

**UNIVERSITY OF BRITISH COLUMBIA**  
**POLITICAL SCIENCE 334 (001)**  
**Comparative Democratization**

**Term 1, 2022-23**

**Tuesdays (Non-SAR students) & Thursdays (SAR project students) 11:00-12:30**

**Location: CHBE 102**

**Professor: Lisa McIntosh Sundstrom (she/her)**

**Virtual/ In Person Office Hours:** Tuesdays 14:00-15:00 and Thursdays 16:00-17:00 or by appointment (please schedule via Calendly and you can choose whether to meet me in person in my office or on Zoom): <https://calendly.com/lisa-sundstrom/professor-sundstrom-s-office-hours>

**Office:** Buchanan C309

**Telephone:** 604-822-6331

**Email:** [lisa.sundstrom@ubc.ca](mailto:lisa.sundstrom@ubc.ca)

**TA:** Rafiqua Ferdousi ([rafiqua@student.ubc.ca](mailto:rafiqua@student.ubc.ca)) (she/her)

**TA Virtual Office Hours:** Mondays 2:30pm-3:30pm on Zoom (advance sign-up via Calendly; additional hours will be announced around assignment deadline times):

<https://calendly.com/rafiqua/poli-334-ta-office-hours>

### ***Course Description***

The literature on democratization of political regimes has grown exponentially over the past several decades. This interest in political science has grown in large part as a response to real-world events: during the so-called “third wave of democratization” that began in the 1970s, the number of countries with democratic regimes more than doubled to a peak around 2010. However, according to the Varieties of Democracy (V-Dem) Institute, 2019 was the first year since 2001 when democracies constituted only a minority of political regimes in the world; we are now firmly in a “third wave of autocratization.” However, the autocracies of today look very different from those of the past, given a longstanding global normative context that encourages democratically elected governments. In recent years, an enormous number of “hybrid” electoral authoritarian regimes have developed in new and seemingly durable forms, leading scholars to question the initial theoretical paradigm of democratization that assumed full-fledged democracies as the outcome. Despite all of this scholarly scrutiny, we still possess inadequate knowledge of the dynamics causing the onset of democracy and different regime outcomes, and a great deal of disagreement persists among scholars concerning the best way to define democracy.

In this course, we begin by considering some controversies in defining democracy and how universally suitable it is as a form of government, as well as two competing schools of thought in explaining the emergence and stability of democratic regimes. We will then move to examine specific factors influencing democratization: formal institutional design, civil society, informal institutions, economic crises, post-conflict environments, and international actors and pressures. We examine attempts by democracies to promote democracy elsewhere, and attempts by

autocracies to undermine it. We end the course with consideration of two current crises affecting democracy: trends of populist political leadership and the enduring impacts of the COVID-19 pandemic.

Because of the time limits of the course, we will restrict ourselves to certain topics. The course focuses mainly on transitions to democratic rule in countries that have recently been ruled by authoritarian regimes, rather than the problems of insufficient democratic practices in countries that long ago established democratic regimes. However, where relevant, we also discuss recent trends in Western democracies that have threatened the quality of democracy. I will bring examples from many diverse areas of the world, with cases of attempted democratization and reversals of democracy from the beginning of the third wave of democratization through today. We will also regularly incorporate discussion of the countries that students are examining in an optional report assignment for the network Scholars At Risk. I welcome you to participate in class discussion and to raise interesting examples or counter-examples from any countries with which you may be familiar. We are forced to breeze through extremely important and complicated topics of discussion. However, it is my hope that this brief introduction to several topics will whet your appetite to read and learn more about processes of democratization around the world.

Our teaching assistant for the course is Rafiqua Ferdousi. She is currently a PhD student in Political Science, partially studying questions of institutions and democratization in her own research. Rafi will be marking most of the written assignments (including full responsibility for marking your major paper proposals and papers), assisting with the class discussion sessions, and helping to evaluate student participation. In addition, she will be available to meet with you one-on-one in virtual office hours.

## ***Learning Objectives***

By the end of this course, it is expected that students will be able to:

1. Understand, articulate and take a position on major debates on democracy, authoritarianism, and trends of democratization and autocratization worldwide. These topics include: debates on the meaning and value of democracy; how and why democratization occurs; the roles of civil society, institutional design, economic crisis and violent conflict, and international factors in democratization; what contemporary authoritarianism looks like and why it endures; and the impacts of COVID-19 on democracy around the world.
2. Apply the above debates to evaluate Canada's concrete foreign policy approaches to encourage democratic improvement in another country struggling with aspects of democracy, and to propose a new democratic development policy initiative for that country.
3. Identify aspects of current news developments in the world that are informed by our scholarly knowledge of democratization and autocratization.

There is an optional experiential learning component available for students as their major assignment in lieu of a term paper. This option would be to engage in a research project with a

small group of your fellow classmates, to examine problems of academic freedom in a particular country in partnership with the NGO network Scholars At Risk (<https://www.scholarsatrisk.org/>). Please see further details about this option under “course requirements” below. Further learning objectives that accompany the experiential learning component include strengthening students’ abilities to:

1. Draw connections between the academic readings on the syllabus and the research work they are doing and observations they make in their experiential learning project on academic freedom with Scholars At Risk. This includes in-class exercises evaluating the extent to which the academic literature on democracy and democratization applies accurately to the country contexts they are researching.
2. Work professionally in a collaborative team environment, through managing intra-group relationships, communications, and project management.

### ***First Nations Land Acknowledgement***

UBC’s Point Grey Campus is located on the traditional, ancestral, and unceded territory of the Musqueam people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

### ***Course Requirements and Evaluation***

- 1) **Initial and Final Course Reflections (2% and 3% respectively):** At the beginning of the course, you will submit a brief statement (300-400 words) on your thoughts about democratization around the world at the outset of the course, and questions you have that you would like to learn more about during the term (due **Monday, September 12**). At the end of the term, after looking back again at your initial reflection, you will submit a more detailed concluding reflection (600-800 words) on how your thoughts have evolved over the term, and what if any answers you have learned to the questions you outlined at the start of the course (due by **Monday, December 12**). The initial reflection will be marked on a pass/ fail basis, while the final reflection will be graded according to a rubric.
- 2) **Online Discussion Page Entries (15%):** submitting comments and questions on the course Canvas site. Each submission will be marked out of 5 points (1 point for submission, plus 1-4 points for quality and thoughtfulness of the contribution). Each weekly module in Canvas will have its own discussion page link, and **posts on that week’s material will be open through the Monday of the following week on the syllabus** (e.g. for Week 2, through Monday, Sept. 19). You should make at least four posts on discussion pages over the course of the term. No more than one per week will count, so you cannot submit all posts in one or two weeks’ discussion pages. Submit more entries if you wish, but please keep the length to a reasonable limit (300 words or less). If you submit more than 4 posts, I will count what I consider to be your 4 best-quality posts. Submit comments you have in reaction to the lectures or readings, or how current world news stories relate to the class, or questions that have arisen for you about something significant in the course materials. You may even choose to submit a reflection of how course material relates to where you are currently

located in the world, as text or even more creatively, with a video link or photos! Remember, there are no dumb questions! If you are confused about something significant in the readings, it is likely that at least one other person is, too. Questions and comments can be submitted from the beginning of term up until the last day of classes.

