"It has been said that democracy is the worst form of government except for all the others that have been tried from time to time.” Winston Churchill

COURSE OBJECTIVES
By the end of this course, students should better understand both why people would want to establish democratic governments and the challenges they face along the way. We will examine theories of democratic transition, the role of institutional choice, and the difficulty of establishing democratic governance in highly unequal for ethnically divided societies. We will test theories against available evidence from recent waves of democratization. For case studies, we will focus on Eastern and Central Europe and other countries of student interest. Students will also address fundamental questions about what democracy is, why it matters, and whether democratic institutions can be established in seemingly infertile conditions. This is a core class for graduate International Affairs tracks.

After completing this class, you should be able to:

- **Demonstrate knowledge:** understand political and economic developments in the postcommunist world.
- **Evaluate, critique and synthesize completing theoretical explanations:** evaluate theories that try to explain where democracy is likely to flourish or fail; synthesize various approaches in a scholarly literature review.
- **Produce original and methodologically sound research:** conceive and conduct a research project that uses comparison to test a proposition derived from scholarly writing about democracy; appreciate methodological challenges in testing theories of democratization.
- **Present research in a public forum:** convey and defend ideas both orally and in writing.
- **Analyze values that inform political institutions, behavior and policies:** reflect on the contribution of democracy to a just society; consider how popular values affect the functioning of democratic institutions.
- **Demonstrate honest and ethical research practices:** appreciate how knowledge is advanced through constructive peer criticism.

REQUIRED BOOKS

These books are available at the bookstore or through Amazon or other sellers. Additional readings are on e-reserve, and the password is demo15.

To keep abreast of current developments in Eastern and Central Europe, try [http://www.rferl.org/](http://www.rferl.org/)

OFFICE HOURS
Monday 4-5, Wednesday 2-3, and by appointment.

I am often (but not always) in my office at other times. Feel free to drop by.
**ACADEMIC HONESTY.** The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity. Academic integrity is violated by any dishonesty such as soliciting, receiving, or providing any unauthorized assistance in the completion of work submitted toward academic credit. While not all forms of academic dishonesty can be listed here, examples include copying from another student, copying from a book or class notes during a closed book exam, submitting materials authored by or revised by another person as the student’s own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, securing or supplying in advance a copy of an examination or quiz without the knowledge or consent of the instructor, sharing or receiving the questions from an on-line quiz with another student, taking an online quiz with the help of another student, and colluding with another student or students to engage in academic dishonesty.

All clear violations of academic integrity will be met with appropriate sanctions. In this course, academic dishonesty on an assignment will result in an automatic grade of 0 for that assignment and a report of academic dishonesty sent to the Academic Honesty Committee of the College of Arts and Sciences. In the case of Class B violations, the Academic Honesty Committee may impose a larger sanction including, but not limited to, assigning a failing grade in the course, disciplinary probation, suspension, and dismissal from the University.

Students should refer to the following SLU website for more information about Class A and B violations and the procedures following a report of academic dishonesty: [http://www.slu.edu/x12657.xml](http://www.slu.edu/x12657.xml)

**STUDENT LEARNING.** In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor, and more more University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Student Success Center (BSC 331) or by going to [www.slu.edu/success](http://www.slu.edu/success).

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at [314-977-8885](tel:314-977-8885) or visit the Student Success Center. Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.

**ASSIGNMENTS**—70 percent of your course grade

One essay of around 5 pages on a question I provide—approximately 20 percent of your grade

One longer research paper, 20-25 pages—approximately 35 percent of your grade

This paper will test a theoretically-derived proposition through some form of comparison. The paper may focus on particular countries or groups of countries; it can rely on a small number of cases or a large-N dataset, either the same countries on which we focus in class or different ones. In any case, this paper will require a significant amount of outside research. More information on this paper will be provided later in the semester, but it is never too early to start thinking about what you want to do.

Final exam—15 percent. The final exam will be a single question of the sort that students might encounter in a field exam. Students may use well-organized notes during the exam but will not have time to rely on them heavily. The exam will be on December 14, 6:30-8:30.

