

done in collaboration with another student (10%), a midterm to be held on October 18, (10-40%), and a final to be held on a date set by the Registrar (10-40%).

Flexibility policy:

Students are free to set the grading weight placed on their midterm and final examinations at anywhere between 10 and 40 percent, so that the two weights sum to 50 percent. Cards will be distributed in class on September 4th, and cannot be changed after that date.

Students may also opt to write an original research paper alone or with other students in lieu of the final. The original research paper should be ten pages if written alone, fifteen pages if written in a pair, twenty pages if written in a group of three, and twenty-five pages if written in a group of four. The paper will be due on December 12 at 5 PM. Students choosing this option should contact me for procedures and discussions. Only one grade will be given to the entire group.

Grading scale:

- 93 to 100% - A
- 90 to 92.99% - A-
- 87 to 89.99% - B+
- 84 to 86.99% - B
- 80 to 83.99% - B-
- 77 to 79.99% - C+
- 74 to 76.99% - C
- 70 to 73.99% - C-
- Below 69.99% - failing

All students will receive an extra 2% on their grade if at least 95% of students in the class complete online course evaluations.

Re-grades:

Students should feel free to contact me about re-grades due to arithmetic errors. If students feel that grades were incorrectly given, they can re-submit the assignment to me with a memorandum of at least 250 words explaining why they thought they deserve a different grade. Requests for re-grades should be made within 72 hours after the results have been passed back. I reserve the right on re-grades to lower, raise, or maintain any grade.

Written work standards:

All written work should be written in Times New Roman font, size 12, double-spaced, with 1" margins on all sides of the paper. Citations are mandatory, in either Chicago or MLA style. The

b

Examinations will comprise identification questions, to be answered in one or two pa

Two asterisks () signify a discussion section. Students should come to class prepared to discuss all readings assigned prior to and on that date.**

I reserve the right to drop or replace readings to better direct learning and sharpen the focus of the course. All readings are required unless otherwise indicated.

August 30 - Introduction to the Course

Part I: Definitions

Part II: Transitions

September 13

The breakdown of democracy

Latin American Research Review 13:1, pp. 3-38.

Rosenstein-

Challenge 17:2, May/June, pp.7-13.

September 15

Why did some countries become democratic?

III. Democratic Consolidation

October 23

Why do democracies survive/consolidate?

Schedler, Andreas. 1998. "What is Democratic Consolidation?" *Journal of Democracy*. 9:2. pp. 91-107.

Varshney, Ashutosh. 1998. "Why Democracy Survives," *Journal of Democracy* 9:3. pp. 36-50.

Karl, Terry L. 1990. "Dilemmas of Democratization in Latin America," *Comparative Politics* 23:1. October. pp. 1-21.

October 30

Institutions matter

Linz, Juan. 1994. "Presidential or Parliamentary Democracy: Does it Make a Difference?" in Juan Linz and Arturo Valenzuela, eds. *The Failure of Presidential Democracy*. Baltimore: Johns Hopkins University Press. Ch. 1. pp. 3-87 (skim).

Przeworski, Adam, et al. 1997. "What Makes Democracies Endure?" in Larry Diamond et al., eds., *Consolidating the Third Wave Democracies* (Vol. 1). Baltimore: The Johns Hopkins University Press.

Mainwaring, Scott and Matthew S. Shugart. 1997. "Juan Linz, Presidentialism, and Democracy: A Critical Appraisal," *Comparative Politics* 29:4. July. pp. 449-471.

November 1**

Rule of law and the quality of democracy

O'Donnell, Guillermo. 1994. "Delegative Democracy," *Journal of Democracy* 5:1. January. pp. 55-69.

O'Donnell, Guillermo. 2004. "Human Development, Human Rights, and Democracy," in Guillermo O'Donnell, Jorge Vargas Cullell, and Osvaldo M. Iazzetta, eds. *The Quality of Democracy: Theory and Applications*. South Bend, IN: Notre Dame Univ. Press. pp. 9-92.

Country Reports 7/8: Indonesia and India.

November 20 - Class TBD

7-

Grading Rubric for Written Work

	A (Above Standards) 100%	B (Meets Standards) 90%	C (Approaching Standards) 80%	D (Below Standards) 70%
Completeness (10 points)	All parts of the assignment are addressed.	A minor part of the assignment is unaddressed or it is unclear how the author is addressing it.	A major part of the assignment is unaddressed or it is unclear how the author is addressing it.	Two or more major parts of the assignment are unaddressed or it is unclear how the author is addressing them.
Clarity (10 points)				