REQUIRED TEXTS (All paperbacks)
L. Diamond, THE SPIRIT OF DEMOCRACY: THE STRUGGLE TO BUILD FREE
SOCIETIES THROUGHOUT THE WORLD, St. Martin’s, 2009

WEEKLY ASSIGNMENTS (All articles on ERes: code 364. All books at Mary Jane’s)

9/1 Introduction
The objectives of this course (see IMPORTANT NOTES, p. 3) will be described and
explained, student expectations will be voiced and addressed, and the first of
many documentary films will be viewed and discussed.

9/8 Democracy and Democratization: Concepts, Definitions, and Measures
Dahl, Shapiro, and Cheibub (hereafter DSC), Introduction, Part 1, and Appendix (pp. ix-
53 and 527-534).
Tilly, Preface and Chapter 1.
Diamond, Chapter 1 and Appendix.

9/15 Democracy and Democratization: Origins, Waves, and Varieties
S. Finer, “Trajectory without Teleology: Inventions and Dead-Ends,” in THE HISTORY
Tilly, Chapter 2.
Diamond, Introduction.
R. Dahl, “What Political Institutions Does Large-Scale Democracy Require?” in ON

9/22 Democratization: Political, Economic, Social, and Cultural Sources
DSC, Parts 2 and 3.
Start doing some hard thinking about the following question:
For the emergence of a viable democracy (successful democratization),
is there a universally or usually desirable sequencing or prioritizing of the
following variables (and/or others)? If so, why? If not, why not?
National identity
State capacity
Rule of law
Civil society
Market economy
Political rights
Civil liberties
Another fundamental question to think about:
Which of the following variables (and/or others) are the most important (or should
be the most important) sources and effects (causes and consequences) of a viable
democracy? Why? How do these variables interact with (for example, support
or obstruct) one another? How and Why? (View democracy as both a dependent
and independent variable.)

Divided powers
Inclusive policymaking
Accountable government
Government performance
Economic development
Distributive justice
Protection of minorities
Civilian control of the military
Separation of church/temple/mosque and state
Civic culture
International relations

10/6  Democracy and Constitutionalism, Presidentialism/Parliamentarism, Representation, and
Interest Groups
DSC, Part 4, pp. 191-216.
DSC, Parts 5, 6, and 7 (read the first essays in each of these Parts and at least two
additional essays in each Part—a total of nine essays minimum).

10/13  Eckstein’s Theory of Democracy, Democratization, and Government Performance
H. Eckstein, “Congruence Theory Explained,” in H. Eckstein, F. Fleron, E. Hoffmann,
and W. Reisinger, CAN DEMOCRACY TAKE ROOT IN POST-SOVIET
RUSSIA? EXPLORATIONS IN STATE-SOCIETY RELATIONS (hereafter

10/20  Tilly’s Theory of Democracy, Democratization, and De-democratization
Tilly, Chapters 3-8.

10/27  Diamond’s Theory of Democracy, Democratization, and Pseudodemocracy
Diamond, Chapters 2-7.

11/3  MIDTERM PAPER DUE
A 6-page minimum (double-spaced, typewritten, and numbered) essay that COMPARES
the theories of democratization and democracy of Dahl, Diamond, Eckstein, and
Tilly. Limit this paper to COMPARISON of the key concepts and arguments in the four theories. Save EVALUATION of these theories for your final paper.

11/10 The Prospects for Global Democracy.
Diamond, Chapters 8-12.

11/17 Democratic Renewal and Disintegration
Diamond, Chapters 13-15.
And other recent articles.

11/24 Outline and Draft Final Paper
No additional readings

12/1 SUBMIT FINAL PAPER AT THE BEGINNING OF CLASS
This paper is to be an essay in which you EVALUATE the theories of democratization and democracy of Dahl, Diamond, Eckstein, and Tilly. The criteria and standards of evaluation are for you to choose. Your essay should present YOUR VIEWS on the most important sources (or causes), components (or elements), conditions (or contexts), and effects (or consequences) of democracy and democratization and of de-democratization and pseudodemocracy. Your essay should analyze political, economic, social, and cultural variables and their interrelationships (e.g., conflicts, trade-offs, supports, and synergies). Your essay should be creative, incisive, and comprehensive and well-argued, well-organized, and well-documented. Your essay should evaluate key CONCEPTS, ARGUMENTS, ASSUMPTIONS, IDEAS, AND INFORMATION from ALL three texts, MOST assigned articles, MANY lectures and discussions, and documentaries viewed in class on at least TEN different days. Your essay should briefly cite all of the above sources. But your paper should NOT be a research project, chronological narrative, or descriptive summary of the readings, documentaries, and lectures.

