

How Democracies Die: Populism and Extremism in Contemporary Politics

PSC 1000 | Fall 2022

Tuesday/Thursday | 2:20 p.m. – 3:35 p.m. | Room

Instructor: Joseph Cerrone

Office: Monroe 409

Office Hours: Tuesday/Thursday, 1 p.m. – 2 p.m. or by appointment

Email: jcerrone@gwu.edu

Course Description

Is democracy dying? This question would have been unthinkable even a decade ago—yet, it has become urgently relevant amid the electoral success of populist leaders, the increasing prevalence of extremist ideologies, and the mounting threat of political violence. In this Dean’s Seminar, we will explore the meaning of “democracy” and assess how populist and extremist currents in contemporary politics have called into question the long-term stability of democratic governance around the world. Our analysis of democratic pathologies will focus on both diagnosing problems and developing solutions. We will adopt a global perspective to consider the various challenges facing democracy, assessing old and new democracies in both the Global North and Global South.

This course is divided into four parts. In Part I, we will study how scholars define and measure democracy, as well as recent trends in democratic backsliding globally. In Part II, we will explore the relationship between populism and democracy, including what “populism” means, how it manifests on both the right and the left, and how it can simultaneously be a source of democratic threat and renewal. In Part III, we will turn our attention to extremism and its unambiguously anti-democratic profile, incorporating topics such as racism, disinformation, political violence, and fascism. In Part IV, we will apply the theories and concepts from the first three parts of the course to a series of case studies spanning the globe: the United States, Hungary, India, Turkey, Venezuela, and Russia.

As a Dean’s Seminar, our seminar-style class sessions will encourage active engagement in discussion and debate on the challenges and solutions to democratic governance in the twenty-first century. This course fulfills the criteria for the GPAC Tier One “Critical Thinking” designation and GPAC Tier Two “Global Perspective” designation.

Learning Objectives

As a result of completing this course, students will be able to:

1. Analyze how scholars define and measure democracy, populism, and extremism;
2. Evaluate scholarly arguments about democratic decline and critique their evidentiary bases;
3. Identify threats to democracy globally and propose solutions to these challenges;
4. Formulate arguments about current events based on scholarly theories and concepts; and
5. Write analytically for both scholarly and general audiences.

In fulfillment of the criteria for the GPAC “Critical Thinking” designation, this course will provide students the opportunity to:

1. Analyze and evaluate complex information;
2. Analyze scholarly literature, in particular its theoretical orientation and sources of support; and
3. Formulate an argument based on an analysis of that scholarly literature.

Furthermore, in fulfillment of the criteria for the GPAC “Global Perspective” designation, this course will provide students the opportunity to:

1. Analyze an issue in terms of its global implications; and
2. Frame questions, gather evidence, analyze evidence, and draw conclusions about an issue in terms of its global implications.

Course Materials

There is no textbook for this course. All course materials are available on Blackboard.

Assignments

There are four assignments for this course:

- ❖ Participation (20%)
- ❖ Discussant Presentation (10%)
- ❖ Current Event Memos (20%)
- ❖ Democracy Reform Project (50%)

Participation (20%)

It is important to come to class prepared to actively participate in class discussions. Participation can take many forms, including asking questions, answering questions, and engaging in group discussions and activities. Participation will be assessed by both the frequency and the quality of students’ contributions. If students have a concern about their ability to participate during in-class discussions, they must contact the instructor with their concerns during the first week of the semester.

Discussant Presentation (10%)

A primary goal of this course is to train students to critically evaluate scholarly arguments and assess their evidentiary sources. To this end, each student will make a five-minute Discussant Presentation in which they review and evaluate one of the assigned readings for a given class session.

This presentation should provide a detailed overview of the scholar's argument, explain the evidence used to support the argument, and provide two or three critiques that evaluate the quality of the argument/evidence and suggest alternative viewpoints. Slides and handouts are not required; students should instead ensure that their delivery is clear and comprehensible to the class by speaking loudly and slowly, correctly pacing themselves, and organizing their comments in a coherent manner.

Students will sign up for their preferred topic during the first week of the semester. Presentations may only be given on classes contained in Parts, I, II, and III of the course (from September 1/Is Democracy Dying? to November 10/Hybrid Regimes).

