

# POLITICAL SCIENCE 130: INTRODUCTION TO COMPARATIVE POLITICS Syllabus<sup>1</sup>

Fall 2020

Class Meetings: Th 6:30-7:00 PM (ET)  
Remote-only Course - Asynchronous Lectures

Instructor: Simon Hoellerbauer

Email: hoellers@unc.edu

Office Hours (Virtual): T/Th 1:30-3:00 PM (ET); or by appointment.

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## Course Description

We live in quite turbulent times, politically and economically speaking. POLI 130 introduces you to the main topics in comparative politics, which encompasses the politics—however construed—of all nations. As such, we will touch on a wide range of topics that will help us understand how nations operate politically. A series of case studies will allow us to relate the concepts we will discuss to the empirical world. This course will prepare you to analyze the political developments around the globe.

## Objectives

After completing this course, you will be able to

1. explain the logic behind the comparative method,
2. critically consume academic literature,
3. identify and explain some of the main concepts in comparative politics, including
  - (a) the state,
  - (b) political economy,
  - (c) democracy and non-democracy,
  - (d) democratization,
  - (e) democratic backsliding
4. apply these concepts to a diverse set of cases;
5. compare the politics of different countries; and
6. think, speak, and write more critically and analytically.

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<sup>1</sup>Text, ideas, and topics for this syllabus adopted and adapted from Stephanie Shady, Lucy Britt, Jacob Smith, and Rahsaan Maxwell.

## Class Structure

This class has seven components: required readings, asynchronous lectures, synchronous Question Time, group activities, current events, the paper project, and exams. Because this is a remote-only class, its components may be somewhat different from a “normal” class.

**Required Readings:** There is no textbook for this class—all required readings, which are listed in the course schedule below, can be found online in the “Resources” section of the course Sakai page or as hyperlinks in this syllabus. For articles and book excerpts, the portion of the selected piece to be read (delineated by page or chapter numbers) will always be in the last item of information listed. Please note that sometimes there are multiple excerpts listed. The readings will serve to introduce some concepts and accompany the lectures and activities in class. Please read the readings accompanying a certain lecture before watching the lecture, as the lectures build on the readings.

We will read a mix of textbook excerpts and original material by some of the most well-known scholars of comparative politics. While this is an introductory course, and we will therefore not be able to dig as deeply as we would all probably like into the smörgåsbord of topics within this diverse subfield, my goal is still to expose you to the work that has been done in the discipline firsthand. Some of the readings can be a bit dense, and I recognize that many of you may not have worked with this type of reading before. I just ask that you make your best effort to understand the main point of the readings.

You will notice that some days have RECOMMENDED readings. You will not be tested on the material in these readings, but if you are interested in that topic, you can read them. They will provide you an expanded understanding of that topic.

**Asynchronous Lectures:** All lectures will be made available ahead of time. You can find them in the “Resources” section of the Sakai page, in the *Lectures* folder. They will be organized by week. You are expected to watch/listen to lectures the week they are on the syllabus. They will help you complete the various assignments and activities that you will do during the semester. You are encouraged to email me or come to office hours with any questions you have about lecture.

**Question Time (Optional and Synchronous):** Question Time<sup>2</sup> refers to **optional** class sessions that will take place synchronously every Thursday from 6:30-7:00 PM (ET). I recommend that you attend, but this is not required. This will be a time for students to ask broader questions about readings, lectures, and assignments. The idea is that there are often questions from whose answers all students may benefit. These classes will **not** be recorded, out of privacy reasons.

Please note that this is in *addition* to regular office hours, it is not a replacement. If you

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<sup>2</sup>The name comes from Question Time in the UK Parliament, when members of parliament ask questions of the government.

have questions that are not general in nature, or have to do with your specific work, I request that you ask them during office hours or set up a meeting.

**Group activities, current events, the paper project, and exams** will be described in greater detail in the next section. Collectively, they represent the assessment mechanisms for this course.

