Course Time and Place: Thursdays 1:20-3:20, 3304 Sterling Hall
Office hours: Monday 12-1 and Wednesday 11-12 and by appointment
Office: 3301 Sterling Hall
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Course Description:
This graduate level course tackles one of the classic questions that has concerned political scientists and sociologists since the 1950s—what is the relationship between democracy and development? This question has been explored from a number of angles, and we will consider many of these in this course. Perhaps most famously, scholars have asked does capitalist development lead to democracy? We will read and debate the scholarship that argues there is a link between capitalist development and democracy, and those that contest this link. We will also consider studies that reverse the directional arrow; to what degree does democracy improve development? In these studies, development may include economic development, human development and absence of inequality. Throughout, we will discuss the importance of methodology including the conceptual definitions, time frames, and merits and shortcomings of both qualitative and quantitative approaches.

The course is not intended to be comprehensive (no course can be). Most sessions combine “classics” with more recent important contributions. While I have tried to provide regional breadth, in part due to the nature of this literature and in part due to my own interests, some regions are covered more thoroughly than others. I also focus mainly on political contributions and political sociology. There are, however, many valuable anthropological and historical contributions. I have tried to compensate for these shortcomings by providing extensive recommended readings that interested students can pursue.

Requirements:
This course combines intensive study of the literature with training in research. Given that most ideas for research come from discussions of existing literature, these two tasks should be seen as symbiotic. Thus, the core graded aspects of the course: seminar participation, reaction papers and research paper all work together.

Seminar Participation
Each student is expected to attend and participate in every seminar. The success of any seminar depends on the efforts that students put into it. In order to have stimulating classroom discussions, we must all do the required readings prior to class and come prepared with comments and questions. When completing the readings, consider questions like: What is the theoretical contribution? How does it compare to similar works in the same field in terms of contribution or theory? What is useful about this particular methodological approach? How might it contrast with another approach to the same topic? What kind of evidence does the author use, is it appropriate to the question and is it convincing? Is the selection of variables appropriate? Do the comparisons add to the argument, or would it benefit from comparison? Is the argument historically accurate? You should come to class prepared with at least one discussion question or comment per article or book chapter assigned. Please also read your peers’ reaction papers before coming to class, posted on Learn@UW.
**Weekly Reaction Papers**
During the course of the semester, each student must write a total of four reaction papers. On the first day of class students will choose the dates that they will write a reaction paper. Reaction papers should be 3-5 pages in length (double spaced). They should begin with a succinct summary of the readings followed by placing the readings into the broader context of academic literature (e.g. relating to previous readings or knowledge from other courses and reading). They should then critically discuss the central arguments, highlighting the theoretical contributions, methodological approaches, evidence and evaluating the overall strengths and weaknesses of the articles or book. In addition to critique, reaction papers should also suggest solutions – how would you improve on this research? Each paper should also raise questions for discussion. Papers should be posted on the course Learn@UW website, by 9PM the Wednesday before class.

**Final Research Paper / Additional Reaction Papers**
A final research paper related to the course topic is required of each student. This 20-30 page paper (double spaced, one-inch margins) should reflect independent research, and should connect to the student’s own research ambitions, e.g. related to a MA thesis, dissertation, conference paper, or article. The paper should center on a theoretical puzzle, outline its case selection, and advance its argument with strong evidence and analysis. Topics are to be chosen in consultation with the instructor. A brief abstract and preliminary bibliography (2-3 pages) is due November 15 (the week before Thanksgiving). Students that do not wish to pursue a research paper may instead write four additional reaction papers (for eight total) in lieu of the paper.

**Oral Presentations of Research Paper**
In the last class, each student writing a paper will briefly present the main argument of their research paper, followed by a brief question/answer session. This presentation is not graded.

**Grading**
Final paper: 40%
Reaction papers: 10% each
Seminar Participation: 20%

**Disabilities:** Students needing special accommodations to enable full participation in this course should contact me during the first week of class. All information will remain confidential. You may, in addition to contacting me, contact the McBurney Disability Resource Center [www.mcburney.wisc.edu](http://www.mcburney.wisc.edu) at 1305 Linden Drive and 608.263.2741 regarding questions about campus policies and services.