All students must complete a course evaluation for the class.
### ATTENDANCE, PARTICIPATION, AND READING—30 percent of your final grade

This is a seminar class, and that means that it is grounded in discussion by students, not lecturing by me. You should think about class as a time for exploration: for figuring out what the readings mean; for critically evaluating arguments made by various authors, your classmates, and me; for connecting the assigned materials to other ideas. A number of things follow from this:

**Attendance is required.** There is no way to recreate this process of discussion by yourself. Absences should be avoided if at all possible. To get an absence excused, you will need an excuse that I accept AND you must complete the reading paragraphs, not for credit toward the required total. Students who miss more than three classes for any reason may not be able to finish the course.

You will receive a discussion grade for every class. This grade will be based on your contributions to class discussion and any more formal presentations. Other short assignments, group projects and quizzes, both pre-announced and not, could occur and would be factored into this discussion grade.

**Laptops (and, of course, phones) may not be used in class without express permission by me.** Unfortunately, laptops reduce uninterrupted focus on the discussion. You will need to bring copies of the readings to class or make notes on the main conclusions.

**Careful reading is essential.** Students must carefully read all assignments, noting questions or points that they want to raise in class. You should also keep up with significant current events in Eastern/Central Europe and other democratizing areas. There is a lot of reading, and one thing you should learn in this course is how to manage it.

**Discussion leadership.** Once during the semester, you will serve as "interlocutor number one." You should be very confident about the readings for the day and prepare three to five overarching questions that tie together the readings for class discussion. Prior to this responsibility, you must meet with me, having e-mailed me the questions beforehand.

Students will become experts in the process of democratization in particular countries, in Eastern and Central Europe or in a part of the world that interests you more. Students will work together to construct a Google site with relevant information and should be able to contribute to class discussions with information from their chosen country throughout the semester.

### READING PARAGRAPHS

To advance our discussion and to help you master and integrate the readings, you will write "reading paragraphs" during some weeks. These must not exceed two, double-spaced, typed pages. The first paragraph should **summarize each of the week’s readings in a couple sentences each**. Focus on conclusions and how they are reached.

The second paragraph should **analyze** the week’s readings. There are different ways you might do this. For instance, you might consider whether the evidence presented is persuasive, the degree to which the various arguments complement or conflict with each other, what the implications are concerning the construction of democratic institutions in various parts of the world. As we get into the semester, you might compare one week’s readings with arguments made in earlier weeks. The point is to provide thoughtful and empirically grounded analysis closely connected to the readings.

For credit, you need to e-mail the paragraphs to me before class. If you want to refer to your paragraphs in class, you’ll need to print out a copy.

Paragraphs will be graded on a three point scale (3—really good, 2—satisfactory, 1—inadequate). **All students must hand in at least seven paragraphs graded 2 or better.** You are welcome to hand in more than seven, and your added effort will be reflected in your participation grade. (This is a boost for shy people.) You can also use the paragraphs to give you a preview of how your work is likely to fare in the more conventionally graded essays. Needless to say, even if you don’t write the paragraphs for a given week, you are still responsible for doing and understanding the reading.
WRITING CENTER. I encourage you to take advantage of the Writing Center’s services. The Writing Center provides feedback that benefits writers at all skill levels. They offer one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, visit [www.slu.edu/writingservices.xml](http://www.slu.edu/writingservices.xml) or call 977-3484.

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WHAT IS DEMOCRACY?

August 24  Defining democracy and the scope of our course


NO READING PARAGRAPHS THIS WEEK.

Some resources:


August 31  Democracy: What is it good for?

ALL STUDENTS MUST COMPLETE THE READING PARAGRAPHS THIS WEEK.


Additional readings if you are really interested in this topic:


Carothers, Thomas. 2006. ”The Backlash against Democracy Promotion.” Foreign Affairs 85/2: 55-68.


September 7 No class – Labor Day

There’s a lot of reading for next week, and you may want to get started early.

THEORIES OF DEMOCRATIZATION AND CONSOLIDATION

September 14 Founding Scholars

ALL STUDENTS MUST COMPLETE THE READING PARAGRAPHS THIS WEEK.