## Assignments and Grading

**Group Activities (10%):** After the drop-add period has ended (so after first week), I will put you all randomly into groups. During the semester, you will complete brief activities in these groups. These activities will vary but they will all require you to work with your fellow group members to produce one short document. These will be due Friday before midnight four times during the semester. Each is worth 2.5% of your overall grade. A group will turn in one unified assignment via the “Assignments” tab on the Sakai page. Two notes on group work:

1. Whenever there is a group assignment, there is the possibility of someone free-riding. To combat this somewhat, each activity will have an individual and a group component (this will become clear when you read the assignments). If a group member is not actively involved for whatever reason, you do not need to worry that this will affect your grade.
2. We are in the middle of a pandemic. **Please do not meet up in person to complete these activities.** All can be done online, via a quick Zoom meeting or over any messaging platform that you would like to use.

The day each such assignment is due will be clearly marked in the course schedule.

**Current Events (15%):** In weeks when there aren't other assignments due (such as paper parts or exams), you will be required to post, by Friday before midnight, the **link** to one news article post that deals with lecture and/or readings for that week “Forum” section of the course Sakai page (I will create forum “topics” for each of the days). You also need to briefly **describe how** the article connects to the lecture and readings for that week. This should not be longer than a paragraph. The articles should be from credible news sources, such as *The New York Times*, *The Washington Post*, *BBC*, *The Economist*, *Politico*, *The New Republic*, *The Atlantic*, *The Guardian*, *Reuters*, etc. The day each such current events post is due will be clearly marked in the course schedule.

**Paper (40% Overall):** You will each write one 10 page paper for this class. This paper will bring together the materials covered in class by having you apply concepts and topics to a country case you pick. For your chosen country, you will describe the country's regime, describe and analyze its democratic development (or lack thereof) and potential reasons for it (based on what we have covered in class), and then briefly discuss the future of democracy in your chosen country.

In order to make this task easier for you and to facilitate an early start, you will be required

to submit various parts of the paper during the semester. Each part is a subassignment of the larger paper assignment and is accompanied below by a due date and information on how many of the 35 percentage points each part makes up. The final draft will consist of the two parts submitted earlier in the semester (with any corrections or comments made by me addressed), along with a brief addition. **All parts except the country choices are to be turned in on Sakai under “Assignments” by 11:59 PM on the day they are due.** Please see the additional handout title *Paper Supplementary Information* for a more in-depth explanation of the requirements.

Components:

1. Country Choice, **due August 26, 3%**: The country you choose will be the country about which you will write your paper. You must email me your top three country choices by 11:59 PM on August 21 in order to get the points for this part of the paper. Please note: You **cannot choose** any of the countries that we will discuss in this class (UK, Taiwan, Malawi, and Armenia) or the United States. Your country does not have to be a democracy.
2. Citation Exercise, **due September 4, 2%**
3. First Part, **due September 18, 10%**
4. Second Part, **due October 30, 10%**
5. Final Draft, **due November 17, 15%**

**Midterm: 15%** — The midterm will be on *September 24* and will cover all material covered up until that day. It will be a take-home exam. You will only have one lecture that week.

**Final: 20%** — The final exam will be due on *November 21*. The final exam will be take-home. It will be cumulative in nature and will consist of a series of short-answer questions and two more extended essay questions.

## Grading Scale

I will use the following grading scale:

- A: 100-92.5; A-: less than 92.5-89.5
- B+: less than 89.5-86.5; B: less than 86.5-82.5; B-: less than 82.5-79.5
- C+ less than 79.5-76.5; C: less than 76.5-72.5; C-: less than 72.5-69.5
- D+: less than 69.5-66.5; D: less than 66.5-59.5
- F: less than 59.5-0

I will not round beyond this.

## Class Policies

### Late Work Policy/Deadlines

Deadlines are given in Eastern Time (so UNC time), but I realize that some of you may be in different time zones. Please try to get assignments in by the proper time, but I will be flexible.

