

Comparative Democratization

University of British Columbia
Department of Political Science

POLI 334 002

Fall Term (September 9, 2020 to December 2, 2020)

Mondays, Wednesdays and Fridays, 12-1 pm (PT)

Web-oriented course via Zoom: [XXXXXX](#)

Password: XXX

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Office hours: Fridays, 1-2 pm and by appointment

Location: Collaborate Ultra @ Canvas

Teaching assistant: Gabriela Ruiz Echevarría

Email: xxxxx

Office hours: By appointment

COURSE DESCRIPTION: Since the 1970s the world experienced an important expansion of democracies. By the start of the last century, more than 60% of the world population was governed by electoral regimes. Despite the expectations, however, the trajectory of the new democracies did not conform to one particular model. In several countries where electoral regimes were established, democracy did not consolidate, as authoritarian practices survived the transition. In other cases, democracy remained unstable or was reversed altogether. There were also cases where citizens developed different mechanisms of participation and accountability from those present in liberal democracies. These scenarios have challenged early theories on the drivers of democratization and its continuity. Moreover, issues that scholars traditionally associated with feeble democracies, such as inequality and populism, now seem to impact Western democracies as well. This situation urges us to revisit some old yet pressing questions. Are there some pre-requisites for the democratization of a country? What kind of conditions favor the resilience or, on the contrary, undermine democracy in the long run? Facing the current political context, should Western liberal democracies continue to be our only guide to understand democracy in the world or can we draw important lessons from the Global South?

This course provides students with the analytical tools to address these questions. It focuses on Western democracies and Latin America and it is divided into three parts. The first part looks into competitive definitions of democracy and regime change. The second part examines key factors such as constitutional designs, development and foreign intervention, which shape the outcomes of democratization processes. The third part

looks into more recent debates on democratic consolidation, hybrid regimes (illiberal democracies and competitive authoritarianism) and the challenges that these new definitions bring to the study of democracy. This final part of the course will also address systemic challenges of liberal democracies and the rise of new forms of participation in democracies from the Global South.

IMPORTANT NOTE: During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>.

My suggestion is to keep the sessions to yourself, wear headphones if you are sharing a working space and use nicknames in Zoom or Turnitin if you have security concerns. You can participate in this class in the form that seems suitable to you according to where you are. Also, regardless of your location, please, be respectful to your classmates' opinions.

ACKNOWLEDGEMENT: The University of British Columbia'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 their culture, history, and traditions from one generation to the next on this site.

LEARNING GOALS: The main purpose of this course is to help students reflect critically about democratization. To this end, there are three learning goals. The first one is to provide students with the most important theories on democratization as a regime type and the factors that contribute or hinder processes of democratization. The second goal is to sharpen students' understanding of the comparative methodology by including case studies and evidence from both developed and developing countries. The third goal of this course is to help students develop analytical skills to assess existing theories and concepts used in democratization by discussing the challenges that democracies experience in the present.

FORMAT: Lectures will be held via Zoom. I will send an email with the link for the class at the beginning of the semester and you will also be able to find the link on the Canvas home page. I strongly recommend joining Zoom sessions a couple of minutes before the start of the class to prevent tech problems. Lectures will be recorded and the slides will be available on Canvas after class.

If you are comfortable, you are welcome to turn on your camera during our sessions. Based on previous online-classes, I find that having our cameras on creates a sense of community and it helps students to concentrate.

Although this is a lecture-based class, you will be asked individual questions through Top Hat and we will have short group discussions using Zoom. Whereas the readings will touch on key concepts and theories, lectures will be used to discuss them and draw on case studies. For these reasons, it is fundamental that you join the lectures having completed the weekly readings.

Depending on the topic of the week, our sessions will take the form of a lecture, a collective discussion (seminar-style) or group discussion. On Fridays, I will use videoclips to enrich our conversations. In all the cases, you are expected to participate in class.

The teaching assistant for the course, Gabriela Ruiz Echevarría is an MA in Political Science. Gabriela will be in charge of helping you develop your term paper by discussing your ideas during office hours and providing feedback to your proposal. Gabriela will mark your exams.

