

primarily on Eastern and Central Europe , but we will pay attention to developments in other countries from time to time .

One goal of this class is to help you enter an ongoing scholarly conversation about democratization. To join that conversation, you will need to assess a variety of competing explanations to decide which makes the most sense of the facts we can observe. 3(t)6(t)6(e)10(n)10(t)6(i)13(o)15(n)10()10(t)6(o)15()10(d)18(e)10(v) 4.13(7T4.30.00000912

REQUIRED BOOKS

Jan Teorell. *Determinants of Democratization: Explaining Regime Change in the World, 1972-2006*. New York: Cambridge University Press, 2010.

Graduate students will also read: Christian Welzel, *Freedom Rising: Human Empowerment and the Quest for Emancipation* (New York: Cambridge University Press, 2013).

Additional readings are on e-reserve, and the password is demo 23. To keep abreast of current developments in Eastern and Central Europe, try <http://www.rferl.org/>. If you have not already done so, be sure to activate your free digital New York Times subscription, courtesy of the SLU libraries and SGA. More info here: <https://libguides.slu.edu/newspapers/nyt>

CATALOG COURSE DESCRIPTION

This course examines the process of developing new democratic systems, with particular focus on Eastern and Central Europe, theories of democratic transition, and interconnections between democratic and market systems.

HOW WILL YOU KNOW HOW YOU ARE DOING

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 three higher-stakes assessments and a bunch of low-stakes assessments throughout the semester. All assignments will be submitted through the Canvas assignment tool.

Higher-stakes assessments (55 percent of your final grade)

- x One essay of around 5 pages on a question I provide at least two weeks before the essay is due 3 15 percent of your grade, DUE MARCH 3, 5pm via Canvas
- x One longer research paper, 15 pages for undergrads, 20 pages for grad students 3 30 percent of your grade, FINAL DRAFT DUE MAY 2, 11pm via Canvas (Earlier versions of parts of the paper are due between March 21 and April 11.)

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.

- x Final exam 3 10 percent. The final exam for grad students will be a single question of the sort that you 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, 4-5:50pm.

For undergrads, the final exam will be a small group oral exam scheduled at your convenience during exam week.

Low-stakes assessments (45 percent of your final grade)

To give you a chance to practice the skills that you will need to do well in the higher-stakes assessments, there will be a variety of low-stakes assessments throughout the semester. These assignments and activities are designed to help you identify concepts that you may not fully understand or analytical skills that you may need to develop further. They will ask you to apply what you are learning in new ways and pull together concepts from across the semester. The more effort that you put into the low stakes assessments, the better you are likely to perform on the higher-stakes assessments.

Some of this work will be ungraded but useful to both you and me to tell what material may be more challenging to you. Some of this work will be graded, to provide you with an indication of how your understanding is progressing.

x Participation in class (25 percent of your final grade)

You should come to class prepared to engage the material. This daily participation will help you apply the concepts you are learning and expose where you still have questions. To participate effectively, you will need to keep up to date with the assigned reading and continually think about how ideas from one set of readings relate to the others. You should be prepared to critically evaluate arguments made by the various authors, by other students

TIPS FOR SUCCESS

Do all the reading and think about it. It is very difficult to fully engage with the topics we will be examining without doing the reading. I provide a reading question for each day to help you focus your reading on aspects we are likely to talk about in class.

I always like to talk to you. If you are ha

January 24 Democracy : What is it good for?

ALL STUDENTS MUST COMPLETE THE READING PARAGRAPHS THIS WEEK.

\$ P D U W \ D Democracy as a Universal Value μ Journal of Democracy 10, no. 3, 1999: 3-17 (e-reserve).

0 D Q F X U 2 O V R Q ' ' L F W D W R U V K L S ' H P R F U A American Political Science Review Q 87, no. 3 (September 1993): 567 -576 (e-reserve).

Adam Przeworski, Michael E. Alvarez, José Antonio Cheibub, and Fernando Limongi , Democracy and Development: Political Institutions and Well -Being in the World, 1950 -1990 (New York: Cambridge University Press, 2000), pp. 269-278 (e-reserve).