Current Event Memos (20%)

Our goal in this course is to study scholarly arguments about democratic decline, populism, and extremism—so as to better understand the current threats to democracy in our own world. To that end, students will write two 1,000-word Current Event Memos (10% each) during the course of the semester. Each memo should use the theories, concepts, and ideas presented in the course to make an argument about the nature/sources/causes/significance a current event. Events may be drawn from any part of the world and should relate to an occurrence within the last year or so. Memos should assess current events from a global perspective and draw global implications about what the event says about the current state of democracy. Students should employ the theories and concepts covered in the course in making their argument, but should explain these in a way that would be accessible to a general audience—such as readers of the *Washington Post's* “Monkey Cage” blog. Examples are available on Blackboard.

The first Current Event Memo is due on October 6 and should relate to a theme covered in Part I/Democracy or Part II/Populism. The second current event memo is due on November 15 and should relate to a theme covered in Part III/Extremism.

Democracy Reform Project (50%)

While our course explores the threats to democracy in the contemporary world, we do so with the aim of devising solutions that will improve and renew democratic governance.

To that end, students will engage in a semester-long Democracy Reform Project, in which they will: (Task 1) identify a specific problem confronting contemporary democracy, (Task 2) review the approaches to this problem offered by scholars and policymakers, (Task 3) propose their own solution to this problem, and (Task 4) defend their solution against potential critiques and counterproposals.

The assignment will be completed in three parts, which together total 50% of the final grade:

- ❖ Proposal (10%)
- ❖ First Draft (15%)
- ❖ Final Draft (25%)

In the Proposal, students should provide a 500-word overview of their project. They should clearly articulate the problem under study (Task 1), briefly summarize how scholars and policymakers have addressed the problem (Task 2), and provide a general overview of their solution (Task 3). The Proposal is due on September 22.

In the First Draft, students should address all four tasks mentioned above in an 8–10 page paper. The paper should follow standard formatting guidelines: typed, double-spaced, one-inch margins, Times New Roman 12-point font. The First Draft is due on November 3.

In the Final Draft, students should revise their first draft based on the instructor’s comments. The Final Draft is due on December 14.

GW Compass

Adjusting to college life can be a challenge, particularly since there are so many “unknowns” that confront first-year students. To ease this transition, this Dean’s Seminar will feature regular class discussions on topical issues about settling in as an undergraduate student at George Washington University. These “GW Compass” sessions will offer direction and practical information to first-year students, as well as provide a comfortable space to ask questions and engage in honest discussion.

The themes for GW Compass are:

- ❖ Navigating the Syllabus and Blackboard (August 30)
- ❖ Navigating Office Hours and Communicating with Professors (September 8)
- ❖ Navigating the Library and Academic Resources (September 22)
- ❖ Navigating the Writing Center (September 29)
- ❖ Navigating Campus Health Resources (October 13)

- ❖ Navigating Competing Priorities (October 27)
- ❖ Navigating Class Registration (November 3)
- ❖ Navigating Study Strategies and Finals (December 1)

Students should feel free to contact the instructor if there are additional topics they would like to address during the semester.

Course Policies

Covid-19 Precautions

Students are required to follow all health and safety guidelines set forth by the university and the District of Columbia. The university's policies can be found in the [Onward GW Plan](#) and updates can be found on the university's [coronavirus website](#). Specifically, students are required to wear a mask **at all times** during in-person class sessions and to **stay home** if you are experiencing Covid symptoms or have tested positive. In accordance with the university's [classroom policy](#), students are not permitted to bring or consume food or drink in the classroom. Failure to comply with these policies will be sanctioned, including removal from class and reporting to the relevant university authority.

Absences

Students should plan to attend and participate in all class sessions. Students will be given two free absences, after which their grade will be adversely affected. In the case of an absence, students should ensure they keep up with the class readings and consult another student for class notes. In accordance with the university's policy on religious holidays: (1) students should notify faculty at least three weeks in advance of their intention to be absent from class on their day(s) of religious observance; (2) the faculty should extend to these students the courtesy of absence without penalty on such occasions, including permission to make up examinations; (3) faculty who intend to observe a religious holiday should arrange at the beginning of the semester to reschedule missed classes or make other provisions for course-related activities. Additional details on this policy are available [here](#).

