

# PSC 632: Democratization

Instructor: Dr. Amanda B. Edgell (abedgell@ua.edu)

Fall 2023

Office Hours: 314 TH, Tuesdays, 3:45-4:45pm

## Course Description

One of the most important areas of research in political science concerns the development of modern democracy. For most of recorded history, human beings have lived under dictatorship. During the 20th century, however, democracy swept the globe. While democracy is now a “zeitgeist,” most regimes still fail to meet the minimum standards to be labeled “democratic”. Likewise, many democracies are currently under threat from illiberal and anti-pluralist forces. This semester, we will tackle questions about what constitutes democracy and what explains democratization. We will discuss core debates in the academic literature, drawing on modern classics and newer works produced in the last five years. These scholarly works are highly relevant not only to scholars of democratization but to policymakers and practitioners. Throughout this semester, you will also learn how to employ the “structured focused comparison” method for case studies. This method allows investigators to analyze historical processes in a systematic way to draw meaningful conclusions about how institutional changes unfold. The course content should be helpful for graduate students pursuing academic careers and those contemplating more policy-oriented professions.

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## Student Learning Objectives

By the end of the semester, you should be able to...

1. Summarize the main arguments and findings in the scholarly literature on democratization.
2. Synthesize the scholarly literature on democratization to identify how different arguments and findings speak to one another.
3. Evaluate the current state of our knowledge about democratization to identify limitations and new areas for research.
4. Apply the structured focused comparison approach to evaluate processes of democratization and their divergent outcomes using real-world cases.

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## Required Texts

- Coppedge, Michael, Amanda B. Edgell, Carl Henrik Knutsen, and Staffan I. Lindberg, eds. 2022. *Why Democracies Develop and Decline*. New York: Cambridge University Press.
- George, Alexander L. and Andrew Bennett. 2005. *Case Studies and Theory Development in the Social Sciences*. Cambridge, MA: MIT Press.
- Linz, Juan J. and Alfred Stepan. 1996. *Problems of Democratic Transition and Consolidation: Southern Europe, South America, and Post-Communist Europe*. Baltimore, MD: Johns Hopkins University Press.
- Chenoweth, Erica and Maria J. Stephan. 2011. *Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict*. New York: Columbia University Press.

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## Pre-requisites

Graduate standing or admission into the Accelerated Masters Program in Political Science.

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## Course Requirements

### 1. Class Discussion (50%)

This is a seminar, not a lecture-based course. You are expected to attend and participate in all scheduled class meetings. You should arrive on time, having completed the assigned readings, and prepared to summarize, synthesize, and evaluate the material. This means that you need to actively engage with the required readings before class, asking questions such as:

- What is the research *question* guiding this work?
- What *methods* are used to answer the research question?
- What are the main findings or *conclusions* from this research?
- How does this research *relate* to other scholarly works in the literature?
- What are the core *contributions* of this work?
- What are the *limitations* of this research?

I strongly encourage you to prepare notes on the readings and bring them to class.

**Discussion Questions:** To facilitate class discussions, you are required to submit at least two discussion questions each week **by 8am the day of class**, which can be of a conceptual, substantive, or critical nature. Generally, we will follow that order but may deviate depending on the flow of the discussion.

**Earning Discussion Credit:** For each class session, you can earn up to five points toward your class discussion grade. One point is for submitting two well-formulated discussion questions by 8am, and the other four are for active participation during the discussion. You will not earn discussion credit for merely attending class. You may also lose discussion credit if you arrive to class late, or I suspect that you are not actively listening to the discussion (e.g., working on other assignments, doom scrolling) since this is disrespectful and potentially distracting. It is possible to earn a negative discussion credit score for the day.

### 2. Final Paper (50%)

You will be assigned two cases to analyze for structured focused comparison. This method for case study research uses the systematic selection of cases and the application of a standard set of criteria to evaluate the historical processes in each case to achieve the overall research objective. Our research objective is to better understand democratization. To do so, we will look at cases where political liberalization did and did not produce a democratic transition. You will complete the project in several stages, with feedback and opportunities for revisions throughout. At the end of the semester, you will present your findings to the class for comments and discussion. Here is a summary of the deadlines, which can also be found in the Course Schedule.