- 3) **Lecture and Reading Content Quizzes (20%)**: After reviewing the asynchronous lecture materials and assigned readings for each weekly module, you will take an online quiz (linked in the module) with 8 questions (generally multiple choice or true/false types). **You must complete the quiz by Friday (midnight)** at the end of each weekly module. You will have 15 minutes to complete the quiz and will be allowed two attempts at taking it (with your higher of the two marks counted). Keep in mind that questions will rotate randomly across individual quiz iterations, so students will not all receive the same set of questions. Correct answers to quiz questions will be made available to students after the deadline to take the quiz. There will be 11 quizzes across the 11 content weeks, and *I will drop the lowest quiz mark from your grade calculation for this component* – thus, each quiz is worth 2% of your total course grade.
- 4) **Major Assignment:**
- a) **Option 1: Democracy Assistance Policy Paper**: The assignment is to pretend that you are a Global Affairs Canada “country desk” development officer for a particular country wrestling with democratization, and to design international assistance programming that will support democratic development in that country. Since we will not consider “democratization by force,” you may only select country cases where there are significant domestic actors already promoting democratization, and cases where governments are at least nominally committed to democratization/ liberalization and are likely to accept assistance efforts from Canada are easier to work with.
- b) Focus on a country early in the term so that you can begin to become familiar with the current events, problems, and history and develop ideas for your paper. There is a detailed description of the assignment expectations in the “Assignment Guidance Documents” module on the course Canvas site. There are two stages to the assignment:
- i) **Paper proposal (4-5 pages, double-spaced, plus a preliminary bibliography) (5%)**
- This is a pass/ fail component. That is, you either receive a perfect mark for this 5% of your grade, or you receive zero marks. As long as you show some effort to answer all of the questions listed below in the proposal, you will receive full marks. The purposes of this short assignment are to prompt you to think early about your major paper for the course, and to ensure that you receive concrete feedback from the course teaching assistants on your ideas for the paper before handing in the final assignment.
  - The proposal should sketch out your preliminary ideas on how you will deal with the three required sections of the democracy assistance policy paper (see the detailed proposal guidance under “Assignments” in Canvas). Which country are you selecting to study? What are the contextual factors in the country that you see as being relevant in affecting democratization, which one or two will you focus on

as most important, and how will you justify these selections from a political scientist's perspective? Which foreign donors have been most active in the country, and what kinds of programs have they initiated? How successful have they been, if assessed from the standpoint of literature on democratization? What ideas do you have about possible new programs to propose in the paper, and on what principles are you basing these ideas? Where you can, throughout, cite sources that you are finding useful. Include a bibliography of all the sources you have located so far. *The more work you put into the proposal, the less work you will need to do later, and the more helpful comments the TA will be able to give you!*

- Your proposal is due by midnight on **Tuesday, October 4**. The course teaching assistant will be marking this assignment and giving you feedback. Two of your class peers will also provide feedback (see below).

**ii) Peer review of proposals (5%) (due October 14):** Following submission of your proposals, your proposal to be distributed to two classmates via an online peer reviewing tool (and in turn you will receive two classmates' proposals). The online platform will present you with a number of questions to answer about the proposals and you will also be able to make any additional comments you wish on the proposals. This is all designed to help you improve the design of one another's papers. During our live class session in Week 7, you will break into small groups with the people whose proposals you reviewed in order to discuss your comments with one another. You will receive full marks as long as you answer all questions in the review form for both proposals.

**iii) Policy Paper (10-12 pages, double-spaced) (30%)**

- See detailed guidelines on Canvas regarding the expectations for the full paper.
- The paper is due to be submitted on Canvas **by Friday, November 18**. The course teaching assistant will be marking this paper.

**c) Option 2: Group Research Report on Academic Freedom in a Focus Country for Scholars at Risk.** In this assignment, you will be conducting in-depth research with a small group of fellow classmates (groups of about 4-5 students) to write a report for the network Scholars at Risk (SAR) (<https://www.scholarsatrisk.org/>). You will be identifying further cases/ incidents similar to those highlighted in SAR's "Free to Think" global report (<https://www.scholarsatrisk.org/resources/free-to-think-2021/>), and linking developments on academic freedom to the democratization/ autocratization trends in those countries. For this option, we will be collaborating with another group of UBC students who will also be working with SAR on the same country cases, with Prof. Jenny Peterson. Our countries of focus for this year will be: Belarus, China, Egypt, India, and Iran. An online Qualtrics survey was sent out for expression of interest prior to our first class, but if you did not complete the survey but still wish to select the SAR option (if space permits), you will then need to fill in a form online to apply to participate by **Friday, September 9** in order for us to have groups formed by our Week 2 class session. Detailed assignment guidance will be posted on the course Canvas site. The assignment components of this project will be:

- i) Group research proposal (**due Friday, October 14**) (5% -- pass/ fail mark).
- ii) Attendance of and short reflections submitted on SAR speaker events throughout the term (need to attend in person or watch recordings if schedule conflicts; I anticipate that all this year will occur during our class time). SAR project students must submit at least four brief (600-800 word) reflection commentaries over the term after attending/ watching SAR project speaker events. These commentaries should be created in a single Google doc link that you create and submit as your assignment document on Canvas, adding new commentaries to the same document over the term. **Your completed reflections document is due on Canvas by Friday, December 2 (10%).**
- iii) Final group report, **due Friday, December 9 (20%).**
- iv) Individual participation mark for project (with input from group peers, TA and professor) (5%).

**5) Class Discussion Sessions Participation (20 percent):**

- a) **Attendance (5%): You will receive a mark for attending weekly in-person discussion sessions, starting in Week 2. You will only be required to attend ONE session per week (SAR Project students will attend on Thursdays; other students on Tuesdays consistently over the term). You may be absent without explanation for one week of the term without penalty.**
- a) **Contributions to Group Discussion Summaries (15%):** During our in-person discussion group sessions, the class will be broken into smaller groups to discuss certain questions together. During these breakout sessions, each group will jointly produce a shared online summary of the views articulated during the session, using a template provided. This document will then be made available to the professor and TA. This will assist me and the TA in ensuring that students are engaged and surveying the opinions that emerge, since it will not likely be possible to have every group report in detail to the whole class about their discussion. These documents are not intended to be polished, but instead a quick record of the content of your discussion. One student in the group should be identified in the document as the “leader” who is coordinating the discussion and ensuring everyone’s views are included, and another as “secretary” who is making notes on the content of the discussion (although each student should feel free to adjust and add their own points to the discussion document). Each student in the class should act as a group discussion leader at least once and secretary at least once during the term, and students together will receive a group mark for their document (out of 5 points – see rubric on Canvas), with the potential for individual students to have their mark increased or decreased if their participation stands out as significantly better or poorer than the overall group’s. There will be a peer evaluation component to your grade, in which your fellow group members will give feedback on the quality of each group member’s contributions over the term. **Students who do not perform roles of leader or secretary once will have 2% deducted from their course grade for each role missed.** Students participating in the SAR projects will have slightly different tasks during group discussions, but summary of discussion documents will be similarly requested.

## **Summary of Assignments and Due Dates**

<b>Assignment</b>	<b>Due Date</b>	<b>Weight</b>
Initial reflection	September 12	<b>2%</b>
Canvas online discussion posts	4 throughout term; due by end of the Monday following each week's topic in syllabus	<b>15%</b>
Lecture & reading content quizzes	Weekly by end of Friday Weeks 2-12 (11 quizzes)	<b>20%</b>
Weekly discussion session participation	Tuesday OR Thursday each week	<b>20%</b>
Final reflection	December 12	<b>3%</b>
<b>Major assignment Option 1 (Democracy policy proposal), including:</b>		<b>40%</b>
Policy paper proposal	October 4	5%
Policy paper proposal peer review	October 14	5%
Policy paper full final draft	November 18	30%
<b>Major assignment Option 2 (SAR group research project), including:</b>		<b>40%</b>
SAR group research proposal	October 14	5%
SAR event attendance and short reflections	4 throughout term, final document due December 2	10%
SAR group final report	December 9	20%
SAR individual participation mark		5%

## **Hybrid Learning Format**

This year as the pandemic continues, as I have done the past two years I will be uploading pre-recorded lecture segments to each week's module on Canvas, with modules available by Thursday 8:00 pm each week for the following week's material, for you to view on your own. In addition, we will be meeting weekly in person during scheduled class time for small group discussions (each student will attend just one session per week). If unforeseen issues or challenges arise, we will make adjustments over the course of term. Class members will be consulted before any changes are implemented. Please note the following information and guidelines:

## **Reach out and ask for help if you need it**

University students encounter setbacks from time to time that can impact academic performance. During the COVID-19 pandemic, this has been particularly widespread and acute. We are all struggling at least from time to time and often our goal is just to survive the next day or week. If you run into difficulties and need assistance, I encourage you to contact me by email and we can talk about options. I will do my best to support your success during the term. Since I am not trained as a counsellor myself, this support potentially includes identifying concerns I may have about your academic progress or wellbeing through Early Alert. With Early Alert, faculty

members can connect you with advisors who offer students support and assistance getting back on track to health and success. Only specialized UBC advisors are able to access any concerns I may report, and Early Alert does not affect your academic record. For more information about Early Alert, visit [earlyalert.ubc.ca](http://earlyalert.ubc.ca). For information about addressing mental or physical health concerns, including seeing a UBC counselor or doctor, visit [students.ubc.ca/livewell](http://students.ubc.ca/livewell). But I am here to talk whenever you need it.

