

**POL SCI 4KC3: COMPARATIVE DEMOCRATIZATION  
Term 2, Winter 2020**

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**Lecture:** Mondays, 11:30am-2:20pm

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### **Course Description**

The “third wave” of democratization has stalled in the recent years. The rise of illiberal populism and nostalgia for authoritarianism have sparked theoretical and empirical debates in the field of comparative and global politics. This course builds on the democratization literature to examine why and how democracies emerge, persist and breakdown. We begin by considering the theoretical debates in defining and measuring democracy before examining the challenges in the rise, survival and breakdown of democracies, especially in the Middle-East, Asia and Africa.

### **Course Objectives**

This is a reading and discussion intensive course designed to equip senior undergraduate students with a solid background in the study of democratization in the post-Cold War era. The aim is to familiarize students with the key concepts and

theoretical debates in democratization studies. Students are encouraged to bring their empirical case knowledge of any country or region to class discussions and written assignments. *N.B. This course will be especially helpful for students interested in pursuing graduate studies in Comparative Politics.*

### **Required Materials and Texts**

#### **Required Text**

- Haerpfer, Christian W., Patrick Bernhagen, Christian Welzel, and Ronald F. Inglehart, eds. 2019. *Democratization*. Second edition. Oxford, United Kingdom: Oxford University Press. [NB: 1<sup>st</sup> Edition 2009 version is acceptable too, page nos for this course is based on 1<sup>st</sup> Ed).

#### **Recommended Texts**

- Diamond, Larry. 1999. *Developing Democracy: Toward Consolidation*. Baltimore, Maryland: Johns Hopkins Univ Pr.
- Huntington, Samuel. *The Third Wave: Democratization in the Late Twentieth Century*. Norman, OK: University of Oklahoma Press, 1991.

These books are available for purchase in the bookstore and at Mill's library.

### **Course Evaluation – Overview**

<b>Assignments</b>	<b>Grade</b>
1. Class discussion and participation	/20
2. 1 page outline	/5
3. Group presentation	/15
4. Short Argumentative Essay	/30
5. Final Exam	/30
<b>Final Grade</b>	<b>/100</b>

### **Course Evaluation – Details**

#### **1) Class Discussion and Participation (20%)**

Your attendance and active participation are central to succeeding in this course. Students are expected to complete all the reading assignments for each week and contribute actively to class discussions. You should reflect on the readings and have at least one question ready to advance discussion. You are welcome to bring current and relevant news items into class. 5% of the participation grade will be based on self-evaluation while the other 10% will be derived from your class attendance, active participation and quality of in-class contributions.

Note: students are only eligible for self-evaluation if they do not miss more than 2 classes throughout the term. You cannot earn participation grade if you are absent, regardless of illness or MSAF etc.

## **2) A One-Page Outline (5%) and Group Presentation (15%)**

The class will be divided into groups of two members. You will sign up for your group presentation on the first day of class. Each group will present one of the nine themes covered in this course. You can use poster; power-point slides or any kind of presentation aid that help your classmates learn about your selected topic related to origins, types, resilience or breakdown of democracy. You can feature any country from any part of the world. On the day of your presentation, your team will upload a 1-page case study of your presentation topic. Refer to Avenue to find out what you need to include for your 1-page outline.

A successful presentation will have a clear causal explanation (identify a key problem, leader, economic, cultural factor etc) that leads to an explanatory outcome (democratization or breakdown). You are encouraged to use the course readings or other print and media sources. You will be graded based on the creativity, content of the presentation and clarity of your oral presentation (no more than 10 mins). [Note: If you're absent on the day of the presentation, you will stand to lose 15 percent of your total grade].

## **3) Short Argumentative Essay (30%): Due 24 Feb**

You will write a 2,000 words argumentative paper (no more than 4 pages, single-spaced) based on the list of topics enclosed. In your essay, you will state your thesis, explain your interpretation of the question and explain why you agree or disagree with the statement. In this exercise, you will provide at least 3 key sources (which identifies key scholars/theoretical approaches/literature in the debate) and 2 empirical examples/case studies to support your position. Your bibliography should include at least 7 academic sources (excluding magazine/news articles).