That said, **if you think you may need an extension on any assignment, please do not hesitate to reach out.** This has always been my policy, but it is especially critical during the current crisis. This is a stressful time; I do not want this class to add to your stress unnecessarily. The reason for an extension does not have to be a COVID-related; I will not ask you to explain or to present any documents or anything. Please do try to let me know as far ahead as possible, but I recognize that this will not always be possible.

**If you have not talked to me beforehand<sup>3</sup>**, I will deduct one letter grade (10 percentage points) per day that an assignment is late from the maximum grade you can receive. I will then grade your paper as normal and weight it so that it could not exceed this new maximum grade. As such, if you turn in an assignment one day late, the highest grade you can receive is a 90. If you then receive an 85 on the assignment, your actual grade will be  $.85 * 90 = 76.5$ .<sup>4</sup> The reason I do this is because it makes it seem less arbitrary and helps me separate out where you lose points, in ways that are not related to the lateness of your paper.

### Contact Policy

You are encouraged to come to my office hours, listed above, and to contact me with any questions you may have, even if you just want to chat. Office hours will use the “waiting room” function on Zoom. If there are a lot of students in the waiting room, I may have to wrap up a discussion more quickly. I am also available by appointment if you are unable to meet during the times listed, but please do try to give me as much advance notice as possible. I really want to be a resource for you this semester, so if you have anything you want to talk about, please do not hesitate to come to my office hours. If I have to change my office hours for any reason, I will let you know.

My email is [hoellers@unc.edu](mailto:hoellers@unc.edu). I will try to respond as soon as possible, although I cannot guarantee same day response. Therefore, I encourage you to ask me questions about assignments and papers as far in advance as possible, which will hopefully help you get in the habit of working on assignments well before they are due.

If you miss one or two lectures, it could set you back significantly, or if you do not start working on the assignments soon enough, you may find yourself running out of time when the due date comes around. Please reach out to me if you have any issues, problems, or concerns. In addition, if anything or anyone makes you feel uncomfortable, and you feel comfortable

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<sup>3</sup>AKA, please reach out if you need an extension, I cannot emphasize this enough.

<sup>4</sup>If I were not doing the weighting, you would get 75 (100 - 10 - 15). This format will always benefit you, even if only by a little.

doing so, please come talk to me so that I can do my best to assist you. Finally, **in line with university policy, I cannot discuss grades over email**. If you have questions about grades, you must come to office hours or set up an appointment.

## Teaching Philosophy

I view my role as a teacher as a support person for you, my students. Because of my background and education, I have knowledge that I will strive to communicate with my you, which is why lecture does form a core part of this course. My primary goal as a teacher, however, is to make you feel engaged and active and to help you learn skills that you will be able to use outside of the contexts of this course and even of this field of study. As such, I believe that active engagement with the course material is essential to helping you learn, and I structure the course in such a way that there are plenty of ways in which to participate and be active, as I recognize that not all students learn in the same way. At the same time, I do not believe that surface-level skimming of a topic is all that useful; therefore, this class is more detail-oriented than other introductory courses may be, without being overwhelming. Finally, I am always open to feedback—I want to make sure that you are getting both what you want and need from this course.

## Academic Dishonesty

Academic dishonesty—violating the standards of integrity all students pledge to adhere to as a condition of enrollment at UNC—shall result in a failing grade on that assignment and will also result in being referred to the Honor Court. Students with questions about what qualifies as academic dishonesty should ask the instructor and can also consult the Honor Court Website at <http://honor.unc.edu>. Students may use any citation style they choose when writing papers so long as they remain consistent within any one paper.

## Student Accessibility

Any student with a documented condition who needs to arrange reasonable accommodations should contact the instructor and Accessibility Resources (<https://accessibility.unc.edu/>). Accessibility Resources can be reached by phone at 919-962-8300 or by email at [accessibility@unc.edu](mailto:accessibility@unc.edu).