Academic Integrity

Students are expected to be familiar with the [Code of Academic Integrity](#) and the [Code of Student Conduct](#). Academic dishonesty or other violations of the codes will be reported to the university and will be penalized. Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.

Blackboard

All course materials—including the syllabus, assignment instructions, and additional resources—are posted on Blackboard. Students should regularly check Blackboard and their GW email address for class updates. All assignments must be submitted on Blackboard.

Classroom Conduct

All students are responsible for contributing to a professional, scholarly, and welcoming classroom environment. Rudeness, intolerance, or discrimination of any kind will not be tolerated.

Extensions and Late Assignments

Please consult the instructor about an extension before the deadline if you need extra time to complete an assignment. Requests for an extension following the deadline will not be granted. Late assignments will be penalized one-third of a letter grade each day they are late.

Safety and Security

In an emergency, call GWPD at 202-994-6111 or 911. For situation-specific actions, review the [Emergency Response Handbook](#). To stay informed on campus safety and security, see [here](#).

Technology in the Classroom

In order to facilitate active engagement, students are asked to not use technology in the classroom. This includes laptops, tablets, phones, or other electronic devices. Students with DSS accommodation will be exempted from this policy.

Use of Electronic Class Material

Students are encouraged to use electronic course materials, including recorded class sessions, for private personal use in connection with their academic program of study. Electronic course materials and recorded class sessions should not be shared or used for non-course related purposes unless express permission has been granted by the instructor. Students who impermissibly share any electronic course materials are subject to discipline under the Student Code of Conduct. Please contact the instructor if you have questions regarding what constitutes permissible or impermissible use of electronic course materials and/or recorded class sessions.

Workload

In accordance with university policy, students are expected to spend a minimum of 100 minutes on independent coursework for every 50 minutes of direct instruction per week. This course meets for 2.5 hours of direct instruction per week, meaning students are expected to spend 5 hours of independent learning per week. This totals a minimum of 7.5 hours of learning per week.

Resources

Counseling and Psychological Services

GW's Colonial Health Center offers counseling and psychological services, supporting mental health and personal development by collaborating directly with students to overcome challenges and difficulties that may interfere with academic, emotional, and personal success. For additional information, call 202-994-5300 or see [here](#).

Disability Support Services (DSS)

Any student who may need an accommodation based on the potential impact of a disability should contact Disability Support Services in Rome Hall, 801 22nd Street NW, Suite 102 to establish eligibility and to coordinate reasonable accommodations. For additional information, call 202-994-8250 or see [here](#).

Gelman Library

The [Gelman Library](#) offers a vast array of digital and print resources to support student learning. These include a [Political Science Guide](#) and [Citation Styles Guide](#).

Writing Center

The [Writing Center](#) offers free writing support to students through one-on-one consultations. Appointments can be made [here](#).

Course Schedule

PART I – DEMOCRACY

August 30, 2022 – Introduction

Key Issues: What do we stand to gain by studying contemporary democracy? How might studying democracy and the challenges it faces help us understand other political, economic, and social issues?

Readings:

- ❖ Syllabus

GW Compass: Navigating the Syllabus and Blackboard

September 1, 2022 – Is Democracy Dying?

Key Issues: What is the current state of democracy around the world? What trends have emerged in regime type globally over the past several decades?

Readings:

- ❖ LISTEN: Abou-Chadi, Tarik, and Daniel Ziblatt. 2021. “How Democracies Die.” *Transformation of European Politics*. Podcast.
 - ❖ Repucci, Sarah, and Amy Slipowitz. 2021. “Freedom in the World 2021: Democracy Under Siege.” *Freedom House*.
 - ❖ Bermeo, Nancy. 2016. “On Democratic Backsliding.” *Journal of Democracy* 27 (1): 5–19.
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September 6, 2022 — What Is Democracy?

Key Issues: Why do scholars distinguish between different types of democracy? What are the most prominent subtypes identified by scholars? What does democracy mean in different parts of world?

