The course, offered on the 600 level, will be open to undergraduate seniors (with permission of instructor) and both M.A. and Ph.D. students throughout the university.

I. Aims of the Course: This course will focus on the theory and practice of democracy and democratization as well as related themes of civil society and civic engagement. In Part I, we will consider various theories that seek to understand and defend democratic governance. What is the nature of democracy in contrast to other forms of government--such as bureaucratic elitism, theocracy, and authoritarianism--and can democracy be defended against these other governmental arrangements? What are the strengths and weaknesses of various forms of democratic theory, for example, minimalist democracy (Schumpeter), liberal-representative democracy (Dahl -polyarchy), participatory democracy, and deliberative democracy? What does each theory consider to be the causes, consequences, limits, and threats to democracy?

In Part II, the course will examine and evaluate the practice of democracy and especially institutional experiments in deepening and broadening democracy. Part II also will assess theories that explain and justify transitions from authoritarianism to democracy as well as various approaches to democracy promotion, especially in the Middle East.

II. Recommended Books (University Book Store, Internet):


III. Class Website: [http://www.wam.umd.edu/~dcrocker/Courses/PUAF698Q.html](http://www.wam.umd.edu/~dcrocker/Courses/PUAF698Q.html)
Soumya Chattopadhyay (soumya218 at yahoo.com) constructed the class websites and Jessie Lin (jlin09@umd.edu) will manage it. The syllabus, class roster, theoretical paper guidelines, and some readings are available on the website.

IV. Requirements (All papers should be sent electronically in a Word attachment by midnight on the due date):

1. **Consistent Attendance and Participation (20%)**

   Students will come to class having read carefully the assigned reading. You should be prepared to summarize the reading’s main arguments, raise at least one question of interpretation, identify at least one positive feature, and make at least one criticism of the reading. Participation in class discussion will be evaluated in relation to both quality and quantity (neither too much nor too little).

2. **Theoretical Paper(s) (40%)**

   All papers should be submitted electronically at no later than 9 a.m. on the due date. Papers should be double-spaced in 12 point font with consistent foot or end-noting.

   **Option I: Long (20-25 page) Final Term Paper (with option to revise) (40 % of final grade).**
   Topic Proposal: One or two paragraph sketch of proposed topic (9/23).
   Detailed three-page outline of paper plus bibliography (10/21).
   Paper due (11/17), if you have chosen to revise.
   Paper due (12/1), if you have not chosen to revise.
   (Optional) revision of paper due (12/1). (If you chose to revise, the grade on the revision will replace the original paper’s grade).

   **Option II: Four Short (5-6 page) Papers (10% each of final grade).** Each short paper should interpret and assess some narrow topic, position, problem, or argument in the reading assigned for the appropriate two-week or three-week period. Each paper may be revised on the basis of instructor's comments and criticisms. (If you choose to revise, the grade on the revision will replace the grade on the original paper).

   Short Paper #1: Due: 9/15 (optional revision due: 9/29)
   Short Paper #2: Due: 10/6 (optional revision due: 10/20)
   Short Paper #3: Due: 10/27 (optional revision due: 11/10)
   Short Paper #4: Due: 11/17 (optional revision due: 12/1)

3. **Practicum Paper (15-20 page) (40 %): Due December 15.** See Guidelines and Options
VI. Course Outline:

**Week 1 (9/4) Introduction**
Course Aims, Books, Requirements, Outline
Challenges to Democracy and Democratization: Theory and Practice

**Part I: Democratic Theory**

**Week 2 (9/11): Athenian Democracy**
Dahl, *Democracy and Its Critics*, Intro., ch. 1

Short Paper #1 Due 9/15

**Week 3 (9/18): Republicanism**
Held, *Models*, ch. 2
Dahl, *Democracy and Its Critics*, ch. 2

**Week 4 (9/25) Critics of Democracy: Anarchism and Guardianship**
Dahl, *Democracy and Its Critics*, ch. 3-5

Short Paper #2 Revision Due 9/29
Long Paper Topic Proposal 9/29
Preferences for Practicum Due 9/29

