Contact Information
Course Instructor: Melissa Rogers
Office: McManus 232
E-mail: Melissa.rogers@cgu.edu
Office Hours: Tuesday 4-6pm

Course Schedule
Semester: Fall 2012
Meeting day, time: Tuesday 1-4 pm
Course Location: Burkle 24

Course Description

Democracy, development and the interaction between these phenomena are the most important core concepts in political science. In this course, we will read and discuss the foundational readings on democracy and development with a focus on developing research questions. In particular, we will examine definitions and measures of democracy for their validity and analyze the bases behind theories that link regime type to economic and political development. The readings for this course cover all regions of the world for a broad comparative perspective.

Background Preparations (Prerequisites)
PP 350, 351 and 352 are all useful but not required.

Texts and Journal References
All readings available on Sakai.

Course Learning Outcomes:
By the end of this course, students will be able to:
1. Articulate important questions in the relationship between democracy and development.
2. Discuss how political environments differ between democratic and non-democratic countries and how these may be affected by development.
3. Analyze the relationships between politics, regime type, and economic growth.
4. Evaluate theories of the political causes and outcomes of different regime types.
5. Use the tools of social science research to evaluate the prominent literature on the comparative politics economic development and democracy.

Course Requirements & Assignments:

Exams: both the midterm and final exams will be in the format of a Ph.D. qualifying exam. The questions will be multi-part (typically 3-5 sub-questions) and will directly address major themes in the class. All questions will ask for specific country examples. Students can bring prepared, printed notes for the midterm and final.

Course participation: Two students each week will bring in three substantive discussion questions for the week’s readings. These students will present the questions after my introduction to the class. After reading the questions, students will break up into groups of two to discuss the questions and create additional questions to discuss throughout the class period. ALL students will be expected to participate in the creation and discussion of these questions. Student participation is 20% of the course grade—do not sit quietly! Students will sign up for “Question Weeks” in the first or second week of class.

Current Events: One student each week will bring in a current event article (found on any internet news outlet) for discussion. Students should post a link to this article by midnight prior to the class session. Students will sign up for “Current Event Weeks” in the first or second week of class. Students will be expected to present the current event and offer a 5-10 minute description of how they believe the current event relates to a theory (or theories) seen in course readings.

Research Design Paper (5-10 Pages): each student will write one research design paper based on their chosen week’s readings. I will distribute a model format for this research design. The expectation will be that you develop a research question of interest based on the readings of the week. This research question does not necessarily have to be one found in the readings but should be related to the themes discussed in them. You will think about how to go about answering that question, including what kind of data, methodology, cases, etc. you would use to answer the question. You should develop hypotheses about your questions and explicate why you expect those outcomes. You should defend the importance of the question, how it fits into the literature, and why your research approach is the best. If you are able to find some data to answer the question and perform basic summary statistics, that would be a bonus.

Attendance

Students are expected to attend all classes. Students who are unable to attend class must seek permission for an excused absence from the course director or teaching assistant. Unapproved absences or late attendance for three or more classes may result in a lower grade or an “incomplete” for the course. If a student has to miss a class, he or she should
arrange to get notes from a fellow student and is strongly encouraged to meet with the teaching assistant to obtain the missed material. Missed extra-credit quizzes and papers will not be available for re-taking.

**Scientific and Professional Ethics**

The work you do in this course must be your own. Feel free to build on, react to, criticize, and analyze the ideas of others but, when you do, make it known whose ideas you are working with. You must explicitly acknowledge when your work builds on someone else's ideas, including ideas of classmates, professors, and authors you read. If you ever have questions about drawing the line between others' work and your own, ask the course professor who will give you guidance. Exams must be completed independently. Any collaboration on answers to exams, unless expressly permitted, may result in an automatic failing grade and possible expulsion from the Program.

**Grading**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Point</th>
<th>Description</th>
<th>Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Complete mastery of course material and additional insight beyond course material</td>
<td>Insightful</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Complete mastery of course material</td>
<td>Proficient</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Gaps in mastery of the course material; not at level expected by the program</td>
<td>Developing</td>
</tr>
<tr>
<td>U</td>
<td>0.0</td>
<td>Unsatisfactory</td>
<td>Ineffective</td>
</tr>
</tbody>
</table>

**Grade Components**
- Participation: 20%
- Midterm: 25%
- Research Design: 25%
- Final Exam: 30%

**Expectations and Logistics**

See “Course participation” in the “Course Requirements & Assignments” section. Class participation is 20% of the course grade!

**Important Dates**
Midterm Exam: October 30

Final Exam: December 11

Research Design: sign up sheet distributed in first two weeks of class

**Week 1 (September 4): Introduction**

**Week 2 (September 11): Foundational Concepts in Democracy and Development**


Karl, Terry, and Philippe C. Schmitter. "What Democracy is...and is Not." *Journal of Democracy* 2, no. 3 (Summer 1991): 75-86.


**Week 3 (September 18): Defining and Measuring Democracy**


Dahl, R. “Polyarchal Democracy” in *Democracy Sourcebook*.


**Week 4 (September 25): Representative Democracy**

Przeworski, Manin, and Stokes, 1-16, 29-54, *Democracy, Accountability, and Representation*.


Rod Kiewiet & Mat McCubbins, *The Logic of Delegation*, ch. 2

**Week 5 (October 2): Democratization and Democratic Transitions**


Geddes, Barbara. 1999. ‘What Do We Know About Democratization After Twenty Years?’ *Annual Review of Political Science*. 2: 115-144. (E)


**Week 6 (October 9): Civil Society and Deliberation**

Putnam, Robert. *Making Democracy Work: Civic Traditions in Modern Italy*, Princeton, 1993. (Skip Ch. 2.)


**Week 7 (October 16): Democratic Organization and State Development**

Hendrik Spruyt, *The Sovereign State and its Competitors*, pp. 3-8, 77-180


**Week 8 (October 23): Modernization**


**Week 9 (October 30): Midterm and Movie**

**MIDTERM EXAM** (first half of class)

Movie: *Our Brand is Crisis*

**Week 10 (November 6): Institutions and Commitment**

Election Day!


North, Douglass C. and Barry R. Weingast. 1989. ‘Constitutions and Commitment:


Week 11 (November 13): Institutions and Economic Development


Week 12 (November 20): Inequality


Week 13 (November 27): Redistribution


**Week 14 (November 27): Regime Type and Growth**


**Week 15 (December 4) Case Studies: Africa, Asia and Latin America**


**Final Exam: December 11**