At the end of the semester, every student will have participated in at least one of the modes of participation listed above. Your evaluation will be based on participation (team, open assembly, debates), a mid-term, and a final exam.

### **IV. COURSE EVALUATIONS:**

**Your final grade will be based on the following sections (with their respective values)**

Ten Individual Reports*	4% each	40%
One Team Work (to be explained in class)		5%
Individual participation (to be explained in class)		10%
Mid-term exam		30%
Final exam		15%

\*Each report should be submitted as a hard copy on the day indicated in the syllabus. One percent will be deducted for late report. **In any case, YOU WILL RECEIVE NO CREDIT FOR REPORTS SUBMITTED AFTER WEDNESDAY OF THE WEEK YOU SHOULD SUBMIT THE CORRESPONDING REPORT OF THAT WEEK.**

## VI. GRADING SCALE

% Grade	% Grade	% Grade	% Grade	% Grade
93-100 = A	88-89.9 = B+	78-79.9=C+	68-69.9 = D+	X- 59.9 = F
90-92.9 = A-	83-87.9 = B	73-77.9 = C	63-67.9 = D	
	80-82.9 = B-	70-72.9= C-	60-62.9 = D-	

## VII. COURSE REQUIREMENTS

The course is designed as an upper level undergraduate course. So students are expected to take a very active participation as follows:

- *Attending* all our class-meetings
- *Covering* the readings assigned for every class-session
- Participating in:
  - Open discussions or open assemblies
  - Team work. Teams will be formed at the beginning of the semester.
- Taking two exams (mid-term and final)

## VIII. Pre-requisite: INTL 3200 or INTL 3300 or permission of department.

The only official prerequisite to take this class is to have taken INTL 3200 or INTL 3300 or permission of department.

## IX. The University Honor Code and Academic Honesty Policy:

All academic work must meet the standards contained in “A Culture of Honesty.” All students are responsible to inform themselves about those standards before performing any academic work.

## X. CLASS MATERIALS

### 1. Required Textbooks:

Dahl, Robert A. 1998. *On Democracy*. New Haven, CT: Yale University Press. **Referred as DR**

Diamond, Larry. 1999. *Developing Democracy: Toward Consolidation*. Baltimore: Johns Hopkins U. P. **Referred as DL**

### 2. On the WebCT:

Blais, André and Louis Massicotte. 2002. “Electoral Systems.” In Lawrence Leduc, Richard G. Niemi, and Pippa Norris, editors. *Comparing Democracies2: New Challenges in the Study of Elections and Voting*. Thousand Oaks, CA: SAGE publications. **Referred as Blais**

Dalton, Russell. 2002. “Political Cleavages, Issues, and Electoral Change.” In Lawrence Leduc, Richard G. Niemi, and Pippa Norris, editors. *Comparing Democracies2: New Challenges in the Study of Elections and Voting..* Thousand Oaks, CA: SAGE publications. **Referred as Dalton**

Hagopian, Frances and Scott P. Mainwaring. 2005. *Third Way of Democratization in Latin America: Advances & Setbacks*. New York, NY.: Cambridge University Press. **Referred as HM**

Inglehart, Ronald. “Post-modernization Erodes Respect for Authority, but Increases Support for Democracy.” In Pippa Norris, ed. *Critical Citizens: Global Support for Democratic Government*. New York, NY: Oxford University Press. **Referred as Inglehart**

Lijphart, Arend. 1999. *Patterns of Democracy: Government Forms and Performance in Thirty- Six Countries* New Haven: Yale University Press.

Mair, Peter. 2002. “Comparing Party Systems.” In Lawrence Leduc, Richard G. Niemi, and Pippa Norris, eds. *Comparing Democracies2: New Challenges in the Study of Elections and Voting..* Thousand Oaks, CA: SAGE publications. **Referred as Mair**

O’Donnell, Guillermo and Philippe C. Schmitter. 1986. *Transitions from Authoritarian Rule: Tentative Conclusions about Uncertain Democracies*. Baltimore: Johns Hopkins University Press. **Referred as O’DS**

Przeworski, Adams. 1995. *Democracy and the Market: Political and Economic Reforms in Eastern Europe and Latin America*. New York, NY: Cambridge University Press. **Referred as PA**

