Democracy and Democratization
INTL 350-01 – Cross-regional studies
Spring 2020

Instructor: Dr. Max Kovalov
E-mail: kovalovm@cofc.edu
Class time: MW 3:25pm-4:40pm
Classroom: ECTR 219

Office: 206A Ed. Center (ECTR)
Office hours: TR, 10:45-11:45am and by appointment.
If you can’t make it to office hours: Email me and give me several time slots of your availability to schedule a meeting

Course Description:
We think that democracy is the best form of government. Is it? Should we celebrate it and promote it around the world? Are there any problems inherent in democracy? What is democracy and how can we measure it? What do we mean by the quality of democracy? When do democracies breakdown and how do they emerge? Why are some countries democratic while others are not? How do culture, religion, ethnicity, economics, and international influence affect democracy survival and emergence? This course focuses on democracy and democratization in comparative perspective. It examines democracies and democratic development around the world. It focuses on the meaning of democracy, its origins, limits, and consequences in various regions. Once you have finished reading the syllabus post a photo of a dictator of your choice to OAKS-Discussions-Dictators.

By the end of the course students will have a general familiarity and understanding of the following developments:

- the meaning of democracy;
- the causal factors leading to the emergence of democracy;
- specific cases of democratic breakdowns and improvements in various regions.

The specific learning objectives are
1. To demonstrate the ability to understand the meaning of democracy in different historical contexts.
2. To recognize and describe alternative explanations of democratic emergence and survival across regions
3. To demonstrate the ability to identify the elements of democracy and explain their deterioration or improvement by analyzing current periodicals.
4. To explore and understand the challenges and opportunities of democratic developments in different regions around the world.

Department Learning Outcomes
The International Studies program evaluates this course and its contribution to student learning related to “global awareness,” “theories in International Studies,” and “synthesis.”

1. Students will demonstrate global awareness, that is, the ability to identify and describe differences and similarities within and between cultures.
2. Students will be able to describe or apply a particular theoretical approach or paradigm germane to international studies.
3. Students demonstrate the ability to access existing knowledge by retrieving, assembling, and organizing information on particular topics and issues in disciplines or fields related to international studies.

The assessment of these program goals will be conducted through the research paper and other written assignments.
Prerequisites: INTL 100 or HONS 173 or permission of the instructor.

Course materials
2. Subscription to The Economist (instructions will be given in class)
3. Other reading materials are available through OAKS.

Grade scale
A =92 -100; A− = 88-91; B+=88-84; B=78-81; C+=75-77; C=72-74; C−=68-71; D+=65-67; D=62-64; D−=59-61; F=0-58

Grading
1. Active participation in class discussions (10%).
2. Report on the status of democracy in a country of choice (10%).
3. Reading notes (15%). Due each class.
4. Paper proposal + annotated bibliography (15%). Due on March 11 in class + uploaded to OAKS.
5. Research paper (15%). Paper topics must be discussed and approved by the instructor. Due on April 22 in class. The paper should also be uploaded to Dropbox through OAKS.
6. Midterm exam (15%).
7. Final exam (20%). April 27, noon-3pm.

Assignments
1. Participation in class discussions
The success of this class depends on your active participation. I expect students to attend classes and participate in discussions. Students are expected to read the assigned material prior to each class and be ready for active participation in discussions. Just coming to class is not sufficient for making a good grade on participation.

2. Reports on the status of democracy in a country of choice
During the second week of the semester each student will select a country and will follow current events in this country throughout the semester. Once or twice a semester each student will give a 5-minute presentation on current events related to democratization in the selected country. You will be expected to have an in-depth knowledge of one recent event or phenomena rather than just a reporting a headline or give an overview of several events. You can select an event from the past 2 years. I suggest that you start looking for articles in The Economist. Once you subscribe to the Economist you will have access to digital archives. Be prepared to describe and explain what happened and why (remember 5-Ws: who, where, when, what, and why). Use the following checklist to prepare for this assignment:
   • Am I using an article from The Economist or from another major newspaper?
   • Did I explain how the topic is related to democratization?
   • Is the topic/phenomenon clearly stated and explained?
   • Did I cover the 5-Ws (who, where, when, what, and why)?
   • Did my report focus on one topic related to democratization or did I give an overview of several topics without providing much depth?
   • Am I reading from my notes? (hint: you can consult your notes but don’t read them).