EVALUATION AND ASSESSED COURSE WORK:

Evaluation summary

Attendance and participation	10%
Paper proposal, October 9	10%
Midterm, October 26	20%
Term paper, November 20	35%
Final examination (online), tba	25%

Lecture attendance and participation: Although this is an online class, all students are expected to participate. Top Hat will help me take attendance at the beginning of the class and assess your participation. Your mark does not depend on whether you get the answers right. The questions asked are only designed to initiate an exchange of ideas and share your opinion on the issues we discuss. To get credit for participation in a class, you will need to input responses to **all** the questions during that class from your own device. I also encourage you to share your voice with the class by raising your (virtual) hand or by interacting with your peers through the Zoom chat.

In order to participate in the course, you will need to sign up from your own device to Top Hat. We will start using Top Hat from Week 2. To login, please, follow these instructions:

1. Go to: tophat.com
2. Click on Login if you have an existing account or Sign-up > Student sign-up
3. Follow the prompts
4. When you are met with the join code field, enter the course code **xxxx**

If you experience technical problems with Top Hat or you are in a different time zone, you will also have the option to participate by answering a weekly question to be posted on Canvas (tab Discussions). Your answer should be short (no more than two paragraphs) and it should build on the readings. You will have to answer the question before the end of Friday (Vancouver time).

Term paper: The development of the term paper will unfold in three stages. Early in the semester you will be asked to choose a topic from all our weeks and a country-case. It is a good idea to choose both the topic and a case study as soon as possible so you can see if the relevant literature is available. You will submit a paper proposal by October 9. This will be a pass/fail exercise – you will receive the 10% of your grade if you submit it or zero if you do not. Secondly, we will assign one day of class to have an oral peer-review exercise. You will be paired with two other students. Each person will present their argument and receive feedback from their classmates. You will also receive feedback from the TA. Thirdly, on November 20 you will submit your paper to Turnitin. This will account for 35% of your final grade. Details on the goals and format of the term paper can be found at the end of this syllabus.

Midterm and final exam: The exams will follow a short-essay question format and they will be posted on Canvas for 48 hours. There will be three questions and you will have to choose two of them to answer. The questions will ask you to demonstrate, first, your knowledge on the most important concepts and theories on democratization and, second, to provide a critical assessment of them. They will be open book. The midterm will cover from Week 1-7 and the final will include everything. Further instructions will be provided in class.

REQUIRED READINGS: The readings for this course, as listed below in this syllabus, are all available electronically either through the UBC Library Online Catalogue, courses.library.ubc.ca or a link here provided. It is your responsibility to access or download all the readings on time. There is no required textbook for this course.

COURSE POLICIES

Missed examinations: If you miss an examination, you will be awarded zero points, except in the event of documented illness or an emergency.

Penalties for lateness: Late submissions will see 2% deducted of the total mark per day, including weekends and statutory holidays.

Extensions: Extensions or make-up exams will only be considered upon request from the Arts Academic Advising office or in the event of unforeseeable situations. In all cases, extensions need to be accompanied by documentation and be requested before the deadline.

Appeals: Requests for regrading must be supported by a written explanation **within four days** after the assignment or exam is returned. The explanation should clearly indicate the basis for the appeal and should be sent to the TA. Once you submit your work for regrading, your grade can go either up or down.

ACCOMMODATIONS: Students with medical conditions or disabilities, please contact the Centre for Accessibility at UBC in order to arrange appropriate accommodations. It is the student's responsibility to inform me about any arrangements a minimum of two weeks before due dates or examinations.

ACADEMIC INTEGRITY: Plagiarism, cheating and other forms of academic dishonesty will not be tolerated. Plagiarism is defined by the presentation or submission of the work of another person, without proper citation or credits, as the student's own work. This also means that, unless the instructor gave her explicit permission, you are prohibited from working with other people on your own assignments, sharing your answers with your classmates or spread any other type of information that can skew the fair evaluation of the course assignments. Punishment for plagiarism or cheating will result in a grade of zero and other disciplinary measures, following the University's Academic Calendar (<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,960>).

