POL SCI 4KC3: COMPARATIVE DEMOCRATIZATION
Fall 2016-7, Term 1

Professor: Dr. Netina Tan
Office: KTH 541
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Classes: 2:30pm-5:20pm, Mondays
Class venue: TSH 512
Office Hours: 12:30-2:00pm, Tuesdays or by appointment

COURSE OVERVIEW
The number of democracies has more than doubled around the world since the 1970s. However, this “third wave of democratization” and its recent stagnation 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 will begin by considering the theoretical debates in defining and measuring democracy before examining the challenges in the rise, consolidation and breakdown of democracies, especially in the Middle-East, Asia and Sub-Sahara 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
- **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.**

- **1 Reading Leadership (10%)**
  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 also 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.
- 10 Weekly Reading Responses (10%): Due Sunday night by 10pm.
You are expected to complete all the required readings before class. In addition, you will also write a response (about 150 words) on one of the week’s assigned readings (only book chapters and journal articles, exclude news articles) and upload it on the Avenue’s discussion under the appropriate folder in “Discussion”. All weekly responses will be submitted on Avenue every Sunday night by 10pm.

- Annotated Bibliography (10%): Due 24 Oct
You will submit an annotated bibliography with at least 10 readings on one of the weekly topics (Weeks 2-13) 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 strongly encouraged to learn to use Zotero – a bibliographic management and research tool, download it for free here: https://www.zotero.org/. You will submit your bibliography in hardcopy in class and upload a soft copy electronically on Avenue on 24 Oct. All late submissions will be penalized (see penalty in the Course Policies).

- Short Argumentative Essay (25%): Due 14 Nov
You will write a 2,500-word 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 unnecessary 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 on 14 Nov. All late submissions will be penalized (see penalty in the Course Policies).

- Final Exam (30%): 28 Nov
A 2.5 hours final exam will be conducted in class on 28 Nov, Monday. This exam will be cumulative and cover all the materials introduced in Weeks 1-11. The final examination will begin at 2:30 pm. The final exam will consist of concept definitions, short answers and essays.
• Summary of Course Requirements

Assignments Grade
1. Class discussion and participation /15
2. 1 x Reading leadership /10
3. 10 x Weekly reading responses /10
4. 1 Annotated Bibliography /10
5. Short Argumentative Essay /25
6. Final Exam /30

Final Grade /100

COURSE SCHEDULE

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<td>12 Sep</td>
<td>Introduction</td>
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<td>2</td>
<td>19 Sep</td>
<td>What is a Democracy?</td>
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<td>3</td>
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<td>Theories of Democratization</td>
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<td>6</td>
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<td>Political Culture and Beliefs</td>
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<td>7</td>
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<td>Gender and Democratization</td>
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<td>Effects of Media</td>
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<td>Social Movement and the Arab Spring</td>
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<td>Democratization in Asia</td>
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<td>13</td>
<td>5 Dec</td>
<td>Failed Democratization &amp; Course Review</td>
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RECOMMENDED TEXTS


These books are 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

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:

- Bertelsman Transformation Index, [http://www.bti-project.org/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 5: Mid-Term Recess

Week 6: Political Culture and Mass Beliefs


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: Gender Equality and 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 Media on Democracy

Recommended:
• Rawnsley, Gary D., and Ming-Yeh T. Rawnsley. 1998. “Regime Transition and the Media in

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: Social 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 10: “Defective” Democracies in Asia

- 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 11: Slow Democratization in Sub-Saharan Africa

- Haerpfer Bernhagen and Welzel, 2009, 339-355. (Sub-Saharan 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 12: Final Exam
Week 13: Failed Democratization and Course Review

- Bunce, Valerie. “Comparative Democratization Big and Bounded Generalizations.” Comparative Political Studies 33, no. 6–7 (September 1, 2000): 703–734.

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#.VGYXD9YtfSo
Democratization:
http://www.tandfonline.com.libaccess.lib.mcmaster.ca/toc/fdem20/current#.VGYVr9YtfSo
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?jid=WPO

Websites and Datasets
Amnesty International: http://www.amnesty.org/
Democracy Web: http://www.democracyweb.org/toc.php
Economist Democracy Index:
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

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
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. 20 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 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

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 a Argumentative Research Paper

Checklist
- Keep to word/page limit.
- Answer the question.
- Ensure that you have adequate evidence 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).
- 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 conclusions, 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.