



İPEK
ÜNİVERSİTESİ

POLS: DEMOCRACY & DEMOCRATIZATION

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Class Hours Tuesdays, 10am-1pm, Grad 314

Office Hours: Tuesdays 2:30-5:30pm or by appointment.

Course website: www.bridgetwelsh.com (Resource Section Democracy)

TEACHING ASSISTANT

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COURSE DESCRIPTION

This course is designed to introduce undergraduates to the debates surrounding democracy and democratization. From the onset students will engage key concepts and contentious issues, as well as apply different theoretical frameworks to the experiences of countries and democratization across the globe. We will examine the cultural, economic, social and international factors that foster and obstruct democratization. Students will engage in these issues through case studies, course assignments and class participation, learning about the historical and contemporary political development of countries in a variety of regions. Students will enrich their knowledge and skills that will help them in becoming more empowered and informed citizens.

COURSE GOALS

Students will develop the tools to understand regime trajectories and contemporary global problems, as well as learn analytical skills and problem-solving. This course is ideal for students interested in honing their ability to interpret complex issues, understand the diverse perspectives of stakeholders and develop tools to address the challenges for democracy today.

Specific Learning Objectives

By the end of this course, students will be able to:

- *Understand a Range of Concepts, Theories and Approaches in Political Science*
- *Appreciate the Diversity of Political Perspectives and Outlooks*
- *Frame Problems from Multiple Perspectives*
- *Construct and Present their Own Interpretations of Political Events*
- *Recognize the Range and Variation in Forms of Political Power*
- *Evaluate Government Approaches to Rights and Justice*
- *Formulate their Own Opinions on Democracy and its Future*
- *Work More Effectively in a Group Dynamic*
- *Research Contemporary Political Issues*

ASSESSMENT METHODS

Class Attendance & Participation	15%
Book Assessment	6%
Two Reading Analyses	14% (7% each)
Measuring Democracy Paper	20%
Final Examination Paper	35%
Group Oral Presentation	10%
Total	100%

*a) **Class Attendance & Participation** (15% of total grade) Students are expected to read all the required reading before class to participate in discussion. Please note that more than **ONE** absence of any class session will significantly lower a student's final participation grade. Regular patterns of tardiness will also negatively affect a student's performance. Class participation will be assessed based on the quality of participation in the class, with higher marks given to students who relate inputs to the course readings and express individual ideas articulately and succinctly. Students are not evaluated on the volume that they say, but the degree to which their participation adds value to the discussion. Students are asked to turn their smart phones and other devices on silent mode and not use them during class time. Laptops are to be used for note-taking, not chatting and emailing during class time. Student distractions that take away from the overall class learning environment are strongly discouraged and will be assessed in class participation performance. As part of the learning process, students will be asked to participate in a series of in-class simulations and problem-solving tasks. These assignments will also comprise your course participation grade.*

*b) **Book Assessment** (6% of total grade): Students are asked to assess one of the books assigned for the course in 1-2 double-spaced pages (500-800 words). These book assessments must address the political issues in the text and connect these issues to the course material. The review must develop an argument and reflect your own personal engagement with the material. Each book will be discussed at the optional class dinner held early in the spring term.. Assessments will be evaluated based on their individuality, clarity, presentation, argument and knowledge of the issues in the book. This assignment must be emailed to the professor and TA, with a hard copy delivered and electronic copy delivered on Blackboard by 5pm on the due date, March 28th. All book assessments will simultaneously be processed through TURNITIN accessible on Blackboard.*

*c) **Reading Reviews** (14% of total grade, 7% each assignment), These **TWO** reviews of 1000 words each will draw on the assigned course reading and class lecture. For each review, students are asked to prepare three questions from the required and recommended reading for a particular week before the class period and then answer these questions within two days of the class session. Students should refer to at least one recommended reading. The questions are due one hour before class begins and must be emailed to the professor/TA and the reviews with the answers to the questions must be handed in within two days of the class by 5pm. The final review must be uploaded to Blackboard. Students are responsible for finishing these assignments before the 12th week of the course, before May 17th. .*