### **Topics (pick one of the following):**

1. Democracy emerges as a result of economic development.
2. Democracy is a universal value.
3. "No bourgeoisie, no democracy."
4. "No state, no democracy."
5. Diversity hurts democracy.
6. Oil and natural resources hinder democracy.
7. Gender equality is necessary for democracy.
8. Digital technology promotes democracy.

If you have any questions with regards to this assignment, please see me during office hours. Past experiences show that students who discuss their research topic/ideas in advance tend to do much better than others who do not. You will submit your essay in soft copy electronically on Avenue. All late submissions will be penalized (see penalty in the Course Policies).

**4) Final Exam (30%): Due 26 Mar**

A 2.5 hours final exam will be conducted in class. This exam will be cumulative and cover all the materials introduced in Weeks 1-12. The final exam will consist of concept definitions, short answers and essays.

**Weekly Course Schedule and Required Readings**

**COURSE SCHEDULE**

<b>Wk</b>	<b>Mondays</b>	<b>11:30am-2:30pm</b>	<b>Deadlines</b>
1	6Jan	Introduction	<b>Pair and sign up for group presentations</b>
2	13 Jan	What is democracy?	
3	20 Jan	Theories of democratization	
4	27 Jan	Measuring democracy	
5	3 Feb	Causes and dimensions of democracy	
6	10 Feb	Gender equality and democracy	
7	17 Feb	<b>Mid-Term Recess</b>	
8	24 Feb	Mass mobilizations <b>Job Search Strategies</b>	<b>Short paper due</b> Experiential Education
9	2 Mar	Digital technology and democracy	
10	9 Mar	Digital Authoritarianism	
11	16 Mar	Democratization in Asia	
12	23 Mar	Final exam review and discussion	
13	30 Mar	<b>Final in-class exam</b>	
14	6 Apr	Authoritarian Survival and Breakdown? Course Overview	

### **Week 1: Introduction (6 Jan)**

1. Haerpfer Bernhagen and Welzel, 2009, "Introduction", 1-7.
2. Dahl, Robert. 2000. "Why Democracy", 44-62.
3. Carothers, Thomas. "The End of the Transition Paradigm." *Journal of Democracy* 13, no. 1 (2002): 5–21.

### **Week 2: What is Democracy (13 Jan)**

1. Haerpfer Bernhagen and Welzel, 2009, "Democratic and Undemocratic States", 10-23.
2. Dahl, Robert. 2000. "What is Democracy", 35-43.
3. Diamond, Larry. "Defining and Developing Democracy." In *Developing Democracy: Toward Consolidation*, 1–23. JHU Press, 1999.
4. Rhoden, T.f. 2015. "The Liberal in Liberal Democracy." *Democratization* 22 (3): 560–78.

### **Recommended:**

1. Huntington, Samuel P. "What?" In *The Third Wave: Democratization in the Late Twentieth Century*, 3-13. University of Oklahoma Press, 1993.
2. Schmitter, Philippe C, and Terry Lynn Karl. "What Democracy Is. . . and Is Not." *Journal of Democracy* 2, no. 3 (1991): 75–88.
3. Michael Crowley. 2013. "[Obama's Egypt Test: Just What Is 'Democracy,' Anyway?](#)" *Time*. Accessed July 10.

Questions: What is a democracy? What is a polyarchy? What is the difference between state and democracy? Is "stateness" a necessary condition for democratization?

