

[Course Title]: **Democracy and Democratization around the World**

[Course Code] **SOSC 3630**

[No. of Credits] 3

[Any pre-/co-requisites]: Any 1000 or 2000 level SOSC courses in political science

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Course Description

The rise and fall of democracy is one of the most important political and social phenomenon in the nineteenth and twentieth centuries. A deep understanding of how such phenomenon occurred in various times and places has both theoretical and practical implications. There are quite different research paradigms to address this issue in existing literature of social science, including individual-rationality based political economy, class-based or social group-based political sociology, and both agent-based or structure-oriented approaches in historical sociology. Meanwhile, the scholarship to study the rise and fall of democracy is one active field in social science. Scholarship of state formation and state legitimation is increasingly integrated to the study of democratization and failure of democracy. It is thus important for the students to learn to evaluate the merits and defects in each research paradigm. This training of critical reasoning is also important to cultivate the students' ability to come up with new research questions or research agendas.

The course aims to introduce the classical and cutting-edge studies in the scholarship to study the rise and fall of democracy to the students. It aims to train the students' ability to critically evaluate the existing scholarship and think about new research questions. It also aims to encourage the students understand the interactions between context and social science theories, as well as the relationship between normative theories of democracy and empirical studies of democracy.

Intended Learning Outcomes (ILOs)

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

1. To understand the value of democracy
2. To understand the mechanism of how and why some countries become democracy while other do not
3. To evaluate the performance of democratic governance and its contribution to the consolidation of new democracy.

Assessment and Grading

This course will be assessed using criterion-referencing and grades will not be assigned using a curve. Detailed rubrics for each assignment are provided below, outlining the criteria used for evaluation.

Assessments:

Course participation (10%): class attendance and participation in class discussion.

Writing assignment in the form of three shorter responses to weekly assigned readings (30%): A response should be 2-3 pages, which critically evaluate the reading in one week. You need to examine how the author justifies the argument by empirical evidence. You can choose to write the fourth response if you are not satisfied with the grade in the previous three responses, and the lowest grade will be dropped. If you receive three A in responses, then no need to write the fourth one.

One final term paper (60%): 10-12 pages on a topic that I will give in the last week. Or you can choose to write a research paper, and the proposal of research paper must be submitted by the week 8.

Mapping of Course ILOs to Assessment Tasks

Three responses to assigned readings assess the students' ability to organize arguments for or against a particular view in the readings.

Grading Rubrics

The grading of response is determined by the coherence and clarity of the arguments.

Final Grade Descriptors:

[As appropriate to the course and aligned with university standards]

Grades	Short Description	Elaboration on subject grading description
A	Excellent Performance	Demonstrates a comprehensive grasp of subject matter, organizes strong and coherent arguments, and supports arguments with sufficient empirical evidence, and provides creative perspectives.
B	Good Performance	Shows good knowledge and understanding of the main subject matter, has good understanding of the assigned reading, writes clearly but arguments are not organized coherently. Displays high motivation to learn and the ability to work effectively with others.]
C	Satisfactory Performance	Possesses adequate knowledge of core subject matter, competence in dealing with familiar problems, and some capacity for analysis and critical thinking. Shows persistence and effort to achieve broadly defined learning goals.
D	Marginal Pass	Has threshold knowledge of core subject matter, potential to achieve key professional skills, and the ability to make basic judgments. Benefits from the course and has the potential to develop in the discipline.
F	Fail	Does not understand the basic concepts and theories that have been fully discussed in class, does not address the requirements of the essay topic at all.

Course AI Policy

[State the course policy on the use of generative artificial intelligence tools to complete assessment tasks.]

Communication and Feedback

Assessment marks for individual assessed tasks will be communicated via Canvas within two weeks of submission. Feedback on assignments will include strength of response and how to improve for future responses. Students who have further questions about the feedback including marks should consult the instructor within five working days after the feedback is received.

Resubmission Policy

NA

Required Texts and Materials

Week 1: Minimal Democracy for Democratization?

Joseph Schumpeter, *Capitalism, Socialism and Democracy* (Boston:), 250-296.