## Research Requirement

Students enrolled in POLI 100, POLI 130, or POLI 150 are required to participate in the Department of Political Science research activities as part of their course requirement. A principal goal of the requirement is for students to gain an appreciation of how political science research works, while simultaneously acquiring new knowledge about areas of the discipline that they may not encounter in their POLI courses.

The research requirement is administered by the Political Science Subject Pool (PSSP) Administrators. To satisfy the research requirement, students must complete eight (8) credits of research by participating in actual political science research studies. Research studies are typically research experiments or attitude surveys. Typically, each study's completion satisfies one (1) credit towards the requirement; occasionally, a study will count for more than one credit. The research requirement is fulfilled when eight (8) credits are earned. Students can participate in research studies and track their requirement fulfillment status by logging into their PSSP Portal (<https://go.unc.edu/pssp>) using their UNC onyen and password.

Students who object or fail to total eight credits through participation in research studies will be given the opportunity to fulfill the research requirement by writing a 1300-word research-oriented reaction paper to one of The Monkey Cage articles listed on their PSSP Portal.

The total time commitment to complete the research requirement should not exceed 3 hours. The research requirement does not substitute for other course requirements, nor does it generate extra credit. Failure to satisfy the research requirement will result in an incomplete grade (I) that will be removed only upon satisfaction of the requirement. For additional information and contacts, please visit the PSSP website at <http://pssp.web.unc.edu>.

**Please note: Failure to satisfy the research requirement will result in an incomplete that will be removed only upon satisfaction of the requirement. Credit will be administered by the PSSP Director. *This is not under my control***

## Disclaimer

I reserve the right to make any and all necessary changes to this syllabus. If I do make any changes, I will of course inform you about them. Please always refer to the most updated syllabus, which I will upload to the course Sakai page under "Syllabus," when seeking information.

## Course Schedule and Required Readings

### August 11 – Course Introduction

Read through syllabus – I will highlight important parts of the syllabus, explain the class structure, and then start on class material.

*Theme: Introductory Concepts*

### August 13 – What Is Comparative Politics?

- O'Neil, 2010, *Essentials of Comparative Politics*, New York: W. W. Norton & Company, Ch. 1: Introduction
- Fabbrini and Molutsi, 2011, "Comparative Politics," *International Encyclopedia of Political Science*, pp. 1-4, 11("Issues of Comparative Politics")-18(first paragraph only)

### August 18 – States and State Formation

- O’Neil, 2010, *Essentials of Comparative Politics*, New York: W. W. Norton & Company, Ch. 2: States
- Tilly, 1992, *Coercion, Capital, and European States, AD 990-1992*, Cambridge, MA: Blackwell, Ch. 1: Cities and States in World History (pp. 1-5, up to “Available Answers”; pp. 14-16 (from the paragraph that starts “This book’s central argument ...” to “Logics of Capital and Coercion”))

*Theme: Regime Types*

### **August 20 – Democracy – What Is It?**

- Dahl, 1971, *Polyarchy*, New Haven: Yale University Press, Ch. 1 (pp. 1-9), Ch. 2
- Przeworski et al., 2000, *Democracy and Development*, New York: Yale University Press, Ch. 1: Democracies and Dictatorships (only up to p. 33, you do not have to read “What We Did Not Include”)
- Lindberg et al., “V-Dem: A New Way to Measure Democracy,” 2014, *Journal of Democracy* 25(3): 159-169
- RECOMMENDED: Lijphart, 1999, *Patterns of Democracy*, New Haven: Yale University Press, Ch. 4

### **August 25 – Non-Democracies**

- Pepinsky, “Everyday Authoritarianism is Boring and Tolerable,” <https://tompepinsky.com/2017/01/06/everyday-authoritarianism-is-boring-and-tolerable/>
- Geddes, 1999, Working Paper, “Authoritarian Breakdown: Empirical Test of a Game Theoretic Argument,” read pp. 6-10 (section “Types of Authoritarianism”)
- Linz and Stepan, 1996, *Problems of Democratic Transition and Consolidation: Southern Europe, South America, and Post-Communist Europe*, Baltimore: The Johns Hopkins University Press, Ch. 3