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Assignment	Deadline
Timeline of events and references	03 October 2023 (11:59pm)
Draft case study	24 October 2023 (11:59pm)
Draft final paper	28 November 2023 (11:59pm)
Final presentations	05 December (1-3:30pm)
Final papers	11 December 2023 (12:30pm)

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## Attendance Policy

Students are expected to attend all scheduled class meetings. A student may miss class only for good cause and must provide written documentation in advance or within **48 hours** of the missed class or as soon as physically possible.

Good cause for missing class, subject to the professor's discretion, may include:

- Sickness which disables the student from attending class or poses a significant threat to the health of others
- Sickness of, or accident involving, a spouse or dependent, that requires the student to be with the spouse or dependent
- An accident which necessarily prevents the student's attendance in class
- The death of a family member or friend
- An interview for an internship or a permanent position after graduation, if the interview cannot reasonably be scheduled to avoid a conflict
- A meeting or event at which the student must appear as a representative of the University (including official athletic events)
- Comprehensive exams, where the department schedules these to take place on the same day, one day before, or one day after the class meeting
- Jury duty on the same day as the class meeting
- Other good cause as is warranted under the circumstances

Deadlines for other course assignments do not constitute a good cause for missing class. Extracurriculars (including Greek Life) are also not generally acceptable excuses for absences unless the student is acting as an official representative of the University (e.g., mock trial tournaments and official athletic events).

## Excessive Absences

A student who is absent *for any reason* from the equivalent of three class meetings will only be allowed to continue with the course if they obtain approval from the professor. In such circumstances, the student will be marked as failing the course with an "F" letter grade unless they withdraw from the course before the final grading period.

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## Grading Policies

We will use the following grading scale in this class. Graduate students must maintain a 3.0 cumulative GPA or higher for all graduate coursework taken at the University of Alabama. A minimum 3.0 GPA is also required to be eligible for funding from the department.

A (4.0)	B (3.0)	C (2.0)	D (1.0)	F (0.0)
Exemplary 90-100%	Adequate 80-89%	Inadequate 70-79%	Insufficient 60-69%	Failing 0-59%

## Missed Exams & Coursework

As a general rule, I do not accept late work. Deadlines on the Course Schedule are there to help ensure you successfully achieve the student learning objectives by the end of the semester. If you cannot meet a deadline or will need to miss an exam for a good cause, you must provide written documentation within **48 hours** of the missed assignment or as soon as physically possible.

## Grade Disputes

If you think I have made an error, contact me during office hours or schedule an appointment within one week of receiving the grade. Out of respect for your right to privacy under the University's Confidentiality of Student Records policy and the Family Rights and Privacy Act of 1974, I do not discuss grades via email.

## Incomplete Grades

Incomplete "I" grades will be recorded only in exceptional cases when: the student (a) has completed a substantial portion of the course and is otherwise passing, (b) is unable to complete a well-defined portion of a course for reasons beyond the student's control, and (c) in the instructor's judgment can complete the required work without repeating the course.

The University of Alabama policy requires all grades of "I" to be removed no later than 12 months after the end of the term in which they were awarded but prior to the student's graduation or the grade of "I" will be changed to an "F." The "I" may not be used as a means to re-enroll in a course during a subsequent semester. A grade of "I" may not be used to satisfy a prerequisite requirement.

Requests for "I" grades must be submitted in writing to the instructor using this form: <https://forms.gle/JWRZz87gmhyLmBdr9>. Such requests can be sent no earlier than 01 November 2023 (the last day to drop a course with a "W") and no later than 12:30pm on 11 December 2023 (the end of the final exam period).

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## Plagiarism and AI Technology

Learning to communicate your ideas effectively is an essential skill for any career path you may eventually take after graduation. While AI technology is exciting and offers opportunities to improve the efficiency of our research and writing, misusing this technology has negative consequences. Bots like ChatGPT are only accurate about 60-70% of the time and have been known to fabricate information. Using these tools to write your work for you is not only unethical, it renders you invisible. Your voice matters! Don't let an AI silence you.