*d) **Measuring Democracy Paper-** (20% of total grade) Students are asked to submit an original paper of 2000-2500 words concisely measuring the level of democracy in a particular country. As Turkey will be the example in the class, it cannot be selected. Student must develop an argument and use concrete evidence. Further guidelines on this paper will be provided. This assignment must be emailed to the professor and TA, with a hard copy delivered and electronic copy delivered on Blackboard by 5pm on the due date. All book assessments will simultaneously be processed through TURNITIN accessible on Blackboard. As part of your grade, students will be expected to present*

this paper to the class in a short 5-minute presentation.

*e) **Final Examination Paper** (35% of the final grade): Students are asked to submit an original paper of 2500-3000 words concisely examining the trajectory of democracy/democratization in a particular country. This final examination paper should bring together the material in the course and show mastery of the subject matter. Students are expected to develop an argument, use concrete evidence and link the argument to the theoretical material in the course. Students are expected to share their research question preliminary argument with the class on May 24th. Further guidelines on this paper will be provided. This assignment must be emailed to the professor and TA, with a hard copy delivered and electronic copy delivered on Blackboard by 5pm on the due date, May 30th. All book assessments will simultaneously be processed through TURNITIN accessible on Blackboard. No late papers will be accepted.*

*d) **Group Oral Presentation** (10% of the total grade). Students working in groups of up to 3 people will be asked to present a comparative case study associated with the topic of one of the first twelve weeks in the course. Students will sign up in the second week of the course. All of the presentations should be no more than 15 minutes (with five minutes for questions), include a two-page written synopsis of the main questions and findings of the case study comparison and a power point presentation that should be forwarded to the TA and professor at least one hour before the presentation. All presentations will take place during class in Week 13. Strict time limits will be imposed. The groups will be selected in the beginning of term and be on a first come, first chosen basis. Students are required to meet with the professor in the immediate week after the chosen week to discuss the presentation during her office hours. Students will be assessed on their ability to present material clearly and succinctly, the quality of their synopsis as well as their understanding of the reading and comparative case study selected.*

ACADEMIC INTEGRITY

Students are expected to uphold high standards of academic integrity. Plagiarism, cheating and disrespect for diversity of views in the classroom are not acceptable. In the beginning of term, the professor will review different guidelines for research and help familiarize students with the techniques needed for report preparation. Throughout the course, a classroom environment of acceptance, respect and tolerance will be reinforced. Specific task-oriented assignments have been selected to reduce the temptation for students to rely on the ideas of others and tap directly into an individual student's abilities. All written assignments must be turned in through TURNITIN accessible through Blackboard

Ipek University's policy on academic integrity states that all acts of academic dishonesty (including, but not limited to, plagiarism, cheating, fabrication, facilitation of acts of academic dishonesty by others, unauthorized possession of exam questions, or tampering with the academic work of other students) are serious offences. All work (whether oral or written) submitted for purposes of assessment must be the student's own work. Penalties for violation of the policy range from zero marks for the component assessment to expulsion, depending on the nature of the offense. When in doubt, students should consult the instructors of the course before the assignment is due.

INSTRUCTIONAL METHODS AND EXPECTATIONS

The assignments in this course develop knowledge and skills, with the aim of making students more confident and better prepared to address real world problems they will face. Simultaneously, they introduce students to contemporary challenges facing democracy in the world and teach core material associated with political science. Texts and course material for this course are purposely selected for accessibility. Teaching materials include a novel, the course website, in-class simulations and core disciplinary reading material.

