Course Summary
One of the central endeavors in comparative political science is to understand why countries have different regime types, and in particular why some have democratic institutions while others do not. This course will introduce students to the voluminous literature on democracy and democratization. We will focus first on theories of democratization, drawing from historical sociology, cultural theory, rational choice, structural and economic explanations, and institutional theory. We will then broaden the focus to the study of democratic consolidation and the rise of hybrid forms of democracy. In the final few weeks of the course, we will concentrate on contemporary issues of democratization in 5 world regions: Europe, Latin America, Africa, the Middle East, and the countries of the Former Soviet Union.

Readings
All required readings for the class are available at either the SU Bookstore [B], library reserve [R], or our shared G drive (G:/MAX-Filer/Collab/PSC 787-macleary-S15/Public) [G]. When possible I have made the readings available electronically.

Students are advised to obtain copies of the following books (as many as you can afford), which are available for purchase at the SU Bookstore. I also recommend that you look ahead on the syllabus and acquire on your own as many additional books as your financial situation allows.

Huntington, Sam. 1991. The Third Wave of Democratization.
Grading and Assignments

Final grades for the course will be determined by the quality of each student’s class participation and written papers.

Class Participation (25%). Students are expected to be prepared to discuss the assigned readings in class each week. Because this is a discussion course with a heavy reading load, active student participation is essential.

In addition to daily participation, each student will be asked to give a 10-minute presentation at the beginning of class twice during the semester. The presentations should not summarize the week’s readings. Rather, they should aim to introduce the class to the topics at hand by discussing what the literature for that week is trying to accomplish, how the theoretical approach of each piece fits with the broader literature, and most importantly, what weaknesses, limitations, or debates are evident in the readings. The presentation should set the tone for the discussion and debate during class time.

Response Papers (20% each). Each student will also complete two short written assignments during the semester (roughly 5-6 pages each). The papers should be a critical response to a subset of each week’s readings. Minimize the summary and maximize the analysis. Focus on the central arguments under study and treat the works’ main strengths and weaknesses. Identify a question left unanswered by one or more of the week’s readings, expand on a theme common to several readings, or evaluate one work in light of another. Explain how this line of research might be advanced by new work. Ultimately, the best response papers will focus on the chief scholarly disputes, the methodological problems, the contribution of the work, and the nature of future research in the area. Papers that do little more than summarize arguments will receive low grades. You should plan to write these papers during the semester, whenever you find yourself inspired by course readings or class discussion. Each student must turn in two papers by April 28.

Final Assignment (35%). Each student may choose to write either a research paper or a final exam. Unless there are extenuating circumstances, this choice should be made by February 28, which is the due date for a topic statement for those who choose to write a research paper.

Option 1: Research Paper. These papers should find a basis in, and expand on, the literature on the syllabus. You may do this by applying theoretical arguments to a particular case; by comparing several cases together in order to evaluate an argument or explanation; by critically evaluating competing explanations of a phenomenon; by generating a novel explanation; by identifying a gap in the syllabus (there are many); or in some other way. The research projects should be completed according to the following schedule:

On February 28, turn in a topic statement of less than one page. I will either approve the research plan or ask for further clarification.

On April 4, turn in a draft or outline. I will comment on whatever you hand in, so it is to your advantage to complete as much as possible by this date.
On May 9, the final product is due, as an email attachment.

*Option 2: Final Exam.* For those who are not writing a research paper, I will distribute a final exam that mimics the format of the Political Science Department’s comprehensive exams in comparative politics. This will be a take-home, open book essay exam, distributed on May 2 and due on May 9.
Plagiarism and Academic Integrity
“Syracuse University’s Academic Integrity Policy reflects the high value that we, as a university community, place on honesty in academic work. The policy defines our expectations for academic honesty and holds students accountable for the integrity of all work they submit. Students should understand that it is their responsibility to learn about course-specific expectations, as well as about university-wide academic integrity expectations. The policy governs appropriate citation and use of sources, the integrity of work submitted in exams and assignments, and the veracity of signatures on attendance sheets and other verification of participation in class activities. The policy also prohibits students from submitting the same work in more than one class without receiving written authorization in advance from both instructors. Under the policy, students found in violation are subject to grade sanctions determined by the course instructor and non-grade sanctions determined by the School or College where the course is offered as described in the Violation and Sanction Classification Rubric. SU students are required to read an online summary of the University’s academic integrity expectations and provide an electronic signature agreeing to abide by them twice a year during pre-term check-in on MySlice. For more information about the policy, see http://academicintegrity.syr.edu.

The Violation and Sanction Classification Rubric establishes recommended guidelines for the determination of grade penalties by faculty and instructors, while also giving them discretion to select the grade penalty they believe most suitable, including course failure, regardless of violation level. Any established violation in this course may result in course failure regardless of violation level.”

