

## **PLSC 374: DEMOCRACY**

DEPARTMENT OF POLITICAL SCIENCE

LOYOLA UNIVERSITY CHICAGO

**Fall 2021**

**Instructor Adam Hii**

**Course Schedule: M/W/F 12:10pm - 1:00pm**

**Location: Dumbach Hall, 228**

**Office: Coffey Hall, 401**

**Office Hours: M/W 11am - 12pm**

**Email: [ahii@luc.edu](mailto:ahii@luc.edu)**

### **Course Description and Objectives**

The global state of democracy has been under scrutiny with the rise of populist movements across the globe, the expansion on misinformation, regime changes and democratic backsliding, and questions about what role and responsibilities a democratic government has towards its citizens. A recent report on the Global State of Democracy highlights the challenges democratic governments face via 6 primary challenges:

1. The crisis of representation of political parties and the rise of populism;
2. Patterns and conditions of democratic backsliding;
3. The empowerment of civil society in a shrinking civic space;
4. Managing electoral processes in challenging environments;
5. Corruption and the role of money in politics; and
6. The impact of information communications technologies on democracy.

With these challenges also come significant opportunities for proponents of democracy to highlight the benefits of the political system. Understanding these challenges and opportunities is vital to making sense of the numerous political issues and international relations.

Students who complete this course will:

- 1) Understand how the concept of democracy has changed over time.
- 2) Know what contributes to state formation and transitions towards democracy.
- 3) Understand the factors leading to democratic consolidation or democratic backsliding.
- 4) How concepts of democracy interact with other political phenomenon.

### **Required Texts**

Fukuyama, Francis, Diamond, Larry, and Plattner, Marc F. 2012. *Poverty, Inequality, and Democracy*. Baltimore: Johns Hopkins University Press.

ISBN-13: 978-1421405704  
ISBN-10: 1421405709

Tilly, Charles. 2007. *Democracy*. Cambridge: Cambridge University Press.

ISBN-13: 978-0521877718  
ISBN-10: 978-0521701532

Many readings for the course will come directly from these two books and students are responsible for getting their own copies. All other readings will be made available on Sakai.

Course materials may not be shared with others outside of the class without my written permission.

## **Grades**

Final grades for the course will be based on the following scale. I reserve the right to make adjustments to individual grades based on overall performance in the course and/or extenuating circumstances. There is no guarantee that extra credit opportunities will be made available.

Grade scale: *A*: 94 - 100 *A-*: 90 - 93 *B+*: 87 - 89 *B*: 84 - 86 *B-*: 80 - 83 *C+*: 77 - 79 *C*: 74 - 76  
*C-*: 70 - 73 *D+*: 67 - 69 *D*: 60 - 66 *F*: 0 - 59

The proportion of each assignment as part of your overall grade is as follows:

- Attendance & Participation: 20%
- Democratic Transition Paper: 20%
- Democracy and Income Inequality Group Presentations: 20%
- Midterm Exam: 15%
- Second Exam: 15%
- Final Essay Questions: 10%

Each assignment's grade will be added to the Sakai gradebook within one week of the due date; Midterm and final grades will be reported in LOCUS. Midterm grades will be reported no later than the ninth week of the semester so that students with grades of C- or lower can make an informed decision of whether to withdraw from the class. The last day to withdraw with a W falls on the tenth week of the semester. Refer to the LUC academic calendar online (<http://www.luc.edu/academics/schedules>) for the exact day for specific dates.

## **Attendance & Participation**

Students are expected to participate in activities and in-class discussions of the course material. Quality of participation can make up for a lack of frequency. Please note that attendance is an integral part of discussions so it will be recorded each session. The participation component will also include discussion questions and comments submitted via Sakai by no later than 8pm the

evening prior to the class to provide adequate time to incorporate them into the day's session.

Students will choose 3 different class periods to submit discussion questions/comments throughout the semester. Based upon the size of our class, students will not need to sign up ahead of time and can self-select the four classes they are interested in submitting discussion questions based on the reading. These can be based on parts of the readings that were unclear, inspired further questions, or that students found particularly insightful and wanted to stress in the lecture/discussion. It is not enough to simply copy a portion of the reading you find thought provoking, you must also explain why or what questions arose from it.

The final portion of the participation grade will be bringing two recent articles about democracy around the globe to class on September 1.

### **Democracy and Income Inequality Group Presentations**

One of the significant themes, and topic of one of the two books we are using this semester, is the relationship between Democracy and Income Inequality. The Fukuyama book has several chapters dedicated to regional case studies on how this relationship varies in different parts of the world. During the first week of class students will sign up to do a presentation on one of the case study chapters during the class periods on **Dec. 1 and Dec. 3**. Presentations should be approximately 15 minutes in length, not including question and answer portions at the end, thus giving each presentation approximately half a class period. Presentations should cover the key themes and material in the chapter they choose to present upon, as well as tying it to themes from the first half of the semester such as how this impacts our understanding of what democracy is and the responsibilities of democratic governments to their citizens. Students are expected to do outside research beyond the chapter they are presenting, but that research should be limited in scope to new developments or analysis on income inequality in their case study area since 2012 (the year the book was published). However, the primary focus of the presentation should be on the book chapter of their chosen region with the supplemental information making up a smaller portion of the presentation. This assignment is worth 20% of the grade in the course.