### 3. Other journal Articles will be on the WebCT too

## XI. SCHEDULE OF TOPICS AND READINGS

DATE	TOPIC	READINGS
<b>I. THEORETICAL AND METHODOLOGICAL ISSUES</b>		
<b>Week 1</b> Jan 05- 09	1. Introduction to the Course 2. Concepts and Provisional Democracy 3. Brief History of Democracy (Why Democracy) <u>Jan 08 – 13:</u> <i>Drop for Undergraduate 1000 – 5999</i> <u>Jan 08 – 14:</u> <i>Add for Undergraduate 1000 – 5999</i>	No readings 2. DR, Ch 1 to 4 3. DR, Ch 5-7
<b>Week 2</b> Jan 12- 16	<b>First Report (Monday): Democracy, Transition to, and Democratization</b> 1. Re-defining and Developing Democracy 2. Transition to Democracy  3. Democratization I	1. DL Ch 1 (1-19); PA Ch 1(10-36) 2. PA Ch 2 (51-66); Modes of (WebCT) 3. PA Ch 2 (pp. 66-99); Sorensen pp. 24-39 (WebCT)
<b>Week 3</b> Jan 19-23 <b>Jan 19: No Class;</b> <b>MLK Bthd</b>	1. <i>Have a nice day off (Monday)</i> <b>Second Report (Wednesday): Democratization and Dem Consolidation</b> 2. Democratization II  3. Democratic Consolidation	2. HM Intro and Ch 1; Terry Lynn (WebCT) 3. DL Ch 3; Sorensen pp. 39-58 (WebCT)
<b>Week 4</b> Jan 26-30	<b>Third Report (Monday): Measuring Democracy</b> 1a. Measuring Democracy 1b. Classifying Political Regimes 2. Conceptualizing and Measuring Democracy 3a. How Solid Is Mass Support for Democracy? 3b. Gradations of Democracy? Empirical Tests of Alternative Conceptualizations	1a. Sorensen pp. 16-23 (WebCT); 1b. Mike Alvarez et al. pp. 3-36 WebCT 2. Munck and Jay Verkuilen (WebCT); 3a. Inglehart (WebCT); 3b. Zachary Elkins (WebCT)
<b>II. CONDITIONS &amp; PRECONDITIONS OF DEMOCRACY &amp; DEMOCRATIZATION</b>		
<b>Week 5</b> Feb 02 - 06	<i>-The Economic Conditions I:</i> <b>Fourth Report (Monday): Socio-economic Condition of Democracy I</b> 1a. Underlying Conditions of Democracy 1b. Social and Economic Requisites for Democracy I 2. What makes democracies endure 3. Endogenous Democratization	1a. DR Ch 12 1b. SM Lipset (WebCT); 2. Przeworski & Alvarez (WebCT) 3. Carl Boix- Susan Stokes (WebCT)
<b>Week 6</b> Feb 09 - 13	<i>-The Economic Conditions II:</i> <b>Fifth Report (Monday): Socio-economic Condition of Democracy II</b> 1. Level of Development and Democracy: Latin American Exceptionalism 2. Resource Wealth and Political Regimes in Africa 3. Economic Inequality and Democratic Instability	1. Mainwaring and Pérez-Liñán (WebCT) 2. Jensen and Wantchekon; (WebCT) 3. Karl (WebCT)



	<p>Representativeness and Legitimacy 3.b Presidentialism in Latin America</p>	3.b Scott Mainwaring (WebCT)
<p><b>Week 14</b> Apr 13 - 17</p>	<p><b>Democratization and Electoral Systems</b> <b>Team Work: Impact of Electoral Systems on Parties</b> 1. Meaning and Classification of Electoral Systems  2. Electoral System Choice 3.a Electoral System and Gender Representation in Sub-National Legislatures 3.b Impact of Electoral Systems <b>Friday: distribution of the Review Sheet</b></p>	<p>1. Lijphart. <i>Patterns</i> Ch 8 (WebCT) and Blais-Massicotte Ch 2 (WebCT) 2. Thomas Brambor et al (WebCT) 3.a Richard Vengroff and Zsolt Nyieri (WebCT) 3.b Vander Weyden, Patrick (WebCT)</p>
<p><b>Week 15</b> Apr 20 - 24</p>	<p>Monday: Summary of the semester-course Wednesday: Review-question &amp; answer section <b>Friday? Final Exam</b></p>	
<p><b>Week 16</b> Apr 27 - 30</p>	<p>Wrapping up; last instructions, final agreements <b>Official Date for Final Exam: Wednesday May 6, 2009, 8:00 - 11:00 am</b></p>	