CONSULTATIONS AND TEACHING ASSISTANTS

Students are encouraged to meet one-on-one with the professor to discuss course material and their assignments. The professor holds regular office hours where students can meet her. Students are also welcome to schedule an appointment, but should provide at least three different alternatives to be accommodated for a meeting outside of office hours. Students are encouraged to book their time early. During term, students should expect a response to their emails within two business days. The Teaching Assistant is also available for consultation.

CLASS SESSIONS

Class sessions will be held for three hours per week, with a short break in the middle. Each session will combine lectures, discussions, and group activities focused on the assigned topics.

REQUIRED TEXT AND READINGS

Students will be expected to read all the required reading before class. All the required course reading will be available in the Library on reserve in Blackboard or via links. Additional optional reading material will also be available on the course website.

Recommended for Purchase (one of the books for the book assessments):

Chigozie Obioma. *The Fishermen*. (London: Pushkin Press, 2015)

WEEKLY LESSONS AND READINGS

WEEK 1 (March 1) Course Introduction: Understanding and Measuring Democracy

Thematic Questions: What is democracy? How do we measure democracy?

Required Reading:

Philippe Schmitter and Terry Karl, "What Democracy Is...and Is Not," *Journal of Democracy* 2 (July 1991): 75-88

Larry Diamond, Emily Green and William Gallery "Measuring Democracy," in Larry Diamond, *In Search of Democracy*, (London: Routledge, 2016), pp. 46-75.

James Hyland, *Democratic Theory: The Philosophical Foundations* (Manchester, 1995), Chapter 2, pp. 36-50.

Recommended Reading:

Michael Bratton, "Anchoring the "D-Word" in Africa." *Journal of Democracy*, 21 (December 2010): 106-113.

Russell J. Dalton, Doh C. Shin and Jou, Willy. "Understanding Democracy: Data from Unlikely Places." *Journal of Democracy*, 18 (December 2007): 142-56.

Charles Boix, Michael Miller, and Sebastian Rosato. "A Complete Data Set of Political Regimes, 1800-2007." *Comparative Political Studies*, 46(12) (2013): 1523-1554.

WEEK 2 (March 8) State Formation and Modern Democracy's Origins

Thematic Question: How did the state formation process affect democracy and visa versa?

Required Reading:

Daron Acemoglu, Daron & James Robinson, *Economic Origins of Dictatorship and Democracy* (Cambridge: Cambridge University Press, 2005), Chapter 2, pp. 15-46

Douglass North et al, *Violence and Social Orders* (Cambridge: Cambridge University Press, 2009), Chapter 1, pp. 1-29

Francis Fukuyama, *Political Order and Decay*. (New York: Farrar, Straus and Giroux, 2015), Chapters 27-28, pp. 399-435

Case Studies: England and Germany (Read one of the following)

Barrington Moore, *Social Origins of Dictatorship and Democracy* (Boston: Beacon Press, 1993), Chapter 7, pp. 413-32

Barrington Moore, *Social Origins of Dictatorship and Democracy* (Boston: Beacon Press, 1993), Chapter 7, pp. 433-452

Recommended Reading:

Charles Tilly, *Coercion, Capital and European States AD 990–1992* (New York: Blackwell, 1992), Chapter 1

Niall Ferguson, *The Cash Nexus* (New York: Basic Books, 2002), Chapter 1

Jack Goldstone, *Revolutions: Theoretical, Comparative, and Historical Studies* (London: Wadsworth, 2002), Introduction

WEEK 3 (March 15) ‘Third Wave’ Democratic Transitions and Trajectories

Thematic Questions: How do we understand democratic transitions? How do democratic transitions occur and evolve?

Required Reading:

Larry Diamond, “Democracy’s Third Wave Today,” *Current History*, November 2011. 110:299-307

Philippe C. Schmitter. “Twenty-Five Years, Fifteen Findings.” *Journal of Democracy*, 21 (January 2010): 17-28.

Larry Diamond. *The Spirit of Democracy*, (New York: Times Book, 2008) Chapter 4, pp. 88-105.

