One of the central tasks in the study of politics has long been to explain the birth, survival, and breakdown of democracy. Over the years, scholars have offered dozens of hypotheses, focusing on culture, institutions, leadership, religion, ethnic cleavages, diffusion, dependency, social equality, economic development, or various combinations of several of the above. Clearly the problem has not been the difficulty of dreaming up explanations, but the difficulty of demonstrating which one or ones are correct. In their efforts to support some of the possible explanations, political scientists and sociologists have employed nearly every research method imaginable, and in recent years an escalation of methodological sophistication has taken some research on democratization to the cutting edge of comparative politics. A roughly chronological selection of this literature can therefore serve as a springboard for discussions about both practical questions of research design and methods, and the fascinating and timely theoretical question of what causes democracy—which are the twin topics of this course. Note: This course does not cover the consequences of democracy.

In addition to reading and discussing selected works on democratization, you are required to (1) carry out 5 small exercises to give you practice in critiquing research, generating theory, and testing hypotheses; and (2) perform original research culminating in a 15-25-page paper on some question of the determinants of democracy. I will offer in-class workshops on the data analysis techniques that you will need to do each exercise, and will also meet privately with anyone wishing an individualized tutorial on the technique. Grades will be based on 10 percent for each exercise (including discussant service), 10 percent class participation, 20 percent for the first complete draft of your research paper, and 20 percent for the final draft. Please do not plan on taking an Incomplete for this course. It is almost always a bad idea, as you are not likely to have more time to devote to your paper later on, and late papers are rarely better than ones turned in on time. For this reason, I will deduct one sign (eg., A to A-) from the grade of any paper turned in over Christmas break and two signs (eg., A to B+) for any paper turned in between then and the absolute deadline of exam week of the spring 2005 semester. Any Incomplete not finished by that date results in an automatic F for the entire course.

Six books are available for purchase at the bookstore:

All of the required readings will be placed on regular reserve at Hesburgh Library, and journal articles are available through the Library’s e-journal locator, unless otherwise indicated. Other readings are on electronic reserves. Links to these can be found at http://www.library.nd.edu/. Once there, log on to Electronic Reserves with your AFS ID and password, and select POLS 645 (Coppedge)–Course Readings, then Reserve Readings. All article-length readings other than those available in the ordered books and those available through electronic journals should be found in PDF format there.
Reading List

August 25: Common Sense
No required reading. However, you are welcome to read a draft of chapter 2, “Defining and Measuring Democracy” from my book in progress, Approaching Democracy: Research Methods in Comparative Politics (Cambridge UP, forthcoming). Drafts of all chapters from this work in progress can be found at http://www.nd.edu/~mcoppedg/crd/course.html


September 1: Checklists
**10% of grade**: Bring to class a comprehensive checklist of all the possible factors that may “cause democracy.” Differentiate, where possible, among preconditions and effects on transition, quality of democracy, and regime survival. Your checklist must be typed and ready to hand in to me. Grades will be loosely based on how comprehensive your checklist is.


Robert Dahl, Polyarchy: Participation and Opposition (Yale UP, 1971), chapters 1 and 10 (pp. 1-16 and 202-207).


Larry Diamond, Developing Democracy: Toward Consolidation (Baltimore: Johns Hopkins, 1999), chapter 2 (pp. 24-63).


http://www.nd.edu/~mcoppedg/crd/course.html


September 8: Frameworks
**Beginning with this class meeting, students will take responsibility for evaluating the assigned readings. These contributions to our class discussion are the basis for the 10 percent participation grade.**

Juan J. Linz and Alfred Stepan, Problems of Democratic Transition and Consolidation (Johns Hopkins UP, 1996), chapters 1-4 (63 pp.).


September 15: Case Studies and Comparative History

**10% of grade:** Hand in 3 one-paragraph puzzles with potential to become seminar paper topics. Come prepared to present your best idea to the class for critiquing.


http://www.nd.edu/~mcoppedg/crd/course.html


September 22: Formal Theories Workshop on scatterplots, regression, and correlation.


Carles Boix, *Democracy and Redistribution* (Cambridge UP, 2003), Introduction and chapter 1 (pp. 1-64).


http://www.nd.edu/~mcoppedg/crd/course.html


September 29: Political Culture

Introduce datasets on democracy.

**Workshop** on cross-sectional, bivariate analysis, categorical data, and cross-tabs.

Diamond, *Developing Democracy*, chapters 5 and 6 (pp. 161-260).


Mitchell Seligson, “The Renaissance of Political Culture or the Renaissance of the Ecological Fallacy?”
Comparative Politics 34:3 (April 2002): 273-292. (e-res)


October 6: Institutions

**10% of grade:** Produce a cross-tabulation or correlation of the relationship between an institution or culture or religion, on the one hand, and an indicator of democracy. Prepare to present during this class.


October 13: Modernization and Economic Development


Axel Hadenius, Democracy and Development, (Cambridge
UP, 1992), pp. 77-111.


**October 20:** No class due to fall break

**October 27:** Conditional Relationships Workshop on time series and structural equations.


**November 3:** Diffusion of Democracy

**10% of grade:** Report on relationships between an indicator of democracy and at least two independent variables using scatterplots and multiple regression.


Daniel Brinks and Michael Coppedge, “Diffusion Is No...


**November 10: Event-History and Structural Equations Models**


**Recommended:** Mark J. Gasiorowski, “Economic Crisis and Political Regime Change: An Event-History Analysis,”


**November 17: Democracy and Development and Democracy and Redistribution**

**The first authors must give a complete, though not final, draft of their papers to everyone today.**


Boix, Democracy and Redistribution, chapter 2 (pp. 65-97).

**Reviews you may want to consult on Przeworski et al.:**


**November 24: Presentations and Critiques I**

**The second authors must give a complete, though not final, draft of their papers to everyone today. Everyone is expected to read all the papers for the class session and to come prepared to offer constructive criticism.**

**December 1: Presentations and Critiques II**

**10% of grade:** You must present and critique the draft of a classmate’s paper.

**20% of grade:** Your first complete draft of your seminar paper.

**20% of grade:** The final version of your seminar paper is due at 4:15 on Tuesday, December 14. There is no final exam.