

**PLSC 3342: Making Democracy Work
May Term 2019**

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COURSE DESCRIPTION AND GOALS

This is an advanced undergraduate course dealing specifically with the literature of democracy and economic development. A large number of readings are very theoretical and deal with economic principles. Thus, having some knowledge of macroeconomics is desirable but not required.

The course goal is to determine the combination of factors that contribute to making some countries strong democracies as well as thriving economies. Conversely, we will examine what factors are instead responsible for hampering democracy and slowing down economic progress. Therefore, we will analyze some of the most important literature from politics and economics that attempt to come up with an answer to this fundamental question: what makes democracy work? Accordingly, the course is interdisciplinary in nature, as it draws from different fields of inquiry to provide the most comprehensive answer possible.

Learning Objectives:

- Understand the distinctions and similarities between industrial democracies and post-communist and former authoritarian regimes.
- Evaluate the risks and opportunities associated with business initiatives in emerging economies, including differences in risk and reward profiles between developing and developed countries, and among developing countries.
- Assess the political, economic, cultural, and institutional legacies that define nations and the implications of those legacies for democratic development under different economic arrangements.
- Apply theoretical concepts to established and emerging democracies through tests, a paper project, and class discussion.
- Integrate conceptual foundations useful in understanding the relationship between economic development and democratic institutions in a wide variety of cultural, geographical, and socioeconomic scenarios.

Learning Outcomes:

- Identify the unique challenges and opportunities associated with democratic development under different types of capitalist institutions in emerging economies, and to differentiate between developing nations, transition economies, and developed economies.
- Identify and classify the country-level factors, including economic, political, cultural, and institutional characteristics that affect on democratic development in a given region or country.
- Analyze and discuss alternate democratic and economic strategies for emerging economies, and defend and support positions related to these strategies in a paper project.
- Identify the “prospects” for a post-communist or authoritarian country to develop into a strong democracy under competitive capitalism, and present a comprehensive discussion of the challenges a country with such a background is likely to face.
- Research and assess the democratic and economic prospects in emerging markets.

University Curriculum SLO's:

FOR PILLAR: Individuals, Institutions, and Cultures, Level 2

1. Students will be able to analyze different theoretical or interpretive perspectives in the study of individuals, institutions, and cultures that shape economic, political and social experiences.
2. Students will be able to evaluate critically the research outcomes, theory, and/or theoretical applications in the study of individuals, institutions, and cultures that shape economic, political and social experiences

FOR PROFICIENCY: Human Diversity

1. Students will be able to demonstrate an understanding of the historical, cultural, social, or political conditions of identity formation and function in human society, including the ways in which these conditions influence individual or group status, treatment, or accomplishments.

Instructional Films.

Besides the course readings, we will also watch a number of instructional movies, some of which are from the Public Broadcasting Service (PBS) and YouTube. The links are displayed below.

1. The first film will be the award winning “**Commanding Heights**,” which is divided into three episodes. This program helps us understanding how economic theories heavily influenced politicians to adopt different development decisions around the world for the last hundred years. Students will find all the details on the three episodes by logging into:

<http://www.pbs.org/wgbh/commandingheights/lo/index.html>

This web page recaps what is discussed in the tapes. Once you get into the main page, just click on one of the main headings that provide:

- a recap of the main story line
- a country-by-country information
- key events leading to major policy shifts
- the profile of crucial thinkers and policy-makers
- the summary of the most important ideas at play

2. Investigative reports from **Frontline (PBS)** according to specific topics.

"The Warning"

<http://libcat.smu.edu/vwebv/holdingsInfo?searchId=881&recCount=50&recPointer=1&bibId=4028204>
<http://digital.films.com/PortalViewVideo.aspx?xtid=44135>

"Inside the Meltdown"

<http://libcat.smu.edu/vwebv/holdingsInfo?searchId=891&recCount=50&recPointer=0&bibId=4028197>
<http://digital.films.com/PortalViewVideo.aspx?xtid=44125>

"Putin's Way"

<http://www.pbs.org/wgbh/pages/frontline/putins-way/>

3. Prof. Larry Diamond Lectures on Democracy (YouTube links are listed under class topics on pages 7 & 8)

REQUIRED books at the SMU bookstore:

Kesselman, Mark, ed. (2008). *Readings in Comparative Politics: Political Challenges & Changing Agendas*. 2nd Ed. New York: Wadsworth.