Robert Dahl, *Polyarchy: Participation and Opposition* (New Haven: Yale University Press, 1971), 1-32

Recommended: Phillippe C. Schmitter and Terry Lynn Karl, "What Democracy Is ... and Is not," *Journal of Democracy* 2, no. 3 (1994): 75-88.

Week 2: Three Waves of Democracy

Samuel P. Huntington, *The Third Wave: Democratization in the Late Twentieth Century* (Norman: University of Oklahoma Press, 1991), 3-108.

Week 3: Structural Approaches to democratization: The Modernization School

Seymour Martin Lipset, "Some social requisites of democracy," *American Political Science Review*, 53, no. 1 (March 1959): 69-105.

Recommended:

Evelyne Huber, Dietrich Rueschemeyer and John D. Stephens, "The Impact of Economic Development on Democracy," *Journal of Economic Perspectives*, vol. 7, no. 3 (Summer 1993): 71-85.

Week 4: Actor-based approaches to democratization

Dankwart A. Rustow, "Transitions to Democracy: Toward a Dynamic Model," *Comparative Politics*, 2, no. 3 (April 1970): 337-63.

Recommended:

Juan Linz and Alfred Stepan, *Problems of Democratic Transition and Consolidation: Southern Europe, South America, and Post-Communist Europe* (Baltimore: The Johns Hopkins University Press, 1996): 3-65.

Thomas Carothers, "The End of the Transition Paradigm," *Journal of Democracy*, 13, no. 1 (January 2002): 5-21.

Week 5: The Political Economy Approach to Democratization

Daron Acemoglu and James Robinson, *Economic Origins of Dictatorship and Democracy* (New York: Cambridge University Press, 2005), 1-87.

Week 6: The Bureaucratic Authoritarian State and Democratization

Samuel J. Huntington, *Political Order in Changing Societies* (New Haven: Yale University Press, 1968),

Recommended: Hyug Baeg Im, "The Rise of Bureaucratic Authoritarianism in South Korea," *World Politics*, vol. 39, no. 2 (January 1987): 231-257.

Week 7: Elite Origins of Democracy

Michael Albertus and Victor Menaldo, *Authoritarianism and the Elite Origins of Democracy* (New York: Cambridge University Press, 2018),

Week 8: Conservative Parties and Democratization

Daniel Ziblatt, *Conservative Parties and the Birth of Democracy* (New York: Cambridge University Press, 2017), introduction and chapter

Week 9: Civil Society and Democratization:

Dylan Riley, *The Civic Foundations of Fascism in Europe: Italy, Spain, and Romania, 1870-1945* (Baltimore: The Johns Hopkins University Press, 2010), pp. 1-22.

Theda Skocpol, "The Tocqueville Problem: Civic Engagement in American Democracy," *Social Science History*, Vol. 21, Issue 4 (Winter 1997): 455-79.

Week 10: Taiwan's transition to democracy

Dan Slater and Joseph Wong, *From Development to Democracy: The Transformation of Modern Asia* (Princeton: Princeton University Press, 2022), introduction chapter and chapter on Taiwan

Week 11: Women's suffrage

Evelyne Huber, Dietrich Rueschemeyer and John D. Stephens, *Capitalist Development and Democracy* (New York: Cambridge University Press, 1992), 1-140.

Week 12 Regime Cycles

Steven Levitsky and Lucan Way, *Competitive Authoritarianism: Hybrid Regimes after the Cold War* (New York: Cambridge University Press, 2010), chapters 1, 2, and 8.

Recommended:

Axel Hadenius and Jan Teorell, "Pathways from Authoritarianism," *Journal of Democracy*, 18, no. 1 (January 2007): 143-56.

Dan Slater, "Democratic Careening," *World Politics*, vol. 65, no. 4 (2013):

Week 13: The crisis of democracy

Daniel Ziblatt and Steven Levitsky, *How Democracies Die* (New York: Crown, 2018)

Academic Integrity

Students are expected to adhere to the university's academic integrity policy. Students are expected to uphold HKUST's Academic Honor Code and to maintain the highest standards of academic integrity. The University has zero tolerance of academic misconduct. Please refer to [Academic Integrity | HKUST – Academic Registry](#) for the University's definition of plagiarism and ways to avoid cheating and plagiarism.

[Optional] Additional Resources

See recommended readings.