Course Description:

This course is intended to provide students with the conceptual skills needed to comprehend the global resurgence of democracy in the light of scholarly literature and contemporary debates on the subject. We will examine the various meanings that political scientists have assigned to the term democracy; the strengths and weaknesses of democracy vis-à-vis other regime types (authoritarianism, totalitarianism); the distinction between functional and genetic theories of democracy; how to differentiate liberal from illiberal democracies; and the issues and problems specific to democratic transitions and consolidation.

A variety of theories of democracy will be critically examined and tested against cases from Latin America (Chile, Mexico), Eastern and Southern Europe (Poland, Italy), Asia (India, the Philippines), and Africa (Senegal, South Africa). Special attention will be paid to the relationship between democracy, on the one hand, and economic development, social classes, and political culture, on the other hand. Relying on Samuel Huntington’s *The Third Wave* (1991) as a guiding framework, we will compare and contrast in depth two “third wave” transitions to democracy (Chile, Poland). These case studies will be used to illustrate: 1) how foreign policy and domestic factors (e.g., religious institutions, political elites, and pressures from below) shape democratic transitions; 2) types of democratic transitions (i.e., transformations, transplacements, replacements); 3) the unique challenges that countries transitioning to democracy face (the torturer problem, the role of the military in politics, economic challenges).

Course Policies and Expectations:

Reading assignments have to be completed by the beginning of the class for which they have been assigned. Please read the material in the order in which it has been assigned. Late papers will be penalized. No work will be accepted more than a week after the due date. Writing assignments will not be accepted in e-mail form—hard copies only! Typing guidelines: 12 pt., double-spaced numbered and stapled pages, with standard one-inch margins. Papers with
serious grammatical errors or too many spelling mistakes will be returned for editing. Please keep electronic backup and hard copies of all written assignments for your records.

Depending on the topic under discussion, you will be requested to gather information or to prepare notes for an interactive in-class exercise. I also reserve the right to do surprise pop quizzes or in-class writing assignments if I feel that the class is not keeping up with the assigned reading or participating enough. To ensure active participation, students will be designated on a rotating basis to report back to me on a study question or a specific aspect of the reading. I may also require students to bring articles to class on a specific topic to help illustrate concepts or class themes.

The use of laptops in class is not permitted. No exceptions. Kindly refrain from eating (beverages are fine), yawning, stretching, or other distracting behavior—as use common sense. More than 3 unexcused absences will lead to a 10% lowering of grade. Missing your presentation in the second half of class will result in a 25% drop in grade.

Materials (Required):
For purchase (Oberlin Bookstore). The materials listed below have also been placed on Reserve (Mudd Library, 1st floor, circulation). All other course readings listed in the syllabus are available on Blackboard.

Films and Documentaries:

All items listed below (with the exception of A Death for Peace) are on Reserve (Mudd Library, 1st floor, circulation)

- *The Take* [2004] (dir. A. Lewis, N. Klein) [Screening Mon, 9/17: 8 p.m., King 239]
- *Herod’s Law* [1999] (dir. Luis Estrada) [Screening Mon., 10/29: 8 p.m., King 239]
- *A Death for Peace - Mahatma Gandhi and the Impossible Quest* [2005] (dir. Arnaud Mandagaran) [Watch by Tue., 11/6; see Blackboard (readings week 9) for link]

Course Requirements and Grading:

- Attendance, Participation, Blackboard (20 percent) (see course schedule for Blackboard posting due dates)
- Quiz (15 percent) [Mon., 10/1]
- First Essay (4-6 pages) (15 percent) [Fri., 10/19]
- Student Presentations (10 percent) [see weeks 10-12]
- Second Essay (5-7 pages) (20 percent) [Wed., 12/5]
- Final Exam (in-class) (20 percent) [Fri., 12/21: 2-4 p.m.]

Blackboard:

In order to encourage continuity and participation in the classroom, I will be assigning six required Blackboard postings throughout the semester. Depending on the week, students will be required to pose questions and/or write short summaries of the readings, and will not be formally graded on the postings. However, the frequency, length, and quality of your postings will be taken into account in determining the final grade (with frequency and quality more important than length). All postings will be due by 9 p.m. on the dates specified in the syllabus. This will ensure that I have sufficient time to read them.