COURSE SCHEDULE AND READINGS

Week 1 (September 9-11): Introduction and roadmap of the course

- Voeten, Erik. 2016. "It's actually older people who have become more cynical about U.S. democracy." The Washington Post, December 14. <https://www.washingtonpost.com/news/monkey-cage/wp/2016/12/14/its-actually-older-people-who-have-become-more-cynical-about-u-s-democracy/>
- Shifter, Michael. 2020. "The Rebellion Against the Elites in Latin America" The New York Times, January 21. <https://www.nytimes.com/2020/01/21/opinion/international-world/latin-america-elites-protests.html>

PART I: FOUNDATIONS

Week 2 (September 14-18): Democracy – what is it and what do we need from it

Our current context has highlighted more than ever the fact that elections are not enough to define a regime as democratic. If that is the case, what are the other indispensable elements of a regime to be called a democracy? This week we review competitive definitions of democracy, what we should expect from it and how we differentiate a democracy from a non-democracy.

Required readings:

- Dahl, Robert. 1973. *Polyarchy: Participation and Opposition*. New Haven: Yale University Press. pp. 1-16 (available at courses.library.ubc.ca).
- Schmitter, Philippe C., and Terry Lynn Karl. 1991. "What Democracy Is... and Is Not." *Journal of Democracy*, Vol. 2, no. 3, pp. 75-88.
- Schumpeter, Joseph. 1976. *Capitalism, Socialism and Democracy*. London: Routledge, chapter 22: "Another Theory of Democracy" (Ebook).
- Sen, Amartya. 1999. "Democracy as a Universal Value." *Journal of Democracy*, Vol. 10, no. 3, pp. 3-17.

Recommended:

- Tilly, Charles. 2007. *Democracy*. New York: Cambridge University Press. Ch 1.
- Przeworski, Adam et al. 1996. "What Makes Democracies Endure?" *Journal of Democracy*, Vol.7, no. 1, pp. 39-55.

Week 3 (September 21-25): Transitions to democracy and illusions about consolidation

The third wave of democratization inspired a vast literature exploring the factors enabling a transition to democracy or at least an end to authoritarian rule, mainly in Eastern Europe and Latin America. After those transitions concluded, scholarship turned to explore the needed factors to consolidate the new democratic regimes. This week we discuss the contributions and shortcomings of the literature on transitions and the long-term impacts of the ways in which countries transitioned to democracy. Additionally, we will discuss when can we say a democracy is "consolidated" and if this is a feasible option.

Required readings:

- Huntington, Samuel. 1991. "Democracy's Third Wave." *Journal of Democracy*, Vol. 2, no. 2, pp. 12-34.
- O'Donnell, Guillermo, and Philippe C. Schmitter. 1986. *Transitions from Authoritarian Rule: Tentative Conclusions about Uncertain Democracies*. Baltimore: The Johns Hopkins University Press. Chapter 3, pp. 15-36 (available at courses.library.ubc.ca).
- Linz, Juan, and Alfred Stepan. 1996. "Towards Consolidated Democracies." *Journal of Democracy*, Vol. 7, no 2, pp. 14-33.
- O'Donnell, Guillermo. 1996. "Illusions about Consolidation." *Journal of Democracy*, Vol 7, no 2, pp. 34-51.

Recommended:

- Karl, Terry Lynn. 1990. "Dilemmas of Democratization in Latin America." *Comparative Politics*, Vol 23, no. 1, pp.1-21.
- Przeworski, Adam. 1991. *Democracy and the Market: Political and Economic Reforms in Eastern Europe and Latin America*. New York: Cambridge University Press

PART II: DETERMINANTS OF DEMOCRATIZATION

Week 4 (September 28- October 2): Constitutional design – the rules to help democracy endure

We begin our study of the factors contributing to the continuity and stability of democracy by reviewing the impact of different constitutional arrangements on a regime. Are there constitutional systems that are inherently fragile? Is there a causal relationship between presidential systems and democratic breakdowns or are there some intervening factors that can better explain the weaknesses of democracies with these systems? This week we will use the Constitute Project (www.constituteproject.org) to assess empirically these questions.

Required readings:

- Juan Linz, 1990. "The Perils of Presidentialism." *Journal of Democracy*, Vol. 1, no. 1, pp. 51-69.
- Mainwaring, Scott, and Matthew Shugart. 1997. "Juan Linz, Presidentialism and Democracy." *Comparative Politics*, Vol. 29, no. 4, pp. 449-472.
- Lijphart, Arend. 1991. "Constitutional Choices for New Democracies." *Journal of Democracy*, Vol. 2, no. 1, pp. 72-84.