Jorgen Moller and Svend-Erik Skaaning. 2014. “The Third Wave: Inside the Numbers.” *Journal of Democracy*, 24(4): 97-109.

Case Studies: Taiwan, South Korea and Africa (Read one of the following)

Richard Joseph. “Growth, Security and Democracy in Africa,” *Journal of Democracy*, 25 (December 2014): 61-75

Yun-han Chu and Hyug Bae Im, “The Two Turnovers in South Korea and Taiwan,” in Larry Diamond et. al. *Democracy in East Asia: A New Century*, (Baltimore: Johns Hopkins University Press, 2013), pp. 105-131

Recommended Reading:

Samuel P. Huntington, *The Third Wave: Democratization in the Late Twentieth Century* (University of Oklahoma Press, 1991), Chapter 1.

Adam Preworski et. al. “What Makes Democracies Endure..” *Journal of Democracy*, 7 (January 1996): 39-55.

Ryan Kennedy. “The Contradiction of Modernization: A Conditional Model of Endogenous Democratization,” *Journal of Politics*, 72/3 (July 2010): 785-798.

WEEK 4 (March 22) Political Culture, Religion and Democracy

Optional Course Dinner Book Discussion, Thursday, March 24th

Thematic Question: How do values shape democracy and democratization?

Required Reading:

- Amartya Sen, "Democracy as a Universal Value," *Journal of Democracy*, 10 (July 1999): 3-17
- Russell Bova, "Democracy and Liberty: The Cultural Connection," *Journal of Democracy*, 8 (January 1997): 112-126
- Samuel P. Huntington, *The Clash of Civilizations and the Remaking of World Order* (1996), pp. 192-198.
- Mark Thompson, "Whatever Happened to 'Asian Values'?" *Journal of Democracy* 12 (October 2001): 154-165
- Elie Kedourie, *Democracy and Arab Culture* (Washington: The Washington Institute for Near East Policy, 1992), pp. 1-11.

Case Studies: Singapore and the Arab World (Read one of the following)

- Bilahari Kausikan, "Governance that Works," *Journal of Democracy*, 8 (April 1997): 24-34.
- Mark Tessler, Amaney Jamal and Michael Robbins, "New Findings on Arabs and Democracy," *Journal of Democracy* 23 (October 2012): 89-103.

Recommended Reading:

- Brigitte Geissel, "Reflections and Findings on the Critical Citizen: Civic Education – What for?" *European Journal of Political Research*, 47(1) (2008): 34–63.
- Christian Welzel and Ronald Inglehart. "The Role of Ordinary People in Democratization." *Journal of Democracy*, 19 (January 2008): 126-140.
- Ronald Inglehart and Christian Welzel. *Modernization, Culture Change, and Democracy: The Human Development Sequence*. (Cambridge: Cambridge University Press, 2005), Introduction.
- Yu-tzung Chang, Yun-han Chu, and Chong-Min Park, "Authoritarian Nostalgia in Asia," *Journal of Democracy*, 18 (October 2007): 66-80
- Pippa Norris, *Democratic Deficit: Critical Citizens Revisited*, (Cambridge: Cambridge University Press, 2011), Chapter 1.
- Alfred Stepan, "Religion, Democracy, and the "Twin Tolerations." *Journal of Democracy*, 11 (December 2000): 37-57.
- Steven Ryan Hofmann, "Islam and Democracy: Micro-Level Indications of Compatibility." *Comparative Political Studies*, 37(6) (2004): 652-676.

WEEK 5 (March 29) Economic Development, Inequality and Democracy

*****Book Assessment Due Monday, March 28th by 5pm*****

Thematic Question: How do economic conditions affect democracy and democratization?

