Term 2, 2021-22
Tuesdays (SAR project students) & Thursdays (Non-SAR students) 12:30-14:00
Location: IBLC 261; start of term on Zoom (link available on Canvas site)
Professor: Lisa McIntosh Sundstrom (she/her)
Virtual/In Person Office Hours: Tuesdays 14:00-15:00 and Thursdays 9:00-10:00 or by appointment (please schedule via Calendly and you can choose whether to meet me in person in my office or on Zoom): https://calendly.com/lisa-sundstrom/professor-sundstrom-s-office-hours
Office: Buchanan C309
Telephone: 604-822-6331
Email: lisa.sundstrom@ubc.ca
TA: Dhriti Mehta (dmehta6@student.ubc.ca) (she/her)
TA Virtual Office Hours: Thursdays 16:30-17:30 on Zoom (advance sign-up via Calendly; please note some availability changes in March): https://calendly.com/dreemehta/poli-334-ta-office-hours

Course Description

The literature on democratization of political regimes has grown exponentially over the past several decades. This interest in political science has grown in large part as a response to real-world events: during the so-called “third wave of democratization” that began in the 1970s, the number of countries with democratic regimes more than doubled to a peak around 2010. However, according to the Varieties of Democracy (V-Dem) Institute, 2019 was the first year since 2001 when democracies constituted only a minority of political regimes in the world; we are now firmly in a “third wave of autocratization.” However, the autocracies of today look very different from those of the past, given a longstanding global normative context that encourages democratically elected governments. In recent years, an enormous number of “hybrid” electoral authoritarian regimes have developed in new and seemingly durable forms, leading scholars to question the initial theoretical paradigm of democratization that assumed full-fledged democracies as the outcome. Despite all of this scholarly scrutiny, we still possess inadequate knowledge of the dynamics causing the onset of democracy and different regime outcomes, and a great deal of disagreement persists among scholars concerning the best way to define democracy.

In this course, we begin by considering some controversies in defining democracy and how universalizable it is, as well as two competing schools of thought in explaining the emergence and stability of democratic regimes. We will then move to examine specific factors influencing democratization: formal institutional design, civil society, informal institutions, economic crises, post-conflict environments, and international actors and pressures. We examine attempts by democracies to promote democracy elsewhere, and attempts by autocracies to undermine it. We end the course with consideration of two current crises affecting democracy: trends of populist political leadership and the impacts of the COVID-19 pandemic.
Because of the time limits of the course, we will restrict ourselves to certain topics. The course focuses mainly on transitions to democratic rule in countries that have recently been ruled by authoritarian regimes, rather than the problems of insufficient democratic practices in countries that long ago established democratic regimes. However, where relevant, we also discuss recent trends in Western democracies that have threatened the quality of democracy. I will bring examples from many diverse areas of the world, with cases of attempted democratization and reversals of democracy from the beginning of the third wave of democratization through today. We will also regularly incorporate discussion of the countries that students are examining in an optional report assignment for the network Scholars At Risk. I welcome you to participate in class discussion and to raise interesting examples or counter-examples from any countries in transition with which you may be familiar. We are forced to breeze through extremely important and complicated topics of discussion. However, it is my hope that this brief introduction to several topics will whet your appetite to read and learn more about processes of democratization around the world.

Our teaching assistant for the course is Dhriti Mehta. She is currently a Masters student in Political Science, partially studying questions of democratization in her own research. Dhriti will be marking most of the written assignments (including full responsibility for marking your term paper proposals and papers), assisting with the class discussion sessions, and helping to evaluate student participation. In addition, she will be available to meet with you one-on-one in virtual office hours.

**Learning Objectives**

By the end of this course, it is expected that students will be able to:

1. Understand, articulate and take a position on major debates on democracy, authoritarianism, and trends of democratization and autocratization worldwide. These topics include: debates on the meaning and value of democracy; how and why democratization occurs; the roles of civil society, institutional design, economic crisis and violent conflict, and international factors in democratization; what contemporary authoritarianism looks like and why it endures; and the impacts of COVID-19 on democracy around the world.

2. Apply the above debates to evaluate Canada’s concrete foreign policy approaches to encourage democratic improvement in a newly democratizing country, and to propose a new democratic development policy initiative for that country.

3. Identify aspects of current news developments in the world that are informed by our scholarly knowledge of democratization and autocratization.

