I. OVERVIEW

The number of countries that meet the minimal conditions for democracy have increased from around 40 in 1975 to about 120 by most current accounts. Another 40 to 60 countries are close to being democratic – depending on the strictness of the criteria we apply. In any case, the world now consists of almost a majority of democratic nations for the first time in world history. Yet, some countries such as Russia, Nigeria and Indonesia are facing serious set-backs, others never really got on track, for example Iraq, Cameroon, and Cuba. This course deals with the dynamics of democratization from domestic and international perspectives, as well as from theoretical debates and analysis of historical experiences to immediate policy questions. We focus on the experiences of Latin America, Africa and the Middle East.

II. COURSE FORMAT

This course is organized around lectures followed by discussions with opportunities for questions; individual country studies; seminars where groups of students present and discuss case material in comparative perspective; two exams; and writing of individual term papers.

This is a labor-intensive course that requires extensive reading and active participation by students. It is not a course that focuses exclusively on current events. Rather, it takes a historical and theoretical perspective on several important issues in the comparative study of democratization. It is designed to prepare students to excel in further academic endeavors. If you are not prepared to work hard and approach theoretically challenging questions, you should not take this course. The average reading load per week is around 75 pages although some weeks it is less and other weeks it is more.
Required Readings


4. Course Package (CP)
   (You buy it from Orange & Blue Textbooks)

Recommended Reading:

5. Strunk, William Jr. and E. B. White. The Elements of Style. MacMillan. (This is highly recommended since papers are partly graded on how well they are structured and written!)

Lectures
Students are responsible for knowing the main issues in all materials discussed in the lectures and readings as well as any handouts. A portion of the material covered in class cannot be found in the required readings. Lectures reinforce materials in required readings but also add other materials, new concepts, ideas and interpretations that will be included on the exams. Likewise, some aspects of the assigned readings will not be covered in class but if you have further questions on those aspects or want to discuss them in class, you are welcome to bring them up during the class in question. Students are expected to complete assigned readings before a lecture.

Each lecture will start with a brief (5-10 min.) discussion of this week’s readings where students will be asked to talk about what they found most important/interesting with each reading. This is followed by a lecture after which students again will be asked to reflect on and discuss what has been said.

The percentages given below are approximate indications and I reserve the right to reward consistently active and skilled performance in class, as well as the opposite.

Attendance and Group Presentation Seminars (about 20% of final grade):
You are expected to come to each class well prepared, which means you should cover each assigned readings and come to class with questions, answer in-class quizzes, and participate in discussions. Coming to class each time is by far the best way to get the most out of this course and to do well in it. Each class meeting raises important issues and ties the reading material to the kinds of problems you will encounter in your exams. I will take roll calls on regular basis. You may miss one classes with no penalty; after that, your attendance grade will be docked with one point for each day you miss unless you have a university approved excuse, make sure your professor is informed before the lecture in question (or, in exceptional circumstances, within 24 hrs after), and provide appropriate documentation. Being consistently late, or excessively late, is also a disruption to the class and is not acceptable and will count against the student in the final grade. Active participation in class discussions will count as a bonus and could make a difference in the final grade.

Many weeks will be concluded with a seminar. These seminars consists of a group of students (each group typically consisting of three to five students depending on class size) presenting a comparative analysis of ‘their’ countries (see more on that below). Each week’s presentation is expected to be topic-specific and explicitly based on the week’s readings and lecture, preferably accompanied by a handout of the main
points. Each group is thus expected to pick up the main concepts and/or theories in the readings/lecture of the week, and make a focused comparison evaluating to what extent and how the group’s countries speak to those. The presentation should preferably focus on one issue at the time and compare all three to five countries, conclude and invite comments, questions and discussion, before moving on to the next issue. The presentation-part (what your group says) is supposed to be about 20 minutes even if divided into several shorter segments with discussion in between. Each seminar thus also leaves room for discussion based on the presentations during which the other students are expected to contribute with questions and with perspectives, analysis and reflections from ‘their’ countries.

**Individual Case Study and “Country Report” (about 20% of final grade)**

At the beginning of the semester, each student will be asked to choose one particular country in either the Middle East, sub-Saharan Africa, or Latin America as their special case. Each student is expected to become a “country-expert” and two students cannot pick the same country. You chose countries on a first-come-first-serve basis. This is also the country each student will use for presentations (discussed above) and discussions.

