

# Democracy and economic development

## Syllabus

**Course lecturer:** Prof. Dr. Nenad Zakošek

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### Teaching methods

The course consists of 12 lectures and 12 seminar meetings. A mid-term colloquium (after the 6<sup>th</sup> meeting) is optional.

### Course obligations

All course participants are required to participate in the seminars and to submit a 10-12 pages long (2500-3000 words) seminar paper. The acquired knowledge is verified through an obligatory oral examination. The final evaluation of participant's achievement is composed of the following elements:

Written seminar paper	40%
Obligatory seminar participation	10%
Final oral examination	50%

**ECTS credits:** 7.5

### Teaching and student working hours

Lectures	30 hours
Seminars	30 hours
Writing of the seminar paper	40 hours
Exam preparation	40 hours
Total	140 hours

### Semester

Course will be taught in the summer semester 2012/2013.

**Study level:** graduate study (5<sup>th</sup> year of study).

### Course description

The course deals with the problem of economic prerequisites of democratization, which is a well-researched topic in comparative politics. Since the early 1960s there is an ongoing debate among political scientists on the relationship between economic development and establishing of stable liberal democracies. A special aspect of this question concerns the changes in social structure resulting from economic development and modernization which are favourable or adverse to democratization. Through lectures and seminars the course participants will learn about the classical works on this topic by Seymour Martin Lipset (*Political Man, The Democratic Century*), Barrington Moore (*Social Origins of Dictatorship and Democracy*), Gregory Luebbert (*Liberalism, Fascism, or Social Democracy. Social*

*Classes and the Political Origins of Regimes in Interwar Europe*) and Dietrich Rueschemeyer et al. (*Capitalist Development and Democracy*). A comparison of quantitative studies with large number of cases and qualitative studies with in-depth studies of a small number of cases is given on the basis of Todd Landman's *Issues and Methods in Comparative Politics*. Finally, two more recently researched topics are discussed: how is the growth of state functions performed through various public institutions and agencies related to democratization (Peter H. Lindert, *Growing Public Social Spending and Economic Growth since the Eighteenth Century*) and what is the link between the change of values resulting from modernization and democratization (Ronald Inglehart & Christian Welzel, *Modernization, Cultural Change and Democracy*).

Course structure:

1. Social and economic prerequisites of democracy
2. Lipset's analysis of the relationship between economic development and democracy
3. Lipset's analysis of the relationship between culture and democracy: North and South America compared
4. Quantitative studies of the link between economic development and democracy
5. Qualitative studies of the link between economic development and democracy
6. Capitalism and democracy: research by Rueschemeyer et al.
7. European cases of capitalist development and democratic or authoritarian regimes
8. English colonies and the prerequisites of democracy: USA, Canada, Australia and New Zealand
9. Latin American and Caribbean cases of capitalist development and democratic or authoritarian regimes
10. Class coalitions and democracy or dictatorship: Luebbert's analysis of development paths in interwar Europe
11. Inglehart's and Welzel's concept of the sequence of human development as a result of socio-economic development
12. Cultural change and democratization

### **Reading requirements for oral examination**

Todd Landman, *Issues and Methods in Comparative Politics*, London & New York: Routledge, 2003, pp. 60-87.

Ronald Inglehart & Christian Welzel, *Modernization, Cultural Change and Democracy*, Cambridge & New York: Cambridge University Press, 2005.

### **References**

Dirk Berg-Schlosser & Jeremy Mitchell (ed.), *Authoritarianism and Democracy in Europe, 1919–39. Comparative Analyses*, Houndmills & New York: Palgrave Macmillan, 2002.

Robert Dahl, *On Democracy*, New Haven & London: Yale University Press, 2000.

Ronald Inglehart & Christian Welzel, *Modernization, Cultural Change and Democracy*, Cambridge & New York: Cambridge University Press, 2005.

Peter H. Lindert, *Growing Public Social Spending and Economic Growth since the Eighteenth Century*, Cambridge & New York: Cambridge University Press, 2004.

Seymour Martin Lipset, *Political Man: The Social Basis of Politics*, in: Robert Dahl et al. (ed.), *The Democracy Sourcebook*, Cambridge (Mass.): The MIT Press, 2003, pp. 56-64.

Seymour Martin Lipset & Jason M. Lakin, *The Democratic Century*, Norman (Okl.): University of Oklahoma Press, 2004.

Gregory Luebbert, *Liberalism, Fascism, or Social Democracy. Social Classes and the Political Origins of Regimes in Interwar Europe*, New York i Oxford: Oxford University Press, 1991.

Barrington Moore Jr., *Social Origins of Dictatorship and Democracy*, Boston: Beacon Press, 1993.

Adam Przeworski et al., *Democracy and Development. Political Institutions and Well-Being in the World, 1950-1990*, Cambridge: Cambridge University Press, 2000.

Dietrich Rueschemeyer et al., *Capitalist Development and Democracy*, Chicago: University of Chicago Press, 1992.

### **Learning outcomes**

The course participants are expected to acquire knowledge about some fundamental concepts in comparative research, such as modernization, cultural change, regime change, class structure, class coalitions, economic development, democratization and sequence of human development. In particular, they should be able to understand and interpret different cases of socio-economic development and how they are related to the establishment of democratic or authoritarian regimes. In terms of methodology, course participants should learn how to formulate research questions and write simple research studies based on secondary analysis of existing research studies. Through seminars the course participants should also develop their skills to present their seminar papers and discuss about them in the seminar.