Recommended:

- Geddes, Barbara. 1996. "Initiation of New Democratic Institutions in Eastern Europe and Latin America." In *Institutional Design in New Democracies*. Edited by Arend Lijphart, and Carlos H. Wasiman. Boulder: Westview Press.

Week 5 (October 5-9): Democracy and development – does democracy demand certain prerequisites?

Is there a causal relationship between development and democratization, or, is it the case that higher levels of development help democracy endure? Is the growth of the middle class a sufficient condition for democracy to persist in time, as Lipset argued? This week we will use Our World in Data (www.ourworldindata.org/democracy) to study this relationship and reflect on our understanding of development.

***Term paper proposal due October 9**

Required readings:

- Lipset, Seymour Martin. 1959. "Some Social Requisites of Democracy." *American Political Science Review* 53, no. 1, pp. 69-105.
- Przeworski, Adam, and Fernando Limongi. 1997. "Modernization: Theories and Facts." *World Politics*, 49, no. 2, pp.155-183.
- Huber, Evelyne, Dietrich Rueschemeyer, and John D. Stephens, "The Impact of Economic Development on Democracy." *Journal of Economic Perspectives*, Vol. 7, no. 3, pp. 71-85.

Recommended:

- Geddes, Barbara. 1999. "What Do We Know About Democratization After Twenty Years?" *Annual Review of Political Science*, Vol. 2, pp. 115-144.
- Moore, Barrington. 1996. *Social Origins of Dictatorship and Democracy*. Boston: Beacon Press. pp. 413-432.

Week 6 (October 12-16): Democracy and inequality – Can political equality be achieved in highly economically unequal societies?

***October 12 no class, Thanksgiving**

Are democracy and inequality incompatible? This week we reflect on the relationship between democracy and inequality from two different perspectives. First, we explore the conditions under which economic inequality became a key factor triggering regime change during the third wave. Then, building on the case of the USA, we reflect on how inequality can undermine the quality of already established democracies.

Required readings:

- Stephan Haggard, and Robert R. Kaufman, "Inequality and Regime Change." *American Political Science Review*, Vol. 106, no 3, pp. 495-516.
- Albertus, Marcus, and Victor Menaldo. 2014. "Gaming Democracy: Elite Dominance during Transition and the Prospects for Redistribution." *British Journal of Political Science*, Vol. 44, no. 3, pp. 575-603.
- Bartels, Larry. 2012. *Unequal Democracy. Selections*. Princeton: Princeton University Press. Chapter "The New Gilded Age", pp. 1-26 (Ebook).

Recommended:

- Boix, Carles. 2003. *Democracy and Redistribution*. New York: Cambridge University Press.
- Ansell, Ben, and David Samuels. 2010. "Inequality and Democratization: A Contractarian Approach." *Comparative Political Studies*, Vol 43, no. 12, pp. 1543-1574.
- Albertus, Marcus, and Victor Menaldo. 2016. "Capital in the Twenty-First Century- in the Rest of the World." *Annual Review Political Science*, Vol. 19, pp. 49-66.

Week 7 (October 19-23): Democracy and natural resources

Are resource-rich countries prone to democratic breakdowns? How exactly do natural resources impact political regimes? Is this impact inevitable? This week we will use the Environmental Justice Atlas (www.ejatlus.org) to discuss the different political impacts of resource abundance on democracy.

Required readings:

- Ross, Michael. 2001. "Does Oil Hinder Democracy?" *World Development*, Vol. 53, no. 3, pp. 325-361.
- Dunning, Thad. 2008. *Crude Democracy. Natural Resource Wealth and Political Regimes*. Cambridge: Cambridge University Press. pp. 1-25.
- Bellin, Eva. 2004. "The Robustness of Authoritarianism in the Middle East: Exceptionalism in Comparative Perspective." *Comparative Politics*, Vol. 36, no 2, pp. 139-157.