**August 26 – Send Simon your country choice by email by 11:59 (ET)**

**August 26 – Group Activity 1 Due by 11:59 PM (ET)**

### **August 27 – Hybrid Regimes**

- Diamond, 2002, “Thinking About Hybrid Regimes,” *Journal of Democracy* 13(2): 21-35
- Levitsky and Way, 2010, *Competitive Authoritarianism: Hybrid Regimes After the Cold War*, New York: Cambridge University Press, Introduction, pp. 5-20 (from “What is Competitive Authoritarianism” to “Diverging Outcomes ...” [you do not need to read the “Diverging Outcomes...” section])

**August 30 – Group Activity 2 due by 11:59 PM (ET)**

*Theme: Outcomes and Causes*

### **September 1 – Political Economy, Poverty, and Inequality**

- O’Neil, 2010, *Essentials of Comparative Politics*, New York: W. W. Norton & Company, Ch. 4: Political Economy



*Theme: Domestic Political Institutions*

**September 3 – Civil Society**

- Malena and Finn Heinrich, 2007, “Can we measure civil society? A proposed methodology for international comparative research”, *Development in Practice* 17(3): 338-352, pp. 338-341

**September 4 – Citation Exercise due by 11:59 PM (ET)**

**September 6 – Current Events 1 posted by 11:59 PM (ET)**

**September 8 – Majoritarian vs Consensus Democracy**

- Lijphart, 1999, *Patterns of Democracy*, New Haven: Yale University Press, Ch. 1
- RECOMMENDED: Lijphart, 1999, *Patterns of Democracy*, New Haven: Yale University Press, Ch. 2-3

**September 10 – Electoral Systems**

- Reynolds et al., 2005, *Electoral System Design: The New International IDEA Handbook*, International, Institute for Democracy and Electoral Assistance, Ch. 1 (section “Criteria for Design”), Ch. 2-3 (skip the case studies)

**September 11 – Group Activity 3 due by 11:59 PM (ET)**

**September 15 - Presidentialism vs Parliamentarism**

- Linz, 1990, “The Perils of Presidentialism,” *Journal of Democracy* 1(1): 51-69
- Horowitz, 1990, “Comparing Democratic Systems,” *Journal of Democracy* 1(4): 73-79
- RECOMMENDED: Mainwaring and Shugart, 1997, “Juan Linz, Presidentialism, and Democracy: A Critical Appraisal,” *Journal of Democracy* 29(4): 449-471
- RECOMMENDED: Lijphart, 1999, *Patterns of Democracy*, New Haven: Yale University Press, Ch. 7

**September 17 – Case Studies: Australia vs Germany**

- “Everything You Need to Know About Germany’s Complex Election Process, Sep. 24, 2017, from *Bloomberg*: <https://www.bloomberg.com/graphics/2017-how-germany-forms-govern>
- “Fact Sheet: Political System of Germany” from the Research Office of the Legislative Council Secretariat of Hong Kong
- Dalton, 2012, *Politics in Germany: The Online Edition*, Ch. 2: The Institutions of Governance – can be found here: <http://www.socsci.uci.edu/~rdalton/germany/ch2/chap2.htm> (*skim, just so you get a deeper understanding of how Germany’s political system works*)
- “Infosheet 20 - The Australian system of government” from the Parliament of Australia [https://www.aph.gov.au/About\\_Parliament/House\\_of\\_Representatives/Powers\\_practice\\_and\\_procedure/00\\_-\\_Infosheets/Infosheet\\_20\\_-\\_The\\_Australian\\_system\\_of\\_government](https://www.aph.gov.au/About_Parliament/House_of_Representatives/Powers_practice_and_procedure/00_-_Infosheets/Infosheet_20_-_The_Australian_system_of_government)
- “Federal Elections,” Fact Sheet from Australia’s Parliamentary Education Office