During the course, 10 weekly questions that students are expected to find answers to with respect to their country of choice will be handed out. The answer to this ‘weekly assignment’ is expected to be a half to one page (not more! – Times 12, 1.5 line spacing, 1” margins). Plan to spend about an hour each week to look for the necessary documentation to answer the question. Some information can be found on-line (see section below on suggested web links), and the library has many useful resources on-line such as CIA World Fact Book, EIU, etc. The library also has many good encyclopedias, and regional and country fact books. You must use an appropriate referencing method to document where you got your information from! Failing to do so amounts to plagiarism and results in a failing grade. NB: Wikipedia is not an acceptable source. A good example of how an answer can be researched, structured and referenced is placed on the website.

Students submit each weekly paper online to Turnitin.com before coming to class on Thursdays but also hand in a hard copy of their answer to the weekly question in class on Thursdays. Students without a documented, university-approved excuse for failure to submit the Weekly Assignment on time automatically receive 0 points for that assignment. At the end of the semester (see the schedule below), each student will submit a (optional: revised!) collation of these questions and answers in a “Country Report” providing evidence that the various issues have been adequately covered. You submit your report online on Turnitin, but also give me a hard copy. Students without a documented, university-approved excuse for failure to submit the Country Report on time automatically receive an E for the course.

When we have in-class discussions, students are also expected to contribute with perspectives on the topic of our discussion from their country (being the “country-expert”). You are also expected to use your case study for your seminar presentation and you can use it as one of your cases for your term paper given that you do a comparative analysis of at least three countries.

**Exam 1 (20% of final grade):**

A first exam consisting of a sample of multiple choice questions covering all reading materials, lectures and discussion topics covered so far, and a section of blind maps of the Middle East and Africa will be held approximately half-way through the semester. Students without a documented, university-approved excuse for absence for the mid-term automatically receive an E.

**Exam 2 (20% of final grade):**

A second exam consisting of a sample of multiple choice questions covering all reading materials, lectures and discussion topics covered after the first exam, and a section with a blind map over Latin America will
be held approximately half-way through the semester. Students without a documented, university-approved excuse for absence for the mid-term automatically receive an E.

**Term Paper (about 20% of final grade):**
You are expected to write a research-type term paper analyzing a particular aspect of democratization. You should choose a topic/problem/question that is of particular interest to you such as the role of international actors in democratization, the functions of civil society in a new democracy, women’s legislative representation, cultural values and democratization, or the relationship between democratization and corruption. These are examples and you can choose virtually any topic that our course literature covers. If you have an idea that goes beyond this, please see your professor to make sure it is ok. Make sure, however, to focus on one rather narrow issue or hypothesis and go into depth in all three (or more) countries. Do not try to cover several issues however tempting that might be.

The paper is expected to be comparative, i.e. it should analyze at least three countries. One of the three can be your ‘special’ country and the other two can be either from the same region or from one or two of the other regions we focus on in this class. The paper is supposed to have A) an introduction outlining the topic of interest and a central question, hypothesis, or issue to be analyzed; B) a literature review/theory part that discusses what the literature says about this question/hypothesis/issue; C) a discussion of why your cases are good cases for addressing the issue; D) an empirical analysis of the three or more cases; and E) a conclusion with some reflections on your findings in a wider perspective. Papers will be evaluated in terms of how much independent research effort the student demonstrates, how well basic features of the topic are covered from a theoretical point of view, how well it is analyzed, and how coherent and well structured the paper is composed.

You are to submit A) a 3 to 4-page outline of your proposed topic, main theoretical approach and sources you may be using, what kind of data you have and/or think you will be using, and the outline of your main argument and findings. Deadline: see the schedule below. You will receive written comments from me on how you can best proceed. Failure to submit your outline on time means you will not get feedback from me on your outline.

Then you submit B) the final paper. Deadline: see the schedule below. You submit your final term paper on-line to Turnitin but also provide me with a hard copy. It should be at least 8 pages and no more than 10 pages long excluding front page and bibliography (Times, font size 12, 1.5 line spacing, 1” margins, Chicago style references – that is the style used in the Lindberg 2006 book). The model for your research paper is an academic article published in a journal such as the *Journal of Democracy* (except for the reference style). We have a few of such articles in the readings for this course. When you read those articles make a point of reading them also with a view to how they are structured, referenced, and argued. You are expected to incorporate as much of the course literature as possible but also do your own independent research using additional academic books and articles. I am also available during class hours to discuss the paper further. Students without a documented, university-approved excuse for failure to submit the final paper on time automatically receive an E for the course.