Required Reading:

- Francis Fukuyama. "Dealing with Inequality," *Journal of Democracy*, 22 (July 2011), 79-89.
- Alfred Stepan and Juan J. Linz. "Comparative Perspectives on Inequality and the Quality of Democracy in the United States. *Perspectives on Politics*, 9(4) (2011): 841-856.
- Larry Bartels, *Unequal Democracy: The Political Economy of the New Gilded Age*, (Princeton: Princeton University Press, 2013), Introduction, pp. 1-28.

Case Studies: United States and India (Read one of the following)

Katherine Boo. *Behind the Beautiful Forevers: Life Death and Hope in a Mumbai Undercity*. (2012), pp. 99-117

Ta-Nehisi Coates. *Between the World and Me*. (New York: Spiegel and Grau, 2015), Selection.

Recommended Reading:

Stephan Haggard et. al. "Inequality and Regime Change: The Role of Distributive Conflict." *Comparative Democratization*. 11/3 (October 2013), pp. 1, 8-15.

Christian Houle, "Inequality and Democracy: Why Inequality Harms Consolidation but Does Not Affect Democratization." *World Politics*, 61(4) (2009): 589-622.

Nancy Bermeo. "Does Electoral Democracy Boost Economic Equality," *Journal of Democracy*, 20 (October 2009): 21-35.

WEEK 6 (April 5) Social Cleavages, Nationalism, Ethnicity and Democracy

Thematic Question: How do social cleavages and ethnicity affect democracy and democratization?

Required Reading:

Ashutosh Varshney. *Ethnic Conflict and Civil Life: Hindus and Muslims in India*. (New Haven: Yale University Press, 2003), Chapter 1.

Alexander Kuo and Yotam Margalit. "Measuring Individual Identity." *Comparative Politics*, 44(4) (2012): 459-479.

Arend Lijphart. "The Power-Sharing Approach," in Joseph Montville (ed). *Conflict and Peacemaking in Multiethnic States*, (Lexington, MA: Lexington Books, 1990), pp. 491-509.

Case Studies: Africa, Malaysia and Nigeria (Read one of the following)

Brandon Kendhammer. "Nigeria's New Democratic Dawn," *Current History*, (May 2015), 170-176.

Sara. Rich Dorman. "The Varieties of Nationalism in Africa," *Current History*, (May 2015), pp. 189-193.

Bridget Welsh, "Trauma and Triumphalism in Malaysia," *Current History*, (September 2013), pp. 236-241.

Recommended Reading:

Mark Bessinger, "A New Look at Ethnicity and Democratization," *Journal of Democracy*, 19 (October 2008): 85-97.

Donald Horowitz, *Ethnic Groups in Conflict*, (Berkeley: University of California Press, 2007), pp. 563-76

Nathan Glazer, "Democracy and Deep Divides," *Journal of Democracy*, 21 (April 2010): 5-19.

WEEK 7 (April 12) Civil Society and Democracy

Thematic Question: How does civil society affect democracy and democratization and visa versa?

Required Reading:

Alexis de Tocqueville. *Democracy in America*. (New York: Harper Perennial, 1988), pp. 513-516, 520-524 and 517-519.

Robert A. Putnam, *Making Democracy Work: Civic Traditions in Modern Italy* (1992), pp. 86-91, 109-115.

Edmund Wnuk-Lipinski, "Civil Society and Democratization," in Russell Dalton and

Hans-Doeter Klingman (eds.), *The Oxford Handbook of Political Behavior*. (New York: Oxford University Press, 2009), pp. 675-692.

Case Studies: Argentina, Ukraine, and Tunisia (Read two of the following)

Lucan Way. "Civil Society and Democratization," *Journal of Democracy*, 25 (October 2014), pp.

Andrew Wilson, "Can Ukraine Save its Revolution," *Current History*, (October 2015), pp. 259-265.

Alfred Stepan. "Tunisia's Transition and the Twin Tolerations," *Journal of Democracy*, 23 (April 2012): 89-103.