- Bennet, 1999, *Current Issues Brief* 10 1998-99, “Should the Australian Electoral System be changed?": [https://www.aph.gov.au/About\\_Parliament/Parliamentary\\_Departments/Parliamentary\\_Library/Publications\\_Archive/CIB/cib9899/99cib10](https://www.aph.gov.au/About_Parliament/Parliamentary_Departments/Parliamentary_Library/Publications_Archive/CIB/cib9899/99cib10)
- RECOMMENDED: Lijphart, 1999, *Patterns of Democracy*, Ch. 14

**September 18 – First Part of paper due by 11:59 PM**

**September 22 – Authoritarian Institutions**

- Pepinsky, 2013, “The Institutional Turn in Comparative Authoritarianism,” *British Journal of Political Science* 44:631-653

**September 24 – MIDTERM**

**September 25 – *Current Events 2* posted by 11:59 PM (ET)**

*Theme: Democratic Development and Regime Change*

**September 29 – Democratization in the West**

- Huntington, 1991, “Democracy’s Third Wave,” *Journal of Democracy* 2(2): 12-34 – you do **not** need to read the following sections: “Culture,” “Confucianism,” “The East Asian Model,” and “Islam”
- Dahl, 1971, *Polyarchy*, New Haven: Yale University Press, Ch. 3

**October 1 – Class-Based Explanations for Democratization**

- Huber, Rueschemeyer, and Stephens, 1993, “The Impact of Economic Development on Democracy,” *Journal of Economic Perspectives* 7(3): 71-85

**October 6 – Democratization in the UK**

- Garrard, 2000, “Democratization in Britain”, *European Democratization since 1800*, edited by John Garrard, Vera Tolz, and Ralph White, Palgrave Macmillan
- Rueschemeyer, Stephens, and Stephens, *Capitalist Development and Democracy*, Chicago: University of Chicago Press, Ch 4: Advanced Capitalist Democracies – read only section “The Transition to Democracy in Europe: The Democratic Cases” (pp. 83-98)

**October 8 – Economic Causes of Democratization**

- Ansell and Samuels, 2014, *Inequality and Democratization*, New York: Cambridge University Press, Ch 1 (up to “Plan of Book”)
- Haggard and Kaufman, 2012, “Inequality and Regime Change: Democratic Transitions and the Stability of Democratic Rule,” *American Political Science Review* 106(3):495-516

**October 12 – *Current Events 3* posted by 11:59 PM (ET)**

**October 13 – International Factors in Democratization; Transitology**

- Levitsky and Way, 2010, *Competitive Authoritarianism: Hybrid Regimes After the Cold War*, New York: Cambridge University Press, Ch 1, pp. 20-24 (up to “Theoretical

Implications)”

- Vachudova, 2005, *Europe Undivided: Democracy, Leverage, & Integration After Communism*, New York: Oxford University Press, Conclusion
- Linz and Stepan, 1996, *Problems of Democratic Transition and Consolidation: Southern Europe, South America, and Post-Communist Europe*, Baltimore: The John Hopkins University Press, Ch. 4
- RECOMMENDED: Basora and Yalowitz, 2017, *Does Democracy Matter?: The United States And Global Democracy Support*, New York: Rowman & Littlefield, Introduction
- RECOMMENDED: Treisman, 2020, “Democracy by Mistake: How the Errors of Autocrats Trigger Transitions to Freer Government,” *American Political Science Review* 114(3): 792-810

### October 15 – Case Study: Democratization in Taiwan

- Tien and Shiau, 1992, *World Affairs* 155(2): 58-61, “Taiwan’s Democratization: A Summary”
- “Timeline: Taiwan’s Road to Democracy” from *Reuters*: <https://www.reuters.com/article/us-taiwan-election-timeline/timeline-taiwans-road-to-democracy-idUSTRE7BCO>
- Freedom House’s 2020 Country Report for Taiwan: <https://freedomhouse.org/country/taiwan/freedom-world/2020>