### **Democratic Transition Paper**

Each student will choose a country that has undergone a transition from one regime type to another. This could mean a democracy transition to a mixed regime or authoritarian state, or an authoritarian state transitioning to be more democratic. The paper should explain the causes of the democratic transition (changes to institutions, elections, laws, etc.) as well as the impact on the population following that transition (changes to civil rights and liberties for instance). Students should also identify any major actors, both internal and external, that contributed to the democratic transition.

Throughout the semester students will have the opportunity to submit (via email) paper topics and paper outlines prior to class on the dates listed in the syllabus. These are to encourage students to make progress on the paper and plan ahead for success in this assignment. Submission of the topic and outline prior to the dates listed will result in extra credit on the paper, but students will not be penalized for not turning these in. **The democracy transition**

**paper is to be turned in on Sakai on November 22, 2021 before the start of the class period.** Late papers will be deducted one letter grade per 24 hours they are late. The paper is 5 to 7 pages long, double-spaced, 12 pt. Times New Roman font.

### **Midterm Exam**

The midterm exam is worth 15% of students' grades. Any material that was covered in class or in the assigned readings. The class period prior to the midterm exam will be a review session and the structure of the exam (number of questions and style of questions) will be shared at that time. **Midterm exam date: October 18, 2021**

### **Second Exam**

The second exam is worth 15% of students' grades. This exam is similar to the midterm exam and will cover all material from class sessions and readings that occurred after the midterm exam. Like the midterm exam, the class period prior to this exam will be a review session. **Second exam date: December 10, 2021.**

### **Final Essay Questions:**

In lieu of a cumulative final examination, students will be given 2 take home essay questions (worth 25 points each for a total of 50 points and 10% of the course grade). The two questions will cover major themes from the semester and do not require any outside research to complete, the knowledge you gain during the course sessions and readings will be enough to fully answer the questions provided. Due to this, I am not expecting students to do any outside research or provide a bibliography for this assignment. Essentially, these questions will be similar in style and length as if they were asked on a cumulative final exam. Thus, I am only expecting 1-2 pages for each question. The two final essay questions will be provided early in the semester and the assignment will be open on Sakai the entire semester for students to submit when they feel they can adequately complete the assignment. While this is a take home assignment, students should not work together on this, and any answers submitted for this should be your own work and thoughts. The due date will be the end of the regularly scheduled final exam period provided by the university calendar. **Final Essay Questions Due: December 14, 2021 at 3pm!**

### *Exam Review Sessions*

On the two dates listed as exam review (Oct. 15 and Dec. 8), the class session will be spent reviewing material for the upcoming exam. I will not be providing study guides. There will be a place on Sakai to submit questions about material you would like to go over prior to this date or you can bring questions to class. I will provide during the exam review date an overview of the structure of the exam and a couple sample questions so students have an idea of what type of material they will be expected to know.

### **Communication, Office Hours, Question about Grades**

Please direct all communication with me outside class via email, which can be found in the

header of this syllabus. I do my best to reply to student emails as quickly as possible but students should not necessarily expect me to reply immediately, especially regarding last-minute inquiries. For example, I may not be able to reply to questions about course material the morning of an exam or provide resources for an assignment the night before it is to be turned in. In general all emails will be answered within 24 hours during the week and on the Monday following a weekend for weekend inquiries.

I am also available in Coffey Hall 401 during the Office Hours listed at the top of the syllabus. If you would like to meet about questions you have you can stop by my office during these times. If you need to meet and my office hours do not work, then please email me and we can set something up. The office I use is shared with two other instructors and thus I will not regularly be in the office outside of the hours listed.

### **Technology Use**

I will allow the use of computers, tablets, or other electronic devices during class outside for the purposes of taking notes. As we are a small course that will be prioritizing discussion in nearly every class, the less distractions we all have, the better class will flow.

The use of cell phones or other mobile communication devices is strictly prohibited during class, except in the event of an emergency. Cell phones minimally should be put on silent but preferably should be turned off. Students discovered using their phones during class time will be asked to turn off their phones and place them out of reach.

### **Students with Disabilities**

Loyola University provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with Student Accessibility Center (SAC), located in Sullivan Center, Suite 117. Students should provide me with an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with me individually in order to discuss their accommodations. All information will remain confidential. For more information or further assistance, please call (773) 508-3700 or visit <http://www.luc.edu/sac>.