## ***The University's Values and Policies***

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. I have included key elements of university policies below, but further details of the policies and how to access support are available here: <https://senate.ubc.ca/policies-resources-support-student-success>.

### **Religious holiday accommodations**

UBC permits students who are scheduled to attend classes or write examinations on holy days of their religions to notify their instructor in advance of these days and their wish to observe them by absenting themselves from class or examination. Instructors provide opportunity for students to make up work or examinations missed without penalty.

### **Accommodating disabilities**

UBC is committed to the academic success of students with disabilities. UBC's policy on Academic Accommodations for students with disabilities aims to remove barriers and provide equal access to University services, ensure fair and consistent treatment of all students, and to create a welcoming environment. Students with a disability should first meet with an Access and Diversity advisor to determine what accommodations/services you are eligible for.

### **Illness, Absence and Late Assignment Penalties**

If you experience medical, emotional, or personal problems that affect your attendance or academic performance, and miss completing marked coursework for the first time (assignment, exam, presentation, participation in class), immediately submit a [Student Self-Declaration](#) to me so that your in-term concession case can be evaluated.

If you become ill and need to miss in-person sessions due to a need to self-isolate, please contact me so that we may set up alternative participation assignments for you in lieu of attending class in person during that period.

If this is not the first time you have requested concession or classes are over, fill out Arts Academic Advising's [online academic concession form](#) immediately, so that an advisor can evaluate your concession case. If you are a student in a different Faculty, please consult [your Faculty's webpage on academic concession](#), and then contact me where appropriate.

If you do not submit a declaration or concession form or arrange accommodation with me in advance, there will be an automatic 3% grade penalty per business day for late papers.



### **Academic Integrity and Responsibility**

Academic communities depend on their members' honesty and integrity in representing the sources of reasoning, claims, and wordings that appear in their work. Like any other member of the academic community, you will be held responsible for the accurate representation of your sources: the means by which you produced the work you are submitting. For information about what academic integrity means and how to achieve it, please consult guidance at <https://learningcommons.ubc.ca/academic-integrity/>.

If you are found to have misrepresented your sources and to have submitted others' work as your own, penalties may follow. Your case may be forwarded to the Head of the department, who may decide that you should receive zero for the assignment. The Head will report your case to the Dean's Office, where the report will remain on file. The Head may decide, in consultation with your instructor, that a greater penalty is called for, and will forward your case to the Dean's Office. After an interview in the Dean's Office, your case may be forwarded to the President's Advisory Committee on Academic Misconduct. Following a hearing in which you will be asked to account for your actions, the President may apply penalties including zero for the assignment; zero for the course; suspension from the university for a period ranging from 4 to 24 months; a notation on your permanent record. The penalty may be a combination of these.

Like any academic author submitting work for review and evaluation, you are guaranteeing that the work you submit for this course has not already been submitted for credit in another course. Your submitting work from another course, without your instructor's prior agreement, may result in penalties such as those applied to the misrepresentation of sources.

### **Respectful University Environment**

UBC recognizes that "the best possible environment for working, learning and living is one in which respect, civility, diversity, opportunity and inclusion are valued." The full *UBC Statement on Respectful Environment for Students, Faculty and Staff* can be found at <http://www.hr.ubc.ca/respectful-environment/files/UBC-Statement-on-Respectful-Environment-2014.pdf>. Students should read this statement carefully and take note of both the protections and the responsibilities that it outlines for all members of the UBC community. Students should also review the Student Code of Conduct, at: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,750,0>.

This course values frank discussion, healthy debate, and the free and respectful exchange of ideas. Students are welcome to voice and defend their views, which may differ from those of other students or of the instructor. However, disrespectful behavior, including bullying and harassment, will not be tolerated. The instructor and teaching assistant will be professional and respectful in all their exchanges with students, and students will exercise similar professionalism and respect in their interactions with each other, with the teaching assistant, and with the instructor.

If you have any concerns about the class environment, please raise them with me. You also have the options of contacting the Head of the Political Science Department, UBC's Equity and

Inclusion Office (<http://equity.ubc.ca>), or the UBC Ombudsperson for Students (<https://ombudsoffice.ubc.ca/contact-us/>).

### **Resources in Cases of Discrimination, Harassment, and Sexual Assault**

UBC is committed to equity (including but not limited to gender equity) and fostering a safe learning environment for everyone. All peoples should be able to study, work, and learn in a supportive environment that is free from sexual violence, harassment, and discrimination. UBC's Policy #3 on Discrimination and Harassment defines harassment as: "unwanted and unwelcome attention from a person who knows, or ought to know, that the behaviour is unwelcome. Harassment can range from written or spoken comments to unwanted jokes, gifts, and physical assault, and may be accompanied by threats or promises regarding work or study opportunities and conditions. Harassment can be either a single incident or a series of related incidents." Such behavior is not acceptable and will not be tolerated at UBC. If you have a concern about harassment or discriminatory treatment that is not sexual assault, you may turn to the UBC Equity and Inclusion Office. The Equity and Inclusion Office is committed to fostering a community in which human rights are respected and equity and diversity are integral to university life.

If you or someone you know has experienced or been threatened with sexual assault, you can find confidential support and resources at the UBC Sexual Violence Prevention and Response Office (SVPRO), and the AMS Sexual Assault Support Centre. The SVPRO is a safe place for students, faculty, staff who have experienced sexual violence, regardless of where or when it took place. This includes any attempt or act of a sexual nature without your consent. All gender identities, expressions and sexualities are welcome. The SASC is an all-genders service that serves the UBC-Vancouver campus community and is committed to creating a safer campus community, free from sexualized violence. Their work is informed by feminism, anti-oppression and recognition of intersectionality.

Resources are available at:

UBC Sexual Violence Prevention and Response Office  
6363 Agronomy Road, ROOM 4071  
Vancouver, BC Canada V6T 1T2  
Tel 604-822-1588  
<https://svpro.ubc.ca>

Sexual Assault Support Centre, (SASC)  
249M, Student Union Building, UBC  
604-827-5180  
[sasc@ams.ubc.ca](mailto:sasc@ams.ubc.ca)  
<http://amssasc.ca>

Equity and Inclusion Office  
2306 – 1874 East Mall (Brock Hall)  
604.822.6353  
[equity@equity.ubc.ca](mailto:equity@equity.ubc.ca)

<http://equity.ubc.ca>

## **Citations and Paper Formats**

I am happy to accept any common style of citation in your papers, whether it uses in-text author-date-page citations, footnotes at the bottom of each page, or endnotes at the end of the paper. The key requirement is that you should be thorough and consistent in your citation style. If you need a reference guide, the UBC library website has basic style guides for the APA and MLA citation styles (<https://guides.library.ubc.ca/howtocite>). Another more detailed reference is the well-known *Chicago Manual of Style* (University of Chicago Press). You may already use a citation management software tool; my own favourites are Zotero and Mendeley for this (see the Library website above for more information). They make it easy to store all of your sources and create citations and a reference list in almost any style automatically. In any case, in addition to individual citations, you should include a reference list/ bibliography at the end of your paper as a matter of standard practice. Please come and see me if you have any questions about styles of reference.