In line with UA's Academic Misconduct policy, I expect you to generate your own work in this course. By submitting an assignment, you claim this work is entirely your own. Any work that you have paraphrased should be correctly cited. If you use more than three words in a row from someone else's work, use quotation marks and cite the source, including the page number. We will use the American Political Science Association's (APSA) style manual to assist with this endeavor, accessible here: <https://connect.apsanet.org/stylemanual/>.

If you submit work generated by someone else or created by a computer application such as ChatGPT, this will be considered a violation of the Academic Misconduct policy and may be reported to the Department Chair or Dean's office for review.

You may use word processing tools to check your spelling and grammar and assist with simple re-phrasing tasks. For example, I use the Grammarly application to help with my writing. It checks spelling and punctuation and sometimes provides advice on rephrasing sentences for clarity. This is a perfectly acceptable use of technology. However, having Grammarly's AI assistant or similar tools write your work for you is unacceptable.

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## Controversial Topics

Some of the topics in this course may be considered controversial. One of the core purposes of a university is to discuss important topics through a scholarly lens. When members of a class find themselves feeling strongly about a topic, that is a signal that the topic is important enough to be discussed rather than avoided. Differences of opinion are expected and will result in rich discussions. In these discussions students will be

expected to demonstrate a thorough understanding of concepts presented in the course materials and to ground their positions in concepts and evidence relevant to the course. This in turn will entail coming to class prepared, asking relevant questions, sharing perspectives, having a willingness to listen, and practicing open-mindedness when encountering the perspectives of others. In this course we will assume the positive intentions of all class members when discussing important topics, and we will give them the benefit of the doubt when considering their perspectives and sharing our own.

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## **Other Policies**

### **Names and Pronouns**

UA provides instructors with a roster listing each student's legal name. However, I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me accordingly early in the semester so that I may make appropriate changes to my records. You can also designate your pronouns in Banner.

### **TurnItin Policy**

Students agree that their enrollment in this course allows the instructor the right to use electronic devices to help prevent plagiarism. All course materials are subject to submission to Turnitin.com for the purpose of detecting textual similarities and plagiarism.

### **Audio/Video Recordings**

This is an in-person discussion-based seminar. Therefore, as a general rule, no one is allowed to make audio or video recordings of our class sessions. This will facilitate an active, honest, open discussion during our meetings. Any student violating this rule may be referred to the Office of Student Conduct for disciplinary action. Students with documented disabilities requiring access to audio recordings of missed classes should notify me formally through the ODS portal so that we can make alternative accommodations that are more reasonable for the course format.

### **Sharing Course Materials**

All course materials, presentations, and class discussions are only for viewing by members of this class section. They may not be posted in any public forum or shared with anyone not enrolled. Any student violating these rules may be referred to the Office of Student Conduct for disciplinary action.

### **Academic Misconduct**

Students are expected to be familiar with and adhere to the official Academic Misconduct Policy provided in the Online Catalog. Any suspected academic misconduct, including plagiarism, will be referred to the College of Arts & Sciences Dean's Office. For more information: <https://provost.ua.edu/academic-misconduct/>

### **Disability Accommodations**

The University of Alabama is committed to ensuring the full participation of all students in its programs. If you have a documented disability (or think you may have a disability) and need reasonable accommodation(s) to participate in this class, contact the Office of Disability Services (or ODS; 205-348-4285, ods@ua.edu, Houser Hall 1000, [www.ods.ua.edu](http://www.ods.ua.edu)) as soon as possible. If you have been approved to receive accommodations through ODS, please meet with your instructor or College designee during office hours or by appointment to review your accommodation letter and discuss how accommodations can be implemented in this course.

## **Pregnancy Accommodations**

Title IX protects against discrimination related to pregnancy or parental status. If you are pregnant and will need accommodations for this class, please review the University's FAQs on the UAct website: <https://uact.ua.edu/information/pregnancy>.