### **Week 3: Theories of Democratization (20 Jan)**

1. Haerpfer Bernhagen and Welzel, 2009, "Theories of Democratization", 74–88.
2. Neto, L., Papaterra, F., Cheibub, J.A., Alvarez, M.M., and Przeworski, A., 1996. What Makes Democracies Endure? *Journal of Democracy*, 7 (1), 39–55.
3. O'Donnell, Guillermo and Philippe C. Schmitter. "Defining Some Concepts (and Exposing Some Assumptions)." In *Transitions from Authoritarian Rule: Tentative Conclusions*, 6–47. JHU Press, 1986.
4. Dahl, Robert. 2000. "What Political Institutions does Large-Scale Democracy Require?" 83-99.
5. and "What underlying conditions favour democracy?" 145-165.

### **Recommended:**

1. Ross, Michael L. 2001. "Does Oil Hinder Democracy?" *World Politics* 53(03): 325–61.
2. Lipset, Seymour Martin. "Some Social Requisites of Democracy: Economic Development and Political Legitimacy." *American Political Science Review* 53, no. 01 (September 25, 2012): 69–105.
3. Huntington, Samuel P. "What", In *The Third Wave: Democratization in the Late Twentieth Century*, 13-30. University of Oklahoma Press, 1993.

Questions: What are the structural preconditions for democratization? Does economic development always go hand in hand with democracy? Is a large middle-class necessary for democratization to emerge? Does oil hinder democracy?

#### **Week 4: Measuring Democracy (27 Jan)**

1. Haerpfer Bernhagen and Welzel, 2009, "Measuring Democracy", 24–38.
2. Coppedge, Michael et.al. 2011. "Conceptualizing and Measuring Democracy: A New Approach." *Perspectives on Politics* 9(02): 247–67.
3. Collier, David, and Robert Adcock. 1999. "Democracy and Dichotomies: A Pragmatic Approach to Choices About Concepts." *Annual Review of Political Science* 2(1): 537–65.

#### **Recommended:**

1. Collier, David, and Steven Levitsky. "Democracy with Adjectives: Conceptual Innovation in Comparative Research." *World Politics* 49, no. 03 (1997): 430–451.
2. [Freedom House](#)
3. Freedom House, "[Methodology](#)"
4. [Polity IV Project](#)
5. [Bertelsman Transformation Index](#)
6. [EIU Democracy Index](#),

Questions: How can democracy be measured? What are the advantages and disadvantages of minimalist concept of democracy? What are hybrid regimes? Are some qualities of democracy more important than others?

#### **Week 5: Causes and Dimensions of Democracy (3 Feb)**

1. Haerpfer Bernhagen and Welzel, 2009, "International Context", 92-104.
2. Fish, M. Steven, and Robin S. Brooks. 2004. "Does Diversity Hurt Democracy?" *Journal of Democracy* 15(1): 154–66.
3. Diamond, Larry. 1999. "Political Culture." In *Developing Democracy: Toward Consolidation*, 161-217. Baltimore: Johns Hopkins University Press. (Read selectively)
4. Diamond, Larry. 2010. "Why Are There No Arab Democracies?" *Journal of Democracy* 21(1): 93–112.

#### *Islam and Democracy*

1. Ghobash, Omar Saif, and Omar Saif Ghobash. 2016. "[Advice for Young Muslims](#)." *Foreign Affairs*, November 29.
2. Filaly-Ansary, Abdou. 1999. "Muslims and Democracy." *Journal of Democracy* 10(3): 18–32.
3. Economist. 2011. "[Uneasy Companions](#)." *The Economist*. (November 13, 2014).
4. Pepinsky, Thomas B., R. William Liddle, and Saiful Mujani. 2012. "Testing Islam's Political Advantage: Evidence from Indonesia." *American Journal of Political Science* 56(3): 584–600.

5. Zakaria, Fareed. 2004. "Islam, Democracy, and Constitutional Liberalism." *Political Science Quarterly* 119(1): 1–20.

*Asian Values Debate*

6. Fukuyama, Francis. 1997. "The Illusion of Exceptionalism." *Journal of Democracy* 8(3): 146–49.
7. Fukuyama, Francis. 1995. "Confucianism and Democracy." *Journal of Democracy* 6(2): 20–33.
8. Kim, Yung-Myung. 1997. "'Asian-Style Democracy': A Critique from East Asia." *Asian Survey* 37(12): 1119–34.
9. Kausikan, Bilahari. 1997. "Governance That Works." *Journal of Democracy* 8(2): 24–34.

