COURSE OVERVIEW

The “third wave of democratization” has stalled in 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.

COURSE REQUIREMENTS

1. CLASS PARTICIPATION (15%)
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. 1 X READING LEADERSHIP (15%)
You will lead a class discussion based on one required reading, once in the course (10%). You will sign up for your leadership roles and readings in the first class. You will upload your outline onto Avenue before presentation so that the class can access it. During your leadership, you will highlight 3 key points in the article and raise at least 1 question for discussion. If there are two leaders in a week, please discuss amongst yourselves to ensure no overlap in the readings covered for the week. Each reading discussion should be no more than 15 mins. You will be evaluated based on the quality of your discussion points and the degree to which your questions advance the discussion or lead to fresh insights. You are welcome to share hardcopies of your outline in class.

3. ANNOTATED BIBLIOGRAPHY (10%): DUE 9 FEB
You will submit an annotated bibliography with at least 10 readings on one of the weekly topics (Weeks 1-15) covered in this course. To learn how to write an annotated bibliography, see http://www.writing.utoronto.ca/images/stories/Documents/annotated-bibliography.pdf
You are encouraged to use Zotero – a bibliographic management and research tool, download it for free here: https://www.zotero.org/. You will submit your bibliography electronically on Avenue. All late submissions will be penalized (see penalty in the Course Policies).

4. Short Argumentative Essay (30%): DUE 9 MAR
You will write a 2,500 words argumentative paper (no more than 6 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).

Essay 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. Social media 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 hardcopy in class and upload a soft copy electronically on Avenue. All late submissions will be penalized (see penalty in the Course Policies).

9. Final Exam (30%): 23 MAR
A 2.5 hours final exam will be conducted in class on 23 MAR. 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.

Summary of Course Requirements

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<th>Assignments</th>
<th>Grade</th>
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<tbody>
<tr>
<td>1. Class discussion and participation</td>
<td>/15</td>
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<td>2. 1 x Reading leadership</td>
<td>/15</td>
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<td>3. 1 Annotated Bibliography</td>
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<td>4. Short Argumentative Essay</td>
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<td>5. Final Exam</td>
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<td><strong>Final Grade</strong></td>
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</table>
COURSE SCHEDULE

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<tr>
<th>Wk</th>
<th>Dates</th>
<th>2:30-5:20pm</th>
<th>Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5 Jan</td>
<td>Introduction</td>
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<tr>
<td>2</td>
<td>12 Jan</td>
<td>What is Democracy?</td>
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<td>3</td>
<td>19 Jan</td>
<td>Theories of Democratization</td>
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<td>4</td>
<td>26 Jan</td>
<td>Measuring Democracy</td>
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<td>5</td>
<td>2 Feb</td>
<td>Political Culture and Beliefs</td>
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<td>6</td>
<td>9 Feb</td>
<td>Gender and Democratization</td>
<td>Annotated Bibliography Due</td>
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<td>7</td>
<td>16 Feb</td>
<td>Effects of Media</td>
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<tr>
<td>8</td>
<td>23 Feb</td>
<td>Mid-Term Recess</td>
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<td>9</td>
<td>2 Mar</td>
<td>Social Movement and the Arab Spring</td>
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<td>10</td>
<td>9 Mar</td>
<td>Democratization in Asia</td>
<td>Short Essay Due</td>
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<td>11</td>
<td>16 Mar</td>
<td>Democratization in Sub-Saharan Africa</td>
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<td>12</td>
<td>23 Mar</td>
<td>In-Class Final Exam</td>
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<td>13</td>
<td>30 Mar</td>
<td>No Class, Good Friday</td>
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<td>14</td>
<td>6 Apr</td>
<td>Failed Democratization &amp; Course Review</td>
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RECOMMENDED TEXTS


These books are available for purchase in the bookstore and on Course Reserve at Mill’s library.

WEEKLY READINGS

WEEK 1: INTRODUCTION


WEEK 2: WHAT IS DEMOCRACY?


Recommended:

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
5. and “What underlying conditions favour democracy?” 145-165.

Recommended:

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

Recommended:
5. Bertelsman Transformation Index, http://www.bti-project.org/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 6: DOES CULTURE MATTER?

Recommended:
Ethnic Diversity

Islam and Democracy

Asian Values Debate

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? Does mass demand for democracy translate to democratization?

WEEK 7: IS GENDER EQUALITY NECESSARY FOR DEMOCRATIZATION?

Recommended:
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 8: EFFECTS OF SOCIAL MEDIA ON DEMOCRACY


Recommended:


Questions: Can the media affect democratization? What is the role of social media in a regime transition? How do libel laws affect independent reporting? How does the media/social media undermine an authoritarian regime? Is censorship necessary in divided societies?

WEEK 9: MID-TERM RECESS

WEEK 10: MASS MOVEMENT AND THE ARAB SPRING IN THE MIDDLE EAST

Recommended:

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

WEEK 11: ARE ASIAN DEMOCRACIES DEFECTIVE?
1. Haerpfer Bernhagen and Welzel, 2009, 356-376. (East and Southeast Asia)

Recommended:

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: SLOW DEMOCRATIZATION IN SUB-SAHARA AFRICA
1. Haerpfer Bernhagen and Welzel, 2009, 339-355. (Sub-Sahara Africa)

Recommended:

Questions: What structural factors are conducive for democratization Africa? What obstruct democratization in this region? What will facilitate democratization in this region?