"Speaking Truth to Power: Madres of the Plaza de Mayo"
<http://www.womeninworldhistory.com/contemporary-07.html>

Recommended Reading:

William A. Galston, "Civil Society and the 'Art' of Association," *Journal of Democracy* 11, no. 1 (January 2000): 64-70

Bronislaw Geremek, "Civil Society Then and Now," *Journal of Democracy* 3 (April 1992): 3-12.

Robert A. Putnam, "Bowling Alone: America's Declining Social Capital," *Journal of Democracy* 6 (January 1995): 65-78.

WEEK 8 (April 19) Internet, Social Media and Democracy

*****Measuring Democracy Paper Due, Monday, April 18th *****

Thematic Question: How do the internet and social media affect democracy and democratization and visa versa?

Required Reading:

Philip Howard and Muzammil M. Hussain. *Democracy's Fourth Wave: Digital Media and the Arab Spring*, (Oxford: Oxford University Press, 2013), Chapter 1

Bruce Bimbel, Cynthia Stohl, and Andrew J. Flanigin. "Technological Change and the Shifting Nature of Political Organization." In Andrew Chadwick et. al. *Routledge Handbook of Internet Politics*, (New York: Routledge, 2009), Chapter 6, pp. 72-85

Freedom House, "Privatizing Censorship, Eroding Privacy," *Freedom of the Net* (October 2015) https://freedomhouse.org/sites/default/files/FH_FOTN_2015Report.pdf

Case Studies: Arab World, Iran and China (Read one of the following)

Andrew Nathan, "Foreseeing the Unforeseeable." *Journal of Democracy*, 24 (January 2013): 20-25.

Mark Lynch. "The Rise and Fall of the New Arab Public Sphere," *Current History*, (December 2015), pp. 331-336.

Sebastian Veg. "New Spaces, New Controls: China's Embryonic Public Spheres," *Current History*, (September 2015), pp. 203-209.

Recommended Reading:

Clay Shirky "The Political Power of Social Media," *Foreign Affairs*, January/February 2011): 27-41

Aim Simpeng. "State Repression in Cyberspace: The Case of Thailand," *Asian Politics and Policy*, 5/3 (2013):421-440.

WEEK 9 (April 26) Armed Conflict, Violence and Democratization

Thematic Questions: What is the relationship between conflict, violence and democratization?

Required Reading:

John Schwarzmantel. "Democratization and Violence: A Theoretical Overview," *Democratization*, 17/2 (2010):217-34.

Gavin Cawthra and Robin Luckham, *Governing Insecurity: Democratic Control of Military and Security Establishments in Transitional Democracies* (Zed Books, 2003), Chapter 1

Case Studies: Iraq, Afghanistan and Syria (Read all of the following)

Zalmay Khalilzad. "Lessons from Afghanistan and Iraq," *Journal of Democracy*, 21 (October 2010), pp.

Samer Abboud, "How Syria Fell to Pieces," *Current History*, (December 2015), pp. 337-342.

WEEK 10 (May 3) Promoting Democracy and the International Arena

*****Course Simulation Exercise*****

Thematic Question: How do factors in the international arena shape democratization?

Required Reading:

Larry Diamond. *The Spirit of Democracy*, (New York: Times Book, 2008) Chapters 5-6, pp. 106-152.

Michael McFaul. "Democracy Promotion as a World Value," *The Washington Quarterly* (Winter 2004-2005), pp. 147-63.

Thomas Carothers, "Democracy Assistance: Political VS. Developmental?" *Journal of Democracy*, 20 (January 2009): 5-19.

Steven Levitsky and Lucan W. Way. "International Linkage and Democratization." *Journal of Democracy*, 16(October 2005): 20-34.

Case Studies: Cuba, North Korea and Myanmar (Read one of the following)

Larry Diamond. "The Need for a Political Pact," *Journal of Democracy*, (October 2012): 138-149

Daniel Hellinger, "Cuba Reform or Transition,| NACLA, July 22, 2015
<https://nacla.org/news/2015/07/22/cuba-reform-or-transition>

Barbara Demick. *Nothing to Envy: Ordinary Lives in North Korea*. (New York: Spiegel and Grau, 2010), Selection.