## **Religious Observances**

Under the Guidelines for Religious Holiday Observances, students should notify the instructor in writing or via email during the first two weeks of the semester of their intention to be absent from class for religious observance. The instructor will work to provide reasonable opportunity to complete academic responsibilities as long as that does not interfere with the academic integrity of the course. See full guidelines at Religious Holiday Observances Guidelines: <https://provost.ua.edu/oaa-guidelines-for-religious-holidays-observance/>

## **UAct Ethical Community**

The University of Alabama is committed to an ethical, inclusive community defined by respect and civility. The UAct website (<http://www.ua.edu/uact>) provides extensive information on how to report or obtain assistance with a variety of issues, including issues related to dating violence, domestic violence, stalking, sexual assault, sexual violence or other Title IX violations, illegal discrimination, harassment, hate or bias incidents, child abuse or neglect, hazing, threat assessment, retaliation, and ethical violations or fraud.

## **Severe Weather Protocol**

The guiding principle at The University of Alabama is to promote the personal safety of our students, faculty, and staff during severe weather events. Please see the latest severe weather guidelines in the Online Catalog: [www.ready.ua.edu/severe-weather-guidelines/](http://www.ready.ua.edu/severe-weather-guidelines/). In particular, I recommend downloading the ABC-3340 weather app, following James Spann on social media, and activating emergency alerts on your mobile devices.

## **Mandatory Reporting**

As a faculty member at the University of Alabama, I am a mandatory reporter for known or suspected child abuse or neglect. This means that if I become aware of harm or threatened harm, sexual abuse, sexual exploitation, or negligent treatment of any person under the age of 18 or under the age of 19 in need of protective services, I must immediately report the suspected abuse to the University of Alabama Police Department. For more information: <https://uact.ua.edu/information/child-protection>

## **Responsible Reporting**

As a faculty member at the University of Alabama, I am considered a responsible reporting individual for sexual misconduct under Title IX regulations. This means that I am required to immediately report known incidents of sexual harassment, sexual assault, dating/domestic violence, and stalking to the Title IX Coordinator and the Designated Harassment Resource Person under the UAct program. For more information: <https://uact.ua.edu/information/titleix>

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## **Wellness Resources**

College can be a stressful time.

If you or someone you know is facing a challenging time or dealing with academic or personal stress, anxiety, depression, or other concerns, we strongly encourage and support you to seek assistance or to help friends find the care that they may need. Please refer to our Campus Resource List for Students: <https://alabama.box.com/s/nz3gs827kx538255typ9hm5owd7x0yj8>.

Also, If you are experiencing a personal crisis and need urgent assistance, you can also contact the following resources:

*Counseling Center*

Monday-Friday during routine Center hours (205-348-3863). Weekends, holidays, after-hours (contact UAPD at 205-348-5454 and ask to speak with the on-call counselor). You may also text BAMA to 741-741 to text with a trained volunteer. Women and Gender Resource Center

Monday-Friday during routine Center hours (205-348-5040). Weekends, holidays, after-hours (contact UAPD at 205-348-5454 and ask to speak to the on-call advocate for the WGRC.

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## **Notification of Changes**

The instructor reserves the right to amend this document as the need arises. In such instances, students will receive notification in class and via email with reasonable time to adjust to any changes.

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# Course Schedule

Generally, I recommend reading the materials in the order listed on the course schedule below. For books, unless the entire text is assigned (see Required Texts), you will be able to access the assigned pages from the link. For articles, I have provided the DOI link, which should allow you to access the text free of charge when on the UA network. Otherwise, you should be able to locate them through Google Scholar or the UA library.

## 29 August 2023

### Topic: Course Introduction and Waves

Today we will cover the particulars of the course, review the syllabus, and have our first discussion covering the assigned readings below. Even though this is our first class - you are expected to submit discussion questions and come prepared to discuss the material.

#### Required Reading:

- Huntington, Samuel P. 1993. *The Third Wave: Democratization in the Late Twentieth Century*. Norman, OK: University of Oklahoma Press, 3-30. <https://alabama.box.com/s/dxs88z9t5az8gd1yhn8t51ch4hcqgaw2>
- Lührmann, Anna and Staffan I. Lindberg. 2017. “A Third Wave of Autocratization is Here: What is New About it?” *Democratization*, 26(7): 1095-1113. <https://doi.org/10.1080/13510347.2019.1582029>
- *Why Democracies Develop and Decline*, Chapters 1-2, 1-54

## 05 September 2023

### Topic: Current Controversies

This week we will cover two ongoing controversies in the literature on democratization – (1) whether we really see waves of regime transformation throughout history and (2) whether the world is currently experiencing democratic backsliding.