There is an optional experiential learning component available for students as their major assignment in lieu of a term paper. This option would be to engage in a research project with a small group of your fellow classmates, to examine problems of academic freedom in a particular country in partnership with the NGO network Scholars At Risk (https://www.scholarsatrisk.org/). Please see further details about this option under “course
requirements” below. Further learning objectives that accompany the experiential learning component include strengthening students’ abilities to:

1. Draw connections between the academic readings on the syllabus and the research work they are doing and observations they make in their experiential learning project with Scholars At Risk. This includes evaluating the extent to which the academic literature on democracy and democratization applies accurately to the country contexts they are researching.
2. Work professionally in a collaborative team environment, through managing intra-group relationships, communications, and project management.

First Nations Land Acknowledgement

UBC’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 in their culture, history, and traditions from one generation to the next on this site.

Course Requirements and Evaluation

1) Initial and Final Course Reflections (2% and 3% respectively): At the beginning of the course, you will submit a brief statement (300-400 words) on your thoughts about democratization around the world at the outset of the course, and questions you have that you would like to learn more about during the term (due Monday, January 17). At the end of the term, after looking back again at your initial reflection, you will submit a more detailed concluding reflection (600-800 words) on how your thoughts have evolved over the term, and what if any answers you have learned to the questions you outlined at the start of the course (due by Monday, April 11). The initial reflection will be marked on a pass/ fail basis, while the final reflection will be graded according to a rubric.

2) Online Discussion Page Entries (15%): submitting comments and questions on the course Canvas site. Each submission will be marked out of 5 points (1 point for submission, plus 1-4 points for quality and thoughtfulness of the contribution). Each weekly module in Canvas will have its own discussion page link, and posts on that week’s material will be open through the Monday following that week on the syllabus (e.g. for Week 2, through Monday, Jan. 24). You should make at least four posts on discussion pages over the course of the term. No more than one per week will count, so you cannot submit all posts in one or two weeks’ discussion pages. Submit more entries if you wish, but please keep the length to a reasonable limit (300 words or less). If you submit more than 4 posts, I will count what I consider to be your 4 best-quality posts. Submit comments you have in reaction to the lectures or readings, or how current world news stories relate to the class, or questions that have arisen for you about something significant in the course materials. You may even choose to submit a reflection of how course material relates to where you are currently located in the world, as text or even more creatively, with a video link or photos! Remember, there are no dumb questions! If you are confused about something significant in the readings, it is likely that at least one other person is, too. We will discuss some of the most interesting
and important comments or questions in our live discussion sessions. Questions and comments can be submitted from the beginning of term up until the last day of classes.

3) **Lecture and Reading Content Quizzes (20%)**: After reviewing the asynchronous lecture materials and assigned readings for each weekly module, you will take an online quiz (linked in the module) including 8 multiple choice/true-false questions. **You must complete the quiz by Friday (midnight)** at the end of each weekly module. You will have 15 minutes to complete the quiz and will be allowed two attempts at taking it (with your higher of the two marks counted). Keep in mind that questions will rotate randomly across individual quiz iterations, so students will not all receive the same set of questions. Correct answers to quiz questions will be made available to students after the deadline to take the quiz. There will be 11 quizzes across the 11 content weeks, and I will drop the lowest quiz mark from your grade calculation for this component – thus, each quiz is worth 2% of your total course grade.

4) **Major Assignment:**

   a) **Option 1: Democracy Assistance Policy Paper**: The assignment is to pretend that you are a Global Affairs Canada “country desk” development officer for a particular country wrestling with democratization, and to design international assistance programming that will support democratic development in that country. Since we will not consider “democratization by force,” you will need to select a focus country that is currently governed by a nominally democratic regime, where the government would accept or is accepting Canadian assistance. Focus on a country early in the term so that you can begin to become familiar with the current events, problems, and history and develop ideas for your paper. There is a detailed description of the assignment expectations in the Assignment materials module on the course Canvas site. There are two stages to the assignment:

   i) **Paper proposal (4-5 pages, double-spaced, plus a preliminary bibliography)** (5%)

      • This is a pass/fail component. That is, you either receive a perfect mark for this 5% of your grade, or you receive zero marks. As long as you show reasonable effort to answer all of the questions listed below in the proposal, you will receive full marks. The purposes of this short assignment are to prompt you to think early about your major paper for the course, and to ensure that you receive concrete feedback from the course teaching assistants on your ideas for the paper before handing in the final assignment.