WEEK 13: IN CLASS FINAL EXAM

WEEK 14: NO CLASS – GOOD FRIDAY

WEEK 15: FAILED DEMOCRATIZATION AND COURSE REVIEW


Recommended:


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

Suggested Journals
Comparative Political Studies: http://cps.sagepub.com.libaccess.lib.mcmaster.ca/
Commonwealth and Comparative Politics: http://www.tandfonline.com.libaccess.lib.mcmaster.ca/toc/fccp20/current#VGX9YfSo
Democratization: http://www.tandfonline.com.libaccess.lib.mcmaster.ca/toc/fdem20/current#VGX9YfSo
Foreign Affairs: http://www.foreignaffairs.com/
Journal of Comparative Politics: http://jcp.gc.cuny.edu/
World Politics: http://journals.cambridge.org.libaccess.lib.mcmaster.ca/action/displayJournal?id=WPO

Websites and Datasets
Amnesty International: http://www.amnesty.org/
Democracy Web: http://www.democracyweb.org/toc.php
Freedom House: https://freedomhouse.org/
Human Rights Quarterly: http://muse.jhu.edu/journals/hrq/
IDEA Institutional Institute for Democracy and Electoral Assistance: http://www.idea.int/
Pippa Norris Democratization Index: http://www.hks.harvard.edu/fs/pnorris/Data/Data.htm
Bertelsmann Transformation Index: https://www.bti-project.org/en/home/
Varieties of Democracy Index: https://www.v-dem.net/en/
Reporters Without Borders Index: https://rsf.org/en/ranking
World Values Survey: http://www.worldvaluessurvey.org/wvs.jsp

Advice on Writing
Gerring, John. General Advice on Social Science Writing.
Elkins, Zachary. 2014. “Perspectives on the Craft of Writing.”

Bibliography Citation Guides
Chicago Manual of Style: http://www.chicagomanualofstyle.org/16/contents.html
McMaster Citation and Styles Guide: http://library.mcmaster.ca/citation-and-style-guides

How to write an Annotated Bibliography
Cornell guide: http://guides.library.cornell.edu/annotatedbibliography
SFU guide: http://www.lib.sfu.ca/help/cite-write/citation-style-guides/annotated-bibliography
GENERAL COURSE POLICIES

Citation and Style Guidelines
All written work ought to follow the author-date citation style according to the Chicago Manual of Style available here: https://library.mcmaster.ca/citation-and-style-guides

Late Assignments (READ THIS CAREFULLY)
Assignments are due at the beginning of class on the due dates. 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. Late assignments will not be accepted 48 hours after the original deadline.** To avoid late penalties and ensure fairness, a MSAF or medical certification that has been presented to Social Sciences Faculty Office is required. If you anticipate having problems meeting the deadlines, please contact me before the assignment is due to discuss your situation. It is YOUR responsibility to email or meet with me to discuss alternative arrangements for late assignments.

In-class Behaviour
All cell-phones must be turned off and stowed away during class.

Academic Dishonesty
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 consists of misrepresentation by deception or by other fraudulent means and 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 kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, located at www.mcmaster.ca/academicintegrity. The following illustrates only three forms of academic dishonesty:
1. Plagiarism (e.g. work that is not one’s own or for which other credit has been obtained).
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

Accommodations for Students with Disabilities
Special arrangements can be made for students with disabilities. If you need assistance because of a disability please consult with the Student Accessibility Services (SAS), MUSC Room B107, ext. 29652. Information is also available online, at http://sas.mcmaster.ca/. Once you have consulted with a program coordinator, you need to notify me as soon as possible with respect to your accommodation needs.

McMaster Statement on Electronic Resources.
In this course, we will be using the Avenue2Learn site (avenue.mcmaster.ca). 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 me.

Course Modifications
The instructor and university reserve the right to modify elements of the course during the term. The student is responsible for keeping up with the changes, which will either be announced in class or via Avenue to Learn. 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.
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.

Suggestions for Writing an Argumentative Research Paper

CHECKLIST

- Keep to word/page limit.
- Answer the question.
- Ensure that you have adequate empirical evidence/examples to support any statement that you're going to make, which can be challenged
- Use the spell-check on your computer.
- Check through your work to ensure that it is free of spelling, typing, grammatical and other errors.
- Plagiarism is an offence. Make sure you cite your sources.
- Use Chicago Manual In-Text Citation Style, see http://www.chicagomanualofstyle.org/tools_citationguide.html or https://library.mcmaster.ca/articles/chicago-manual-style-onlin
- All papers should contain a bibliography or work-cited. Consider using bibliography software such as Zotero: https://www.zotero.org/ (is free!)

Your research paper should have at least three parts: introduction, the middle and the conclusion. The three sections include the following:

Introduction

- A clear and strong thesis statement of the problem you propose to tackle (you need to take a position)
- STATE YOUR THESIS UPFRONT IN YOUR INTRODUCTION
- Show how the essay is constructed around a central hypothesis, question or issue.
- A guide to how the essay is organized.
- A preliminary statement of conclusions
- For example: In this essay, I will argue that ...

The Middle

- The overall structure may vary according to topic and how you tackle it.
- Remember what the marker/reader is looking for.
- Flesh out the issue/hypothesis you are addressing and then develop a clear argument.
- Present the evidence, detailed examples or case studies. Use the course readings and lecture notes to expand on your argument. You need to demonstrate theoretical understanding (key scholars involved and their respective positions) and empirical knowledge (cases/countries/timing etc).

Conclusion

- Summarize your analysis (If you do not have any conclusion, your essay is not clear enough. But don't be afraid to be inconclusive if that's where your argument leads you. If you have to introduce new material in the conclusion to establish what you want to say, then you consider rewriting the essay and incorporating this material in the body of the text.)
- Be modest but clear in your claims.