#### Required Reading::

- Skaaning, Svend-Erik. 2020. “Waves of Autocratization and Democratization: A Critical Note on Conceptualization and Measurement.” *Democratization*, 27(8): 1533-1542. <https://doi.org/10.1080/13510347.2020.1799194>
- Tomini, Luca. 2021. “Don’t Think Like a Wave! A Research Note About the Current Autocratization Debate.” *Democratization*, 28(6): 1191-1201. <https://doi.org/10.1080/13510347.2021.1874933>
- Boese, Vanessa A., Staffan I. Lindberg, and Anna Lührmann. 2021. “Waves of Autocratization and Democratization: A Rejoinder.” *Democratization*, 28(6): 1202-1210. <https://doi.org/10.1080/13510347.2021.1923006>
- Little, Andrew and Anne Meng. 2023. “Subjective and Objective Measurement of Democratic Backsliding.” <http://dx.doi.org/10.2139/ssrn.4327307>
- Knutsen, Carl Henrik, et al. 2023. “Conceptual and Measurement Issues in Assessing Democratic Backsliding.” V-Dem Working Paper Series, 140. <http://dx.doi.org/10.2139/ssrn.4494175>

## 12 September 2023

### Topic: More Conceptualization and Measurement

This week we will continue discussing the debates over how to properly conceptualize and measure democracy and democratization.

#### Required Reading:

- Schumpeter, Joseph. 2003. “Capitalism, Socialism, and Democracy” in *The Democracy Sourcebook*, eds. Robert A. Dahl, Ian Shapiro, and Jose Antonio Cheibub, 5–11. Cambridge, MA: MIT Press. <https://alabama.box.com/s/bezcmw7c47f2m0vv0cg3i8m67oumfxl3>

- Dahl, Robert A. 1971. *Polyarchy: Participation and Opposition*. New Haven: Yale University Press, 1-16. <https://alabama.box.com/s/ylaerdd0m2n7mahnt2sko3txa66ou53j>
- Sartori, Giovanni. 1991. “Comparing and Miscomparing.” *Journal of Theoretical Politics* 3(3): 243–257. <https://doi.org/10.1177/0951692891003001>
- Alvarez, Mike, José Antonio Cheibub, Fernando Limongi, and Adam Przeworski. 1996. “Classifying Political Regimes.” *Studies in Comparative International Development*, 31(2):3–36. <https://doi.org/10.1007/BF02719326>
- Paxton, Pamela. 2000. “Women’s Suffrage in the Measurement of Democracy: Problems of Operationalization.” *Studies in Comparative International Development*, 35:92–111. <https://doi.org/10.1007/BF02699767>
- Elkins, Zachary. 2000. “Gradations of Democracy? Empirical Tests of Alternative Conceptualizations.” *American Journal of Political Science*, 44(2):293-300. <https://doi.org/10.2307/2669311>
- Coppedge, Michael, et al. 2011. “Conceptualizing and Measuring Democracy: A New Approach.” *Perspectives on Politics*, 9(2): 247-267. <https://doi.org/10.1017/S1537592711000880>
- Maerz, Seraphine F., Amanda B. Edgell, Matthew C. Wilson, Sebastian Hellemeier, and Staffan I. Lindberg. 2023. “Episodes of Regime Transformation.” *Journal of Peace Research*, 1-18. <https://doi.org/10.1177/00223433231168192>

*Recommended Reading:*

- Coppedge, Michael. 2012. *Democratization and Research Methods*. New York: Cambridge University Press.
- Munck, Gerardo L. 2009. *Measuring Democracy: A Bridge Between Scholarship & Politics*. Baltimore, MD: Johns Hopkins University Press.
- Linz, Juan J. 2000. *Totalitarian and Authoritarian Regimes* Boulder, CO: Lynne Rienner Publishers.

## 19 September 2023

### Topic: Method of Structured Focused Comparison

This week we will discuss the method of structured focused comparison that will be employed in your final projects. We will also discuss the assignment and selection of cases.