      • The proposal should sketch out your preliminary ideas on how you will deal with the three required sections of the democracy assistance policy paper (see the detailed instructions for the paper at the end of this syllabus). Which country are you selecting to study? What are the contextual factors in the country that you see as being relevant in affecting democratization, and how will you justify them from a political scientist’s perspective? Which foreign donors have been most active in the country, and what kinds of programs have they initiated? How successful have they been, if viewed from the standpoint of democratization theory? What ideas do you have about possible new programs to propose in the paper, and on what principles are you basing these ideas? Where you can,
throughout, cite sources that you are finding useful. Include a bibliography of all the sources you have located so far. *The more work you put into the proposal, the less work you will need to do later, and the more helpful comments the TA will be able to give you!*

- Your proposal is due by midnight on **Tuesday, February 15**. The course teaching assistant will be marking this assignment and giving you feedback. Two of your class peers will also provide feedback (see below under “Participation and Tutorials”).

**ii) Peer review of proposals (5%) (due Feb. 25):** Following submission of your proposals on Canvas, your proposal to be distributed to two classmates via Canva’s peer reviewing tool (and in turn you will receive their proposals). Canva will present you with a number of questions to answer about the proposals and you will also be able to make any additional comments you wish on the proposals. This is all designed to help you improve the design of one another’s papers. During our live class session in Week 7, you will break into small groups with the two people whose proposals you reviewed in order to discuss your comments with one another. You will receive full marks as long as you answer all questions in the review form for both proposals.

**iii) Policy Paper (10-12 pages, double-spaced) (30%)**

- See detailed guidelines on Canvas regarding the expectations for this paper.
- The paper is due to be submitted on Canvas by **Friday, April 1**. The course teaching assistant will be marking this paper.

b) **Option 2: Group Research Report on Academic Freedom in a Focus Country for Scholars at Risk.** In this assignment, you will be conducting in-depth research with a small group of fellow classmates (groups of about 4 students) to write a report for the network Scholars at Risk (SAR) (https://www.scholarsatrisk.org/). You will be identifying further cases/incidents similar to those highlighted in SAR’s “Free to Think” global report (https://www.scholarsatrisk.org/resources/free-to-think-2020/), and linking developments on academic freedom to the democratization/autocratization trends in those countries. For this option, we will be collaborating with at least one other UBC course that will also be working with SAR on the same country cases. The initial list of countries of focus for this year is: Belarus, China, Egypt, India, and Iran. An online Qualtrics survey was sent out for expression of interest in December, but if you did not complete the survey but still wish to select the SAR option (if space permits), you will then need to fill in a form online to apply to participate by **Friday, January 14**. Detailed assignment guidance will be posted on the course Canvas site. The assignment components of this project will be:

  i) Group research proposal (**due Tuesday, Feb. 15**) (5% -- pass/fail mark).

  ii) Final group report, **due Thursday April 14** (20%).

  iii) Participation in and short reflections submitted on shared SAR events with other courses (speakers, webinars, SAR Advocacy Days) throughout the term (need to attend in person or watch recordings if schedule conflicts; some will occur during class time and I anticipate canceling some weekly classes to offset time spent attending these events) (10%).
iv) Individual participation mark for project (with input from group peers, TA and professor) (5%).

5) **Class Discussion Sessions Participation** (20 percent):

   a) **Attendance (5%):** You will receive a mark for attending weekly in-person discussion sessions. You will only be required to attend ONE session per week (SAR Project students will attend on Tuesdays; other students on Thursdays consistently over the term). There will be a total of 11 weekly sessions (Weeks 2-12) that will be counted over the term.

   a) **Contributions to Group Discussion Summaries (15%):** During our in-person discussion group sessions, the class will be broken into smaller groups to discuss certain questions together. During these breakout sessions, each group will jointly produce a shared Google doc summary of the views articulated during the session, using a template provided. This document will then be made available to the professor and TA. This will assist me and the TA in ensuring that students are engaged and surveying the opinions that emerge, since it will not likely be possible to have every group report in detail to the whole class about their discussion. These documents are not intended to be polished, but instead a quick record of the content of your discussion. One student in the group should be identified in the document as the “leader” who is coordinating the discussion and ensuring everyone’s views are included, and another as “secretary” who is making notes on the content of the discussion (although each student should feel free to adjust and add their own points to the discussion document). Each student in the class should act as a group discussion leader at least once and secretary at least once during the term, and students together will receive a group mark for their document (out of 5 points – see rubric on Canvas), with the potential for individual students to have their mark increased or decreased if their participation stands out as significantly better or poorer than the overall group’s. Students who do not perform roles of leader or secretary once will have 2% deducted from their course grade for each role missed. Students participating in the SAR projects will have slightly different tasks during group discussions, but summary of discussion documents will be similarly requested.

