Democratization and Modernization: Concepts, Issues, and Approaches
SEMESTER AT SEA COURSE SYLLABUS

Voyage: Spring 2013
Discipline: Political Science
PLCP 3500: Democratization and Modernization: Concepts, Issues, and Approaches
Division: Upper division
Faculty Name: Tao XIE

Pre-requisites:
This course has no pre-requisites. However, intellectual curiosity in and prior exposure (academic or otherwise) to politics and history of non-U.S. countries, as well as knowledge about U.S. foreign policy, would be quite useful.

COURSE DESCRIPTION
This is an upper-level political science course that examines the major concepts, issues, and approaches in scholarly research on democratization and modernization. Given the nature of the Semester at Sea program, this course pay special attention to processes of democratization and modernization in countries located along the route, as well as topics that are highly relevant for these countries.

As the ship departs the U.S., the oldest democracy in the world, the course starts with discussions about democracy, including how to conceptualize democracy, the relationship between economic development and democracy, and the pros and cons of different forms of democratic governance.

When the ship approaches Japan, we will shift attention to Japanese politics and U.S.-Japan relations. We will take a brief look at the cultural underpinnings of the Japanese democracy, as well as the major issues in U.S.-Japan relations.

As the ship departs Kobe, we will spend three classes on China, the largest (in terms of population, territory, and economy) country on the route. We first address the rise of China, particularly its implications for regional and international security. Then we examine debates surrounding the Beijing Consensus: is there such a consensus? Could it replace the Washington Consensus? We conclude this section by contemplating the prospects of democratization in China.

After China, the ship sails into Southeast Asia, which is home to ten diverse countries. We will examine how people in “Zomia”—a huge expanse of upland that borders several countries in this region—manage to escape from the state. We will also discuss U.S. re-engagement with this region after the Vietnam War, with particular attention to U.S. relations with Vietnam and Myanmar.

Sailing across the Indian Ocean from Cochin to Port Louis, we will discuss politics in India, the world’s largest democracy, compare and contrast the different paths of development in India and China, and review the complex relationship between the U.S. and South Asia.
For the next three classes, we will reflect upon modernization, a topic that is still highly relevant for Africa—a vast continent that remains politically and economically underdeveloped. Then we will look into the dynamics of political change in Africa, as well as China’s “charm offensive” on this continent.

Finally, as the ship approaches Casablanca, we will try to come to grips with the Arab Spring. Why did the Arab Spring catch most observers by surprise? Why has the Arab world as a whole lagged behind other regions in terms of democratization? What lessons can be drawn from the Arab Spring?

COURSE OBJECTIVES
Tailored for a program that is taught during a voyage across three oceans and dozens of countries, this course has three objectives. First, it seeks to help students understand the political systems of countries located along the voyage. Some of these countries are democratic, while others are authoritarian; some highly developed while others trapped in poverty. We will discuss the causes and consequences of such variations.

The second objective is to expose students to key concepts, critical issues, and major approaches in the study of democratization and modernization, such as conceptualization of democracy, conditions (un)favorable to democratization, waves of democratization, different forms of democracy, and processes of political modernization.

Since this program is based in the U.S. and since a large number of students come from U.S., the third objective of this course is to convey an understanding of U.S. political and economic influence across regions and countries located along the route.

REQUIRED TEXTBOOKS
AUTHOR: James C. Scott
TITLE: The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia
PUBLISHER: Yale University Press
ISBN #: 978-0-300-16917-1
DATE/EDITION: 2009

AUTHOR: Samuel P. Huntington
TITLE: Political Order in Changing Societies
PUBLISHER: Yale University Press
ISBN #: 0-300-01171-7
DATE/EDITION: 1996 (1968)

TOPICAL OUTLINE OF COURSE (assuming A days)

1 Introduction
We will walk through the syllabus and discuss logistics

2 What is democracy?

3 Economic development and democratization

4 Varieties of democracy

5 Politics of Japanese style

6 The U.S. and Japan: uneasy partners?

7 The Rise of China: peaceful or threatening?

8 The Beijing Consensus: myth or reality?

9 Whither China?

10 State building and state evasion in Southeast Asia

11 The political economy of agrarian societies

12 The U.S. and Southeast Asia: from enemies to friends

13 India: understanding the largest democracy

14 India and China: different paths of development
**Field essay due**


15 The U.S. and South Asia: same bed, different dreams?

16 Modernization and political institutions
Samuel P. Huntington, *Political Order in Changing Societies*, New Haven: Yale University Press,
1968. Chapter 1.