Honor Code:

This course and all its assignments are covered by the Oberlin College honor code. This means, most importantly, that—unless otherwise indicated—you are to produce your own work and honor the rules and conventions of scholarly quotation, attribution, and citation. While you are allowed to ask advice and help from librarians and official writing tutors, you are, in the end, to submit work produced by you. Some assignments may be collaborative in nature; those will be
clearly identified as such. Any case of (suspected) plagiarism will be reported to the Honors Committee. For more details, see http://new.oberlin.edu/students/policies/10-Policies-Honor.pdf

Students with Disabilities:

Students needing academic adjustments or accommodations because of a documented disability must speak with me by the end of the second week of the term. Failure to do so may result in my inability to respond in a timely manner. All discussions will remain confidential.

COURSE SCHEDULE

PART I: WHAT DEMOCRACY IS AND IS NOT? IS DEMOCRACY THE BEST SYSTEM OF GOVERNMENT? HOW DO WE MEASURE DEMOCRACY?

WEEK 1: INTRODUCTION
(9/5-9/7)

Wed., 9/5: Course introduction

-Introduction, review of the syllabus, class requirements, etc.

Fri., 9/7: Is democracy the best system of government?


WEEK 2: THE MINIMALIST DEFINITION OF DEMOCRACY
(9/10-9/12-9/14)

Mon., 9/10: Huntington's three waves

Wed., 9/12-Fri., 9/14: Schumpeter’s minimalist conception of democracy; the prerequisites of democracy


WEEK 3: THE VARIOUS MEANINGS OF DEMOCRACY
(9/17-9/19-9/21)

Mon., 9/17: Participatory vs. electoral democracy


- Dahl, On Democracy, pp.103-118 (Blackboard).

*Mon, 9/17, 8pm: Documentary Screening--The Take (King 239)

*Tue., 9/18: Blackboard Posting 1, due by 9pm!

Wed., 9/19: Is civil disobedience good for democracy?

-Discussion of The Take


Fri., 9/21: The economic meaning of democracy


WEEK 4: LIBERAL VS. ILLIBERAL DEMOCRACY
(9/24-9/26-9/28)

Mon., 9/24: The Political and cultural meaning of democracy

-Huntington, The Third Wave, pp.298-311.

Wed., 9/26: *Dahl’s concept of polyarchy*


Fri., 9/28: *Illiberal democracies*


**WEEK 5: MEASURING DEMOCRACY**
(10/1-10/3-10/5)

Mon., 10/1:

*Mon., 10/1: Quiz (in-class/45 minutes)*

Wed., 10/3: *Electoral democracies vs. authoritarian and competitive authoritarian regimes*


*Thurs., 10/4: Blackboard Posting 2, due by 9 p.m.*

Fri., 10/5: *Case study 1: Senegal*


**PART II: THE PRECONDITIONS OF DEMOCRACY**

**WEEK 6: THE HISTORICAL PRECONDITIONS OF LIBERAL DEMOCRACY**
(10/8-10/10-10/12)

Mon., 10/8: *Case study 2: Mexico*


Wed., 10/10-Fri., 10/12: *The rise of liberal democracy in the West*


**WEEK 7: THE SOCIAL PRECONDITIONS OF LIBERAL DEMOCRACY**  
(10/15-10/17-10/19)

**Mon., 10/15:** The social preconditions of democracy


**Wed., 10/17:** Case study-the Philippines


**Fri, 10/19:**

General discussion of Lipset’s modernization thesis

*Fri, 10/19: First Essay, due by 2:30pm!

Fall Break (10/20-10/28)

**WEEK 8: THE CULTURAL PRECONDITIONS OF LIBERAL DEMOCRACY**  
(10/29-10/31-11/2)

**Mon., 10/29:** Does political culture matter?


*Mon., 10/29, 8pm: Screening of the film Herod’s Law (King 239)*

*Tue., 10/30: Blackboard Posting 3, due by 9 p.m.*

Wed. 10/31: Amoral familism as an obstacle to democracy


-Discussion of the film Herod’s law

Fri., 11/2:

-Banfield, *The Moral Basis of a Backward Society*, pp.103-120, 139-166.
WEEK 9: GENETIC VS. FUNCTIONAL THEORIES OF DEMOCRACY  
(11/5-11/7-11/9)

Mon., 11/5: The role of political elites and national identity


-Documentary: A Death For Peace-Mahatma Gandhi and the Impossible Quest (2005), dir. Arnaud Mandagaran (watch on youtube; for link, see Blackboard, readings week 9)

*Tue., 11/6: Blackboard Posting 4, due by 9 p.m.