**Summary of Assignments and Due Dates**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial reflection</td>
<td>January 17</td>
<td>2%</td>
</tr>
<tr>
<td>Online discussion posts</td>
<td>4 throughout term</td>
<td>15%</td>
</tr>
<tr>
<td>Lecture &amp; reading content quizzes</td>
<td>Weekly by end of Friday Weeks 2-12 (11 quizzes)</td>
<td>20%</td>
</tr>
<tr>
<td>Weekly discussion session participation</td>
<td>Tuesday OR Thursday each week</td>
<td>20%</td>
</tr>
<tr>
<td>Final reflection</td>
<td>April 11</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Major assignment Option 1 (Democracy policy proposal), including:</strong></td>
<td></td>
<td>40%</td>
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<tr>
<td>Policy paper proposal</td>
<td>February 15</td>
<td>5%</td>
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<tr>
<td>Policy paper proposal peer review</td>
<td>February 25</td>
<td>5%</td>
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</table>
Hybrid Learning Format

This year as the pandemic continues, I will be pre-recording lecture segments and uploading them to each week’s module on Canvas, to be made available by Friday 5:00 pm each week for the following week’s material, for you to view on your own. In addition, we will be meeting weekly in person during scheduled class time for small group discussions (each student will attend just one session per week). This is a new format for the course. Any and all feedback or suggestions for improvement are welcome. If unforeseen issues or challenges arise, we will make adjustments over the course of term. Class members will be consulted before any changes are implemented. Please note the following information and guidelines:

Reach out and ask for help if you need it

University students encounter setbacks from time to time that can impact academic performance. During the COVID-19 pandemic, this is particularly widespread and acute. We are all struggling at least from time to time in this period and often our goal is just to survive the next day or week. If you run into difficulties and need assistance, I encourage you to contact me by email and we can talk. I will do my best to support your success during the term. Since I am not trained as a counsellor myself, this support potentially includes identifying concerns I may have about your academic progress or wellbeing through Early Alert. With Early Alert, faculty members can connect you with advisors who offer students support and assistance getting back on track to health and success. Only specialized UBC advisors are able to access any concerns I may report, and Early Alert does not affect your academic record. For more information about Early Alert, visit earlyalert.ubc.ca. For information about addressing mental or physical health concerns, including seeing a UBC counselor or doctor, visit students.ubc.ca/livewell. But I am here to talk whenever you need it.

The University’s Values and Policies

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. I have included key elements of university policies below, but further details of the policies and how to access support are available here: https://senate.ubc.ca/policies-resources-support-student-success.
**Religious holiday accommodations**
UBC permits students who are scheduled to attend classes or write examinations on holy days of their religions to notify their instructor in advance of these days and their wish to observe them by absenting themselves from class or examination. Instructors provide opportunity for students to make up work or examinations missed without penalty.

**Accommodating disabilities**
UBC is committed to the academic success of students with disabilities. UBC's policy on Academic Accommodations for students with disabilities aims to remove barriers and provide equal access to University services, ensure fair and consistent treatment of all students, and to create a welcoming environment. Students with a disability should first meet with an Access and Diversity advisor to determine what accommodations/services you are eligible for.

**Illness, Absence and Late Assignment Penalties**
If you experience medical, emotional, or personal problems that affect your attendance or academic performance, and miss completing marked coursework for the first time (assignment, exam, presentation, participation in class), immediately submit a Student Self-Declaration to me so that your in-term concession case can be evaluated.

If you become ill and need to miss in-person sessions due to a need to self-isolate, please contact me so that we may set up alternative participation assignments for you in lieu of attending class in person during that period.

If this is not the first time you have requested concession or classes are over, fill out Arts Academic Advising’s online academic concession form immediately, so that an advisor can evaluate your concession case. If you are a student in a different Faculty, please consult your Faculty’s webpage on academic concession, and then contact me where appropriate.

If you do not submit a declaration or concession form or arrange accommodation with me in advance, there will be an automatic 3% grade penalty per business day for late papers.

**Academic Integrity and Responsibility**
Academic communities depend on their members’ honesty and integrity in representing the sources of reasoning, claims, and wordings that appear in their work. Like any other member of the academic community, you will be held responsible for the accurate representation of your sources: the means by which you produced the work you are submitting. For information about what academic integrity means and how to achieve it, please consult guidance at https://learningcommons.ubc.ca/academic-integrity/.