Readings:

- ❖ Collier, David, and Steven Levitsky. 1997. “Democracy with Adjectives: Conceptual Innovation in Comparative Research.” *World Politics* 49 (3): 430–451.
 - ❖ Coppedge, Michael, and John Gerring. 2011. “Conceptualizing and Measuring Democracy: A New Approach.” *Perspectives on Politics* 9 (2): 247–267. **Read only “Conceptions” section on pp. 253–255.**
 - ❖ Shi, Tianjian, and Jie Lu. 2010. “The Meanings of Democracy: The Shadow of Confucianism.” *Journal of Democracy* 21 (4): 123–130.
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September 8, 2022 — Can We Measure Democracy?

Key Issues: How do scholars measure democracy? What are the strengths and weaknesses of categorical and continuous measurement strategies? How do popular measures of democracy perform, including Polity, Freedom House, Economist Intelligence Unit, and V-Dem?

Readings:

- ❖ Coppedge, Michael, and John Gerring. 2011. “Conceptualizing and Measuring Democracy: A New Approach.” *Perspectives on Politics* 9 (2): 247–267. **Read only pp. 247–252, stop at “A New Approach.”**
- ❖ Freedom House. 2021. “Freedom in the World Research Methodology.”
- ❖ Lindberg, Staffan I., Michael Coppedge, John Gerring, Jan Teorell, et al. 2014. “V-Dem: A New Way to Measure Democracy.” *Journal of Democracy* 25 (3): 159–169.

GW Compass: Navigating Office Hours and Blackboard

September 13, 2022 – Democratic Discontent

Key Issues: Is citizens’ support for democracy actually decreasing? If so, why are individuals less satisfied with democracy? What does democratic discontent imply about the stability of democracy?

Readings:

- ❖ Connaughton, Aidan, Nicholas Kent, and Shannon Schumacher. 2020. “How People Around the World See Democracy in 8 Charts.” *Pew Research Center*. February 27, 2020.

- ❖ Foa, Roberto Stefan, and Yascha Mounk. 2017. “The Signs of Deconsolidation.” *Journal of Democracy* 28 (1): 5–15.
 - ❖ Alexander, Amy C., and Christian Welzel. 2017. “The Myth of Deconsolidation: Rising Liberalism and Populist Reaction.” *Journal of Democracy* (Web Exchange): 1–15.
 - ❖ Webb, Adele. 2018. “In Praise of Democratic Ambivalence.” *Democratic Theory* 5 (2): 17–36.
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PART II – POPULISM

September 15, 2022 – Populism

Key Issues: What is populism? Why do scholars seem to disagree so much on defining this concept? Is populism a force for the renewal or destruction of democracy?

Readings:

- ❖ Selection from: Mudde, Cas, and Cristóbal Rovira Kaltwasser. 2017. *Populism: A Very Short Introduction*. New York: Oxford University Press.
 - ❖ Urbinati, Nadia. 2019. “Political Theory of Populism.” *Annual Review of Political Science* 22: 1–17.
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September 20, 2022 – Populism and Majoritarianism

Key Issues: Do populists’ support of majoritarianism enhance or hinder democracy? Do direct democracy initiatives, such as referenda, address the populist critique of contemporary democracy?

Readings:

- ❖ Papadopoulos, Yannis. 2001. “How Does Direct Democracy Matter? The Impact of Referendum Votes on Politics and Policy-Making.” *West European Politics* 24 (2): 35–58.
- ❖ Johnson, Tyler, Kathleen Tipler, and Tyler Camarillo. 2019. “Monumental Decisions: How Direct Democracy Shapes Attitudes in the Conflict over Confederate Memorials.” *PS: Political Science & Politics* 52 (4): 620–624.
- ❖ Johnson, Lennox. 2020. “How Democracy Descends into Tyranny—A Classic Reading from Plato’s *Republic*.” *The Daily Idea*. November 20, 2020.

September 22, 2022 – Populism and Liberalism

Key Issues: What is the populist critique of liberalism? Is this consistent with most understandings of democracy in the contemporary era? What would an “illiberal democracy” look like?

Readings:

- ❖ WATCH: Council on Foreign Relations. 2018. “The Rise of Illiberal Democracies.” *Council on Foreign Relations*. April 23, 2018.
- ❖ Selection from: Urbinati, Nadia. 2019. *Me the People: How Populism Transforms Democracy*. Cambridge, MA: Harvard University Press.
- ❖ Halikiopoulou, Daphne, Steven Mock, and Sofia Vasilopoulou. 2013. “The Civic Zeitgeist: Nationalism and Liberal Values in the European Radical Right.” *Nations and Nationalism* 19 (1): 107–127.