Questions: Is democracy universal? Does diversity hurt democracy? Is Islam incompatible with democracy? Are "Asian values" incompatible with democracy? How can we measure political culture and mass values?

**Week 6: Gender Equality and Democratization (10 Feb)**

1. Haerpfer Bernhagen and Welzel, 2009, "Gender and Democratization", 145-157.
2. Beer, Caroline. 2009. "Democracy and Gender Equality." *Studies in Comparative International Development* 44(3): 212–27.
3. Inglehart, Ronald, and Pippa Norris. 2001. "Cultural Obstacles to Equal Representation." *Journal of Democracy* 12(3): 126–40.

**Recommended:**

1. Mansbridge, Jane. 1999. "Should Blacks Represent Blacks and Women Represent Women? A Contingent 'Yes.'" *The Journal of Politics* 61 (3): 628–57. doi:10.2307/2647821.
2. Paxton, Pamela. 2000. "Women's Suffrage in the Measurement of Democracy: Problems of Operationalization." *Studies in Comparative International Development* 35(3): 92–111.
3. Rizzo, Helen, Abdel-Hamid Abdel-Latif, and Katherine Meyer. 2007. "The Relationship Between Gender Equality and Democracy: A Comparison of Arab Versus Non-Arab Muslim Societies." *Sociology* 41(6): 1151–70.
4. Htun, Mala, and S. Laurel Weldon. 2010. "When Do Governments Promote Women's Rights? A Framework for the Comparative Analysis of Sex Equality Policy." *Perspectives on Politics* 8 (01): 207–16. doi:10.1017/S1537592709992787.
5. Yoon, Mi Yung. 2004. "Explaining Women's Legislative Representation in Sub-Saharan Africa." *Legislative Studies Quarterly* 29(3): 447–68.
6. UNDP. 2013. *Democracy and Gender Equality: The Role of the UN*. UNDP. <http://www.idea.int/publications/democracy-and-gender-equality/index.cfm> (November 13, 2014).
7. IPU. 2012. "[Women in Parliaments: World and Regional Averages](#)." (February 9, 2013).



Questions: Is gender equality a necessary feature of democracy? What are the benefits and costs of taking descriptive representation seriously? Is substantive representation possible? How might gender equality reduce the risk of democratization failing?

### **Week 7: Reading Week (17 Feb)**

### **Week 8: Job Search Strategies and Mass Mobilizations (24 Feb)**

1. Haerpfer Bernhagen and Welzel, 2009, "Social Movement, Trade Unions and Advocacy Networks", 145-157.
2. Stepan, Alfred, and Juan J. Linz. 2013. "Democratization Theory and the 'Arab Spring.'" *Journal of Democracy* 24(2): 15–30.
3. Hinnebusch, Raymond. 2015. "Globalization, Democratization, and the Arab Uprising: The International Factor in Mena's Failed Democratization." *Democratization* 22 (2): 335–57.
4. Paczynska, Agnieszka. 2013. "Cross-Regional Comparisons: The Arab Uprisings as Political Transitions and Social Movements." *PS: Political Science & Politics* 46(2): 217–21.

Questions: What is the structuralist perspective on the role of mass movement in democratization? Are protests always favourable to democracy? What are the lessons learnt from the Arab Spring in the Middle-East?