**Required Books and Articles:**
Required books have been ordered at A Room of One’s Own Bookstore, 315 W. Gorham St. Tel: 608-257-7888. (Note new location).


Articles and chapters for the course are available on-line. Wherever possible I have used a hyperlink to the university library source for the article. If you are logged into the UW Library, you will be able to click on the hyperlink, or cut and past the link, and access the article directly. If the link, for some reason does not work, you may use the library’s FIND IT option to find the article. Items without a direct link (e.g. book chapters) will be placed on the course site on Learn@UW.

**Schedule of Classes and Readings (Subject to Change):**
Below is the schedule of topics and assigned readings for the course. Readings are divided into required and suggested readings. All required readings should be read prior to our class session. The suggested readings may be useful if you want to research the area further or for preparation for preliminary exams.

**September 6: Introduction, Organization & Definitions**
- Linz, Juan J. 1978. *The breakdown of democratic regimes: crisis, breakdown, and reequilibration.* Baltimore: Johns Hopkins University Press. (p. 3-8 definition of democracy, on Learn@UW)

**September 13: Measuring Democracy & Development**
- Frederick Cooper and Randall M. Packard. 1997 “Introduction.” In: Cooper, Frederick, and Randall M. Packard, eds. 1997. *International development and the social sciences: essays on the history and politics of knowledge.* 1- Berkeley: University of California Press. (on Learn@UW)

**Recommended on Democracy:**
• The issue of CPS (35:1) with the article by Munck and Verkuilen includes three rejoinders and a response from the authors:
  • Munck, Gerardo, and Jay Verkuilen. “Generating Better Data: A Response to Discussants,” pp.52-7.

**Recommended on Development:**

**More critical accounts:**

**September 20: Does Economic Development Cause Democracy?**
• Tsai, Kellee S. 2005. “Capitalists without a Class Political Diversity Among Private Entrepreneurs in China.” *Comparative Political Studies* 38(9): 1130–1158. [http://cps.sagepub.com.ezproxy.library.wisc.edu/content/38/9/1130](http://cps.sagepub.com.ezproxy.library.wisc.edu/content/38/9/1130)

**Recommended:**

For culturalist variations:

September 27: The Role of the International System
http://journals.cambridge.org.ezproxy.library.wisc.edu/action/displayFulltext?pageCode=100101&type=1&fid=164564&jid=INO&volumeid=56&issueld=03&aid=164563
http://www.springerlink.com.ezproxy.library.wisc.edu/content/c38g85j2716t3046/fulltext.pdf

Recommended:

**October 4: Class and the Origins of Dictatorship and Democracy**

• Moore, Barrington. 1966 (1993). *Social origins of dictatorship and democracy: lord and peasant in the making of the modern world*. Boston: Beacon Press. Chapters 1, 2, 4, 6, 7, 8, 9

Recommended for more tests of the Moore thesis:


**October 11: Variations on Moore**


Recommended:


**October 18: Does Inequality Cause Democracy?**

Recommended:

**October 25: Beyond Class Analysis**

Recommended:

**November 1: Does Democracy Cause Economic Development?**
- Przeworski et. al. 2000 Ch. 3

Recommended:
• See Footnote 1 of Gerring for a good overview of this literature.

**November 8: The Role of Colonialism**


Recommended:

**November 15: Does Democracy Reduce Economic Inequality? *Paper Proposals Due***

• Lenski, Gerhard Emmanuel. 1966. Power and privilege; a theory of social stratification. New York: McGraw-Hill, Ch. 12 (on Learn@UW)  
• Boix 2003 Ch. 5  
  http://journals.cambridge.org.ezproxy.library.wisc.edu/action/displayFulltext?pageCode=100101&type=1&fid=7908219&jid=JPS&volumeid=40&issueno=04&aid=7908217
November 22: Thanksgiving, no class

November 29: Does Democracy Reduce Social Inequality?
- McGuire, James. 2010. *Wealth, Health and Democracy in East Asia and Latin America*. New York; Cambridge. Chapters 2, 8 (on Learn@UW)

Recommended:

December 6: Research and Writing/Meetings About Papers

December 13: Paper Presentations

Final Paper Due: December 20