Since the fall of the Berlin Wall more than two decades ago, numerous public opinion surveys have been conducted to monitor and compare how ordinary citizenries have reacted to the democratization taking place around them. These surveys have revealed that a large majority of the global mass publics sees democracy as valuable and prefers it to autocratic regimes. On the basis of their findings, an increasing number of scholars and policymakers have recently begun to advocate the thesis that the entire world is becoming democratic. This course is designed to evaluate this thesis of global democratization by analyzing and comparing citizen views of democracy across regions in democratic transitions, including Africa, the Middle East, East Asia, Central and Eastern Europe, and Latin America.

Conceptually, the course builds on the notion that democratization is a dynamic phenomenon that has multiple dimensions and levels, and takes place in individual citizens and their political institutions. Theoretically, it is grounded in the perspective that to operate properly, a democratic political system requires “software” congruent with the various components of its institutional hardware, and citizen orientations to democracy and their favorable reactions to its institutions are key components of the software required for democracy to work.

Objectives: I have three objectives in teaching this course. The first is to review recent developments in the study of democratic culture. The second is to introduce regional and global public opinion surveys recently conducted to monitor citizen reactions to democratization. The third is to encourage students to develop the skills of evaluating theoretical and empirical claims.

Requirements:

Students should note that this is not a lecture course; it is a seminar featuring discussion of the debates and issues raised in the daily assigned readings. As a seminar, class will be conducted in a “conference” style. In each session, students will take turns in presenting the assigned readings. As discussion leaders, these students should draw the class into identifying the core questions (or issues) examined and overlooked in the assigned readings, and evaluating the answers and claims presented in those readings. All students should bring a short list of pertinent issues or questions (one paragraph) from the assigned readings and/or other sources. Finally, they should note that this seminar is a “thinking” course, not a “fact” or “quantitative analysis” course. What matters most in research on political life always includes organizing concepts, competing ideas, logical analyses, and theoretical claims.

Because of the short period of the course, I do not require students to prepare a research paper. Instead, I ask them to prepare and present a short (2-3 pages) research proposal (or design) for the study of a conceptual, theoretical, or empirical issue, which concerns the emergence of democratic political culture in the non-Western world. Because of limited time between classes, I do not use any of the books recommended below as a required reading. For each class session, I will assign a few relatively short journal articles.

Grading:

Grading will be made according to the following weights: class attendance and participation, 60%, and a research proposal, 40%.
Recommended Books:


Resources

**Journals:**

- *Comparative Political Studies*
- *Comparative Politics*
- *Journal of Democracy*
- *Democratization*
- *Taiwan Journal of Democracy*

**International Public Opinion Surveys:**

Afrobarometer: [www.afrobarometer.org](http://www.afrobarometer.org)


Arab Barometer: [www.arabbarometer.org](http://www.arabbarometer.org)

Asian Barometer: [www.asianbarometer.org](http://www.asianbarometer.org)

Comparative Study of Electoral Systems: [www.cses.org](http://www.cses.org)


Global Barometer Surveys: [www.globalbarometers.org](http://www.globalbarometers.org)

International Social Survey Programme: [www.issp.org](http://www.issp.org)

Latinobarómetro: [www.latinobarometro.org/latino/latinobarometro.jsp](http://www.latinobarometro.org/latino/latinobarometro.jsp)

New Europe Barometer: [www.cspp.strath.ac.uk](http://www.cspp.strath.ac.uk)

World Value Surveys: [www.worldvaluessurvey.org](http://www.worldvaluessurvey.org)
Datasets on Democracy and Democratization:

**Freedom House: Freedom in the World Reports:**
[http://www.freedomhouse.org](http://www.freedomhouse.org)
Ratings on the guarantee of political rights and civil rights in all countries worldwide. Data available from 1972 onward and yearly updated.

**BTI - Bertelsmann Transformations Index:**
[http://www.bertelsmann-transformation-index.de](http://www.bertelsmann-transformation-index.de)
Index developed by the Bertelsmann Foundation on the political and economic development status of 120 countries in transition (2003-2012).

**Economist Intelligence Unit Democracy Index:**
[http://www.eiu.com](http://www.eiu.com)
Democracy index developed on the basis of expert evaluations of 60 factors from five areas (election process, civil rights, government capability, participation and political culture) in 167 countries in the years 2006, 2008 and 2010, 2012).

**Transparencies International: Global Corruption Barometer**
[http://www.transparency.org/research/gcb/overview](http://www.transparency.org/research/gcb/overview)
Corruption perception index as evidence of corruption in 107 countries.

**Global Democracy Ranking**
Annual ranking of the quality of democracy.

**Polity:**
Classification of political systems on a scale between the two extremes autocracy and democracy. Yearly updated data available for 167 countries over the period 1800-2012.

**World Bank - Worldwide Governance Indicators:**
Indices for six governance dimensions based on the combination of data from a broad array of data sources. Available for 213 countries in the time span 1996-2009.
Course Schedule and Readings
(For each session, the assigned readings will be selected from those listed below)

April 20  Introduction and Overview: What, Why, and How

For this first session, students are asked to prepare a short essay (1-page) introducing their educational backgrounds, research interests, and career goals. They are also asked to visit one of regional barometer websites listed above, and share their reactions to it with other class members.

April 21  Thesis of Globalization Democratization: Theoretical Debates

   Available online from http://wilsonquarterly.com/stories/why-wait-for-democracy/

Timothy Stanley and Alexander Lee, “It is Still Not the End of History,” The Atlantic (September 1, 2014).

April 22  Definitions of Democracy

Aristotle, “Constitutions and their Classification” (handout).
Robert Dahl, Polyarchy: Participation and Opposition, 1-16 (e-reserve).
Richard Rose, “Choosing Democracy as the Lesser Evil” (e-reserve).
Adam Przeworski, “Minimalist Conception of Democracy” (e-reserve).


April 23  Democratic Political Culture

Aaron Wildavsky, “Democracy as a Coalition of Cultures” (handout).


April 27  
**Public Opinion Research on Democracy**


April 28  
**Citizen Views of Democracy in Confucian East Asia**


“Contending Perspectives on the Sources of International Trust and Regime Support in East Asia: Special Issue,” Taiwan Journal of Democracy (July 2013),


April 29  
**Citizen Views of Democracy in the Middle East**


Ephraim Yuchtman-Ya’ar and Yasmin Alkalay, “Political Attitudes in the Muslim World,” Journal of Democracy (July 2010), 122-134.


Larry Diamond, “Why are there no Arab Democracies?” Journal of Democracy (January 2010), 93-104.

Lindsay Benstead, “Arabs and Democracy: It is Complicated,” (October 2014).

April 30  **Citizen Views of Democracy in Africa**


May 4  **Citizen Views of Democracy in Latin America**


May 5  Citizen Views of Democracy in Europe


Pippa Norris, Democratic Deficit, chap. 8 “Democratic Knowledge,” 142-168.

May 7  Presentations of Research Proposals