REQUIRED books available electronically at the SMU libraries using the link below

Putnam Robert: *Making Democracy Work* (Princeton: Princeton University Press, 1993)

<https://login.proxy.libraries.smu.edu/login?url=http%3a%2f%2fsearch.ebscohost.com%2fdirect.asp%3fdb%3dsih%26jid%3d8W0G%26scope%3dsite>

REQUIRED books available at the circulation desk of Fondren library:

Olson Mancur: *The Rise and Decline of Nations* (New Haven: Yale University Press, 1982)

REQUIRED READINGS ON BLACKBOARD:

- Friedman Milton (1962). *Capitalism and Freedom*. Chicago: University of Chicago Press. Chapters 1 and 2.
- North, Douglass (1989). "Institutions and Economic Growth: A Historical Introduction," *World Development*, Vol. 17, No. 9, pp. 1319-1332.
- Olson, Mancur (1993). Dictatorship, democracy, and development. *American Political Science Review* 87:567-76.
- Olson, Mancur, (1996). Big bills left on the sidewalk: Why some nations are rich, and others poor. *Journal of Economic Perspectives* 10(2):3-24.

Free Articles from the Internet

- Almond Gabriel A. (1991): "Capitalism and Democracy" *PS: Political Science and Politics*, Vol. 24, No. 3, (Sep., 1991), pp. 467-474
<http://api.ning.com/files/g3sZFdca7ae7MXadZg5VsNaSnbHyhzZ1RCDKvqu3d4zcIXB-P0NDPfHa7ji1y75xw6yMNzfotfQ3Jgxjm3xf5HqAB92IltDu/capitalismanddemocracypdf.pdf>
- Rodan, Gary (2004). Neoliberalism and transparency: political versus economic liberalism. Asia Research Centre, Murdoch University.
http://researchrepository.murdoch.edu.au/13104/1/Neoliberalism_and_Transparency_Political_Versus_Economic_Liberalism.pdf
- Fukuyama (2012) "The Future of History: Can Liberal Democracy Survive the Decline of the Middle Class?"
<https://docs.google.com/file/d/0B-5-JeCa2Z7hNihZQ3NQbzRUNFU/edit?pli=1>

Free Articles in the Journal of Democracy

Available electronically at SMU using this link:

http://sc2xx8ju8d.search.serialssolutions.com/?V=1.0&N=100&tab=ALL&L=SC2XX8JU8D&S=AC_T_B&C=journal+of+democracy

- Diamond Larry and Leonardo Morlino (2004) "An Overview"
- Schmitter, Philippe (2004) "The Ambiguous Virtues of Accountability"
- Gershman Carl and Michael Allen (April 2006) "The Assault on Democracy Assistance"
- Fukuyama Francis (April 2006) "Identity, Immigration, and Liberal Democracy"
- Schamis Hector E. (October 2006) "Populism, Socialism, and Democratic Institutions"
- Rupnik Jacques (October 2007) "From Democracy Fatigue to Populist Backlash"
- Dalton (2007) "Understanding Democracy Data from Unlikely Places"
- Hassner (2008) "Russia Transition to Autocracy"
- Shevtsova, Lilia (2015). "The Authoritarian Resurgence: Forward to the Past in Russia"

- Shevtsova, Lilia (2014) "The Maidan and Beyond: The Russia Factor"
- Brown, Nathan (2008). "Islamists A Boone or a Bane for Democracy"
- Shifter, Michael (2011). "Latin America: A Surge to the Center"
- Weyland, Kurt (2013). "Latin America's Authoritarian Drift: The Threat from the Populist Left"
- Corrales, Javier (2015). "The Authoritarian Resurgence: Autocratic Legalism in Venezuela"
- Fradkin, Hillel (2013). "Arab Democracy or Islamist Revolution?"
- Møller, Jørgen and Svend-Erik Skaaning(2013). "The Third Wave: Inside the Numbers"
- Masoud, Tarek (2015). "Has the Door Closed on Arab Democracy?"
- Wehrey, Frederic (2015). "The Authoritarian Resurgence: Saudi Arabia's Anxious Autocrats."