Vaclav Havel , ' 7 K H 3 R Z H U R I W K H 3 R Z H U X O p . M - 26 F i n d e s i m i l a r e - r e s e r v e f r o m t h e International Center on Nonviolent Conflict (<https://www.nonviolent-conflict.org/resource/the-power-of-the-powerless/>).

Some resources:

Crozier, Michael J., and Samuel P. Huntington, and Joji Watanuki. 1975. The Crisis of Democracy: Report on the Governability of Democracies to the Trilateral Commission . New York: New York University Press.

' D Z R R G < D V P L Q ' & D P S D L J Q) L Q D Q F H D Q G A n n u a l R e v i e w o f P o l i t i c s μ Science 18: 329-48.

* H U U L Q J - R K Q 6 W U R P & 7 K D F N H U D Q G 5 R G U L J R \$ O I D U R ' ' H P R F U D F \ D Q G Journal of Politics 74, no. 1 (January): 1 -17.

Ganghof, S. 2016. 'Reconciling Representation and Accountability: Three Visions of Democracy Compared. μGovernment and Opposition , 51(2), 209-233.

Gilens, Martin , and Benjamin I. Page . 2014. ' 7 H V W L Q J 7 K H R U L H V R I \$ P H U L F D G r o u p s a n d A v e r a g e C i t i z e n s μ Perspectives on Politics 12, no. 3 (September): 564 -581.

* R X O G & D U R O & ' 5 D F L V P D Q G ' H P R I S o c i a l I d e n t i t y F o u n d . 4 (D e c e m b e r) : 4 2 5 - 4 3 9 .

Hamilton, Alexander , James Madison, and John Jay. 1961 [178 7-1788]. The Federalist Papers. New York: New American Library.

February 7 Social forces – Structural explanations

ALL STUDENTS MUST COMPLETE THE READING PARAGRAPHS THIS WEEK.

Barrington Moore ,

February 14 Rational Choice Approaches

Barbara Geddes,

March 28 Lessons from post -communist regions

Valerie Bunce, "Rethinking recent democratization - Lessons from the postcommunist experience," World Politics 55, no. 2 (January 2003): 167 -192 (e-reserve).

3 D X O % H W W V ' D W 7 K L U W P a s t & P r e s e n t 2 4 (J u l y - A u g u s t 2 0 1 9) : 2 7 1 - 3 0 5 (e - r e s e r v e) .

. L P 6 F K H S S H O H ' 7 K H 5 X O H R I / D Z D Q G W K H) U D Q N H Q V W D W H : K \ * R Y H U Q D Q F H & Governance: An International Journal of Policy, Administration, and Institutions 26, no. 4 (October 2013): 559-562 (e-reserve).

TEAM COUNTRY REPORTS Hungary, Poland, Slovakia, and Ukraine

\$ U J H Q W L H U L) H G H U L J R ' + X Q J D U \) U R D L 3 R W W D W P L R X O D I C H E V A S P B R S European Politics: From Communism to Democracy. Third Edition. Ed. By Sharon L. Wolchik and Jane Leftwich Curry. New York: Rowman & Littlefield , pp. 293 -311.

Bunce, Valerie. 2000. "Comparative democratization - Big and bounded generalizations." Comparative Political Studies 33 (August -September): 703 -734.

Bunce, Valerie. 1999. Subversive institutions: the design and destruction of socialism and the state. Cambridge, UK: Cambridge University Press.

Burawoy, Michael, and Katherine Verdery, eds. 1999. Uncertain Transition: Ethnographies of Change in the Postsocialist World . New York: Rowman & Littlefield Publishers, Inc., pp. 125 -150.

ISSUES IN POSTCOMMUNIST DEMOCRATIZATION

April 4 Markets and Democracy

- RHO +HOOPDQ ' :LQQHUV 7DNH \$OO 7KH 3ROLWLFV RI 3DWLPLDQs50, RUP LQ 3R
no. 2 (January 1998): 203 -34 (e-reserve).