3. Reading notes
In preparation for each class students will produce 200-250-word reading notes based on reading assignments. You should start your note with a clear outline of the main argument (or theme) made by
the author. What is the author trying to explain? If there is more than one reading assigned for the day, try to identify common themes addressed by the authors of different articles. These are extremely short written assignments and you should use your own words and avoid quotes from the text. Print out your note before each class and bring it with you. Format: Do not go over 1 page, use 12 point font, Times New Roman, 1-inch margins. No hand-written assignments will be accepted.

4. Paper proposal + annotated bibliography
A 1-page description of the research topic must be submitted by March 7 in class and uploaded to OAKS. Topics for paper proposals must be discussed with and approved by the instructor. This description should clearly state:
   a. Your research question or puzzle related to democratization;
   b. The country (or countries) you examine and why you chose these countries;
   c. The importance of the research question for our understanding of democracy. In other words, why should we care about this topic? What’s at stake?
   d. An annotated bibliography. See the template on the last page of the syllabus. Students will prepare five (5) one-page summaries of articles or book chapters chosen for the paper by filling out the table for each of the 5 sources of annotated bibliography. The template is also saved in OAKS under Content.

5. Research paper
Due on April 23 in class and in OAKS. You need to pick a topic related to democratization in more than one region (or countries in more than one region) and explore it in a 7-8-page paper. The topic of your interest does not have to include the most recent developments in your countries of choice. For example, you may choose to examine the deterioration of democracy in Venezuela and Russia, or the transition from authoritarian rule in the African region and Middle Eastern region, or the development of civil society in South Africa and Indonesia. You can choose to research the choice of institutional arrangements (presidential or parliamentary system design), differences in civic engagement, the role of the military and its impact on democracy, the role of gender, protest, or international influence for democracy. Paper topics must be discussed with and approved by the instructor. See paper guidelines in OAKS.

6. Midterm and final exams
Exams will consist of short answers and essay questions

Late submissions
Late submissions will be penalized by 5% per day (including weekends). No late quizzes (or make-up quizzes) will be accepted. Assignments more than two weeks late will receive a “0.” Unexcused failure to show up for an exam will result in a grade of 0% on the exam.

Course/University Policies
Students with Disabilities: The College will make reasonable accommodations for persons with documented disabilities. Students with disabilities must be registered with the Center for Disability Services / SNAP, located on the first floor of the Lightsey Center, Suite 104 prior to receiving accommodations in this course. Any student in this course who has a disability that may prevent them from fully demonstrating their abilities should contact the instructor personally as soon as possible to discuss accommodations necessary to ensure full participation and facilitate their educational opportunities.
Academic Integrity: Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines whether the student’s actions are related more to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission--is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance. Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor. Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

Avoiding Plagiarism
“Plagiarism falls into two categories: using someone else’s words or using someone else’s ideas as if they were your own. You must be scrupulous in avoiding both categories of plagiarism in your writing. Properly cite all quotations, paraphrases, and summaries of information from other sources. The only exception to this rule is common knowledge, or information commonly known and accessible to your audience… If you are unsure whether certain information constitutes common knowledge, document it. Collusion, a form of plagiarism, occurs when two or more people agree to devise a piece of writing that will be attributed to only one of them… For any individual writing assignment, the idea and the organization of ideas in your paper must be your own… You can incorporate into your writing ideas that have arisen from class discussion [and] lectures… You may revise and edit your writing with other people… but you should not have others do your writing or revising for you.”

Laptop and digital device policy
I request that students not use laptops, tablets, phones, or other digital devices in class, unless I ask to do so. If you need to use a laptop due to a medical condition, I will need a note from the SNAP center.

Changes to syllabus
I reserve the right to make changes to the syllabus during the semester. Any changes will be announced in class, via email, or posted in OAKS.

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## Calendar of Readings and Assignments

There may be changes in this calendar. Check your email and OAKS regularly.