STUDENT'S RESPONSIBILITIES (read carefully)

1. Students are expected to have read the material assigned BEFORE each class meeting as specified below. Given that a substantial discussion should take place in teasing out the main issues debated in the course, failing to do so will jeopardize a student's performance and understanding.
2. Attendance is required for all written examinations. Failing to show up will result in an administrative 0 score. If a student cannot take a test due to illness, he/she MUST notify the instructor BEFORE not AFTER the examination. A student can reschedule an examination only if a validated medical proof can be shown.
3. No incomplete grades will be allowed except for exceptional circumstances.
4. Students MUST complete all work. Failing to do so will result in an administrative F.
5. Students who are found to have plagiarized will be given an administrative F.

USING LAPTOPS AND CELL PHONES

The use of cell phones and laptops in class is NOT allowed.

If I find you texting, calling or surfing I will deduct ONE point from your final grade any time this occurs.

PLAGIARISM

Plagiarism is the most serious type of academic misconduct and is severely punished at SMU. The university requires faculty to report students who have plagiarized the Honor Council. If convicted, students almost invariably receive an HV (honors violation) on their transcripts for a lengthy period. It is difficult to apply successfully to post-graduate programs or for employment with an HV, thus plagiarism carries very serious consequences, which may end with the student's dismissal from the university.

Plagiarism refers, but is not limited to:

- Copying directly from a text, word-for-word without citing
- Using an attractive phrase or sentence you have found somewhere without citing
- Using text downloaded from the Internet without citing
- Paraphrasing the words of a text very closely
- Borrowing statistics from another source or person without citing
- Copying from the essays or the notes of another student
- Downloading or copying pictures, photographs, or diagrams without acknowledging your sources
- Buying essays instead of doing the work themselves.

If you have any questions regarding citations, please see me. While I am not looking for excuses to accuse you of plagiarism, and therefore you need not be worried about honest mistakes, you should be aware that the following excuses will not work:

- I'm too busy to write a paper.

- Everyone does it.
- I don't write well enough to get a good grade, so I might as well use someone's work that is a whole lot better.
- It's just one passage - what's the harm?
- I don't know how to cite materials properly.
- I didn't know it was plagiarism.
- I thought that by citing it in my bibliography it wasn't plagiarism.
- I thought by citing it in text I didn't plagiarize.
- I don't remember where I found the information so I couldn't cite it.
- My sister said I could use her paper. / I found this paper free on the internet.
- I used a thesaurus to change the words.
- I didn't know that I had to use quotation marks when I borrowed someone else's prose.
- I used footnotes, I just didn't use quotation marks.
- But I changed every fourth word.
- I didn't realize that I couldn't turn in the same paper for more than one class.
- I didn't know how to reference internet sources, so I didn't cite it.

ATTENDANCE POLICY:

Attendance will be required and students are expected to show up on time for class. Those who repeatedly arrive late after the first infraction will have two points deducted from the final grade on each occasion. After three unexcused absences you will be dropped from the course.

APPEALS POLICY:

All appeals of grades received on a test need to be submitted no later than five working days after the date a test is returned to class. NOTE that in the event of an appeal I will re-grade your entire test. This means that your grade may go down as a result.

HOW I ASSESS YOUR GRADE:

Students understandably are concerned about what it takes to get a good grade in a class. It is simple. Read the assigned material and make sure you have an excellent command of its content. Moreover, do participate in the Q & A in class. If you do well in the written work but you remain silent in class your grade will suffer in the end.