0LWFKHOO 2UHQVWHLQ ' :KDW +DSSHQHG LQ (DVW (XURSHDQ 3ROLWLFDO (FR
1HROLEHUDOEshuRdean Politics & Societies 23, no. 4 (Fall 2009): 479-490 (e-reserve).

.ULVWHQ *KRGVHH '7KUHH %XOJDULDQ -RNHH 8HODQ GWHHARJEDLEGatESU
of Twentieth -Century Communism (Durham, NC: Duke University Press, 2017), pp. 149, 179-200 (e-
reserve).

Be prepared to talk about the process of economic reform in your specialization country.

INTRODUCTION AND THEORETICAL FRAMEWORK FOR RESEARCH PAPER DUE

Cordero, G. and Simón, P. 2016. Economic Crisis and Support for Democracy in Europe. *West European Politics*, 39(2), 305-325.

Frye, Timothy. 2000. *Brokers and Bureaucrats: Building Market Institutions in Russia*. Ann Arbor: University of Michigan Press.

Frye, Timothy. 2010. *Building States and Markets After Communism: The Perils of Polarized Democracy*. New York: Cambridge University Press.

Gilens *Journal of Democracy*, 30(4), 778-796.

Jackson, John E., Jacek Klich, and Krystyna Poznanska. 2003. "Democratic Institutions and Economic Reform: The Polish Case." *British Journal of Political Science* 33, no. 1 (January): 85 -108.

.DXIPDQ 5REHUW 5 '0DUNHW 5HIRUP DQG 6RFLDO 3URWHFWLRQ /HVVRQV
+XQJDU\ DQG East European Politics and Societies 21, no. 1: 111-125.

Mason, David S. 2000. *Marketing Democracy: Changing Opinion about Inequality and Politics in East Central Europe*. New York: Rowman & Littlefield Publishers.

Mueller, John. 1999. *Capitalism, Democracy, and Ralph's Pretty Good Grocery*. Princeton, NJ: Princeton University Press.

Orenstein, Mitchell A. 2001. *Out of the Red: Building Capitalism and Democracy in Postcommunist Europe*. Ann Arbor: University of Michigan Press.

Przeworski, Adam. 1991. *Democracy and the Market: Political and Economic Reforms in Eastern Europe and Latin America*. New York: Cambridge University Press.

Sachs, Jeffrey. 1992. "Building a Market Economy in Poland."

April 11 Diversity and Populism

:LOOLDP \$ *DOVWRQ `7KH 3RSXOLVW &KDOUHQDQERWWRQLE29JH0 (April):R FUDF\ μ
5-19 (e-reserve).

0LWFKHOO \$ 2UHQVWHLQ DQG %RMDQ %XJDUL `:RUN IDPLO\)DWKHUODQG W
central and Eastern Europe, Journal of European Public Policy (pre-publication, 2020): 1 -20 (e-
reserve).

Lenka Bustikova, Extreme Reactions: Radical Right Mobilization in Eastern Europe (Cambridge, UK:
Cambridge University Press, 2020), pp. 1 -14 (e-reserve).

Anthony Oberschall, H[FHUSW RQ 6HUELD IURP `6RFLDO 0RYHPPHQWV DQG WKH 7UDQVLVW
Democratization 7, no. 3 (Autumn 2000): 39 -41 (e-reserve).

Be prepared to talk about how your specialization country has handled diversity and populism.

Five-minute presentations on research projects (for those who signed up for this date)

INTRODUCTION, THEORETICAL FRAMEWORK, DISCUSSION OF METHOD AND OUTLINE OF EVIDENCE DUE
Graduate students must also hand in the LITERATURE REVIEW

Bieber, F. 2003. "The Serbian transition and civil society: roots of the delayed transition in Serbia."
International Journal of Politics, Culture and Society 17 (Fall): 73-90.