**Week 5 (10/2): Two Forms of Classic Liberal Democracy: “Protective Democracy” and “Developmental Democracy”**
Held, *Models*, chs. 3
Practicum assignments announced

Short Paper #2 Due 10/6

**Week 6 (10/9): Dahl: Democracy as Polyarchy I**
Held, *Models*, chs. 6
Dahl, *Democracy and Its Critics*, chs. 5-8

Practicum Questions Due 10/13

**Week 7 (10/16): Dahl: Democracy as Polyarchy II**
Dahl, *Democracy and Its Critics*, chs. 10-13, 15-16

Short Paper #2 Revision Due 10/20

**Week 8 (10/23): Post War and Post Cold War Polarization: Legal Democracy vs. Participatory Democracy**
Held, *Models*, chs. 7-8

Short Paper #3 Due 10/27
Long Paper 3-page Outline Due 10/27
Week 9 (10/30): Deliberative Democracy I
Held, *Models*, ch. 9
Fung and Wright, Ch. 1-2

Practicum Topic Proposal Due 11/3

PART II: DEMOCRATIC PRACTICE: TRANSITION AND PROMOTION

Week 10 (11/6) Deliberative Democracy II
David A. Crocker, “Deliberative Participation in Local Development” (hand out)
Fung and Wright, chs. 3, 11

Short Paper # 3 Revision due, 11/10

Week 11 (11/13): Democratization and De-Democratization
Required Reading: Diamond, Introduction and chs. 1-3
Optional Reading: Tilly, *Democracy*, Preface, chs. 1-3

Short Paper #4 Due 11/17
Long Paper due (with option to revise) 11/17

Week 12 (11/20): What Drives and Sustains Democracy?
Diamond, chs. 4-7

Thanksgiving Break 11/27-11/30

Short Paper # 4 Revision due 12/1
Long Paper Revision due 12/1
Long Paper (with no option to revise) due 12/1

Week 13 (12/4) Democracy’s Regional Prospects
Diamond, chs. 8-11

Week 14 (12/11): Democracy and the Middle East
Diamond, ch. 12
Carothers and Ottaway, ch. 1

Week 14 (12/18): Democratic Renewal and Promotion
Diamond, chs. 13-15
NO FINAL EXAM

Practicum Paper due December 15
VII. Practicum Paper Guidelines:

A. Aims:
The practicum paper is an important part of the course’s aim to integrate democratic theory and practice. The paper also expresses and contributes to the University of Maryland and the School of Public Policy’s growing commitment to engage in our surrounding communities – local, county, state, national, and world.

An excellent paper will both apply class readings and critical discussion to a government or to a nongovernmental, or community agency and test out or evaluate these same concepts in the light of what the group investigated is doing (or failing to do). To what extent, if any, do some key concepts and theories studied in the course illuminate the aims, problems, options, and optimum course of action of the group studied? To what extent, if any, does the experience of the group studied provide a basis for supporting, criticizing, modifying, or rejecting scholarly or theoretical concepts?

Your paper will be handed in to your professor for comments and a grade. But you also may choose to provide your group with a copy in the hopes that an “outsider” perspective may prove useful to the group itself. (For both opportunities and dangers of “outsider” perspectives, see David A. Crocker, “Cross-cultural Criticism and Development Ethics,” [http://www.puaf.umd.edu/IPPP/reports/vol24summer04/vol24summer04.pdf](http://www.puaf.umd.edu/IPPP/reports/vol24summer04/vol24summer04.pdf))