### October 20 – Colonialism and Democratization

- Cheeseman and Fisher, Nov. 9, 2019, “How colonial rule predisposed Africa to fragile authoritarianism,” *The Conversation*: <https://theconversation.com/how-colonial-rule-predisposed-africa-to-fragile-authoritarianism-126114>
- De Juan and Pierskalla, 2017, “The Comparative Politics of Colonialism and Its Legacies: An Introduction,” *Politics & Society* 45(2): 159-172, **only need to read sections *Colonial Legacies and Economic Development* and *Colonial Legacies and Political Development***

### October 22 – Case Study: Regime Change in Malawi?

- History of Malawi Timeline from *BBC*: <https://www.bbc.com/news/world-africa-13881367>
- Freedom House’s 2020 Country Report for Malawi: <https://freedomhouse.org/country/malawi/freedom-world/2020>
- Dionne and Dulani, Jun. 28, 2020, “Malawians elected a new president in Tuesdays historic election,” from *The Washington Post’s* Monkey Cage Blog: <https://www.washingtonpost.com/politics/2020/06/28/malawians-elected-new-president-tuesdays-his>

### October 23 – *Current Events 4* posted by 11:59 PM

### October 27 – Civil Society and Democratization

- Alagappa, 2004, *Civil Society and Political Change in Asia*, edited by Muthiah Alagappa, Stanford: Stanford University Press, Ch. 1: Civil Society and Political Change: An Analytical Framework, pp. 40-57
- Freedom House, 2005, “How Freedom is Won: From Civic Resistance to Durable Democracy,” *Freedom House*, pp. 4-15

**October 29 – Case Study: Revolution in Armenia**

- “Armenia and the Velvet Revolution: The Merits and Flaws of a Protest-based Civil Society,” from *The Foreign Policy Research Institute*: <https://www.fpri.org/article/2019/02/armenia-and-the-velvet-revolution-the-merits-and-flaws-of-a-protest-based->
- Freedom House’s 2020 Country Report for Armenia: <https://freedomhouse.org/country/armenia/freedom-world/2020>
- RECOMMENDED: Weise, Cienski, and Herszenhorn, “The Armenia-Azerbaijan conflict explained,” *Politico*, <https://www.politico.eu/article/the-nagorno-karabakh-conflict->

**October 30 – Second Part of paper due at 11:59 PM**

*Theme: What Comes After Democracy?*

**November 3 – Democratic Breakdown**

- Berman, 1997, “Civil Society and the Collapse of the Weimar Republic,” *World Politics* 49(3): 401-429
- Bermeo, 2016, “On Democratic Backsliding,” *Journal of Democracy* 27(1): 5-19

**November 5 – Populism**

- Rooduijn, 2014, “The Nucleus of Populism: In Search of the Lowest Common Denominator,” *Government and Opposition* 49(4): 572-598, **read to page 74, skim the rest**
- Lee, 2020, “Populism and the American Party System: Opportunities and Constraints,” *Perspectives on Politics* 18(2): 370-388

**November 6 – *Current Events 5* posted by 11:59 PM (ET)****November 10, 12 – Future of Democracy**

- Putnam, 1995, “Bowling Alone: America’s Declining Social Capital,” *Journal of Democracy* 6(1): 65-77
- V-Dem Institute, 2020, *Autocratization Surges – Resistance Grows. Democracy Report 2020*, Executive Summary (p. 6-7) and State of the World 2019 – Autocratization Surges – Resistance Grows (pp. 9-26)

**November 13 – *Group Activity 4* due by 11:59 PM (ET)****November 17 – Synchronous Review Session****November 17 - Final Draft of paper due at 11:59 PM****November 21 - Final Exam**