Disability-Related Accommodations
Students who are in need of disability-related academic accommodations must register with the Office of Disability Services (ODS), 804 University Avenue, Room 309, 315-443-4498. Students with authorized disability-related accommodations should provide a current Accommodation Authorization Letter from ODS to the instructor and review those accommodations with the instructor. Accommodations, such as exam administration, are not provided retroactively; therefore, planning for accommodations as early as possible is necessary. For further information, see the ODS website, Office of Disability Services: http://disabilityservices.syr.edu/.

Religious Observances
SU’s religious observances policy, found at http://supolicies.syr.edu/emp_ben/religious_observance.htm, recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holy days according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes. For fall and spring semesters, an online notification process is available through MySlice/Student Services/Enrollment/My Religious Observances from the first day of class until the end of the second week of class.

*** All students should feel free to discuss any of the issues ***
mentioned on this page with me at any time.
Weekly Schedule

I. Introduction and Method

January 17  The State of the Discipline; Concepts
January 24  Classic Overviews

II. Theoretical Approaches to Democratization

January 31  Historical Sociology
February 7  Political Culture
February 14  The Modernization Debate
February 21  Political Economy
February 28  Institutions
March 7  International Factors
March 14 – NO CLASS – SPRING BREAK
March 21  The Transitions Paradigm and Hybrid Regimes
March 28  Comparative Authoritarianism

III. Regional Patterns of Democracy

April 4  Europe
April 11  Latin America
April 18  Eastern Europe and the Former Soviet Union
April 25  Africa
May 2  Middle East


Further Reading:


The issue of CPS (35:1) with the article by Munck and Verkuilen includes three rejoinders and a response from the authors:


January 24 Classic Overviews


Mahoney, James. 2003. “Knowledge Accumulation in Comparative Historical Research: the Case of Democracy and Authoritarianism,” in Mahoney and Rueschemeyer, Comparative Historical Analysis in the Social Sciences. [G]

Further Reading:

Skocpol, Theda. 1979. States and Social Revolutions.


Collier, David, and Ruth Berins Collier. 1991. Shaping the Political Arena: critical junctures, the labor movement, and regime dynamics in Latin America.
February 7  Political Culture

Almond, Gabriel, and Sidney Verba. 1963. *The Civic Culture*. Read chapters 1 and 13; skim a few other chapters like 2, 3, 8, 10, 11, or others. [B,R]


Further Reading:


The article by Jackman and Miller listed above is part of a mini-debate that was published in the same issue of AJPS in 1996. Much of it concerns the effect of culture on economic development rather than democratization, but the outlines of the debate are still important for understanding the debate over the cultural approach to democracy. The other relevant pieces are:


Further Reading:


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Further Reading:


February 28    Institutions


Further Reading:


Further Reading:


March 21  The Transitions Paradigm and Hybrid Regimes


Further Reading:


March 28 Comparative Authoritarianism


Barbara Geddes, Joseph Wright, and Erica Frantz. 2014. “Autocratic Breakdown and Regime Transitions: A New Data Set.” *Perspectives on Politics* 12:2, pp.313-331. [G] (review from week 1)


Further Reading:

Brownlee, Jason. 2007. *Authoritarianism in an Age of Democratization*. [R]


April 4        Europe


Further Reading:


April 11  Latin America

Review Huntington’s *Third Wave* as it applies to Latin America. [B,R]


Mainwaring, Scott, and Aníbal Pérez-Liñán. 2013. *Democracies and Dictatorships in Latin America: Emergence, Survival, and Fall.* [R]

Further Reading:


Valenzuela, Arturo (1978). *The Breakdown of Democratic Regimes: Chile*

Collier, David, and Ruth Berins Collier. 1991. *Shaping the Political Arena: critical junctures, the labor movement, and regime dynamics in Latin America.*

April 18  Eastern Europe and the former Soviet Union


Fish, M. Steven. 2005. Democracy Derailed in Russia: the Failure of Open Politics. [R]


Vachudova, Milana Anna. 2005. Europe undivided: democracy, leverage, and integration after communism. [R]
April 25       Africa

Bratton, Michael, and Nicolas van de Walle. 1997. Democratic experiments in Africa: regime transitions in comparative perspective. [R]

Lindberg, Staffan. 2006. Democracy and Elections in Africa. [R]


Further Reading

May 2 Middle East

Posusney, Marsha, and Michele Angrist, eds. 2005. *Authoritarianism in the Middle East: Regimes and Resistance*, especially chapters 1, 3, 4, 9. [R]


Further Reading:

Brownlee, Jason. 2007. *Authoritarianism in an Age of Democratization*, case chapters