Recommended Reading:

Francis Fukuyama and Michael McFaul, "Should Democracy Be Promoted or Demoted," *The Washington Quarterly* 31 (Winter 2007-2008):

http://www.twq.com/08winter/docs/08winter_fukuyama.pdf.

Thomas Carothers, *Democracy Policy under Obama: Revitalization or Retreat?* Carnegie Endowment for International Peace, 2012, pp. 7-48.

WEEK 11 (May 10) Democratic Breakdown and Authoritarianism

Thematic Questions: How and why do democracies break down? What are the prospects for authoritarianism?

Required Reading:

David Art, "What do We Know about Authoritarianism after Ten Years?" *Comparative Politics*, 44(3) (2012): 351-373.

Alexander Cooley, "Countering Democratic Norms," *Journal of Democracy*, 26 (October 2015):49-63.

Ivan Krastev. "Paradoxes of the New Authoritarianism," *Journal of Democracy*, 22 (April 2011):5-16.

Case Studies: Russia, Egypt and Malaysia (Read two of the following)

Emad El-Din Shahin. "Egypt's Revolution Turned on its Head," *Current History* (December 2015), pp. 343-348.

Samuel A. Greene. "The End of Ambiguity in Russia," *Current History* (October 2015), pp. 251-258.

Bridget Welsh, "Malaysia's 'Strongman'," *New Mandala*, November 9, 2015, <http://asiapacific.anu.edu.au/newmandala/2015/11/09/malaysias-strongman/>

Recommended Reading:

Ora John Reuter and Thomas F. Remington. "Dominant Party Regimes and the Commitment Problem: The Case of United Russia." *Comparative Political Studies*, 42(4 2009): 501-526.

Karen Dawisha. *Putin's Kleptocracy: Who Owns Russia?* (New York: Simon and Shulster, 2014), Introduction.

WEEK 12 (May 17) Governance, Rule of Law, Corruption and Transitional Justice

*****All Reading Assessments Should Be Completed*****

Thematic Question: How can the quality of democracy be strengthened?

Required Reading:

Larry Diamond and Leonardo Morlino. "The Quality of Democracy: An Overview." *Journal of Democracy*, 15 (October 2004): 20-31.

Soren Holmberg, Bo Rothstein, and Naghmeh Nasiritousi. "Quality of Government: What You Get." *Annual Review of Political Science*, 12 (2009): 135-161.

Mark Arenhovel. "Democratization and Transitional Justice," *Democratization* 15:3 (2008):570-87.

Duncan McCargo. "Transitional Justice and its Discontents," *Journal of Democracy*, 26 (April 2015): 5-20.

Sumit Ganguly. "Corruption in India: An Enduring Threat," *Journal of Democracy*, 23 (January 2012): 138-48.

Case Studies: South Africa, Brazil and Cambodia (Students are asked to do internet research on these cases and be prepared to describe recent cases and patterns)

Recommended Reading:

Prakash Sarangi. "Corruption in India: Can the Right to Information Help?" *Journal of Democracy* 23, (January 2012): 149-154.

WEEK 13 (May 24) Reflections, In-Depth Case Studies and Group Presentations

*****All In-Class Groups Presentations*****

Required Reading:

Giovanni Carbone. "The Consequences of Democracy." *Journal of Democracy*, 20 (April 2009): 123-137.

Larry Diamond. "Why Democracies Survive," *Journal of Democracy*, 22 (January 2011): 17-30.

Ethan Kapstein and Nathan Converse. "Why Democracies Fail," *Journal of Democracy*, 19 (October 2008): 57-68.

WEEK 14 (May 31) Final Examination

*****Final Examination Papers Due, May 30th**

**Refers to case studies where short articles will be added in the final syllabus.*