**Required reading:**

- George, Alexander L. and Andrew Bennett. 2005. *Case Studies and Theory Development in the Social Sciences*. Cambridge, MA: MIT Press.

## 26 September 2023

### Topic: Problems of Democratic Transition

This week we'll read a substantial portion of the book *Problems of Democratic Transition and Consolidation* by Juan J. Linz and Alfred Stepan. In addition to reading the first part of the book, which sets up their theory, you will be assigned to read one of the case study chapters. During our discussion, you will inform the rest of the class about your case and how it fits within the theory. In addition, you should research how your case has fared since the publication of Linz and Stepan. Has it “consolidated” as a democracy? Did it “backslide” into authoritarianism?

**Required Reading:**

- Linz, Juan J. and Alfred Stepan. 1996. *Problems of Democratic Transition and Consolidation: Southern Europe, South America, and Post-Communist Europe*. Baltimore, MD: Johns Hopkins University Press, 3-83 + selected chapter(s) on cases.

*Recommended Reading:*

- O'Donnell, Guillermo and Philippe C. Schmitter. 1986. *Transitions from Authoritarian Rule: Tentative Conclusions about Uncertain Democracies*. Baltimore, MD: Johns Hopkins University Press.

## 03 October 2023

### No Class - Dr. Edgell will be attending the EGAP meeting in Mexico City

Work on your structured focused comparisons. Timelines for both cases and a draft reference list are both due by 03 October 2023 at 11:59pm.

## 10 October 2023

### Topic: “Modernization” Theory

Does development cause democratization? Are there long-run processes of human *evolution* that eventually lead from traditional societies to modern, democratic, and capitalistic ones? This week we evaluate the “modernization” theory, assessing the evidence for and against its claims. Afterward, we will discuss the political factors that gave rise to this theory and why it “never dies.”

#### Required Reading:

- Lipset, Seymour Martin. 1959. “Some Social Requisites of Democracy: Economic Development and Political Legitimacy.” *American Political Science Review* 53, no. 1: 69–105. <https://doi.org/10.2307/1951731>.
- Przeworski, Adam and Fernando Limongi. 1997. “Modernization: Theories and Facts.” *World Politics* 49, no. 2: 155–183. <https://www.jstor.org/stable/25053996>.
- Boix, Carles and Susan Stokes. 2003. “Endogenous Democratization.” *World Politics* 55, no. 4: 517–549. <https://www.jstor.org/stable/25054237>.
- *Why Democracies Develop and Decline*, Chapter 3, 55–79.
- *Why Democracies Develop and Decline*, Chapter 5, 119–160
- Gilman, Nils. 2018. “Modernization Theory Never Dies.” \*History of Political Economy” 50, no. S1: 133–151. <https://doi.org/10.1215/00182702-7033896>.
- Munck, Gerardo. 2018. “Modernization Theory as a Case of Failed Knowledge Production.” *Annals of Comparative Democratization* 16, no. 3: 37–41. [https://connect.apsanet.org/s35/wp-content/uploads/sites/26/2018/10/2018\\_16\\_3-Annals\\_of\\_CD\\_September.pdf](https://connect.apsanet.org/s35/wp-content/uploads/sites/26/2018/10/2018_16_3-Annals_of_CD_September.pdf)

#### Recommended Reading:

- Wucherpfennig, Julian and Franziska Deutsch. 2009. “Modernization and Democracy: Theories and Evidence Revisited.” *Living Reviews in Democracy*: 1–9. <http://www.livingreviews.org/lrd-2009-4>.
- Moore, Barrington. 1966. *Social Origins of Dictatorship and Democracy: Lord, Peasant, and the Making of the Modern World*. Boston: Beacon Press.
- Rueschemeyer, Dietrich, Evelyne Huber Stephens, and John D. Stephens. 1992. *Capitalist Development and Democracy*. Chicago: University of Chicago Press.
- Gilman, Nils. 2007. *Mandarins of the Future: Modernization Theory in Cold War America*. Baltimore, MD: Johns Hopkins University Press.
- Gerring, John, Brendan Apfeld, Tore Wig, and Andreas Forø Tollefsen. 2022. *The Deep Roots of Modern Democracy: Geography and the Diffusion of Political Institutions*. New York: Cambridge University Press.
- Webber, Max. 1930. *The Protestant Ethic and the Spirit of Capitalism* London: George Allen and Unwin Ltd.
- Mamdani, Mahmood. 1996. *Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism*. Princeton, N.J.: Princeton University Press.
- French, Howard. 2021. *Born in Blackness: Africa, Africans, and the Making of the Modern World, 1471 to the Second World War*. New York: W.W. Norton.