September 21  Social forces


Monika Nalepa, “Captured Commitments: An Analytic Narrative of Transitions with Transitional Justice,” World Politics 62, 2 (April 2010): 341-380 (e-reserve). (Read the game theory parts for understanding, not so that you would be able to reproduce them.)

Country specialization: You should know the process by which communism collapsed in your country and the basic outlines of post-communist politics.


**September 28 Economic Origins of Dictatorship and Democracy**


*Country specialization:* Does Acemoglu and Robinson’s argument help us understand transition in your country?


## TESTING THEORIES OF DEMOCRATIZATION

### October 5 Lessons from postcommunist regions


Milada Anna Vachudova, "Democratization in Postcommunist Europe: Illiberal Regimes and the Leverage of the European Union," in Bunce *et al.*, pp. 82-104.

**Country specialization**: What were particular challenges to establishing democratic government in the post-communist world?

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Pages/Publication Details</th>
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<tbody>
<tr>
<td>Bunce, Valerie.</td>
<td>Comparative democratization - Big and bounded generalizations.</td>
<td>Comparative Political Studies 33 (August-September): 703-734.</td>
</tr>
<tr>
<td>Tomini, Luca.</td>
<td>&quot;Reassessing Democratic Consolidation in Central and Eastern Europe and the Role of the EU&quot;</td>
<td>Europe Asia-Studies 66, no. 6: 859-891.</td>
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October 12  Measuring Democracy


The key arguments are in chapters 1-3.

ESSAY ONE DUE


October 19  FALL BREAK—no class

Please make an appointment to talk to me about your final project before October 29.

You might want to start reading Jan Teorell’s book, *Determinants for Democratization*.

October 26 Empirical test


DUE: one-page statement of the thesis you hope to support and the comparison you intend to employ in your final paper. (E-mail to me by 5 pm on Thursday October 29th.)


**ISSUES IN POST-COMMUNIST DEMOCRATIZATION**

**November 2 Institutional Choice**


*Country specialization*: You should be able to discuss the effects of institutional choices in your country.


November 9 Mobilization


Cory Welt, “Georgia’s Rose Revolution: From Regime Weakness to Regime Collapse,” in Bunce et al., pp. 155-188.


Country specialization: You should be able to describe the role of popular mobilization in your country.


November 16 Markets and Democracy


*Country specialization:* You should be able to describe the strategies of economic reform in your country and the short and longer-term consequences of those reforms.


**November 23  Student reports on final papers**

Draft of ESSAY TWO due; no reading assignment.

**November 30  Backsliding**

Michael Ross, "Does Oil Hinder Democracy?" *World Politics* 53, no. 3 (April 2001): 325-61 (e-reserve).


**December 7 Democratic Deficits – Representation**


Orr, Scott D. 2008. “Identity and Civil Society in Latvia, Poland, and Ukraine: Women’s NGOs.” *East European Politics & Societies* 22, no. 4 (Fall): 856-878,


Datasets: Measures of Democracy and More

www.freedomhouse.org. Freedom House is a non-profit, non-partisan organization publishing the annual *Freedom in the World* surveys and the Freedom House Index of Political Rights and Civil Liberties.

www.systemicpeace.org/polity/polity4.htm. The Polity IV project web site contains information on, and access to, the most recent update of the Polity data series.


http://www.idea.int/resources/databases.cfm. The International Institute for Democracy and Electoral Assistance has collected a number of information databases on different areas of democracy and elections worldwide.

www.worldvaluessurvey.org. This is the homepage of the World Values Survey Association. It presents and offers for download survey data from some 80 societies covering a period from 1981 to 2014.

http://www.icpsr.umich.edu/icpsrweb/ICPSR/. The International Consortium for Political and Social Research offers access to all kinds of social science data.

www.ipu.org. The IPU Parline Database archives data on women’s representation in parliaments and on the most recent parliamentary elections in most countries.

www.cses.org. The Comparative Study of Electoral Systems data project has data available for download

www.europeansocialsurvey.org. The European Social Survey offers public opinion data for download.


www.politicsresources.net/. This website has many resources relevant to the study of politics and government, including most constitutions.
