Goals of and Reasons for this Course

During the last decade, the world has witnessed an extraordinary series of events. From Brasilia to Warsaw, democratic forces have challenged authoritarian regimes on the left and right of the political spectrum. In some cases this trend has opened the door to the establishment of democratic governments. In other cases, however, the weakening of authoritarian regimes has promoted the growth and political fortunes of a host of ultra-nationalist or religious-fundamentalist movements seeking to impose their own brand of authoritarianism.

How do we account for such changes? Under what conditions is it more or less likely that authoritarian regimes will be challenged and displaced by democratic movements? Why do economic development, urbanization, and education -- processes understood as "modernization" -- promote political stability and a common sense of identity in some cases, while in other instances, it engenders sectarianism, religious bigotry and even civil war? In short, how can we make sense of the world we live in?

This course explores some of these daunting questions, particularly as they relate to the challenges of "political development" and "modernization" in the Third World.

We shall see that social scientists have been wrestling with these issues for more than 4 decades. In their efforts to make sense of the confusing maze of data regarding Third World development, and in their attempts to "order" this data in a way that will make it accessible to explanation, they have developed analytical frameworks, theories or "paradigms." These frameworks have served as crucial intellectual guides for entire generations of social scientists.

Our task is three-fold: First, we shall closely examine -- in more or less chronological order - the most important analytical schools of thought that have guided the study of Third World development. As we shall see, these paradigms have in some cases helped us to identify significant social and political trends. Second, we will consider how and why these paradigms often encounter competition from new ways of analyzing politics. This process by which new paradigms rise and fall in the field, is not solely a matter of new discoveries and advances. Theories and approaches are influenced as much by social and political considerations, as they are by "scientific" factors. Third, and to illustrate the above point, we shall explore how political interests and power politics shape the study of political development, and in turn, how theories of Third World politics have affected and sometimes even helped to legitimate American foreign policy.
Overview of the Course

To open the course, in the Introduction we will read "blind" (i.e. without the aid of any theory or analytical framework) a classic essay about political change in a Turkish village, written nearly forty years ago. Today this essay may sound naive and unduly optimistic; but even those with little introduction to the study of Third World politics cannot fail to notice the rather dated and possibly misguided assumptions that inform this essay.

Part One explores the "Liberal-Optimist" school of "modernization." This school set the research and even foreign policy agenda in the United States for more than a decade. Part Three looks at the "Conservative-Pessimist" school of "political development." By the early to mid-seventies, proponents of this school had practically superseded their "liberal" counterparts. In doing so, they promoted a trend in American policy towards support for authoritarian, non-communist military regimes.

Part Two considers the Marxist or "dependencia" response to the above intellectual and political trends. Students of dependency did not totally reject many of the observations made by their conservative counterparts. However, the dependency theorists attributed endemic political instability to the constraints of the international capitalist order rather than to indigenous factors such as culture or political tradition.

Oddly enough, we shall see in Part Three that several leading proponents of dependency theory changed their theoretical and even political tune by the early to mid-eighties. In fact, the "dependencias" were the first to predict the "transition from authoritarianism." Later these leftist scholars were joined by a more traditional group of liberal scholars. Together these strange bedfellows -- aided by the collapse of the Cold War -- helped forge the present day study of democratic change.

Part Four tackles some of the problems associated with the study of democratic change -- not only in the Third World, but also in Eastern Europe. We will ask whether the study of democratization -- by under-estimating the enduring effect of authoritarian ideologies and institutions -- paints an overly optimistic if not unrealistic view of the obstacles in the way of democratic change and market-oriented economic reforms in the Third world.

Prerequisites: "Comparative Political Systems"

Class Requirements:

In-class participation, one take-home mid-term, and one take-home final. All students are also required to do one in-class presentation based on one of the readings.
Readings:

All readings are available on blackboard under “Course Documents”

Grading:

In class participation and presentation, 20%; mid-term, 40%, final 40%.

INTRODUCTION: "Paradigms" in the Study of "Political Development" and "Modernization"

CLASS ONE


PART ONE: The "Liberal-Optimistic" School of "Modernization" (Or why the Third World will inevitably become like us).

Re-read "The Grocer and the Chief" (above).


CLASS TWO


PART TWO: The Conservative-Pessimistic School of "Political Development" Or why the Third World can't become like us -- at least not yet.


CLASS THREE

John Duncan Powell, "Peasant Society and Clientalist Politics" in Finkle, Political

**CLASS FOUR**


**PART THREE: The "Dependency" Explanation of Third World “Underdevelopment”**

**CLASS FIVE**


**PART FOUR: The Discovery and Study of Democratic Transitions, Or how Marxists and Liberals rediscovered "objective" logic.**

**CLASS SIX**


PART FIVE: Historical Legacies Post Transition Studies

CLASS SEVEN


CLASS EIGHT


CLASS NINE


CLASS TEN


CLASS ELEVEN