**III. STUDENT RESPONSIBILITIES AND GRADING**
The most important requirement for this course is that we approach the readings, lectures and each other’s contributions with respect, curiosity, patience, and a willingness to learn. I will allow virtually any arguments and thoughts in class encouraging your individual ability to think and be critical, but I will not tolerate anything insulting or any intimidation of dissenting opinions.
Extensions, incompletes, or make-up exams beyond what is specified below, will be given in exceptional cases only, and in accordance with department policy.

**Policy on Make-up Exams and Late Papers**

Make-up exams will be arranged only for university accepted excuses. In the event of an illness, students should notify the professor prior to the exam and provide proper documentation from their physician. In almost any situation, it is possible to pass along a message to the professor via email, phone, a roommate or a family member. If a student misses an exam and for good reasons cannot contact me beforehand, it is the student’s responsibility to contact me within 24 hours after the exam. If the student fails to contact me within the allotted time, or fails to produce acceptable documentation, the student will receive a zero on the assignment.

Country Reports and Term papers must be handed in on time, subject to the same policy of notification as for exams. Failure to participate in group presentations are also subject to the above mentioned policy of notification.

**Policy on Cheating and Plagiarism**

All students should observe the University of Florida’s standards of academic honesty. Progress in the social sciences is predicated on the principle of open access to theories and results produced by other scholars. We staunchly seek to guard our peers’ intellectual property because that is the only way we can make sure that science as we know it survives. You are expected to participate fully in our efforts. In the event that a student is found cheating or plagiarizing, the student will automatically fail the course and will be reported to Student Judicial Affairs.

Acts of Cheating and Plagiarism include:

- Turning in a paper or any other assignment that was written by someone else (i.e. another student, a research service, a scholar, downloaded off the internet).
- Copying, verbatim, a sentence or a 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 another author without citing that author.
- Using an unique idea or concept which you discovered in a specific reading without citing the author.

**Grading Scale**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>100-90</td>
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<tr>
<td>B+</td>
<td>89-87</td>
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<tr>
<td>B</td>
<td>86-80</td>
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<tr>
<td>C</td>
<td>79-77</td>
</tr>
<tr>
<td>C+</td>
<td>76-70</td>
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<tr>
<td>D</td>
<td>69-67</td>
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<tr>
<td>D+</td>
<td>66-60</td>
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<tr>
<td>E</td>
<td>59 and below</td>
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I reserve the right to curve the grading scale for individual exams if and when I deem appropriate.
IV. ELECTRONICA & OFFICE HOURS

You will use email as the regular mode of communication for this class so make sure you check your email frequently, especially before coming to class. I will use the website for our class (you will find it when you log in at WebtCT/Vista) to post class notes and related materials. All class notes are the intellectual property of your professor and cannot be used for any other purpose than completing this course without a written approval from me. I encourage you to take advantage of office hours to pose questions, discuss readings, or explore related topics. These hours are set aside for you to make sure you get the help you need. The key is to let me know if you have trouble – make sure you get the help you need.

V. DISABILITY POLICY

University of Florida recognizes its responsibility for creating an institutional climate in which students with disabilities can succeed. In accordance with this policy, if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in this class. Please, contact the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. Anyone with disability should feel free to see me during office hours to make the necessary arrangements.

VI. COURSE AND READING SCHEDULE.

<table>
<thead>
<tr>
<th>WEEK 1</th>
<th>Introduction</th>
<th>(=80 pages)</th>
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<tbody>
<tr>
<td>Tue 1/9</td>
<td>Class 1: Introduction of professor, students and course</td>
<td></td>
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<tr>
<td>Thu 1/11</td>
<td>Class 2: Course Preview – Essential topics and concerns</td>
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<tr>
<td>Readings:</td>
<td>Dahl, Introduction</td>
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<tr>
<td></td>
<td>O’Donnell &amp; Schmitter, Ch. 1-2</td>
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<td>Lindberg, Ch.1-2</td>
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<td>Freedom House, Essay and Chart 2006 (CP)</td>
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<tr>
<th>WEEK 2</th>
<th>Authoritarianism</th>
<th>(=80 p.)</th>
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<tbody>
<tr>
<td>Tue 1/16</td>
<td>Class 3: What is authoritarianism and how do we distinguish the different forms non-democratic rule can take? How do differences affect the prospects of democracy?</td>
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<tr>
<td>Thu 1/18</td>
<td>Class 4: Special cases and hybrid forms of regimes</td>
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<tr>
<td>Readings:</td>
<td>Dahl, Ch. 3-5</td>
<td></td>
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<tr>
<td></td>
<td>Diamond, Thinking About Hybrid Regimes (CP)</td>
<td></td>
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</tbody>
</table>
**WEEK 3**