## 17 October 2023

### Topic: International Dimensions

This one's for the IR students in the course, but also a reminder to CP that foreign actors and global events often shape the domestic context. We will explore several different international dimensions of democratization, including foreign pressure, material incentives, and diffusion.

#### **Required Reading:**

- Brinks, Daniel and Michael Coppedge. 2006. "Diffusion is No Illusion: Neighbor Emulation in the Third Wave of Democratization" *Comparative Political Studies* 39, no. 4: 463-489. <https://doi.org/10.1177/0010414005276666>.
- *Why Democracies Develop and Decline*, Chapter 4, 80-118.
- Goldring, Edward and Sheena Chestnut Greitens. 2020. "Rethinking Democratic Diffusion: Bringing Regime Type Back In." *Comparative Political Studies* 53, no. 2: 319–353. <https://doi.org/10.1177/0010414019852701>.
- Levitsky, Stephen and Lucan Way. 2006. "Linkage versus Leverage: Rethinking the International Dimension of Regime Change." *Comparative Politics* 38, no. 4: 379–400. <https://doi.org/10.2307/20434008>.
- Wright, Joseph. 2009. "How Foreign Aid Can Foster Democratization in Authoritarian Regimes." *American Journal of Political Science* 53, no. 3: 552-571. <https://doi.org/10.1111/j.1540-5907.2009.00386.x>.
- Clarke, Killian. 2023. "Ambivalent Allies: How Inconsistent Foreign Support Dooms New Democracies." *Journal of Peace Research* 60, no. 1: 157-171. <https://doi.org/10.1177/00223433221137612>.

#### *Recommended Reading:*

- Levitsky, Steven and Lucan A. Way. 2010. *Competitive Authoritarianism: Hybrid Regimes after the Cold War*. New York: Cambridge University Press.
- Bush, Sarah Sunn. 2015. *The Taming of Democracy Assistance: Why Democracy Promotion Does Not Confront Dictators*. New York: Cambridge University Press.
- Downes, Alexander B. and Jonathan Monten. 2013. "Forced to be Free? Why Foreign-imposed Regime Change Rarely Leads to Democratization." *International Security* 47, no. 4: 90-131. [https://doi.org/10.1162/ISEC\\_a\\_00117](https://doi.org/10.1162/ISEC_a_00117).

## **24 October 2023**

#### **Topic: Writing & Wellness Week**

This week we will not have a formal class meeting. A draft of your "deviant" case studies should be sent no later than 11:59pm on 24 October. You are also required to meet one-on-one with Dr. Edgell this week to discuss progress on your cases.

## **31 October 2023**

#### **Topic: Institutional Dimensions**

Institutions and their legacies play an essential role in the literature on democratization. This week we look at some of the institutions under authoritarianism – such as elections, parties, and legislatures – and the overall organization of the regime to evaluate whether these matter and whether they help or hinder democratization.

#### **Required Reading:**

- Geddes, Barbara. 1999. "What Do We Know About Democratization After Twenty Years?" *Annual Review of Political Science* 2: 115-144. <https://doi.org/10.1146/annurev.polisci.2.1.115>.
- Frantz, Erica and Andrea Kendall-Taylor. 2016. "Pathways to Democratization in Personalist Dictatorships." *Democratization* 24, no. 1: 20-40. <https://doi.org/10.1080/13510347.2015.1131977>.
- Gandhi, Jennifer and Adam Przeworski. 2007. "Authoritarian Institutions and the Survival of Autocrats." *Comparative Political Studies* 40, no. 11: 1279–1301. <https://doi.org/10.1177/0010414007305817>.

