SEMINAR: DEMOCRATIZATION AND REGIME TRANSITION

COURSE DESCRIPTION: This seminar surveys the well-established literature on democratization and other forms of regime change. The focus is on the historical, structural, and institutional themes in this literature, though we will also dabble a bit on the cultural and the behavioral. Major topics include regime types, transition, democratic consolidation, regime breakdown, institutional choice, political economy of transition and breakdown, culture, and the new authoritarianism. The readings are purposely diverse in terms of the approach and method employed.

PREREQUISITES: Open to graduate students.

WHY SHOULD YOU TAKE THIS COURSE? "Regimes and transitions" is an important topic in comparative politics. If comparative is your first or second field, it will help to prepare you for your qualifying exams. If your regional interests lie in Europe or Latin America you find a great deal of material drawn from these areas. We will also do some reading on Africa and Asia as well. If you plan to conduct research on democratization, the course will familiarize you with the literature on this subject, and your notes and written work will serve as a foundation for preparing future literature reviews.

REQUIREMENTS: There is substantial reading each week (five articles or a book, or some combination thereof). Careful reading and preparation for active and cogent participation in class discussions is essential. Students will be required to summarize a share of the readings in short papers, and will also prepare a research paper.

Summary Paper Assignments: Each week several students will be responsible for the summarization of one specific chapter or article in the week’s reading. This assignment entails writing a short summary of the relevant reading (1-2 pages single-spaced). The paper should summarize the major research questions raised by the reading and the major theses of the author(s). It should also, if relevant, discuss the hypotheses framed, the structures of inference and evidence used, and the findings of each piece of research. Papers that raise topics for further discussion, highlight controversies in the literature, critically evaluate the literature, and, if relevant, relate that week’s readings to those of earlier weeks will be seen in a more favorable light.

Summary papers are due the Friday before the week's seminar meeting at 9:00am and should be distributed via email. All participants should read the summaries carefully before the
seminar, both to review their own preparation and to think about how the works covered relate to each other. All students are still responsible for doing all the reading each week. Someone else’s notes are not a substitute for your own preparation. These notes will be helpful when you study for your comparative comprehensive exam.

Research paper: Each student will produce an original research paper that touches upon one or more of themes taken up in class. There are no strictures on the approach that you may take on the paper. It may be scientific or interpretative in approach. All methods are allowed, from large-n regression models to game theory to small-n cross-national to individual case studies. All papers must pay attention to good theorizing (whatever the tradition) and must also marshal compelling evidence in support of the paper’s theoretical argument. Often a normal science framework (introduction, literature review, theory, hypotheses, methods, variables, results, conclusions) can facilitate this. It is by no means required that you follow this format; but papers need to be well-organized, cogently argued, and well-written no matter how the work is presented.

Obviously, the subject needs to be related to the themes raised in the course. If you are unsure about whether a topic pertains please see me as soon as possible. You will need to work on the paper in parallel to your coursework. By week eight, you need to be prepared to have substantive discussion with me on what your paper topic will be. I will expect you to have concrete ideas about theory, approach, and design. If you are interested in one of the topics covered later in the course, you should take a look at this literature earlier in the semester on your own. You are encouraged to use my office hours to discuss research questions or to schedule appointments with me by email. The last class meetings will be devoted to research presentations.

PROCEDURES FOR EVALUATION: Course requirements will be weighted in the following manner.

Research paper..................50%
Research meeting..............10%
Research presentation......10%
Participation....................20%
Summary Papers................10%

POLICY ON PERSONS WITH DISABILITIES: Students requesting classroom accommodation must first register with the Dean of Students Office. It will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. Anyone with a disability should feel free to see me during office hours to make the necessary arrangements.

POLICY ON CHEATING AND PLAGIARISM: All students should observe the University of Florida’s standards of academic honesty. In the event that a student is found cheating or plagiarizing, he/she will automatically fail the course and will be reported to Student Judicial
Affairs and to the Department Chair and Graduate Coordinator for possible dismissal from the program. Acts of Plagiarism include:

- Turning in a paper or another assignment that was written by someone else (i.e., by another student, by a research service, or downloaded off the Internet);
- Copying, verbatim, a sentence or paragraph of text from the work of another author without properly acknowledging the source through a commonly accepted citation style and using quotation marks;
- Paraphrasing (i.e., restating in your own words) text written by someone else without citing that author;
- Using a unique idea or concept, which you discovered in a specific reading, without citing that work.

POLICY ON LATE ASSIGNMENTS: Vagaries of life and scheduling sometimes make the handing in of assignments on time difficult. If students approach the instructor ahead of time and provide a good reason, accommodations may be possible. Such requests should be made prior to the deadline on the assignment. Retroactive accommodation will only be granted in the rarest and direst of cases.

READINGS: Several books that you will read in full are available for purchase at the bookstore (Linz, O’Donnell and Schmitter, Svolik, Munck, Ansell and Samuels). Two other books (Dahl, Linz and Stepan), classics from which you will read excerpts, are also available for purchase. All other readings should be available through the UF libraries either electronically or on reserve. Consult the ARES course page for specifics.

SCHEDULE AND READINGS

Week 1 (January 12): Organizational Meeting
Distribution of syllabus, discussion of course and requirements

January 19: Martin Luther King Day Holiday

Week 2 (January 26): Regimes


Recommended Readings:


**Week 3 (February 2): Transition**


Recommended Readings:


Week 4 (February 9): **Consolidation**?


Recommend Readings:


**Week 5 (February 16): Economic Development and Performance**


**Recommended Readings:**

**Development:**


Performance:


Resource Curse:


Historical Treatments:


Week 6 (February 23): **Inequality**


Recommended Readings:


March 2: **Spring Break**

Week 7 (March 9): **Research I**


Week 8 (March 16): **Research II**
Discussion of research papers, individual appointments

Week 9 (March 23): **Colonial Legacies**


**Recommended Readings:**


Week 10 (March 30): **Authoritarianism I**


Week 11 (April 6): **Authoritarianism II**


Recommended Reading:


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**Week 12 (April 13): Research Week**

**NB:** A first draft of papers is due by this session.

**Week 13 (April 20): Research Reports**
Depending on the number of papers we will go longer than usual. If that is the case, dinner will be provided.

**Papers due:** April 29.