**Democracy**

(≈100 p.)

**Tue 1/23**

Class 5: What is a democracy, a democratic process and which are the limits of “power by the people”? Polyarchy in theory and practice – how do I know one when I see it?

**Thu 1/25**

Class 6: Group presentation 1
Submit weekly paper 1

Readings: Dahl, Ch. 6-12, and 15-16

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**WEEK 4**

**Social and Economic Requisites for Democracy?**

(≈80 p.)

**Tue 1/30**

Class 7: Are there social and economic pre-requisites for democracy? If so, which are they, and has it changed over time? Modernization theory from the 1950s have argued that economic development and industrialization is a primary cause of demands for democracy, yet, many of Africa’s and Latin America’s new democracies are poor and underdeveloped. How do we explain this and what are the prospects for democratic survival in these countries?

**Thu 2/1**

Class 8: Group presentation 2
Submit weekly paper 2

Readings: Dahl, Ch. 17-18
Lipset, Some Social Requisites of Democracy (CP)
Przeworski et al., What Makes Democracies Endure? (CP)

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**WEEK 5**

**Elites, Pacts, and Transitions to Democracy in Latin America**

(≈60 p.)

**Tue 2/6**

Class 9: What characterized transitions to democracy in Latin America in the 1970s and early 1980s, and what lessons can we draw from these transitions? How applicable are these conclusions to Africa and the Middle East? Much of the contemporary literature and analysis of democratization is defined by the ‘Transitions’-studies by O’Donnell and Schmitter.

**Thu 2/8**

Class 10: Group presentation 3
Submit weekly paper 3

Readings: O’Donell & Schmitter, Ch. 3-7
Elections and Democracy in Africa  (=70 p.)

Tue 2/13  Class 11: How did the strides to democratize in African countries in the 1990s and early 20th century differ from the transitions in Latin America? Most African countries became authoritarian short after independence and democratized late and often reluctantly, during the 1990s. What lessons can we draw from Africa’s experience and does it apply to the Middle East and/or Latin America?

Thu 2/15  Class 12: Group presentation 4
           Submit weekly paper 4
Readings: Lindberg, Ch. 4-6

Exam 1-week

WEEK 7

Tue 2/20  Class 13: Exam Review
Thu 2/22  Class 14: Exam 1

WEEK 8  Religion, History and Democracy in the Middle East  (=65 p.)

Tue 2/27  Class 15: Today, the countries in the Middle East and North Africa are typically considered to be a region devoid of liberalism and democracy, yet, historically these societies have been relatively liberal compared to many other parts of the world. What accounts for the present political situation in the Middle East and what are the prospects for democracy?

Thu 3/1  Class 16: Group presentation 5
           Submit weekly paper 5
Readings: Dahl, Ch. 20
           Weiffen, The Cultural-Economic Syndrome (CP)
           Ottoway and Carothers, Middle East Democracy (CP)
           Zakaria, Islam, Democracy, and Constitutional Liberalism (CP)

WEEK 9  Political Culture and Values  (=80p.)

Tue 3/6  Class 17: Are political culture, religion and values important for the creation of, and reproduction of new democracies? Is then, democracy for one part of the world only? Or, can democracy be “imported” to any context and thrive and create democratic values?

Thu 3/8  Class 18: Group presentation 6
           Submit weekly paper 6
Readings: Dahl, Ch. 21
           Huntington, The Clash of Civilizations (CP)
           Stepan, Religion, Democracy and the “Twin Tolerations” (CP)
           Bratton, Briefing: Islam, Democracy, and Public Opinion in Africa (CP)
WEEK 10  
**SPRING BREAK – no class**

WEEK 11  
**Institutional Choices for New Democracies I: Executive-Legislative Relations (≈50p.)**

**Tue 3/20**  
Class 19: Emerging democracies make a number of choices regarding the constitutional set up of institutions and regulations. The world of existing democracies is quite diverse, much more so than we normally think. One of the perhaps most important choices regards presidential vs parliamentary form of government. Are presidential systems inherently unstable and a ‘bad’ form of government? Should new democracies rather be parliamentary?