- Wright, Joseph and Abel Escribá-Folch. 2012. “Authoritarian Institutions and Regime Survival: Transitions to Democracy and Subsequent Autocracy.” *British Journal of Political Science* 42, no. 2: 283–309. <https://doi.org/10.1017/S0007123411000317>.
- Edgell, Amanda B., Valeriya Mechkova, David Altman, Michael Bernhard, and Staffan I. Lindberg. 2018. “When and Where do Elections Matter: A Global Test of the Democratization by Elections Hypothesis, 1900-2010.” *Democratization* 25, no. 3: 422–444. <https://doi.org/10.1080/13510347.2017.1369964>.
- Donno, Daniela. 2013. “Elections and Democratization in Authoritarian Regimes.” *American Journal of Political Science* 57, no. 3: 703–716. <https://doi.org/10.1111/ajps.12013>.

*Recommended Reading:*

- Geddes, Barbara, Joseph Wright, and Erica Frantz. 2014. “Autocratic Breakdown and Regime Transitions: A New Data Set.” *Perspectives on Politics* 12, no. 2: 313–331. <https://doi.org/10.1017/S1537592714000851>.
- *Why Democracies Develop and Decline*, Chapter 6, 163-184.
- Gandhi, Jennifer. 2008. *Political Institutions Under Dictatorship*. New York: Cambridge University Press.
- Ghandi, Jennifer and Ellen Lust-Okar. 2009. “Elections Under Authoritarianism.” *Annual Review of Political Science* 12: 403-422. <https://doi.org/10.1146/annurev.polisci.11.060106.095434>.
- Lindberg, Staffan I. ed. 2009. *Democratization by Elections: A New Mode of Transition*. Baltimore, MD: Johns Hopkins University Press.
- Levitsky, Stephen and Lucan Ahmed Way. 2020. “The New Competitive Authoritarianism.” *Journal of Democracy* 31, no. 1: 51-65. <https://doi.org/10.1353/jod.2020.0004>

## 07 November 2023

**Topic: Power to the People!**

Can ordinary citizens encourage democratization through their mobilization? What types of civil resistance are more or less likely to be successful and result in democracy? This week we look at these questions and evaluate the revolutionary potential of the masses.

**Required Reading:**

- Chenoweth, Erica and Maria J. Stephan. 2011. *Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict* New York: Columbia University Press.
- *Why Democracies Develop and Decline*, Chapter 7, 185-214.

*Recommended Reading:*

- Putnam, Robert D. 1993. *Making Democracy Work: Civic Traditions in Modern Italy*. Princeton, N.J.: Princeton University Press.
- Dahlum, Sirianne. 2023. “Joining Forces: Social Coalitions and Democratic Revolutions.” *Journal of Peace Research* 60, no. 1: 42-57. <https://doi.org/10.1177/00223433221138614>.
- Hellmeier, Sebastian and Michael Bernhard. 2023. “Regime Transformation from Below: Mobilization for Democracy and Autocracy from 1900 to 2021.” *Comparative Political Studies*, 1-33. <https://doi.org/10.1177/00104140231152793>.

## 14 November 2023

**Topic: Bringing it Together**

This week, we will consider a metatheory of democratization primarily influenced by structural factors. We’ll then compare this argument to recent claims that democratization might be a “mistake.” As we discuss these works, we should carefully consider how they fit within the other readings throughout the course to draw some general conclusions about what we know about democratization after over 60 years of empirical research.

**Required Reading:**

- *Why Democracies Develop and Decline*, Chapter 8, 214-261.
- Treisman, Daniel. 2020. “Democracy by Mistake: How Errors of Autocrats Trigger Transitions to Free Government.” *American Political Science Review* 114, no. 3: 792–810. <https://doi.org/10.1017/S0003055420000180>

**Recommended Reading:**

- Mainwaring, Scott and Tarek Masoud (eds.). 2022. *Democracy in Hard Places*. New York: Oxford University Press.

**28 November 2023**

**Topic: Writing Week**

This week we will not have a formal class meeting. A draft of your final paper should be sent no later than 11:59pm on 28 November 2023. You are also required to meet one-on-one with Dr. Edgell this week to discuss progress on your cases.

**05 December 2023**

**Topic: Presentations**

This week you will present your findings to the rest of the class for discussion and comments. As a reminder, final papers are due by 12:30pm on 11 December 2023.

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