If you are found to have misrepresented your sources and to have submitted others’ work as your own, penalties may follow. Your case may be forwarded to the Head of the department, who may decide that you should receive zero for the assignment. The Head will report your case to the Dean’s Office, where the report will remain on file. The Head may decide, in consultation with your instructor, that a greater penalty is called for, and will forward your case to the Dean’s Office. After an interview in the Dean’s Office, your case may be forwarded to the President’s
Advisory Committee on Academic Misconduct. Following a hearing in which you will be asked to account for your actions, the President may apply penalties including zero for the assignment; zero for the course; suspension from the university for a period ranging from 4 to 24 months; a notation on your permanent record. The penalty may be a combination of these.

Like any academic author submitting work for review and evaluation, you are guaranteeing that the work you submit for this course has not already been submitted for credit in another course. Your submitting work from another course, without your instructor’s prior agreement, may result in penalties such as those applied to the misrepresentation of sources.

Respectful University Environment

UBC recognizes that “the best possible environment for working, learning and living is one in which respect, civility, diversity, opportunity and inclusion are valued.” The full UBC Statement on Respectful Environment for Students, Faculty and Staff can be found at http://www.hr.ubc.ca/respectful-environment/files/UBC-Statement-on-Respectful-Environment-2014.pdf. Students should read this statement carefully and take note of both the protections and the responsibilities that it outlines for all members of the UBC community. Students should also review the Student Code of Conduct, at: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,750,0.

This course values frank discussion, healthy debate, and the free and respectful exchange of ideas. Students are welcome to voice and defend their views, which may differ from those of other students or of the instructor. However, disrespectful behavior, including bullying and harassment, will not be tolerated. The instructor and teaching assistant will be professional and respectful in all their exchanges with students, and students will exercise similar professionalism and respect in their interactions with each other, with the teaching assistant, and with the instructor.

If you have any concerns about the class environment, please raise them with the instructor. You also have the options of contacting the Head of the Political Science Department, UBC’s Equity and Inclusion Office (http://equity.ubc.ca), or the UBC Ombudsperson for Students (http://ombudsoffice.ubc.ca/contactus/).

Resources in Cases of Discrimination, Harassment, and Sexual Assault

UBC is committed to equity (including but not limited to gender equity) and fostering a safe learning environment for everyone. All peoples should be able to study, work, and learn in a supportive environment that is free from sexual violence, harassment, and discrimination. UBC’s Policy #3 on Discrimination and Harassment defines harassment as: “unwanted and unwelcome attention from a person who knows, or ought to know, that the behaviour is unwelcome. Harassment can range from written or spoken comments to unwanted jokes, gifts, and physical assault, and may be accompanied by threats or promises regarding work or study opportunities and conditions. Harassment can be either a single incident or a series of related incidents.” Such behavior is not acceptable and will not be tolerated at UBC. If you have a concern about harassment or discriminatory treatment that is not sexual assault, you may turn to the UBC Equity and Inclusion Office. The Equity and Inclusion Office is committed to fostering a
community in which human rights are respected and equity and diversity are integral to university life.

If you or someone you know has experienced or been threatened with sexual assault, you can find confidential support and resources at the UBC Sexual Violence Prevention and Response Office (SVPRO), and the AMS Sexual Assault Support Centre. The SVPRO is a safe place for students, faculty, staff who have experienced sexual violence, regardless of where or when it took place. This includes any attempt or act of a sexual nature without your consent. All gender identities, expressions and sexualities are welcome. The SASC is an all-genders service that serves the UBC-Vancouver campus community and is committed to creating a safer campus community, free from sexualized violence. Their work is informed by feminism, anti-oppression and recognition of intersectionality.