Papers must be double-spaced with one-inch margins and use 12-point font for the text.

## **Reading Requirements**

The attached reading list is separated into two portions: required and recommended readings. You must read the required list each week. This list ranges between 30-50 pages per week. The literature on democratization is growing extremely large, so it is difficult to get away with reading less and having a competent knowledge of the subject. Some weeks have a heavier reading load than others; unfortunately, sometimes there are simply key writings that I feel are important for you to have in your repertoire. If you are interested in pursuing any week's topics further, I strongly encourage you to look at the recommended readings.

You can find all required readings on the syllabus through the UBC Library Online Course Reserves, either directly from the library website or through the link on the main side menu of our course Canvas site.

## **Canvas Site**

To find the Canvas site for the course, go to [www.canvas.ubc.ca](http://www.canvas.ubc.ca) and log in with your UBC CWL. As of the start of the course, the site is very simple, including only generic UBC student resources (like the Academic Integrity information mentioned above), the course syllabus, and some assignment guidance documents. Weekly modules will be released by Thursday evening each week for the upcoming week, including recordings of lecture components, quizzes, and the course discussion blog for your required discussion participation. Over time, I plan to add more material of relevance to the course, so stay tuned! You will find I tend to send out Canvas announcements frequently.

## ***Week-by-Week Schedule of Topics and Readings***

### **PART I: DEFINING DEMOCRACY AND WHY IT MATTERS**

#### **Week 1, Sept. 6-9: Introduction**

No readings required. No class on Sept. 6 due to Imagine UBC Day. All students should attend class in-person on Thursday, Sept. 8 for an introduction to the course.

**\*\*\* REMINDER: INITIAL REFLECTIONS DUE SEPTEMBER 12 \*\*\***

#### **Week 2, Sept. 12-16: What is Democracy and How Far Can/ Should it Extend?**

##### ***Required Readings:***

Tilly, Charles, "What is Democracy?" pp. 1-24 of *Democracy* (New York: Cambridge University Press, 2007).

Parekh, Bhikhu. "The Cultural Particularity of Liberal Democracy." *Political Studies* 40, no. 1 (August 1, 1992): 160–75.

Sen, Amartya, "Democracy as a Universal Value," *Journal of Democracy* 10, no. 3 (July 1999): 3-17.

##### ***Recommended Readings:***

Ackerly, Brooke A. "Is Liberalism the Only Way Toward Democracy?: Confucianism and Democracy." *Political Theory* 33, no. 4 (August 2005): 547–76.

Bova, Russell, "Democracy and Liberty: The Cultural Connection," *Journal of Democracy* 8, no. 1 (Jan. 1997): 112-26.

Carbone, Giovanni, "The Consequences of Democratization," *Journal of Democracy* 20, no. 2 (April 2009): 123-37.

Collier, David, and Steven Levitsky, "Democracy with Adjectives: Conceptual Innovation in Comparative Research," *World Politics* 49 (April 1997): 430-51.

Dalai Lama, "Buddhism, Asian Values, and Democracy," *Journal of Democracy* 10, no. 1 (Jan. 1999): 3-7.

Filali-Ansary, Abdou, "Muslims and Democracy," *Journal of Democracy* 10, no. 3 (July 1999): 18-32.

Fukuyama, Francis, "Confucianism and Democracy," *Journal of Democracy* 6, no. 2 (April 1995): 20-33.

Ibrahim, Anwar. "Universal Values and Muslim Democracy." *Journal of Democracy* 17, no. 3 (2006): 5–12.

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- Ibrahim, Saad Eddin, "Toward Muslim Democracies," *Journal of Democracy* 18, no. 2 (April 2007): 5-13.
- Phillips, Anne, "Must Feminists Give Up on Liberal Democracy?" *Political Studies* 40, no. 5 (1992): 68-82.
- Schmitter, Philippe C., and Terry Lynn Karl, "What Democracy Is... and Is Not," *Journal of Democracy* 2, no. 3 (summer 1991): 75-88.
- Schumpeter, Joseph, excerpt from *Capitalism, Socialism, and Democracy*, pp. 92-5 in *Democracy: A Reader*, edited by Ricardo Blaug and John Schwarzmantel (New York: Columbia University Press, 2000).
- Subramaniam, Surain. 2010. "The Asian Values Debate: Implications for the Spread of Liberal Democracy." *Asian Affairs: An American Review* 27 (1): 19-35.
- Ware, Alan. "Liberal Democracy: One Form or Many?" *Political Studies* 40 (1992): 130-45.
- Zakaria, Fareed, "The Rise of Illiberal Democracy," *Foreign Affairs* 76, no. 6 (Nov./ Dec. 1997): 22-43.

## **PART II: THEORETICAL APPROACHES TO DEMOCRATIZATION**

### **Week 3, Sept. 19-22: Structural Approaches to Democratization**

#### ***Required Readings:***

- Przeworski, Adam and Fernando Limongi, "Modernization: Theories and Facts," *World Politics* 49, no. 2 (Jan. 1997): 155-83.
- Inglehart, Ronald, and Christian Welzel. "Changing Mass Priorities: The Link between Modernization and Democracy." *Perspectives on Politics* 8 (2) (2010): 551-67.

#### ***Recommended Readings:***

- Acemoglu, Daron and James Robinson. *Economic Origins of Dictatorship and Democracy*. Cambridge: Cambridge University Press, 2006.
- Bratton, Michael and Nicolas Van de Walle. "Neopatrimonial Regimes and Political Transitions in Africa." *World Politics* (July 1994): 453-89.
- Diamond, Larry. "Economic Development and Democracy Reconsidered," *American Behavioral Scientist* 35, no. 4/5 (March/ June 1992): 450-99.
- Dunning, Thad, *Crude Democracy: Natural Resource Wealth and Political Regimes*, Ch. 1 (in course reader). (36 pgs)
- Epstein, David L., Robert Bates, Jack Goldstone, Ida Kristensen and Sharyn O'Halloran, "Democratic Transitions," *American Journal of Political Science*, 50, no. 3 (Jul., 2006): 551-569.

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- Hadenius, Axel, and Jan Teorell. 2005. "Cultural and Economic Prerequisites of Democracy: Reassessing Recent Evidence." *Studies in Comparative International Development* 39 (4): 87–106.
- Huber, Evelyne, Dietrich Rueschemeyer and John D. Stephens, "The Impact of Economic Development on Democracy," *Journal of Economic Perspectives* 7, no. 3 (1993): 71-85.
- Inglehart, Ronald, "How Solid Is Mass Support for Democracy: And How Can We Measure It?" *PS: Political Science and Politics* 36, no. 1 (Jan. 2003): 51-57.
- Karl, Terry Lynn, "Dilemmas of Democratization in Latin America," *Comparative Politics* (October 1990): 1-17.
- Karl, Terry Lynn, *The Paradox of Plenty: Oil Booms and Petro-States* (Berkeley, CA: University of California Press, 1997).
- Lipset, Seymour Martin. "Some Social Requisites of Democracy," *American Political Science Review* 53, no. 1 (March 1959): 69-105.
- Moore, Barrington, Jr. *Social Origins of Dictatorship and Democracy* (Boston: Beacon Press, 1966), pp. 413-32.
- Pop-Eleches, Grigore, and Graeme B. Robertson. 2015. "Structural Conditions and Democratization." *Journal of Democracy* 26 (3): 144–56.