Consequently, the practicum papers should be closely linked to class readings and critical discussions so that the practicum experience contributes to the critical reflection and scholarly part of the course and is not an independent exercise. The general problem with the university’s involvement in community engagement is that such engagement gets hived off from the reflective and critical components. To see how this danger might be avoided, consider the following example. If a student is doing a practicum in a homeless shelter, he/she may survey clients and get a sense of their attitude towards government: whether it is a venue for democratic protest, an appeaser and a source of support and solace for the client, or part of the problem that made him/her homeless in the first place. Can we discern in these different approaches the difference between a “negative liberty” or a ‘positive/civic liberty' attitude?! What difference, if any, might it make if the homeless person participated in the shelter’s decision-making and links to local government? To further the sort of integration we seek, each group will frame a theoretical question that they hope to (begin to) answer (or reframe or dissolve?) in their engagement and paper.

Hence, there are two opposite pitfalls to avoid: (1) An uncritical and unreflective that describes the unit with little reference to the scholarly concepts and classroom approaches to democratic theory and practice; (2) A overly theoretical paper that fails to apply and test out theories and concepts in relation to the unit you are engaging and the context in which it is operating. Taking seriously what Dewey means by “critical intelligence” will help you avoid both pitfalls.

B. Steps and Dates:

From a list (to be provided) of governmental units and nongovernmental agencies, you will pick two and list your preferences. Or you came up (by yourself or with two others in the class) with your own idea for an organization or government entity to study. Preferences should be expressed by Sept. 29 and assignments will be announced on October 2.
Your team’s task is to analyze and evaluate the group to be studied with respect to (i) the group’s
democratic or nondemocratic internal decision making and (ii) how the group understands
democracy and its importance and what it is doing to promote democracy or to prevent de-
democratization. The latter may focus on democratic processes, democratic leadership, or
democratic citizenship. Then on the basis of your understand and assessment of the group’s
strengths and weaknesses, you should analyze and evaluate its options and recommend the one
you argue is best. You may but need not put your paper in the format of a memo.

You should convene your group as soon as possible, decide on a coordinator, and contact the
contact person, if one is listed, for an appointment. Before the initial contact, you should do an
initial perusal of the group’s website.

You should meet with the contact person from the unit as soon as possible, explain the course and
practicum paper, and (hopefully) enlist their help in the project with respect to additional
websites, publications, group members (leaders and rank-and-file) and “clients” or partners.

There is no hard-and-fast recipe for learning about and from your group; being able to understand
its history, challenges, problems, options; and being in a position to produce a good analytical and
evaluative paper. Among the possibility strategies are: (1) read web site and relevant documents
produced by or about your group; (2) interview various leaders, rank and file, members, and
“clients” or beneficiaries, rival groups; (3) attend group meetings or work sessions; (4) engage in
“participatory action research” (“investigacion-accion”) by becoming part (if invited) of at least
one “public action” of your group (e.g., voter registration, public protest, public forum).

Paper Topic proposal: Your team should deliberate together and decide on at least three questions
it hopes to answer answer in the practicum inquiry and paper. By Monday October 13,
provide me by email with a brief paragraph in which you clarify the question and why you think it might
be important. One outcome is that the practicum experience may be such that the initial question
is not so much answered as reframed or dissolved on the basis of the group’s experience. Due
date: Monday, October 13.

Some good papers from 2004 and 2007 will be on the class web site.

Practicum Paper Due: December 15.

C. Strategy and Ethics

Some groups may be happy to have an outsider do a practicum paper on them. But providing you
this opportunity will cost them time and energy that they could be using on other projects. What’s
in it for them? What are your obligations to the group you are studying? They may welcome an
outsider analysis, evaluation, and set of recommendations as a means of stimulating internal
deliberation. Hence, you may want to write your paper knowing that they will receive a copy. The
group might want you to volunteer some time to their activities (and this might be part of your
“participatory action research”). A couple of hours a week might be worth considering and not
too onerous for you. Anything more than that, and we should consider providing you with an
independent reading course (for 1-2 hours) with credit to be received next semester.
D. The following are some practicum topics in 2007.