(ONLQV =DFKDU\ DQG -RKQ 6LGHV ` &DQ ,QVWLWXWHUHQWPHWLKALOG 8QLW\ LQ
Science Review 921, no. 4 (November): 653-708. /F4 9 Tf 1 0 0 1 108.02 387.07 Tm 0 g 0 G [(S)5(c)-5(ie)-2(n)-23800001880 612 79

Fish, Steven M. and Matthew Kroenig. `LYHUVLW\ &RQIOLFW DQGRADIZRQFUDF\53Dr5μ
(December): 828 -842.

)RPLQD -RDQQD DQG -DFHN .XFKDUFJ\N `7KH 6SHFAN-PlatesDrX QWLQJ (XURSH
3 ROD Journal of Democracy 27, no. 4 (October): 563-68. /F4 9 Tf 1 0 0 1 108.02 387.07 Tm 0 g 0 G [(S)5(c)-5(ie)-2(n)

*DQW3y.09H QHOLQ -Accessionism: Democratic Governance in Bulgaria and Romania
DIWHU East European Politics and Societies and Cultures 27, no. 1 (February) 01 07.87 509.95 Tm 0 g 0 G [()k 0 C

Grzymala-Busse, Anna. 2007. Rebuilding Leviathan: Party Competition and State Exploitation in Post Communist Democracies . New York: Cambridge University Press. -

Grzymala-Busse \$ Q Q D ^ 7 K H % H V W / D L G 3 O D Q V 7 K H , P S D F W R I , Q I R U P D O 5 X O H V
7 U D Q V L W L R Q D S U E S I D C O M P A R I T I V E I N T E R N A T I O N A L D E V E L O P M E N T

May 2 Backsliding

Nancy Bermeo, "The Death of Democracy," *Journal of Democracy*, 27, no. 1 (2016): 5-19 (e-reserve).

Journal of Democracy, 30, no. 1 (2019): 20-32 (e-reserve).

Ethan B. Kapstein and Nathan Converse, "The Death of Democracy," *Journal of Democracy*, 19, no. 4 (October 2008): 57-68 (e-reserve).

Steven Levitsky and Daniel Ziblatt, *How Democracies Die* (New York: Crown, 2018), pp. 1-10 (e-reserve).

Be prepared to talk about backsliding in your specialization country.

ESSAY TWO DUE BY 1PM

Bermeo, Nancy. 2003. *Ordinary People in Extraordinary Times: The Citizenry and the Breakdown of Democracy*.

eligibility for academic accommodations will be shared with course instructors by email from CADR and ZLWKLQ WKH LQVWUXFWRU·V RIILFLDO F R V L D D C U H E N T E D I S A B I L I T Y S W I T C H Q W V Z K R G R Q R think they may have one also are encouraged to contact CADR. Confidentiality will be observed in all inquiries.

Title IX

Saint Louis University and its faculty are committed to supporting our students and seeking an e nvironment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual harassment, including sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. If you speak with a faculty member about an incident that involves a Title IX matter, that faculty member must notify SLU's Title IX Coordinator and share the basic facts of your experience . This is true even if you ask the faculty member not to disclose the incident. 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.

Anna Kr atky is the Title IX Coordinator at Saint Louis University (DuBourg Hall, room 36; anna.kratky@slu.edu ; 314-977-3886). If you wish to speak with a confidential source, you may con tact the counselors at the University Counseling Center at 314 -977-7 \$ / . RU P D N H D Q D Q R Q \ P R X V U H S R U W W K U Integrity Hotline by calling 1 -

~~When a University -wide face mask requirement is not in effect, students and faculty should wear a face mask or not, as they prefer for their own individual comfort level.~~

ADA Accommodations for Face Mask Requirements

Saint Louis University is committed to maintaining an inclusive and accessible environment. Individuals who are unable to wear a face mask due to medical reasons should contact the Office of Disability Services (students) or Human Resources (instructors) to initiate the accommodation process identified in the [8 Q L Y H U A D A P o l i c y](#). Inquiries or concerns may also be directed to the [Office of Institutional Equity and Diversity](#). Notification to instructors of SLU