Recommended:

- Karl, Terry. 1997. *The Paradox of Plenty: Oil Booms and Petro-States*. Berkeley: University of California Press.
- Stephen Haber, and Victor Menaldo. 2011. "Do Natural Resources Fuel Authoritarianism? A Reappraisal of the Resource Curse." *American Political Science Review*, Vol. 105, no. 1, pp. 1-26.
- Mazzuca, Sebastián. 2013. "Lessons from Latin America: The Rise of Rentier Populism." *Journal of Democracy*, Vol. 24, no. 2, pp. 108-122.
- Riofrancos, Thea. 2020. *Resource Radicals. From Petro-Nationalism to Post-Extractivism in Ecuador*. Durham: Duke University Press.

Week 8 (October 26-30): Democracy, international institutions and foreign intervention

*** Midterm October 26**

Can democracy be exported? Looking at the evidence from a large-N study and a case study, this week we discuss the impact of foreign interventions on democracies. We also reflect on the role of the international community with regards to the promotion of

democracy in the world. What are the implications of the argument of Levitsky and Way with regards to the role of the West in the rest of countries?

Required readings:

- Peceny, Mark. 1999. "Forcing Them to be Free." *Political Research Quarterly*, Vol 52, no. 3, pp. 549-582.
- Beetham, David. 2009. "The Contradictions of democratization by force: the case of Iraq." *Democratization*, Vol. 16, no. 3, pp. 443-454.
- Levitsky, Steven, and Lucan Way. 2006. "Linkage versus leverage: Rethinking the international dimension of regime change." *Comparative Politics*, Vol. 38, no. 4, 379-400.

Recommended:

- Schmitter, Philippe. 2001. "The Influence of the International Context Upon the Choice of National Institutions in Neo-Democracies." In *The International Dimensions of Democratization*. Edited by Laurence Whitehead. Oxford: Oxford University Press.
- Brown, Stephen. 2005. "Foreign Aid and Democracy Promotion: Lessons from Africa." *European Journal of Development Research*, Vol. 17, no 2, pp. 179-198.
- Mitchell A. Seligson, Steven Finkel, and Aníbal Pérez-Liñán. 2009. "Exporting Democracy: Does it Work?" In *Is Democracy Exportable?* Edited by Zoltan Barany and Robert G. Moser. New York: Cambridge University Press. pp. 222-241.
- Zoltan Barany, and Robert G. Moser, eds. 2009. *Is Democracy Exportable?* Cambridge: Cambridge University Press.

PART III: RECENT DEBATES

Week 9 (November 2-6): The end of the Transition Paradigm

Is democracy viable everywhere in the world? What happens to countries that are trapped in grey areas or where institutions can radically change unexpectedly impeding real regime changes? This week we assess evidence that challenges the transition paradigm and discuss the need to develop context-specific instruments to understand non-Western cases.

Required readings:

- Carothers, Thomas. 2002. "The End of the Transition Paradigm." *Journal of Democracy*, Vol. 13, no. 1, pp. 5-21.
- Diamond, Larry, Francis Fukuyama, Donald L. Horowitz, and Marc F. Plattner. 2014. "Reconsidering the Transition Paradigm." *Journal of Democracy*, Vol. 25, no. 1, pp. 86-100.
- Levitsky, Steve, and María Victoria Murillo. 2013. "Lessons from Latin America: Building Institutions on Weak Foundations," *Journal of Democracy*, Vol. 24, no. 2, pp. 93-107.

Recommended:

- Adler, Glenn and Eddie Webster. 1995. "Challenging Transition Theory: The Labor Movement, Radical Reform, and Transition to Democracy in South Africa." *Politics and Society*, Vol. 23, no. 1, pp. 75-106.
- Stepan, Alfred, and Juan J. Linz, 2013. "Democratization Theory and the 'Arab Spring'." *Journal of Democracy*, Vol. 24, no. 2, pp. 15-30.
- Plattner, Marc F. 2014. "The End of the Transition Era." *Journal of Democracy*, Vol. 25, no. 3, pp. 5-16.

Week 10 (November 9-13): Hybrid regimes – Where do we draw the line between democracy and authoritarianism?