#### **Week 4, Sept. 26-30 Actor-Based Approaches (Transitology School)**

**\*\*\* PLEASE NOTE: Professor Sundstrom will be away during Week 4 at a conference in Poland. Tuesday's class time will be for working on/ advice from the TA on paper proposals. Thursday's class time for SAR students will feature a guest lecture by Prof. Jenny Peterson on academic freedom. \*\*\***

#### ***Required Readings:***

- O'Donnell, Guillermo, and Philippe C. Schmitter, "Opening (and Undermining) Authoritarian Regimes," pp. 15-36 in *Transitions from Authoritarian Rule: Tentative Conclusions about Uncertain Democracies* (Baltimore: The Johns Hopkins University Press, 1986).
- Linz, Juan J. and Alfred Stepan, *Problems of Democratic Transition and Consolidation: Southern Europe, South America, and Post-Communist Europe* (Baltimore: The Johns Hopkins University Press, 1996), pp. 3-15.

#### ***Recommended Readings:***

- Acemoglu, Daron and James A. Robinson, "A Theory of Political Transitions," *American Economic Review* 91, no. 4 (2001): 938-963.
- Carothers, Thomas, "The End of the Transition Paradigm," *Journal of Democracy* 13, no. 1 (Jan. 2002): 5-21.
- Diamond, Larry, excerpt from chapter "Consolidating Democracy", pp. 64-77 in *Developing Democracy: Toward Consolidation* (Baltimore: Johns Hopkins University Press, 1999).

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- Hale, Henry E., "Regime Cycles: Democracy, Autocracy, and Revolution in Post-Soviet Eurasia," *World Politics* 58 (Oct. 2005): 133-65.
- Huntington, Samuel, *The Third Wave: Democratization in the Late Twentieth Century* (Norman, OK: University of Oklahoma Press, 1991), Chapter 3 (pp. 109-63).
- Jung, Courtney and Ian Shapiro, "South Africa's Negotiated Transition: Democracy, Opposition, and the New Constitutional Order," *Politics and Society* 23, no. 3 (Sept. 1995): 269-308.
- Karl, Terry Lynn, "Dilemmas of Democratization in Latin America," *Comparative Politics* (October 1990): 1-17.
- Linz, Juan J. and Alfred Stepan, *Problems of Democratic Transition and Consolidation: Southern Europe, South America, and Post-Communist Europe* (Baltimore: The Johns Hopkins University Press, 1996).
- McFaul, Michael, "The Fourth Wave of Democracy and Dictatorship," *World Politics* 54 (Jan. 2002): 212-44.
- Przeworski, Adam, excerpt from "Transitions to Democracy," pp. 79-88 in *Democracy and the Market: Political and Economic Reforms in Eastern Europe and Latin America* (New York: Cambridge University Press, 1991).
- Rustow, Dankwart A. "Transitions to Democracy: Toward a Dynamic Model," *Comparative Politics* 2, no. 3 (April 1970): 337-63.
- Tilly, Charles, "Democratization and De-Democratization", pp. 51-79 of *Democracy* (New York: Cambridge University Press, 2007).

### **PART III: FACTORS INFLUENCING DEMOCRATIZATION**

**\*\*\* REMINDER: POLICY PAPER PROPOSALS DUE  
TUESDAY, OCTOBER 4 \*\*\***

#### **Week 5, Oct. 3-7: Formal Institutional Design and Consequences**

##### ***Required Readings:***

- Lijphart, Arend, "Constitutional Choices for New Democracies," *Journal of Democracy* 2, no. 1 (Winter 1991): 72-84.
- Linz, Juan J., "The Perils of Presidentialism," *Journal of Democracy* 1, no. 1 (1990): 51-69.
- Horowitz, Donald L., "Comparing Democratic Systems," *Journal of Democracy* 1, no. 4 (1990): 73-79.

##### ***Recommended Readings:***

- Carey, John M., "Institutional Design and Party Systems," in *Consolidating the Third Wave Democracies*, edited by Larry Diamond, Marc F. Plattner, Yun-han Chu, and Hung-mao Tien (Baltimore: Johns Hopkins University Press, 1997).

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- Dawisha, Adeed, "The New Iraq: Democratic Institutions and Performance," *Journal of Democracy* 16, no. 3 (July 2005): 35-49.
- Elster, Jon, "Ways of Constitution-Making," in *Democracy's Victory and Crisis*, Nobel Symposium No. 93, edited by Axel Hadenius (Cambridge: Cambridge University Press, 1997): 123-42.
- Fish, M. Steven, "Stronger Legislatures, Stronger Democracies," *Journal of Democracy* 17, no. 1 (Jan. 2006): 5-20. I
- Fukuyama, Frank, Bjorn Dressel, and Boo-Seung Chang, "Facing the Perils of Presidentialism?" *Journal of Democracy* 16, no. 2 (April 2005): 102-116.
- Geddes, Barbara, "Initiation of New Democratic Institutions in Eastern Europe and Latin America," in *Institutional Design in New Democracies*, edited by Arend Lijphart and Carlos H. Waisman (Boulder, CO: Westview Press, 1996).
- Lijphart, Arend, *Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries* (New Haven, CT: Yale University Press, 1999), Chapter 7 ("Executive-Legislative Relations: Patterns of Dominance and Balance of Power").
- Lipset, Seymour Martin, "The Centrality of Political Culture," *Journal of Democracy* 1, no. 4 (1990): 80-83.
- Mainwaring, Scott, "Presidentialism, Multipartyism and Democracy: The Difficult Combination," *Comparative Political Studies* 26 (July 1993): 198-228.
- Nino, Carlos Santiago, "Hyperpresidentialism and Constitutional Reform in Argentina," in *Institutional Design in New Democracies*, edited by Arend Lijphart and Carlos H. Waisman (Boulder, CO: Westview Press, 1996).
- O'Donnell, Guillermo, "Delegative Democracy," *Journal of Democracy* 5, no. 1 (January 1994): 55-69.
- Reilly, Benjamin. "Introduction" (pp. 1-41) of *Democracy in Divided Societies: Electoral Engineering for Conflict Management* (Cambridge, UK: Cambridge University Press, 2001).
- Sartori, Giovanni, *Parties and Party Systems: A Framework for Analysis* (New York: Cambridge University Press, 1976).
- Shugart, Matthew and John Carey, *Presidents and Assemblies: Constitutional Design and Electoral Dynamics* (New York: Cambridge University Press, 1992).

## **Week 6, Oct. 11-14: Civil Society and Informal Institutions**

**\*\*\* POLICY PAPER PEER REVIEW COMMENTS AND SAR GROUP REPORT  
PROPOSALS DUE BY FRIDAY, OCTOBER 14 \*\*\***

### ***Required Readings:***

- Putnam, Robert D., "Bowling Alone: America's Declining Social Capital," *Journal of Democracy* 6, no. 1 (1995): 65-78.



Berman, Sheri, "Civil Society and the Collapse of the Weimar Republic," *World Politics* 49, no. 3 (April 1997): 401-29.

Helmke, Gretchen and Steven Levitsky, "Informal Institutions and Comparative Politics: A Research Agenda," *Perspectives on Politics* 2, no. 4 (December 2004): 725-40.

***Recommended Readings:***

Adler, Glenn and Eddie Webster, "Challenging Transition Theory: The Labor Movement, Radical Reform, and Transition to Democracy in South Africa," *Politics and Society* 23, no. 1 (March 1995): 75-106.

Almond, Gabriel and Sidney A. Verba, *The Civic Culture* (Boston: Little, Brown and Co., 1963). Almond and Verba, *The Civic Culture Revisited* (Boston: Little Brown, 1980).

Black, Antony, *State, Community and Human Desire: A Group-Centred Account of Political Values* (New York, NY: Harvester Wheatsheaf, 1988).

Borocz, Jozsef, "Informality Rules," *East European Politics and Societies* 14, no. 2 (2000): 348-80.

Bratton, Michael, "Formal Versus Informal Institutions in Africa," *Journal of Democracy*, 18 (no. 3) (July 2007): 96-110.

Brysk, Alison, "Democratizing Civil Society in Latin America," *Journal of Democracy* 11, no. 3 (July 2000): 151-65.

Collins, Kathleen, "The Logic of Clan Politics: Evidence from the Central Asian Trajectories," *World Politics* 56, no. 2 (Jan. 2004): 224-61.