GRADING POLICY

The examination requirements for the course are:

Quizzes & class participation: (50%)

Final: (50%)

There are no make ups for missed quizzes.

The grading will be according to the following scale:							
A	100-94	B+	89-86	C+	79-76	D+	69-67
A-	93-90	B	85-83	C	75-73	D	66-65
		B-	82-80	C-	72-70	F	BELOW 65

SMU Policy on Disability, Religion, and Extracurricular Activities

- **Disability Accommodations:** Students needing academic accommodations for a disability must first register with Disability Accommodations & Success Strategies (DASS). Students can call 214-768-1470 or

visit <http://www.smu.edu/Provost/ALEC/DASS> to begin the process. Once registered, students should then schedule an appointment with the professor as early in the semester as possible, present a DASS Accommodation Letter, and make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice to implement.

• **Religious Observance:** Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (University Policy No. 1.9.)

• **Excused Absences for University Extracurricular Activities:** Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (University Undergraduate Catalogue)

SCHEDULE OF TOPICS AND READINGS

Some class meetings may be rescheduled due to professional activities

<i>Date</i>	<i>Topic</i>	<i>Reading</i>
5/16	<i>Democracy and Economic performance</i>	Milton Friedman chp. 1-2 Keynes (Yergin & Stanislaw) Keynes (Sarwat et al)
5/17	<i>Democracy and development (modernization theory)</i> <i>The Logic of Collective Action</i>	North (1989) Modernization Theory & Huntigton Critique PPT Olson chp 1-2-3
5/20	<i>Commanding heights episode 1</i> "Von Hayek vs. Keynes" QUIZ 1	youtube.com/watch?v=w9ms2WOZi74
5/21	<i>Commanding heights episode 2</i> "The Collapse of Soviet Communism and Lat. Am." QUIZ 2	youtube.com/watch?v=QA-XiSd6TXs Olson (1993)
5/22	<i>Commanding heights episode 3</i> "Global Markets and their Problems" QUIZ 3	youtube.com/watch?v=X1Fzjd9pGS8 Coates in Kesselman
5/23	<i>Market Reforms and Its Discontents</i>	"The Warning" PBS "Inside the Meltdown" PBS Przeworski in Kesselman Stiglitz in Kesselman Rodan (2004)
5/24	<i>Social Capital and Institutional Success: Italy & US</i> QUIZ 4	Putnam chps. 1-5-6 (skim 2-3-4) Putnam in Kesselman Diamond
5/28	<i>Liberal & Social Democracy Compared</i> Welfare State QUIZ 5	Dahl in Kesselam Almond (1991) PPT Pearson Publishing youtube.com/watch?v=Jv3hMfTTCfY

SCHEDULE OF TOPICS AND READINGS

Some class meetings may be rescheduled due to professional activities

<i>Date</i>	<i>Topic</i>	<i>Reading</i>
		https://www.youtube.com/watch?v=Jv3hMfTTCfY Soc.Dem. https://www.youtube.com/watch?v=bILldpGbVf0 Friedman https://www.youtube.com/watch?v=dIEqHgF0qwM Dhal
5/29	<i>Third Wave of Democracy?</i> QUIZ 6	Huntington, Fukuyama, and Zakaria all in Kesselman Fukuyama (2012) Møller & Skaaning (2013) https://www.youtube.com/watch?v=3SNicJRcUqs Diamond 1 youtube.com/watch?v=TIVNRMVr8t4 Diamond 2 youtube.com/watch?v=4GbteNdy2A4
5/30	<i>Quality of Democracy</i> <i>Political Accountability</i> <i>Democratic Performance</i> <i>Understanding Democracy from Public Opinion</i> QUIZ 7	Diamond & Morlino (2004) Schmitter (2004) Carothers (2007) Dalton et al. (2007) Olson (1996) Diamond 3 https://www.youtube.com/watch?v=HwJvR6-Wa7M youtube.com/watch?v=ROdZCCgaDyI
5/31	Final 6:30PM-9:30PM	