*** November 11 holiday**

In a seminal text, Guillermo O'Donnell characterized a type of democracy, "delegative democracies", where elections are held but there are no checks and balances. The concept contributed to the study of democracies outside of the Western world and it inspired the development of a research agenda interested in hybrid regimes. New concepts, such as "competitive authoritarianism" are now proliferating further challenging the boundaries between democracies and authoritarianism. This week we discuss the utility of these concepts in helping us distinguish political regimes and in understanding our current global context.

Required readings:

- O'Donnell, Guillermo. 1994. "Delegative Democracies." *Journal of Democracy*, Vol. 5, no. 1, pp. 55-69.
- Levitsky, Steven, and Lucan Way. 2002. "The Rise of Competitive Authoritarianism." *Journal of Democracy*, Vol. 13, no. 2, pp. 51-65.
- Ghandi, Jennifer and Ellen Lust-Okar. 2009. "Elections under Authoritarianism." *Annual Review of Political Science*, Vol. 12, pp. 403-422.

Recommended:

- Cameron, Maxwell. 2018. "Making Sense of Competitive Authoritarianism: Lessons from the Andes." *Latin American Politics and Society*, Vol. 60, no. 2, pp. 1-22.
- Anria, Santiago. 2016. "Delegative Democracy Revisited: More Inclusion, Less Liberalism in Bolivia." *Journal of Democracy*, Vol. 27, no. 3, pp. 99-108.
- Wendy Hunter, and Timothy Power. 2019. "Bolsonaro and Brazil's Illiberal Backlash," *Journal of Democracy*, Vol. 30, no.1, pp. 68-82

Week 11 (November 16-20): Dysfunctionalities in the Global North

*** Term paper due November 20**

Voter apathy, the decline of political participation and populism are the symptoms of deep citizen discontent in already established democracies. These issues demand us to revise the criteria that we use to assess political regimes in the Global North. What type of dysfunctionalities are currently undermining these democracies? What kind of “goods” is democracy lacking in these cases? This week we use the case of the USA and European countries to reflect on how inequality and a crisis of representation are impacting already established democracies.

Required readings:

- Burch, Traci. 2013. *Trading Democracy for Justice: Criminal Convictions and the Decline of Neighborhood Political Participation*. Chicago: Chicago University Press. Theory (available at courses.library.ubc.ca).
- Mudde, Cas and Cristina Rovira Kaltwasser. 2018. Studying Populism in Comparative Perspective: Reflections on the Contemporary and Future Research Agenda. *Comparative Political Studies*, Vol. 51, no. 13, pp. 1667-1693.
- Lijphart, Arend. 1997. “Unequal Participation: Democracy’s Unresolved Dilemma.” *The American Political Science Review*, Vol. 91, no. 1, pp. 1-14.

Recommended:

- Scholzman, Kay Lehman, Sidney Verba and Henry Brady. 2012. *The Unheavenly Chorus: Unequal Political Voice and the Broken Promise of American Democracy*. Princeton: Princeton University Press. Introduction.
- Phillips, Anne. 1992. “Must Feminists Give Up on Liberal Democracy?” *Political Studies*, Vol. 40, no. 5, pp. 68-82.

Week 12 (November 23-27): Challenges to liberal democracy – problems of the liberal model and lessons from the South

Can we think of democracy outside of the liberal canons? The current challenges that our democracies face have pushed practitioners and scholars to discuss the implementation of participatory innovations that could strengthen its legitimacy and outcomes. Building on participatory initiatives led by indigenous groups in Latin America, this week we reflect on the potentialities and limitations of participatory democracy.

Required readings:

- Santos, Boaventura de Sousa, and Avritzer, Leonardo. 2006. “Introduction: Opening Up the Canon of Democracy.” In *Democracy: Beyond the Liberal Democratic Canon*. Edited by Boaventura de Sousa Santos. London: Verso. Pp. xxxiv-lxix
- Van Cott, Donna Lee. 2008. *Radical Democracy in the Andes*. Cambridge: Cambridge University Press. Introduction, pp. 1-32. (Ebook)
- Riofrancos, Thea. 2017. “Scaling Democracy: Participation and Resource Extraction in Latin America.” *Perspectives on Politics*, Vol. 15, no. 3, pp. 678-696.