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading and writing assignments</th>
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<tbody>
<tr>
<td>Wednesday, Jan 8</td>
<td>Course Introduction</td>
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<tr>
<td><strong>Monday, Jan 13</strong></td>
<td><strong>Is Brazil’s democracy threatened? What about Hong Kong and Bolivia?</strong></td>
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<tr>
<td>Wednesday, Jan 15</td>
<td>No assigned readings. Home assignment will be given in class.</td>
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<tr>
<td>Monday, Jan 20</td>
<td>No class. Martin Luther King’s Day!</td>
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<tr>
<td><strong>Wednesday, Jan 22</strong></td>
<td><strong>Class debate: Is democracy in decline?</strong></td>
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<td><strong>Discussion questions:</strong></td>
<td>Is democracy in decline? Is the concern about democratic decline in recent years overblown? What’s the evidence to support our claims? Are people disillusioned with democracy? What do “democracy scores” tell us?</td>
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<tr>
<td><strong>Monday, Jan 27</strong></td>
<td><strong>What is democracy?</strong></td>
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<td><strong>Discussion questions:</strong></td>
<td>How does the understanding of democracy differ in Ancient Greece from that in Ancient Rome? Which elements of democracy did classical definitions emphasize? How do contemporary scholars define democracy and how is it different from classical understandings?</td>
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<td><strong>Møller and Skaaning</strong> (2013) Ch. 1-2 (pp. 13-38) + Skim Intro (1-10)</td>
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<tr>
<td>Date</td>
<td>Topic</td>
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| Monday, Feb 3   | The Third Wave of democratization                                      | **Discussion questions:** What is a “wave of democratization?” How does Huntington explain the Third Wave of transitions to democracy? What are the obstacles to democratization? What’s that conversation about the Fourth Wave all about? | **Møller and Skaaning** (2013) Ch. 6  
|               |                                                                       | **Recommended:** **Møller and Skaaning** (2013) Ch. 5.                                                    |                                                                                                                                          |
| Wednesday, Feb 5 | Democracy and Economic Development                                     | **Discussion questions:** What does Lipset say about the relationship b/w economic development and democracy? Which structural conditions help bring democracy about? What’s the evidence to support modernization theory? If economic growth explains democracy, are poor countries doomed to remain authoritarian? How does Lipset’s explanation differ from Przeworski’s explanation? What is the nature of Acemoglu’s position on this debate? | **Lipset, Seymour Martin.** 1960. “Economic development and democracy.”  
|               |                                                                       | **Recommended:** **Møller and Skaanning** (2013) Ch. 7 Modernization Theory                             |                                                                                                                                          |
| Monday, Feb 10  | Religion and democracy                                                | **Discussion questions:** Are there cultural prerequisites for democracy? Is culture a permanent obstacle to democracy? Is Catholicism democratic? What about Islam? What kind of changes has Catholicism undergone in the 20th century? How have these changes lead to changes in citizen and elite attitudes to democracy? | **Lipset and Lakin** 2004 *The Democratic Century* (pp. 184-194, 207-208)  
<p>|               |                                                                       | <strong>Recommended:</strong> <strong>Stepan</strong> 2000 Religion, Democracy, and the Twin Tolerations                          |                                                                                                                                          |</p>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Discussion questions</th>
<th>References</th>
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<tbody>
<tr>
<td>Wednesday, Feb 12</td>
<td>Colonial legacy in Latin America</td>
<td>How has colonial history shaped the path of the Latin American region? Are there differences in the values between North and Latin Americans? If colonial legacy has negatively affected Latin American prospects for democratization, does it mean that they are condemned for underdevelopment and authoritarianism?</td>
<td>Lipset and Lakin 2004 <em>The Democratic Century</em> (pp. 241-246, 281-311)</td>
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<td>Monday, Feb 24</td>
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<td>What do we need for democracy to emerge? Class discussion.</td>
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<td>Wednesday, Feb 26</td>
<td>Midterm</td>
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<td>Monday, March 2</td>
<td>Pedagogy: Proposals and annotated bibliography; Methodology: How to do a comparative study? How to select cases? What’s the difference between quantitative and qualitative methods?</td>
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<td>Wednesday, March 4</td>
<td>Women and democratization</td>
<td>Have gender been mentioned in any definitions of democracy we’ve studies so far? Is that a problem? Why or why not? Are women represented in politics to the same extent as men? What’s the evidence? Are women in post-communist Europe better represented in politics?</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings</td>
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<td>Mar 15-22</td>
<td>Spring Break! No class.</td>
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<td>Wednesday, Apr 1</td>
<td>Latin America</td>
<td>Readings TBD</td>
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<td>Monday, Apr 6</td>
<td>Color Revolutions in Eastern Europe</td>
<td>Discussion questions: How does Way explain the success of color revolutions? What is success, according to Way? What does he mean by “state capacity?” Is international influence alone sufficient to explain successful color revolutions? What is the role of diffusion in Way’s explanation?</td>
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<tr>
<td>Date</td>
<td>Activity</td>
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| Wednesday, Apr 8  | **Color revolutions-2**                      | **Discussion questions**: How does D’Anieri explain the success of color revolutions? How does D’Anieri’s explanation differ from Way’s explanation? How is it different from the account made by the documentary *Bringing Down the Dictator*?  
| Monday, Apr 13    | **Democracy in Russia?**                     | **Discussion questions**: Is Russia a democracy? Why or why not? Which Dahl’s functions of polyarchy are met and which ones are violated in Russia?  
| Wednesday, Apr 15 | **Democracy in Russia?**                     | **Discussion questions**: Is Russia immune to color revolutions? Which factors necessary for successful color revolutions are present or lacking in Russia?  
| Wednesday, Apr 22 | **Final paper due in class. Electronic copies should be uploaded to OAKS.** | Film and discussion: “Winter on Fire”                                                                                                       |
| Monday, Apr 27    | **Final Exam**                               | 12:00(noon)-3:00pm                                                                                                                           |
Annotated Bibliography Template