**Thu 3/22**  
Class 20: Group presentation 7  
Submit weekly paper 7 and **draft version (3-4 pages) of term paper!**

Readings:  
Mainwaring and Shugart, “Juan Linz, Presidentialism, and Democracy” (CP)  
Lijphart, “Constitutional Design for Divided Societies” (CP)  
Lindberg, “The Rise and Fall of Parliament of Ghana” (CP)

WEEK 12  
**Institutional Choices for New Democracies II: Electoral Systems (≈50p.)**

**Tue 3/27**  
Class 21: Another crucial institutional choice regards electoral system - in Giovanni Sartori’s words: ‘the most manipulative instrument of politics’. There are two main categories of electoral systems; majoritarian and proportional but also variants within those two and mixed systems in between. Which one(s) are the best? Under which circumstances?

**Thu 3/29**  
Class 22: Group presentation 8  
Submit weekly paper 8

Readings:  
Lijphart, “Constitutional Choices for New Democracies” (CP)  
Horowitz, “Electoral Systems” (CP)  
Birch, “Single Member District Electoral Systems and Democratic Transitions” (CP)

WEEK 13  
**Corruption and Democratization (≈50p.)**

**Tue 4/3**  
Class 23: Does corruption undermine new democracies? Or, is it the other way around that democratization limits the possibilities for corruption as the World Bank and other institutions argue?

**Thu 4/5**  
Class 24: Group presentation 9  
Submit weekly paper 9

Readings:  
O'Donnell, Horizontal Accountability in New Democracies (CP)  
Rose-Ackerman, Bribes, Patronage, and Gift Giving (CP)  
Szeftel, Misunderstanding African Politics: Corruption and the Governance Agenda (CP)
WEEK 14

Building Democracy in Adverse Circumstances (=50p.)

Tue 4/10 Class 25: Civil war, ethnic mobilization, and poverty has trapped many countries – does this make democracy impossible in the short to medium term?

Thu 4/12 Class 26: Group presentation 10
Submit weekly paper 10

Readings: Reynolds, “Constitutional Medicine” (CP)
Fish, “Does Diversity Hurt Democracy?” (CP)
Diamond, “Building Democracy after Conflict: Lessons from Iraq” (CP)
Horowitz, “The Cracked Foundations of the Right to Secede” (CP)

WEEK 15

Policy-Seminar:
Will More Countries Democratize and the Future of New Democracies (=55p.)

Tue 4/17 Class 27: Taking stock at what we know, and what we know that we don’t know, what can we say about the future for democracy in the world? And which policies can help or break democratization in our world? At this seminar, students will be asked to apply their new knowledge to suggest solutions to real world problems in a select number of countries and engage in a debate over appropriate policy recommendations.

Thu 4/19 Class 28: Exam 2

Readings: Dahl, Ch. 22-23
Lindberg, Ch. 7
Przeworski, “A Flawed Blueprint”

WEEK 16

FLEX WEEK

Tue 4/24 Class 29: No assigned reading

Thu 4/26 No Class - Reading Day

THE FINAL PAPER DUE ON APRIL 27, AT 12.00 NOON!
Papers must be submitted at noon using Turnitin.
A hard copy must be submitted to me at 3.00 p.m. (in a box placed outside my office).

FINAL GRADES ARE AVAILABLE FROM MAY 7.
VII. USEFUL WEB LINKS FOR DATA

http://www.worldbank.org/data/
http://www.worldbank.org/wbi/governance/
http://www.odi.org.uk/WGA_Governance/
http://www.uneca.org/
http://unstats.un.org/unsd/default.htm
http://www.freedomhouse.org
http://www.transparency.de
http://www.bbc.co.uk
http://www.crisisgroup.org/home/index.cfm

Also use the web resources offered by the library such as CIA World Fact Book, EIU country reports, electronic articles archives, encyclopedias, etc. NB: Wikipedia is not a good source!

VIII. IDEAS FOR FURTHER READINGS