Recommended:

- Abers, Rebecca. 2000. *Inventing Local Democracy: Grassroots Politics in Brazil*. Boulder: Lynne Rienner Publishers.

Cameron, Maxwell, Hershberg, Eric, and Kenneth Sharpe, eds. 2012. "Voice and Consequence: Direct Participation and Democracy in Latin America" in *New Institutions for Participatory Democracy in Latin America*. Palgrave Macmillan. Pp. 1-20.

Week 13: Review (November 30- December 2)

Term Paper

A strong term paper is one that shows capacity to synthesize the relevant literature, uses the concepts studied to analyze an aspect democracy in a certain country and supports the assessment with empirical evidence.

Look at the weekly readings and choose a topic that calls your attention. Papers that are based on topics that students feel passionate about are always strong ones. Then, think of a research question. You are welcome to choose one of the questions placed at the beginning of each week in our syllabus or in class. If you want to choose another question that is also okay, but make sure to get the approval of the TA or the instructor to proceed.

Start by reading the assigned texts of that week. When reading, take notes and think about how the readings talk to each other. Are their arguments aligned or do they point at different directions? Do they understand an X factor of democracy in the same way? Then, use their bibliography to build your own reading list. In parallel, think of a country-case that suits your question. You can choose some of the cases that are discussed in the readings. What do the readings say about this case? Do you agree with their position? How is the study of your case relevant to highlight an important factor of democracy? In order to provide an exhaustive analysis, focus on one point only.

If you need to support your assessment with empirical evidence, it is a good idea to look at international data on democracies. Some good sources are: The WB, IDEA, OECD, ourworldindata.org/democracy, Open Data Barometer and V-DEM.

Suggested paper structure: Begin with a brief introduction that states your research question, your main argument (no longer than 1, 1/2 page approx.) and the plan of the paper. Proceed reviewing the relevant literature. Here you can elaborate on a key concept or theme that you will be using or that you see as critical to your argument. Then, provide a short context of the country case you will be looking at and state why do you think this is a relevant case to answer your question. The next part of your paper should have a critical reflection where you engage with both theory and the case study. This is the part where you use empirical evidence on the case to answer your question and demonstrate the strength of your argument. This should be largest part of your paper. Your conclusion should be short and straight to the point. Outline the main points of your paper and implications. Your paper should end with a list of references used.

Your paper should have the conventional structure of a research paper. It is a good idea to review the format of the peer-reviewed papers we read in class. Use these papers as examples on how to provide a strong and balanced summary of the relevant literature. When reviewing them you will also notice that often, authors use subtitles to organize the content, focus on one point only and demonstrate clarity in their arguments.

Format: The term paper should be no longer than 10-12 pages, double-space, Times New Roman 12. You are free to use the citation style of your preference – just make sure you are consistent. Papers that have inconsistent citation formats will lose marks.

Evaluation criteria: Your work will be assessed based on 1. the strength and originality of the main argument, 2. engagement with the relevant literature, 3. use of empirical evidence to support your argument and 4. a clear format.

Submission and deadline: Submit the term paper to Turnitin. You can submit it any time **before November 20 (end of the day)**. Late submissions will be penalized. Early submissions are highly encouraged.

Turnitin: Essays that are not submitted to Turnitin will not be graded. Papers submitted to Turnitin after the deadline, will be penalized.

To submit your paper on Turnitin, follow these instructions:

1. Go to www.turnitin.com
2. At the top right, go to **Create Account** and select **Student**.
3. Enter the **Class ID: xxxx** and **Enrolment Password: xxxx**

Paper Proposal

Your paper proposal should contain the following elements: a research question, a potential argument, a key concept/ theme that you will be discussing and the literature that you will be reviewing.

The goal of a proposal is to receive feedback and guidance so do not be afraid to make mistakes or having an incomplete argument. The exercise is designed to help you improve your work. This also means that if your paper is at an advanced stage, you can receive better feedback. Try your best to work on a cohesive proposal that can help your readers to understand your argument and the evidence that you will bring to support your claims.

Submission and deadline: Submit your proposal to Canvas, tab Assignment any time before October 9 (end of the day).

Format: Depending on the stage of your work, you can either outline this information with bullet points or work with paragraphs. Just make sure that your proposal is concise and clear.