Wed., 11/7- Fri., 11/9: Explaining the Indian paradox


PART III: THE THIRD WAVE OF DEMOCRACY: HISTORICAL AND COMPARATIVE PERSPECTIVES

WEEK 10: THIRD WAVE TRANSITIONS FROM AUTHORITARIANISM TO DEMOCRACY  
(11/12-11/14-11/16)

Mon., 11/12: Democracy’s third wave (I)

-Huntington, The Third Wave, pp.31-72.

Wed., 11/14: Democracy’s third wave (II)


Fri., 11/16: Introduction to the Chilean case


WEEK 11: FIRST CASE STUDY-CHILE: TRANSITION THROUGH TRANSFORMATION
(11/19-11/21-11/23)

Mon., 11/19: The Chilean case

- Student Presentations, Valenzuela and Constable, Nation of Enemies.

*Tue., 11/20: Blackboard Posting 5, due 9 p.m.

Wed. 11/21: The Chilean case

- Concluding Discussion, Valenzuela and Constable, Nation of Enemies


Fri., 11/23:

- No class—Thanksgiving Break

WEEK 12: SECOND CASE STUDY-Poland: TRANSITION THROUGH TRANSPLACEMENT
(11/26-11/28-11/30)

Mon., 11/26: Poland--Background

- Guest Lecture on Poland

- Samuel Huntington, The Third Wave, pp. 151-163.

Wed., 11/28: The Polish case


Fri., 11/30: The Polish case

- Student Presentations: Garton Ash, The Polish Revolution

WEEK 13: COMPARING TRANSITION PROCESSES
(12/3-12/5-12/7)

Mon., 12/3: Comparing authoritarian breakdowns

- Concluding Discussion-Poland: Applying Huntington’s 5 causes of authoritarian breakdown to Chile and Poland; Huntington, Third Wave, pp. 280-290 (review pp. 46-108).
Wed., 12/5:

*Second Essay, due by 2:30 p.m.

*Documentary Screening, The Judge and the General (King 239)

Fri., 12/7: Comparing transformations, transplacements, and replacements


-Heraldo Muñoz, The Dictator’s Shadow, pp. 209-241 (Blackboard)

-David Ost, Solidarity and the Politics of Anti-Politics: Opposition and Reform in Poland since 1968 (Philadelphia: Temple University Press, 199)), pp.205-215 (Blackboard)

**WEEK 14: DEMOCRATIC CONSOLIDATION: PRAETORIANISM AND THE “TORTURER” PROBLEM**

(12/10-12/12-12/14)

Mon., 12/10: Praetorianism and the torturer problem


*Tue., 12/11: Blackboard Posting 6, due 9 p.m.

Wed., 12/12: The torturer problem: case studies


Fri., 12/14: Overview of course: what have we learned?

-Huntington, The Third Wave, pp.290-316

*Friday, Dec. 21, 2-4pm: Final Exam (consult registrar for classroom location)
# IMPORTANT COURSE DATES

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/17 (Mon.)</td>
<td>Documentary Screening: The Take (8pm/King 239)</td>
</tr>
<tr>
<td>9/18 (Tue.)</td>
<td>1st Blackboard (BB) Posting</td>
</tr>
<tr>
<td>10/1 (Mon.)</td>
<td>QUIZ</td>
</tr>
<tr>
<td>10/4 (Thur.)</td>
<td>2nd BB Posting</td>
</tr>
<tr>
<td>10/19 (Fri.)</td>
<td>1st ESSAY DUE</td>
</tr>
<tr>
<td>10/20-10/28</td>
<td>Fall Break</td>
</tr>
<tr>
<td>10/29 (Mon.)</td>
<td>Film Screening Herod’s Law (8pm/King 239)</td>
</tr>
<tr>
<td>10/30 (Tue.)</td>
<td>3rd BB Posting</td>
</tr>
<tr>
<td>11/6 (Tue.)</td>
<td>4th BB Posting</td>
</tr>
<tr>
<td>11/20 (Tue.)</td>
<td>5th BB Posting</td>
</tr>
<tr>
<td>11/22-11/25</td>
<td>Thanksgiving Break</td>
</tr>
<tr>
<td>12/5 (Wed.)</td>
<td>2nd ESSAY DUE</td>
</tr>
<tr>
<td>12/11 (Tue.)</td>
<td>6th BB Posting</td>
</tr>
<tr>
<td>12/17 (Mon.)</td>
<td>Optional Review Session (2:30pm/King 239)</td>
</tr>
<tr>
<td>12/21 (Fri.)</td>
<td>FINAL EXAM (2-4PM/LOCATION TBA)</td>
</tr>
</tbody>
</table>