Dalton, Russell J., and Christian Welzel, eds. *The Civic Culture Transformed*. New York: Cambridge University Press, 2014.

Diamond, Larry, "Toward Democratic Consolidation," *Journal of Democracy* 5, no. 17 (July 1994): 3-17.

Evans, Alfred B., Laura A. Henry, and Lisa McIntosh Sundstrom, *Russian Civil Society: A Critical Assessment* (Armonk, NY: ME Sharpe, 2005).

Howard, Marc Morjé, "The Weakness of Postcommunist Civil Society," *Journal of Democracy* 13, no. 1 (Jan. 2002): 157-69.

Ledeneva, Alena, *Russia's Economy of Favours: Blat, Networking, and Informal Exchange* (Cambridge, UK: Cambridge University Press, 1998).

Ledeneva, Alena, "From Russia with *Blat*: Can Informal Networks Help Modernize Russia?," *Social Research: An International Quarterly* 76, no. 1 (Spring 2009): 257-288.

Lindberg, Staffan, "'It's Our Time to 'Chop': Do Elections in Africa Feed Neo-Patrimonialism rather than Counter-Act it?," *Democratization* 10, no. 2 (2003): 121-40.

O'Donnell, Guillermo, "Democracy, Law, and Comparative Politics," *Studies in Comparative International Development* 36, no. 1 (Spring 2001): 7-37.

Pinckney, Jonathan, Charles Butcher, Jessica Maves Braithwaite, “Organizations, Resistance, and Democracy: How Civil Society Organizations Impact Democratization,” *International Studies Quarterly*, Volume 66, Issue 1, March 2022.

Putnam, Robert D. *Making Democracy Work: Civic Traditions in Modern Italy* (Princeton: Princeton University Press, 1993).

Rose, Richard, “Postcommunism and the Problem of Trust,” pp. 251-63 in Larry Diamond and Marc F. Plattner, eds. *The Global Resurgence of Democracy*. Baltimore: Johns Hopkins University Press, 1996.

Seligman, Adam B., *The Idea of Civil Society* (New York: The Free Press, 1992).

Stolle, Dietland and Marc Hooghe, “Review Article: Inaccurate, Exceptional, One-Sided or Irrelevant? The Debate about the Alleged Decline of Social Capital and Civic Engagement in Western Societies,” *British Journal of Political Science* 35, no. 1 (January 2005): 149-67.

Tsai, Lily, “Solidary Groups, Informal Accountability, and Local Public Goods Provision in Rural China,” *American Political Science Review* 101, no. 2 (May 2007): 355-72.

Wood, Elisabeth Jean. *Forging Democracy from Below: Contested Transitions in South Africa and El Salvador* (New York: Cambridge University Press, 2000).

Youngs, Richard. “Introduction: Global Civic Activism in Flux.” Washington, DC: Carnegie Endowment for International Peace, 2017. <https://carnegieeurope.eu/2017/03/17/global-civic-activism-in-flux-pub-68301>.

## **Week 7, Oct. 17-21: Difficult Contexts -- Economic Crisis and Post-Conflict Situations (and Peer Discussion of Paper Proposals)**

### ***Required Readings:***

Kapstein, Ethan B. and Nathan Converse, “Why Democracies Fail,” *Journal of Democracy* 19, no. 4 (Oct. 2008): 57-68.

Jarstad, Anna K., “Dilemmas of war-to-democracy transitions: theories and concepts”, pp. 17-36 in *From War to Democracy: Dilemmas of Peacebuilding*, edited by Anna K. Jarstad and Timothy J. Sisk (New York: Cambridge University Press, 2008).

### ***Recommended Readings:***

Åslund, Anders. “Why Market Reform Succeeded and Democracy Failed in Russia.” *Social Research*, vol. 76, no. 1, 2009: 1–28.

Åslund Anders, “The Case for Radical Reform,” *Journal of Democracy* 5, no. 4 (Oct. 1994): 63-74.

Bhalla, Surjit, “Freedom and Economic Growth: A Virtuous Cycle?” in *Democracy’s Victory and Crisis*, Nobel Symposium No. 93, edited by Axel Hadenius (Cambridge: Cambridge University Press, 1997): 195-241.

- Dahl, Robert, "Why Free Markets are Not Enough," *Journal of Democracy* 3, no. 3 (July 1992): 82-9.
- Haggard, Stephan and Robert R. Kaufman, "Inequality and Regime Change: Democratic Transitions and the Stability of Democratic Rule," *American Political Science Review* 106 (2012): 495- 516.
- Haggard, Stephan and Robert R. Kaufman, "The Political Economy of Democratic Transitions," *Comparative Politics*, Vol. 29, No. 3, Transitions to Democracy: A Special Issue in Memory of Dankwart A. Rustow. (Apr., 1997): 263-283.
- Haggard, Stephan and Robert R. Kaufmann, "The Challenges of Consolidation," *Journal of Democracy* 5, no. 4 (Oct. 1994): 5-16.
- Hellman, Joel S., "Winners Take All: The Politics of Partial Reform in Postcommunist Transitions," *World Politics* 50, no. 2 (Jan. 1998): 203-35.
- Kurtz, Marcus J., "The Dilemmas of Democracy in the Open Economy: Lessons from Latin America," *World Politics* 56 (Jan. 2004): 262-302.
- Maravall, Jose Maria, "The Myth of the Authoritarian Advantage," *Journal of Democracy* 5, no. 4 (Oct. 1994): 17-31.
- Nelson, Joan M., "Linkages Between Politics and Economics," *Journal of Democracy* 5, no. 4 (Oct. 1994): 49-62.
- Przeworski, Adam, "The Neoliberal Fallacy," *Journal of Democracy* 3, no. 3 (July 1992): 45-59.
- Vanhuyse, Pieter, *Divide and Pacify: Strategic Social Policies and Political Protests in Post-Communist Democracies* (Budapest: Central European University Press, 2006).
- Verweij, Marco and Riccardo Pelizzo, "Singapore: Does Authoritarianism Pay?" *Journal of Democracy* 20, no. 2 (April 2009): 18-32.

## **Week 8, Oct. 24-28: International Factors I – Democracy Promotion**

### ***Required Readings:***

- Carothers, Thomas. "Democracy Aid at 25: Time to Choose." *Journal of Democracy* 26 (1) (2015): 59-73.
- Bush, Sarah Sunn, "The Argument: Structure, Agency, and Democracy Promotion" (Chapter 2), pp. 22-52 in *The Taming of Democracy Assistance* (New York: Cambridge University Press, 2015).
- Thornton, Laura. "How Democracies Can Respond to the Invasion of Ukraine." Lawfare Blog, March 30, 2022. <https://www.lawfareblog.com/how-democracies-can-respond-invasion-ukraine>.

### ***Recommended Readings:***

- Alesina, Alberto and Dollar, David "Who Gives Foreign Aid to Whom and Why?," *Journal of Economic Growth* 5 (2000): 33-63.