### **Recommended:**

1. Garrett, R. Kelly. 2006. "Protest in an Information Society: A Review of Literature on Social Movements and New ICTs." *Information, Communication & Society* 9 (2): 202–24.
2. Bellin, Eva. 2012. "Reconsidering the Robustness of Authoritarianism in the Middle East: Lessons from the Arab Spring." *Comparative Politics* 44(2): 127–49.
3. Bayat, Asef. 2002. "Activism and Social Development in the Middle East." *International Journal of Middle East Studies* 34(01): 1–28.
4. "Protest and Social Movements: A Sine Qua Non for Democracy." 2014. openDemocracy. <https://www.opendemocracy.net/can-europe-make-it/cristina-flesher-fominaya-laurence-cox/protest-and-social-movements-sine-qua-non> (November 13, 2014).
5. "Krastev, Ivan. 2014. "From Politics to Protest." *Journal of Democracy* 25(4): 5–19.
6. Arab Spring: An Interactive Timeline of Middle East Protests." 2011. Guardian. <http://www.guardian.co.uk/world/interactive/2011/mar/22/middle-east-protest-interactive-timeline> (November 6, 2011).
7. Economist. 2013. "[The Protests Around the World: The March of Protest.](#)" (July 4, 2013).
8. Economist. 2013. "Free to Protest, Just a Bit." *The Economist*, June 18.
9. Fukuyama, Francis. 2013. "[The Middle-Class Revolution.](#)" *Wall Street Journal*.

### **Week 9: Digital Technology and Democracy (2 Mar)**

1. Haerpfer Bernhagen and Welzel, 2009, "The Media", 234-248.
2. Howard, Philip N., and Muzammil M. Hussain. 2013. *Democracy's Fourth Wave? Digital Media and the Arab Spring*. Oxford; New York: Oxford University Press, 3-34.
3. Karakaya, Suveyda, and Rebecca A. Glazier. 2019. '[Media, Information, and Political Participation: The Importance of Online News Sources in the Absence of a Free Press](#)'. *Journal of Information Technology & Politics* 0 (0): 1–17.
4. Stein, Elizabeth A. 2014. '[The Media in Transitional Democracies](#)'. *Democratization* 21 (3): 579–81.
5. Deibert, Ronald J. 2019. '[The Road to Digital Unfreedom: Three Painful Truths About Social Media](#)'. *Journal of Democracy* 30 (1): 25–39.
6. Diamond, Larry. 2010. '[Liberation Technology](#)'. *Journal of Democracy* 21 (3): 69–83.

### **Recommended:**

1. Mottaz, Laura. 2010. "New Media in Closed Societies: The Role of Digital Technologies in Burma's Saffron Revolution." *Democracy & Society* 7(2): 23–25.
2. George, Cherian. 2005. "The Internet's Political Impact and the Penetration/Participation Paradox in Malaysia and Singapore." *Media, Culture & Society* 27(6): 903–20.
3. Bailard, Catie. 2014. "[The Other Facebook Revolution](#)." *Foreign Affairs*.
4. Freedom House. 2014. "[Freedom of the Press](#)." (November 14, 2014).
5. Freedom House. 2009. [Freedom on the Net: A Global Assessment of Internet and Digital Media](#). (November 14, 2014).
6. Morozov, Evgeny. 2009. "Iran: Downside to the 'Twitter Revolution.'" *Dissent* 56(4): 10–14.

### **Week 10: Digital Authoritarianism (9 Mar)**

1. Shahbaz, Adrian. 2018. '[Freedom on the Net 2018: The Rise of Digital Authoritarianism](#)'. 30 October 2018.
2. Greitens, Sheena Chestnut. 2013. 'Authoritarianism Online: What Can We Learn from Internet Data in Nondemocracies?' *PS: Political Science & Politics* 46 (2): 262–70.
3. Feldstein, Steven. 2019. '[The Road to Digital Unfreedom: How Artificial Intelligence Is Reshaping Repression](#)'. *Journal of Democracy* 30 (1): 40–52.
4. Bulovsky, Andrew. 2018. '[Authoritarian Communication on Social Media: The Relationship between Democracy and Leaders' Digital Communicative Practices](#)'. *International Communication Gazette* 0 (0): 1–26.
5. Cheeseman, Nic, Gabrielle Lynch, and Justin Willis. 2018. '[Digital Dilemmas: The Unintended Consequences of Election Technology](#)'. *Democratization* 25 (8): 1397–1418.