Resources are available at:

UBC Sexual Violence Prevention and Response Office
6363 Agronomy Road, ROOM 4071
Vancouver, BC Canada V6T 1T2
Tel 604-822-1588
https://svpro.ubc.ca

Sexual Assault Support Centre, (SASC)
249M, Student Union Building, UBC
604-827-5180
sasc@ams.ubc.ca
http://amssasc.ca

Equity and Inclusion Office
2306 – 1874 East Mall (Brock Hall)
604.822.6353
equity@equity.ubc.ca
http://equity.ubc.ca

Citations and Paper Formats

I am happy to accept any common style of citation in your papers, whether it uses in-text author-date-page citations, footnotes at the bottom of each page, or endnotes at the end of the paper. The key requirement is that you should be thorough and consistent in your citation style. If you need a reference guide, the UBC library website has basic style guides for the APA and MLA citation styles (http://help.library.ubc.ca/researching/how-to-cite/). Another more detailed reference is the well-known Chicago Manual of Style (University of Chicago Press). In any case, in addition to individual citations, you should include a reference list/ bibliography at the end of your paper as a matter of standard practice. Please come and see me if you have any questions about styles of reference.
Papers must be double-spaced with one-inch margins and use 12-point font for the text.

**Reading Requirements**

The attached reading list is separated into two portions: required and recommended readings. You must read the required list each week. This list ranges between 30-50 pages per week, and I have shortened it this year compared to past years in order to reduce burdens on students during the pandemic. The literature on democratization is growing extremely large, so it is difficult to get away with reading less and having a competent knowledge of the subject. Some weeks have a heavier reading load than others; unfortunately, sometimes there are simply key writings that I feel are important for you to have in your repertoire. If you are interested in pursuing any week’s topics further, I strongly encourage you to look at the recommended readings.

You can find all required readings on the syllabus through the UBC Library Online Course Reserves, either directly from the library website or through the link on the main side menu of our course Canvas site.

**Canvas Site**

To find the Canvas site for the course, go to [www.canvas.ubc.ca](http://www.canvas.ubc.ca) and log in with your UBC CWL. As of the start of the course, the site is very simple, including only generic UBC student resources (like the Academic Integrity information mentioned above), the course syllabus, assignment guidance documents, recordings of lecture components (by Friday of each week for the following week’s materials), quizzes, and the course discussion blog for your required discussion participation. Over time, I plan to add more material of relevance to the course, so stay tuned!
Week-by-Week Schedule of Topics and Readings

PART I: DEFINING DEMOCRACY AND WHY IT MATTERS

Week 1, Jan. 10-14: Introduction

No readings required.

*** REMINDER: INITIAL REFLECTIONS DUE JANUARY 17 ***

Week 2, Jan. 17-21: What is Democracy and How Far Can/ Should it Extend?

Required Readings:


Recommended Readings:


PART II: THEORETICAL APPROACHES TO DEMOCRATIZATION

Week 3, Jan. 24-28: Structural Approaches to Democratization

Required Readings:


Recommended Readings:


Dunning, Thad, Crude Democracy: Natural Resource Wealth and Political Regimes, Ch. 1 (in course reader). (36 pgs)


**Week 4, Jan. 31 - Feb. 4: Actor-Based Approaches (Transitology School)**

**Required Readings:**


**Recommended Readings:**


**PART III: FACTORS INFLUENCING DEMOCRATIZATION**

**Week 5, Feb. 7-11: Formal Institutional Design and Consequences**

**Required Readings:**


**Recommended Readings:**


*** REMINDER: TERM PAPER PROPOSALS DUE TUESDAY, FEBRUARY 15. ***

Week 6, Feb. 14-18: Civil Society and Informal Institutions

Required Readings:


Recommended Readings:


Week 7, Feb. 28-March 4: Difficult Contexts -- Economic Crisis and Post-Conflict Situations (and Peer Discussion of Paper Proposals)

**Required Readings:**


**Recommended Readings:**


**Week 8, March 7-11: International Factors I – Democracy Promotion**

**Required Readings:**


**Recommended Readings:**


Poli 334 (001), 2021-22
Professor Sundstrom


Week 9, March 14-18: International Factors 2 – Linkage, Diffusion, and Accountability Mechanisms

Required Readings:


Recommended Readings:


PART IV: CHALLENGES ON THE FRONTIER

Week 10, March 21-25: New Forms of Authoritarianism and Autocracy Promotion

Required Readings:

Recommended Readings:


**Week 11, March 28 – April 1: COVID-19 Pandemic Impacts on Democracy and Authoritarianism**

*** REMINDER: POLICY PAPERS DUE FRIDAY, APRIL 1 ***

**Required Readings:**


**Recommended Readings:**


Week 12, April 4-8: Populist/ Nationalist Backsliding and Conclusion – The Future of Democracy

**Required Readings:**


**Recommended Readings:**


*** REMINDER: FINAL COURSE REFLECTIONS DUE APRIL 11. ***

FINAL SAR REPORTS DUE THURSDAY, APRIL 14 ***