World Bank, Room
1818 H Street NW

Contact people: Anna Amato, Friday Morning Group (SPP alum, Values and Development Group) [aamato@worldbank.org](mailto:aamato@worldbank.org), [www.worldbank.org/fmg](http://www.worldbank.org/fmg); Branko Milanovic (Senior WB economist, Development Research, World Bank, SPP adjunct professor, [bmilanovic@worldbank.org](mailto:bmilanovic@worldbank.org), 202-473-6968.

**Other World Bank staff for possible help or interviews**: Tia Durr, Paul Cardario (Friday Morning Group, [Pcadario@worldbank.org](mailto:Pcadario@worldbank.org)), Rudy Van Puymbroeck (Friday Morning Group), Soumya Chattnopadyney (MPP Ph.D Student)


**Outsider Perspectives on the Bank:**
Katherine Marshall
Senior Advisor
Development Dialogue on Values and Ethics
202-473-6923 (tel)
202-522-7524 (fax)
202-460-9070 (cell)

Senior Fellow
Berkley Center on Religion, Peace and World Affairs
Georgetown University
[km398@georgetown.edu](mailto:km398@georgetown.edu)
[http://berkleycenter.georgetown.edu](http://berkleycenter.georgetown.edu)


Chloe Schwenke, adjunct professor UMD

**Inter-American Development Bank or National Democratic Institute** (Susan Merrill, Munarsih, Natalia Parra, Mario Picon)

Inter-American Development Bank. Various units are promoting good governance and more inclusive, deeper democracy in Latin America. State, Governance, and Civil Society Division, Department of Sustainable Development; Isabel Licha, Inter-American Institute for Development, IADB (202-623-3437); Ada Piazze, Latin American Initiative for Social Capital, Ethics, and Development (202-623-3765); www. [etica@iadb.org](http://www.etica@iadb.org). Carlos Viteri ([CarlosV@IADB.org](mailto:CarlosV@IADB.org)) is a Quechua native who works at IADB and has spoken to UMD students numerous times.

SPP Ph.D. students Mario Picon ([mariop@umd.edu](mailto:mariop@umd.edu)) and Julio Guzman ([juliogu@iadb.org](mailto:juliogu@iadb.org)) can be invaluable resources

**National Democratic Institute** ([www.ndi.org](http://www.ndi.org)).
One possible topic would be to analyze and evaluate what NDI is doing to promote democracy in Burma, Indonesia, or Afghanistan

Outsider Perspective: Thomas Carothers, *The Learning Curve, Critical Mission*

**AmericaSpeaks or East Campus Development** Project (Deva Jones, Becky Pitkow, Tyler Rounding, Dilly Severin)

American Speaks ([www.americaspeaks.org](http://www.americaspeaks.org)) organizes large-scale public deliberations, including the Listening to the City events (which are an integral part of Washington, DC's annual budget process), and the deliberations on rebuilding the World Trade Center site, which caused the whole plan to be fundamentally changed. This would be a good group for anyone who is interested in deliberation—from a practical perspective. Director: Carolyn Luckensmeyer (See her essay “A Town Meeting for the Twenty-First Century” in *Deliberative Democracy Handbook*, 154-63). In a 2004 report, *Millions of Voices*


For East Campus Development, [www.eastcampus.umd.edu](http://www.eastcampus.umd.edu), [www.route1growth.com](http://www.route1growth.com), [www.rethinkcollegepark.net](http://www.rethinkcollegepark.net). This hotly debate project, a joint project of the University of Maryland and the Foulger-Pratt/Argo Investments development team, has a citizens group – the East Campus Steering Committee. University Park reps on this Committee are activists John Shoaff and Bridget Warren ([upeastcampus@gmail.com](mailto:upeastcampus@gmail.com)).

**Millennium Development Corporation (Leonardo Flores, Matthew Snodgrass).** It is a separately funded initiative of the US government to fund countries that show progress in relation the Millennium Development Goals.