- Barkan, Joel D. "Can Established Democracies Nurture Democracy Abroad? Lessons from Africa," pp. 371-403 in *Democracy's Victory and Crisis*, Nobel Symposium No. 93, edited by Axel Hadenius (Cambridge: Cambridge University Press, 1997).
- Börzel, Tanja A. 2015. "The Noble West and the Dirty Rest? Western Democracy Promoters and Illiberal Regional Powers." *Democratization* 22 (3).
- Brown, Stephen, "Foreign Aid and Democracy Promotion: Lessons from Africa," *European Journal of Development Research* 17, no. 2 (June 2005): 179-98.
- Bunce, Valerie, and Sharon Wolchik. "Review of Advancing Democracy Abroad: Why We Should and How We Can. By Michael McFaul." *Perspectives on Politics* 8, no. 3 (September 2010): 923-25.
- Burnell, Peter, "From Evaluating Democracy Assistance to Appraising Democracy Promotion," *Political Studies* 56, no. 2 (2008): 414-34.
- Burnell, Peter, "Democracy Assistance: The State of the Discourse," pp. 3-33 in *Democracy Assistance: International Co-operation for Democratization*, edited by Peter Burnell (London: Frank Cass, 2000).
- Bush, Sarah. "Democracy Promotion Is Failing. Here's Why." *The Washington Post* "Monkey Cage", November 9, 2015. <https://www.washingtonpost.com/news/monkey-cage/wp/2015/11/09/democracy-promotion-is-failing-heres-why/>.
- Carothers, Thomas, *Aiding Democracy Abroad: The Learning Curve* (Washington, DC: Carnegie Endowment for International Peace, 1999).
- Carothers, Thomas, "The Backlash Against Democracy Promotion," *Foreign Affairs* 85, no. 2 (Mar-Apr 2006): 55-68.
- Diamond, Larry, *Promoting Democracy in the 1990s: Actors and Instruments, Issues and Imperatives* (New York: Carnegie Corporation of New York, Dec. 1995).
- Grugel, Jean, "Democratization and Globalization," pp. 116-39 in *Democratization: A Critical Introduction* (Houndmills, UK: Palgrave, 2002).
- Henderson, Sarah L. *Building Democracy in Contemporary Russia: Western Support for Grassroots Organizations* (Ithaca: Cornell University Press, 2003).
- Hughes, Caroline, "Transnational Networks, International Organizations and Political Participation in Cambodia: Human Rights, Labour Rights and Common Rights," *Democratization* 14, no. 5 (2007): 834-52.
- Keck, Margaret E. and Kathryn Sikkink, *Activists Beyond Borders* (Ithaca: Cornell University Press, 1998).
- Kurki, Milja. "Democracy promotion by non-state actors: alternative models in action?", pp. 173-194 in *Democratic Futures: Revisioning Democracy Promotion* by Milja Kurki (London: Routledge, 2013).
- Legler, Thomas, Sharon F. Lean, and Dexter S. Boniface, eds., *Promoting Democracy in the Americas* (Baltimore: Johns Hopkins University Press, 2007).

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Mendelson, Sarah, "Democracy Assistance and Political Transition in Russia: Between Success and Failure," *International Security* 25, no. 4 (Spring 2001): 68-106.

Ottaway, Marina and Thomas Carothers, eds., *Funding Virtue: Civil Society Aid and Democracy Promotion* (Washington, DC: Carnegie Endowment for International Peace, 2000).

Sundstrom, Lisa McIntosh. *Funding Civil Society: Foreign Assistance and NGO Development in Russia* (Stanford: Stanford University Press, 2006).

Wolff, Jonas. "Democracy promotion in Bolivia: The 'democratic revolution' of Evo Morales," pp. 77-131 in *The Comparative International Politics of Democracy Promotion*, edited by Jonas Wolff, Hans-Joachim Spanger and Hans-Jurgen Puhle (London: Routledge, 2014).

Youngs, Richard, "European Approaches to Democracy Assistance: Learning the Right Lessons?" *Third World Quarterly* 24, no. 1 (Feb. 2003): 127-138.

Youngs, Richard. "Misunderstanding the maladies of liberal democracy promotion," pp. 100-116 in *The Conceptual Politics of Democracy Promotion*, edited by Christopher Hobson and Milja Kurki (London: Routledge, 2012).

## **Week 9, Oct. 31-Nov. 4: International Factors 2 – Linkage, Diffusion, and Accountability Mechanisms**

### ***Required Readings:***

Rich, Roland. 2001. "Bringing Democracy into International Law." *Journal of Democracy* 12, no. 3: 20–34.

Kelley, Judith. "Assessing the Complex Evolution of Norms: The Rise of International Election Monitoring." *International Organization* 62, no. 02 (April 2008): 221-255.

Way, Lucan Ahmad. "The Rebirth of the Liberal World Order?" *Journal of Democracy* 33, no. 2 (2022): 5–17.

### ***Recommended Readings:***

Ake, Claude, "Dangerous Liaisons: The Interface of Globalization and Democracy," pp. 282-96 in *Democracy's Victory and Crisis*, Nobel Symposium No. 93, edited by Axel Hadenius (Cambridge: Cambridge University Press, 1997).

Bhagwati, Jagdish, "Globalization, Sovereignty, and Democracy," pp. 263-81 in *Democracy's Victory and Crisis*, Nobel Symposium No. 93, edited by Axel Hadenius (Cambridge: Cambridge University Press, 1997).

Bunce, Valerie J., and Sharon L. Wolchik. 2011. "The Cross-National Diffusion of Democratizing Elections." In *Defeating Authoritarian Leaders in Postcommunist Countries*, 278–306. New York: Cambridge University Press.

Howard, Philip N. and Muzammil M. Hussain, "The Role of Digital Media," *Journal of Democracy* 22, no. 3 (July 2011): 35-48.

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- Kelley, Judith, "D-Minus Elections: The Politics and Norms of International Election Observation," *International Organization* 63, no. 4 (2009): 765-87.
- Levitsky, Steven and Lucan A. Way, "International Linkage and Democratization," *Journal of Democracy* 16, no. 3 (July 2005): 20-34.
- Li, Quan and Rafael Reuveny, "Economic Globalization and Democracy: An Empirical Analysis," *British Journal of Political Science* 33, no. 1 (Jan. 2003): 29-54.
- Meernik, James, "United States Military Intervention and the Promotion of Democracy," *Journal of Peace Research* 33, no. 4 (Nov. 1996): 391-402.
- Mounk, Yascha. "Democracy on the Defense: Turning Back the Authoritarian Tide." *Foreign Affairs*. New York, United Kingdom: Council on Foreign Relations NY, April 2021.
- Peceny, Mark, "Forcing Them to Be Free," *Political Research Quarterly* 52, no. 3. (Sept. 1999): 549-582.
- Whitehead, Laurence, ed., *The International Dimensions of Democratization: Europe and the Americas*, expanded edition (Oxford: Oxford University Press, 2001).

**\*\*\* NO CLASS NOV. 10 DURING READING BREAK. \*\*\***

**Week 10, Nov. 8, 14-18: New Forms of Authoritarianism and Autocracy Promotion**

**\*\*\* REMINDER: POLICY PAPERS DUE FRIDAY, NOVEMBER 18 \*\*\***

***Required Readings:***

- Levitsky, Steven and Lucan Way, "The Rise of Competitive Authoritarianism," *Journal of Democracy* 13, no. 2 (2002): 51-65.
- Vanderhill, Rachel. "Promoting Authoritarianism Abroad: How, When, and Where," pp. 1-34 in *Promoting Authoritarianism Abroad* (Boulder, CO: Lynne Rienner Publishers, 2013).

***Recommended Readings:***

- Cooley, Alexander. 2015. "Countering Democratic Norms." *Journal of Democracy* 26 (3)..
- Deibert, Ronald et al., eds., *Access Controlled: The Shaping of Power, Rights, and Rule in Cyberspace* (Cambridge: MIT Press, 2010)
- Engelken, John, and Kevin Sheives. 2021. "Toward Globally Networked Civil Society." *Global Insights*. Washington, DC: National Endowment for Democracy.  
<https://www.ned.org/wp-content/uploads/2021/12/Global-Insights-Innovation-in-Counter-Disinformation-Toward-Globally-Networked-Civil-Society.pdf>.
- Frantz, Erica, and Andrea Kendall-Taylor. "The Evolution of Autocracy: Why Authoritarianism Is Becoming More Formidable." *Survival* 59, no. 5 (September 3, 2017): 57-68.
- Gandhi, Jennifer, and Ellen Lust-Okar. "Elections Under Authoritarianism." *Annual Review of Political Science* 12(1) (2009): 403-22.