**Recommended:**

1. Nye, Joseph S. 2018a. '[China's Soft and Sharp Power by Joseph S. Nye](#)'. Project Syndicate. 4 January 2018.
2. '[Does Technology Favor Tyranny?](#)' 2019. Foreign Affairs. 13 February 2019.
3. Cardenal, Juan Pablo, Jacek Kucharczyk, Grigoriji Meseznikov, and Gabriela Pleschova. 2017. '[Sharp Power: Rising Authoritarian Influence](#)'. New Forum Report. National Endowment for Democracy.
4. Gerschewski, Johannes, and Alexander Dukalskis. 2018. 'How the Internet Can Reinforce Authoritarian Regimes: The Case of North Korea'. Georgetown Journal of International Affairs; Washington 19: 12.
5. Deibert, Ron. 2015. 'Authoritarianism Goes Global'. Journal of Democracy 26 (3): 64–78.
6. Walker, Christopher, and Jessica Ludwig. 2017. '[The Meaning of Sharp Power](#)'. Foreign Affairs, 16 November 2017.
7. '[Freedom on the Net 2017: Manipulating Social Media to Undermine Democracy](#)'. 2017. 27 October 2017.
8. BBC. 2017. '[Iran Restricts Apps Used by Protesters](#)'. BBC News, 31 December 2017, sec. Middle East.
9. Qiang, Xiao. 2019. '[The Road to Digital Unfreedom: President Xi's Surveillance State](#)'. Journal of Democracy 30 (1): 53–67.
10. Economist. 2017a. 'Do Social Media Threaten Democracy', 4 November 2017.

Questions: What is sharp power? How does digital media undermine democracies? What are the ways which authoritarian regimes use digital media to entrench power?

**Week 11: Democratization in Asia (16 Mar)**

1. Haerpfer Bernhagen and Welzel, 2009, 356-376 (East and Southeast Asia).
2. Croissant, Aurel. 2004. "From Transition to Defective Democracy: Mapping Asian Democratization." Democratization 11(5): 156–78.
3. Case, William. 2009. "Low-Quality Democracy and Varied Authoritarianism: Elites and Regimes in Southeast Asia Today." The Pacific Review 22(3): 255–69.
4. Schock, Kurt. 1999. '[People Power and Political Opportunities: Social Movement Mobilization and Outcomes in the Philippines and Burma](#)'. Social Problems 46 (3): 355–75.
5. Gainous, Jason, Kevin M. Wagner, and Jason P. Abbott. 2015. '[Civic Disobedience: Does Internet Use Stimulate Political Unrest in East Asia?](#)' Journal of Information Technology & Politics 12 (2): 219–36.
6. Croissant, Aurel. 2013. "Coups and Post-Coup Politics in South-East Asia and the Pacific: Conceptual and Comparative Perspectives." Australian Journal of International Affairs 67(3): 264–80.

**Recommended:**

1. Case, William F. 1996. "Can the 'Halfway House' Stand? Semidemocracy and Elite Theory in Three Southeast Asian Countries." Comparative Politics 28(4): 437–64.

2. Pei, Minxin. 1994. "The Puzzle of East Asian Exceptionalism." *Journal of Democracy* 5(4): 90–103.

Questions: What structural factors are conducive for democratization in East and Southeast Asia? What are the obstacles to democratization in this region? Should the regimes in this region be considered "low-quality" or "defective"? What factors will push the region to democratize?

**Week 12: Final exam review and group discussions (23 Mar)**

**Week 13: Final in-class exam (30 Mar)**

**Week 14: Authoritarian Survival and Breakdown (6 Apr)**

1. Haerpfer Bernhagen and Welzel, 2009, "Failed Democratization", 249-268.
2. Plattner, Marc F. 2015. "Is Democracy in Decline?" *Journal of Democracy* 26 (1): 5–10.
3. Zakaria, Fareed. 2016. "Populism on the March: Why the West Is in Trouble." *Foreign Affairs* 95: 9.  
<http://heinonline.org/HOL/Page?handle=hein.journals/fora95&id=1171&div=&collection=>.