17 Modernization and political decay
Huntington, Chapter 4.

18 Modernization and revolution
Huntington, Chapter 5

19 New Africa, old politics?

20 China’s “charm offensive” in Africa

21 The third wave of democratization

22 Is the Arab world exceptional?

23 The Arab Spring: the fourth wave of democratization?
Term paper due

24 Final exam
FIELD WORK

FIELD LAB *(At least 20 percent of the contact hours for each course, to be led by the instructor.)*

I propose to have the field lab at Cochin, India, in order to combine classroom discussions of India, China, and the U.S. with first-hand experience in these countries.

Both India and China belong to BRICS, a loose organization of emerging economies. They are the giants of Asia, yet they have followed sharply divergent paths of development. India has a very competitive IT industry, whereas China is a manufacturing powerhouse. China is an authoritarian regime, whereas India is the world's largest democracy. Yet in terms of corruption and social inequality, they are quite similar to each other. What explains the similarities and differences?

Furthermore, both India and the U.S. are federal democracies, yet they have fundamentally different forms of government: one is parliamentary, the other presidential. Why did the two countries adopt different constitutional structures? What are the consequences of constitutional choices? Does constitutional design affect economic development?

The field lab is intended to give students a chance to find out answers to these questions, bringing into bear classroom discussions about these two countries.

However, at this moment, I do not know of any person in that city, but I hope that SAS may help me get in touch with a research institute or a college in the city. If this does not work out, I will find another city, probably Shanghai, as I am a Chinese citizen and have many contacts there.

If the field lab is to be carried out in Cochin, the trip will have two parts: a five-hour guided tour of the city, supplemented by a three-hour intellectual dialogue with an Indian academic.

FIELD ASSIGNMENTS

- Students are required to write a six-page response paper, 12-point font, doubled spaced, about the trip, demonstrating their critical thinking on the causes and consequences of divergent political and/or economic trajectories in the two countries.

METHODS OF EVALUATION / GRADING RUBRIC

Course grade has five components: attendance (10%), the field lab essay (20%), the term paper (40%), and the final exam 30%.

Each unexcused absence will result in 2-point deduction in attendance grade. Six unexcused absences will result in failure of the course.
The term paper should be an original research paper—12-point font, 12-15 pages (excluding references), doubled spaced—on any topic covered in the course. Students are required to approach the instructor around mid-semester for discussion and approval of term paper topics. The paper will be evaluated on the basis of originality, argumentation, and language quality. Papers similar or identical to papers in other SAS courses will not be accepted unless approved by the instructor.

The 2-hour final exam consists of four identification questions and four essay questions. The final course grade may be adjusted based on the frequency and quality of participation in classroom discussions.

**RESERVE LIBRARY LIST**

**AUTHOR:** James C. Scott  
**TITLE:** The Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia  
**PUBLISHER:** Yale University Press  
**ISBN #:** 978-0300021905  
**DATE/EDITION:** 1975

**AUTHOR:** Edward Friedman and Bruce Gilley  
**TITLE:** Asia’s Giants: Comparing China and India  
**PUBLISHER:** Palgrave Macmillan  
**ISBN #:** 1-4039-7110-2  
**DATE/EDITION:** 2005

**AUTHOR:** Samuel P. Huntington  
**TITLE:** The Third Wave: Democratization in the Late 20th Century  
**PUBLISHER:** Oklahoma University Press  
**ISBN #:** 0-8061-2516-0  
**DATE/EDITION:** 1993

**ELECTRONIC COURSE MATERIALS**

**AUTHOR:** Robert A. Dahl  
**CHAPTER TITLE:** Democratization and public opposition  
**BOOK TITLE:** Polyarchy: Participation and Opposition  
**DATE:** 1971  
**PAGES:** 1-16

**AUTHOR:** Edward Friedman and Bruce Gilley  
**CHAPTER TITLE:** Two Passages to Modernity  
**BOOK TITLE:** Asia’s Giants: Comparing China and India  
**DATE:** 2005  
**PAGES:** 19-52
HONOR CODE
Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University’s honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager’s Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: “On my honor as a student, I pledge that I have neither given nor received aid on this assignment.” The pledge must be signed, or, in the case of an electronic file, signed “[signed].”