“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 or ethnically divided societies. We will test theories against available evidence from recent waves of democratization. For case studies, we will focus primarily on Eastern and Central Europe, but other countries will be discussed from time to time. 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 MA International Affairs tracks.

After completing this class, you should be able to:

- Explain how political systems operate: explain political and economic developments in the postcommunist world and in a variety of democratizing countries.
- Critique competing theoretical explanations: evaluate theories that aim to explain where democracy is likely to flourish or fail; synthesize various approaches in a scholarly literature review.
- Design original research: conceive and conduct a research project that uses comparison to test a proposition derived from scholarly writing about democracy; assess methodological challenges in testing theories of democratization.
- Present research in a public forum: explain your work and defend methodological choices both orally and in writing.
- Analyze values that inform political institutions, behavior and policies: judge the contribution of democracy to a just society; examine how popular values affect democratic institutions.
- Demonstrate honest and ethical research practices: evaluate 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 demo18. (E-reserve may not be available at the start of the semester due to a fire in Pius library.)

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

OFFICE HOURS

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

I am often (but not always) in my office at other times. Feel free to drop by.
ACADEMIC HONESTY. Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is “the pursuit of truth for the greater glory of God and for the service of humanity.” Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service through which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy was adopted in Spring 2015, and can be accessed on the Provost’s Office website: https://www.slu.edu/the-office-of-the-provost/academic-affairs-policies

Additionally, each SLU college, school and center has adopted its own academic integrity policies, available on their respective websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and appeals. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program, or the dean/director of the college, school or center in which your program is housed.

Specific College of Arts and Sciences Academic Honesty Policies and Procedures may be found here: http://www.slu.edu/arts-and-sciences/student-resources/academic-honesty.php.

TITLE IX. Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University.

If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU’s Title IX coordinator, Anna R. Kratky (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886) and share the basic fact of your experience with her. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK. View SLU’s sexual misconduct policy here: http://www.slu.edu/general-counsel-home/office-of-institutional-equity-and-diversity/sexual-misconduct-policy.

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. The Student Success Center assists students with academic related services; it is located in the Busch Student Center (Suite 33) and the School of Nursing (Suite 114). 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

University-level support (e.g., tutoring/writing services, university writing services, disability services, academic coaching, career services and/or facets of curriculum planning) by visiting the Student Success Center.

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 http://www.slu.edu/life-at-slu/student-success-center/academic-support/university-writing-services/index.php or call 977-3484.
DISABILITY SERVICES AND ACADEMIC ACCOMMODATIONS.
Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Services to discuss accommodation requests and eligibility requirements.

Please contact Disability Services, located within the Student Success Center, at disability_services@slu.edu or 314-977-3484 to schedule an appointment. Confidentiality will be observed in all inquiries.

Once approved, information about academic accommodations will be shared with course instructors via email from Disability Services and viewed within Banner via the instructor's course roster.

ASSIGNMENTS—70 percent of your course grade

One essay of around 5 pages on a question I provide—15 percent of your grade, DUE MARCH 2

Atlas panel—10 percent of your grade, WEEK OF APRIL 11
   Students will organize an Atlas panel, either on their research or a related topic. Proposals will be due early in the semester.

One longer research paper, 20 pages—30 percent of your grade, DRAFT DUE APRIL 16, FINAL DUE MAY 4.
   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 in the middle of 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, MAY 9, 6:30-8:30.

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.

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.

GRADING SCALE

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<tr>
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**WHAT IS DEMOCRACY?**

<table>
<thead>
<tr>
<th>January 17</th>
<th>Defining democracy and the scope of our course</th>
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</table>

No reading paragraphs this week.

Additional readings if you are really interested in this topic:
January 24  Democracy: What is it good for?

ALL STUDENTS MUST COMPLETE THE READING PARAGRAPHS THIS WEEK.

http://muse.jhu.edu/journals/journal_of_democracy/v010/10.3sen.html


Some resources:


THEORIES OF DEMOCRATIZATION AND CONSOLIDATION

January 31  Founding Scholars

ALL STUDENTS MUST COMPLETE THE READING PARAGRAPHS THIS WEEK.


February 7  Social forces—Structure and Strategy

ALL STUDENTS MUST COMPLETE THE READING PARAGRAPHS THIS WEEK.


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.)


Skocpol, Theda. 1979. States and Social Revolutions: A Comparative Analysis of France, Russia, and China. New York: Cambridge University Press.

February 14  Economic Origins of Dictatorship and Democracy


February 21 Process


February 28 Lessons from postcommunist regions


Valerie Bunce and Sharon Wolchik, “A Regional Tradition: The Diffusion of Democratic Change under Communism and Postcommunism,” in Bunce et al., pp. 30-56.

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

ESSAY ONE DUE FRIDAY MARCH 2, 5PM, BY E-MAIL


March 7  Empirical test

Jan Teorell, Determinants of Democratization: Explaining Regime Change in the World, 1972-2006 (New York: Cambridge University Press, 2010), read the whole book, making sure that you keep track of Teorell’s empirical findings. Teorell provides a summary on pp. 142-144.


March 14   SPRING BREAK—no class

March 21   No class

Instead, we will have individual meetings to discuss the final papers. By March 28, e-mail a one-page statement that contains the question you will ask, why it is interesting, the thesis you hope to support, and the comparison you will employ.
### March 28 Institutional Choice


Scott Mainwaring, “Presidentialism, Multipartyism, and Democracy: The Difficult Combination,” *Comparative Political Studies* 26, no. 2 (July 1993): 198-228 (e-reserve).


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April 4 Mobilization


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


### April 11  Markets and Democracy - Atlas Week


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### April 16  Student reports on final papers

Draft of ESSAY TWO due; no reading assignment.
April 25  Backsliding


May 2  Democratic Deficits – Representation


Baldez, Lisa. 2003. 'Women's movements and democratic transition in Chile, Brazil, East Germany, and Poland.' Comparative Politics 35, no. 3 (April): 253-+.


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.


https://www.idea.int/data-tools. 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.