**Recommended:**

1. O'Donnell, Guillermo A. "Illusions About Consolidation." *Journal of Democracy* 7, no. 2 (1996): 34–51.
2. Diamond, Larry. 2015. "Facing Up to the Democratic Recession." *Journal of Democracy* 26 (1): 141–55. doi:10.1353/jod.2015.0009.

Questions: What is a failed democracy? What factors might support or undermine democracy? What is the difference between a failed democracy and an autocracy?

## **COURSE POLICIES**

### **Submission of Assignments**

The weekly responses are to be submitted on Avenue to Learn every Sunday night before our Monday class. Submit your Case Study electronically on Avenue before class and also the Final Research paper electronically on Avenue.

### **Citation and Style Guidelines**

All written work ought to follow the author-date citation style according to the [Chicago Manual of Style](#).

### **Grades**

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

### **In-class Behavior**

All cell-phones must be turned off and stowed away during class. If you used your cell phones repeatedly for non-course work related business, you will be ask to leave the classroom.

### **Absences, Missed Work, Illness**

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work".

### **Late Assignments**

Assignments turned in after the beginning of the class will not earn full credit. **10 percent of the total grade will be deducted each day after the submission deadline (weekends count as one day). Late assignments will NOT be accepted 48 hours after the original deadline. To avoid late penalties and ensure fairness, a MSAF or medical certification for assignments worth 25% or more that has been presented to your Faculty Office is required.** The MSAF or medical certification must be presented to the instructor **no later than the day of the assignment due date.** If

you anticipate having problems meeting the assignment deadlines, contact me before the due date to discuss your situation.

### **Avenue to Learn**

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

### **Turnitin.com**

In this course we will be using a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. Students will be expected to submit their work electronically either directly to Turnitin.com or via Avenue to Learn (A2L) plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty. Students who do not wish to submit their work through A2L and/or Turnitin.com must still submit an electronic and/or hardcopy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more information please refer to the [Turnitin.com Policy](#).

### **Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)**

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a RISO accommodation should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests

### **University Policies**

#### **Academic Integrity Statement**

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](#).

The following illustrates only three forms of academic dishonesty

- Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- Improper collaboration in group work.
- Copying or using unauthorized aids in tests and examinations.

### **Academic Accommodation of Students with Disabilities**

Students who require academic accommodation must contact [Student Accessibility Services \(SAS\)](#) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail [sas@mcmaster.ca](mailto:sas@mcmaster.ca). For further information, consult McMaster University's Policy for [Academic Accommodation of Students with Disabilities](#).

### **Faculty of Social Sciences E-mail Communication Policy**

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

### **Course Modification**

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

## **Additional Resources**

### **Suggested Journals**

[Comparative Political Studies](#)

[Democratization](#)

[Foreign Affairs](#)

[Journal of Comparative Politics](#)

[Journal of Democracy](#)

[World Politics](#)

### **Websites and Datasets**

[Amnesty International](#)

[Democracy Web](#)

[Economist Democracy Index](#)

[Freedom House](#)

[Human Rights Quarterly](#)

[IDEA Institutional Institute for Democracy and Electoral Assistance](#)

[Perceptions of Electoral Integrity Index](#)

[Pippa Norris Democratization Index](#)

[Bertelsmann Transformation Index](#)

[Varieties of Democracy Index](#)

[Reporters Without Borders Index](#)

[World Values Survey](#)

### **Advice on Writing**

Gerring, John. [General Advice on Social Science Writing.](#)

Gerring, John. forthcoming. "[Advice on Essay Writing.](#)"

Elkins, Zachary. 2014. "[Perspectives on the Craft of Writing.](#)"

### **Bibliography Citation Guides**

[Chicago Manual of Style](#)

[McMaster Citation and Styles Guide](#)