Text highlighted in yellow is an example.

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<tr>
<th>2</th>
<th>Topic</th>
<th>Breakdown of democracy</th>
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<tr>
<th>3</th>
<th>Research question</th>
<th>How do ordinary people behave in democratic breakdowns? Do ordinary people leave the middle ground and make democracy vulnerable?</th>
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<tr>
<th>4</th>
<th>Countries</th>
<th>Germany (Weimar Republic), Italy, Austria, Latvia, Greece, Uruguay, Argentina</th>
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| 5 | Findings (brief description – 2-3 paragraphs) | Bermeo rejects Giovanni Sartori’s polarization theory. Sartori has argued that people leave political middle ground where cooperation is likely and “polarize”, i.e. start actively supporting extreme political parties and movements – either on the right or on the left. As a result, this polarization leaves democracy vulnerable and prone to collapse. Bermeo suggests that polarization theory is only accurate in a minority of cases, such as Germany. In most other cases, however, political elites rather than ordinary people are responsible for democracy’s collapse. Even major polarization is not a sufficient condition for democracy collapse. Democracies collapse when political elites are deliberate at destroying them. The elites think that they respond to polarized popular preferences but they may misread and overestimate the seeming polarization of the people. The majority of ordinary people do not support extremes. |

Notes:

1) Use at least 5 sources for this assignment:
   a) 1 book, 2 academic articles, 2 news article from a major newspaper (such as New York Times, Washington Post, Wall Street Journal etc) or magazines (Newsweek, the Economist, the Atlantic)
   b) You can use primary sources (e.g., government documents, NGO reports, IGO policy assessments) in addition, rather than as a substitution to 5 sources listed above.

2) You should not use random websites

3) **Citation**: Full bibliographic reference using “CofC Sociology Guide to Citation and Referencing.” See the online guide [http://polisci.cofc.edu/documents/12policitationguide.pdf](http://polisci.cofc.edu/documents/12policitationguide.pdf).
   a) Always use page numbers when you quote text. For example: Berman shows that “flourishing civil society does not necessarily bode well for the prospects of liberal democracy” (Berman 1997, p. 401).
   b) Use the author’s name and year when you paraphrase. Example: According to Berman, civil society and activism may lead to the breakdown of democracy (Berman 1997).

4) **Topic**: Use just two or three words. Examples: “breakdown of democracy,” “transition from authoritarian rule,” “delegative democracy,” “deterioration of democratic quality,” etc.

5) **Research question**: State briefly the central research question of the book chapter/article (this is NOT the research question of your paper)

6) **Countries**: List the countries studied. Examples: “Germany,” “Russia,” “Poland, Czech Republic, Hungary” “Slovakia and the Czech Republic.”

7) **Findings**: Write a short (2-3 paragraphs) summary of the most important findings of the research. What was learned from this study?