Papers will be graded by three sets of criteria and standards: the theoretical and practical significance of CRITERIA AND STANDARDS OF EVALUATION you choose; the creativity and cogency of EXPLANATIONS AND ARGUMENTS you construct; and the quality and quantity of EVIDENCE you present to corroborate your views. Papers are to be a MINIMUM of 12 pages—typewritten, numbered, and double-spaced. NO LATE PAPERS WILL BE ACCEPTED (unless you have a medical, personal, or family emergency; you notify the instructor and dean before December 1, and you provide documentation shortly thereafter).

IMPORTANT NOTES

COURSE DESCRIPTION AND OBJECTIVES: This is a historically founded and geographically diverse course on democracy and democratization, with emphasis on the relationships between democracy and capitalism and between democratization and marketization. We will compare and evaluate various concepts, definitions, measures, and theories of “democracy” and “democratization” and of “de-democratization” and “pseudodemocracy.” We will analyze the sources and effects of democracy and democratization, with emphasis on the “third wave” of democratization that began in the mid-
1970s and on the prospects for democratization and de-democratization the post-9/11/01 global order and disorder. We will try to explain why some democratic initiatives have flourished and others have floundered or failed. And we will pay special attention to the political-administrative and socioeconomic factors that develop and sustain and are developed and sustained by viable democratic institutions and cultures. Four of political science’s main subfields—comparative politics, international relations, public policy, and political theory—and three of political science’s cognate disciplines—economics, sociology, and history—will make major contributions to our work. Geography, psychology, philosophy, anthropology, public administration, and criminal justice are important too.

The primary objectives of this course are to enhance students’ analytical and interpretive skills and to help students develop their own views on theoretical, empirical, methodological, normative, and practical issues concerning democracy, democratization, de-democratization, and pseudodemocracy. The instructor aims to broaden and deepen students’ knowledge and understanding of state-society relations in democratic and nondemocratic polities and to help students compare and evaluate various forms and norms of democracy and paths and levels of democratization. To achieve these goals, many documentary films will be viewed and discussed and will complement extensive readings and occasional lectures.

COURSE REQUIREMENTS: a 6-page midterm paper and a 12-page minimum final paper based on a student’s analysis (e.g., comparison and evaluation) of class readings, discussions, lectures, and documentary films. If a student’s class participation is outstanding, it may count up to 20% of his or her grade. If a student chooses not to participate in class discussions, the midterm will count 33% and the final paper 67% of his or her grade. There will NOT be a final examination.

There is no prerequisite for this course, but prior study of comparative politics, international relations, public policy, and political theory as well as history, economics, and sociology will be particularly helpful.

Regular and prompt class attendance is expected and essential to benefit from and contribute to this course. Class attendance will not be taken, but the final paper must include evaluation of documentary films viewed in at least TEN different classes.

Keeping up with the readings on a weekly basis is expected and essential. Students who are well prepared before class will get much more out of the lectures and documentaries and will contribute much more to class discussions.

On PLAGIARISM and its disciplinary consequences, read and heed the UAlbany publication COMMUNITY RIGHTS AND RESPONSIBILITIES, 2007-2010, including the relevant appendixes.

It will be a very firm policy NOT to give “Incompletes” in this course (except for the circumstances described in week 12/1 above).

All required texts should be purchased from Mary Jane’s or elsewhere as soon as possible. Mary Jane’s returns unsold books to the publisher before the semester ends.

THE INSTRUCTOR’S EMAIL ADDRESS: eph@albany.edu

THE INSTRUCTOR’S OFFICE HOURS: Tuesdays, 1:15-2:30 (uptown); Thursdays 1:15-2:30 (downtown); and by appointment (e.g., some Wednesday afternoons downtown). The uptown office is at the Rockefeller College contact office, Humanities 016 (call 442-3112 for an appointment); the downtown office is Richardson 284 (442-5376). If you cannot visit or call during these hours, talk to the instructor before or after class and arrange a mutually convenient time to get together—quite possibly over coffee or lunch. No calls at home, please.