### **Academic Integrity**

It is my expectation that this course is a community of integrity. This means that we not only follow Loyola's academic honesty criteria but make a promise to be honest and respectful to each other both inside and outside the classroom. Students are responsible for adhering to university policy on academic honesty and avoiding acts of plagiarism or cheating. Students can find more information about what constitutes plagiarism at the Writing Center's website: (<http://www.luc.edu/writing/studentresources/onlineresources>). Consult the College of Arts and Sciences' statement to learn more about college policy: (<http://www.luc.edu/cas/advising/academicintegritystatement>).

Students should expect to receive a score of "0" on any assignment or exam where they are observed plagiarizing, cheating, or passing off someone else's ideas as their own. If more than one instance occurs during the semester, offending students should expect to fail my course. I report all acts of academic dishonesty to the Dean of College of Arts and Science's office.

## READINGS & ASSIGNMENTS

All readings and assignments are to be completed *before* the beginning of class on the day listed, unless otherwise noted. Read carefully and be ready to discuss the material. I reserve the right to make changes to the reading list and will inform students in advance of any changes.

### Week 1

August 30 – Course Introduction

September 1 – Democracy News Articles: Each student will bring in 2 news articles about democracy anywhere in the world that have been written in the last year. Students will briefly present their articles and main themes will be synthesized in class discussion. The only limitation is that each student must bring in 2 articles that deal with different countries (so if your first article is about democracy in the US, then the second article cannot be US focused).

September 3 – What is Democracy? – Reading: Dahl “Polyarchy”

### Week 2

September 6 – No Class, Labor Day

September 8 – Institutional and Procedural Definitions of Democracy – Reading: Tilly, Ch. 1.

September 10 – Historical Development of Democracy Part 1 – Reading: Miller.

### Week 3

September 13 – Historical Development of Democracy Part 2 – Reading: Tilly, Ch. 2.

September 15 – How We Measure Democracy – No Reading.

September 17 – Democratization – Reading: Tilly, Ch. 3.

### Week 4

September 20 – What Causes Democratization – Reading: Geddes.

September 22 – Waves of Democratization – Reading: Huntington.

September 24 – Democratic Backsliding – Reading: Fukuyama, Ch. 3.

### Week 5

September 27 – Trust and democracy – Reading: Tilly, Ch. 4. **Paper topics due for extra credit.**

September 29 – Democracy and the Public – Reading: Tilly, Ch. 6.

October 1 – Conservative Parties and Democracy – Reading: Ziblatt.

## Week 6

October 4 – Social Origins of Dictatorship and Democracy – Reading: Barrington Moore, Jr.

October 6 – Economic Origins of Dictatorship and Democracy – Reading: Acemoglu and Robinson.

October 8 – Democratic Consolidation – Reading: Morrison

## Week 7

October 11 – No Class, Fall Break

October 13 – Regime change in a globalized world, the case of Tunisia – Reading: Khan and Mezran

October 15 – Midterm Exam Review.

## Week 8

October 18 – Midterm Exam.

October 20 – Variations among democracies – Reading: Lijphart

October 22 – Democracy and Migration – Guest Lecturer Professor D’Amico

## Week 9

October 25 – The Democratic Peace Theory – Reading: Oneal and Russett

October 27 – Civil War and Democracy – Reading: Reynol-Querol

October 29 – Democracy and International Organizations – Reading: Mansfield and Pevehouse

## Week 10

November 1 – Democracy and Popular Control – Reading: Asher **Paper Outlines due for extra credit.**

November 3 – Democracy and the Mirage of Popular Control – Reading: Achen and Bartels

November 5 – Democracy and Citizen Initiatives – Reading: Ellis.

## Week 11

November 8 - Democracy and Human Rights – Reading: Langlois

November 10 - Democracy and Climate Change – Reading: Fritsch

November 12 - Democracy and Populism – Reading: McCormick.

Week 12

November 15 – Democracy and Inequality Part 1 – Reading: Tilly, Ch. 5.

November 17 – Democracy and Inequality Part 2 – Reading: Fukuyama, Ch. 2.

November 19 – Paths of Development of Rich Democracies – Reading: Wilensky.

Week 13

November 22 – Democracy and the Welfare State – Reading: Wilensky. **Democratic Transition Paper due by start of class.**

November 24 – No Class, Thanksgiving Break.

November 26 – No Class, Thanksgiving Break.

Week 14

November 29 – One-party dominance and Democracy – No reading.

December 1 – Democracy and Income Inequality Group Presentation Regional Case Studies Part 1.

December 3 – Democracy and Income Inequality Group Presentation Regional Case Studies Part 2.

Week 15

December 6 – The future of Democracy – Reading: Welzel.

<https://www.journalofdemocracy.org/articles/why-the-future-is-democratic/>

December 8 – Second Exam Review

December 10 – Second Exam.

Week 16 – Final Exam Week: Final Papers are due by the end of the exam period provided by the university. For our course this is **December 14, 2021 at 3pm!**