- He, Baogang and Mark E. Warren, "Authoritarian Deliberation: The Deliberative Turn in Chinese Political Development," *Perspectives on Politics* (June 2011): 269-289.
- Koesel, Karrie J. and Valerie J. Bunce, "Diffusion-Proofing: Russian and Chinese Responses to Waves of Popular Mobilizations against Authoritarian Rulers," *Perspectives on Politics*, 11, no. 3 (2013): 753-768.
- Levitsky, Steven and Lucan Way, *Competitive Authoritarianism: Hybrid Regimes After the Cold War* (Cambridge University Press, 2010).
- MacKinnon, Rebecca, "China's 'Networked Authoritarianism'," *Journal of Democracy* 22, no. 2 (April 2011): 32-46.
- Robertson, Graeme B. "Strikes and Labor Organization in Hybrid Regimes," *American Political Science Review* 101, no. 4 (Nov. 2007): 783-98.
- Schedler, Andreas. *Electoral Authoritarianism: The Dynamics of Unfree Competition*. Boulder and London: Lynne Rienner Publishers, 2006.
- Svolik, M W. 2012. *The Politics of Authoritarian Rule*. Cambridge, MA: Cambridge University Press, 2012.
- Thompson, Mark R. and Philipp Kuntz, "After Defeat: When Do Rulers Steal Elections?," pp. 113-128 (Ch. 7) in *Electoral Authoritarianism: The Dynamics of Unfree Competition*, edited by Andreas Schedler (Boulder, CO: Lynne Rienner Press, 2006).
- Way, Lucan A. "The Limits of Autocracy Promotion: The case of Russia in the 'near abroad'." *European Journal of Political Research* 54 (2015): 691-706.
- Weyland, Kurt. "Autocratic diffusion and cooperation: the impact of interests vs. ideology." *Democratization*, 24(7) (2017): 1235-1252.

## PART IV: NEW CHALLENGES

### **Week 11, November 21-25: COVID-19 Pandemic Impacts on Democracy and Authoritarianism**

#### ***Required Readings:***

- Repucci, Sarah, and Amy Slipowitz. "Democracy under Lockdown." Freedom House, October 2020. <https://freedomhouse.org/report/special-report/2020/democracy-under-lockdown>.
- Stok, F. Marijn, Michèlle Bal, Mara A. Yerkes, and John B. F. de Wit. "Social Inequality and Solidarity in Times of COVID-19." *International Journal of Environmental Research and Public Health* 18, no. 12 (January 2021).
- Krieger, Nancy. "ENOUGH: COVID-19, Structural Racism, Police Brutality, Plutocracy, Climate Change—and Time for Health Justice, Democratic Governance, and an Equitable, Sustainable Future." *American Journal of Public Health* 110, no. 11 (November 2020): 1620-23.

***Recommended Readings:***

- Afsahi, Afsoun, Emily Beausoleil, Rikki Dean, Selen A. Ercan, and Jean-Paul Gagnon. 2020. "Democracy in a Global Emergency: Five Lessons from the COVID-19 Pandemic." *Democratic Theory* 7 (2): v–xix. (14 pgs)
- Rapeli, Lauri, and Inga Saikkonen. 2020. "How Will the COVID-19 Pandemic Affect Democracy?" *Democratic Theory* 7 (2): 25–32. (7 pgs)
- Bol, Damien, Marco Giani, Andr. Blais, and Peter John Loewen. 2021. "The Effect of COVID-19 Lockdowns on Political Support: Some Good News for Democracy?" *European Journal of Political Research* 60 (2): 497–505. (8 pgs)
- Whetstone, Anwar and Crystal Mhajne. "The Rise of the COVID Dictatorships." *Foreign Policy* (blog), October 16, 2020. <https://foreignpolicy.com/2020/10/16/the-rise-of-the-covid-dictatorships/>.
- Kleinfeld, Rachel. "Do Authoritarian or Democratic Countries Handle Pandemics Better?" Carnegie Endowment for International Peace. March 31, 2020. <https://carnegieendowment.org/2020/03/31/do-authoritarian-or-democratic-countries-handle-pandemics-better-pub-81404>.
- Diamond, Larry. "Democracy Versus the Pandemic." *Foreign Affairs*, June 13, 2020. <https://www.foreignaffairs.com/articles/world/2020-06-13/democracy-versus-pandemic>.
- Kolvani, Palina, Martin Lundstedt, Seraphine F Maerz, Anna Lührmann, Jean Lachapelle, Sandra Grahn, and Amanda B Edgell. "Pandemic Backsliding: Democracy and Disinformation Seven Months into the Covid-19 Pandemic." Policy Brief. V-Dem Institute, October 2, 2020. <https://www.v-dem.net/en/publications/briefing-papers/>.
- Edgell, Amanda B, Sandra Grahn, Jean Lachapelle, Anna Lührmann, and Seraphine F Maerz. "An Update on Pandemic Backsliding: Democracy Four Months After the Beginning of the Covid-19 Pandemic." Policy Brief. V-Dem institute, June 30, 2020. <https://www.v-dem.net/en/publications/briefing-papers/>.
- Urbinati, Nadia. "The Pandemic Hasn't Killed Populism." *Foreign Affairs*, August 6, 2020. <https://www.foreignaffairs.com/articles/united-states/2020-08-06/pandemIsnt-killed-populism>.
- Sundstrom, Lisa. "Protecting Civil Liberties in Times of Crisis." Episode of Peter Wall Institute "Ways of Knowing" Podcast with Director Kalina Christoff, recorded April 17, 2020: <https://pwias.ubc.ca/podcast/ways-knowing-episode-7-lisa-sundstrom>.

**Week 12, Nov. 29 – Dec. 2: Populist/ Nationalist Backsliding**

***Required Readings:***

- Berman, Sheri. "Populism Is Not Fascism: But It Could be a Harbinger," *Foreign Affairs*, Vol. 95, no. 6, (November-December 2016): 39-45.
- Levitsky, Steven, and Daniel Ziblatt. *How Democracies Die*. New York: Crown, 2018. Introduction and Ch. 1, pp. 1-32.



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***Recommended Readings:***

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Diamond, Larry, Francis Fukuyama, Donald L. Horowitz, and Marc F. Plattner. "Reconsidering the Transition Paradigm." *Journal of Democracy* 25(1) (2014): 86–100.

O'Neil, S. K. (2016). Latin America's Populist Hangover: What to Do When the People's Party Ends. *Foreign Affairs*, 95, 31–38.

Mudde, C. (2016). Europe's populist surge: A long time in the making. *Foreign Affairs*, 95(6), 25–30.

Slater, Dan. "Democratic Careening," *World Politics*, Vol. 65, no. 4 (2013): 729-763.

Alvarez, Michael, Jose Antonio Cheibub and Fernando Limongi, "What Makes Democracies Endure?" in *Consolidating the Third Wave Democracies*, edited by Larry Diamond, Marc F. Plattner, Yun-han Chu, and Hung-mao Tien (Baltimore: Johns Hopkins University Press, 1997): 295-311.

O'Donnell, Guillermo, "Delegative Democracy," *Journal of Democracy* 5, no. 1 (January 1994): 55-69.

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Hadenius, Axel and Jan Teorell, "Pathways from Authoritarianism," *Journal of Democracy* 18, no. 1 (Jan. 2007): 143-56.

Mechkova, Valeriya, Anna Lührmann, and Staffan I. Lindberg. 2017. "How Much Democratic Backsliding?" *Journal of Democracy* 28 (4): 162–69. (7 pgs)

Nodia, Ghia, "The Democratic Path," *Journal of Democracy* 13, no. 3 (July 2002): 13-19.

Schedler, Andreas, ed. *Electoral Authoritarianism: The Dynamics of Unfree Competition*. Boulder, CO: Lynne Rienner Press, 2006.

**Week 13, December 6: Conclusion – Final Class Session for All Students**

**\*\*\* REMINDER: FINAL COURSE REFLECTIONS DUE DECEMBER 12.**

**FINAL SAR REPORTS DUE FRIDAY, DECEMBER 9 \*\*\***