Assignment: Democracy Reform Project Proposal Due

GW Compass: Navigating the Library and Academic Resources

September 27, 2022 – Populist Radical Right

Key Issues: What are the key features of the populist radical right (PRR)? To what extent does the PRR pose a threat to democracy? What aspects of democracy are most challenged by the PRR?

Readings:

- ❖ Selection from: Wodak, Ruth. 2015. *The Politics of Fear: What Right-Wing Populist Discourses Mean*. London: Sage.
 - ❖ Selection from: Mudde, Cas. 2019. *The Far Right Today*. Medford, MA: Polity.
 - ❖ Selection from: Norris, Pippa, and Ronald Inglehart. 2018. *Cultural Backlash: Trump, Brexit, and Authoritarian Populism*. New York: Cambridge University Press.
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September 29, 2022 – Populist Radical Left

Key Issues: What are the key features of the populist radical left (PRL)? To what extent does the PRL pose a threat to democracy? What aspects of democracy are most challenged by the PRL?

Readings:

- ❖ Katsambekis, Giorgos. 2019. “The Populist Radical Left in Europe.” In *The Populist Radical Left in Europe*, Giorgos Katsambekis and Alexandros Kioupkiolis, eds. New York: Routledge.
- ❖ Ellner, Steve. 2013. “Latin America’s Radical Left in Power: Complexities and Challenges in the Twenty-First Century.” *Latin American Perspectives* 190 (40): 5–25.
- ❖ Kopek, Justin. 2020. “Grappling with the Legacy of Evo Morales and the Future of Bolivian Democracy.” *Social Science Research Council*. October 13, 2020.

GW Compass: Navigating the Writing Center

October 4, 2022 – Nationalism

Key Issues: Is nationalism a friend or foe of democracy? To what extent is the nation a suitable expression of the demos (i.e. “the people”)?

Readings:

- ❖ Abizadeh, Arash. 2012. “On the Demos and Its Kin: Nationalism, Democracy, and the Boundary Problem.” *American Political Science Review* 106 (4): 867–882.
 - ❖ Moore, Margaret. 2003. “Normative Justifications for Liberal Nationalism: Justice, Democracy, and National Identity.” *Nations and Nationalism* 7 (1): 1–20.
 - ❖ Fukuyama, Francis. 2018. “Why National Identity Matters.” *Journal of Democracy* 29 (4): 5–15.
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PART III – EXTREMISM

October 6, 2022 – Extremism

Key Issues: What is political extremism? Why do citizens participate in extremist politics? What solutions to extremism seem most promising?

Readings:

- ❖ LISTEN: Conway, Maura. 2019. “Violent Online Political Extremism.” Podcast.
- ❖ Halikiopoulou, Daphne, and Sofia Vasilopoulou. 2018. “Breaching the Social Contract: Crises of Democratic Representation and Patterns of Extreme Right Party Support.” *Government and Opposition* 53 (1): 26–50.
- ❖ Müller, Jan-Werner. 2016. “Protecting Popular Self-Government from the People? New Normative Perspectives on Militant Democracy.” *Annual Review of Political Science* 19: 249–265.

Assignment: Current Event Memo I Due

October 11, 2022 – Systemic Racism and Identity-Based Discrimination

Key Issues: What specific attributes of democracy are most threatened by racism? How is racism “systemic”? How do similar patterns arise for other identity-based forms of discrimination?

Readings:

- ❖ Quarcoo, Ashley. 2020. “Global Democracy Supporters Must Confront Systemic Racism.” *Carnegie Endowment for International Peace*. July 15, 2020.
 - ❖ Porter, Eduardo. 2022. “Break Down the Barriers.” *Foreign Policy*. January 7, 2022.
 - ❖ Maizland, Lindsay. 2020. “India’s Muslims: An Increasingly Marginalized Population.” *Council on Foreign Relations*. August 20, 2020.
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October 13, 2022 – Disinformation

Key Issues: How have technological advancements transformed democratic politics? Can democracy survive in a “post-truth” era?

Readings:

- ❖ Bisen, Arjun. 2019. “Disinformation Is Drowning Democracy.” *Foreign Policy*. April 24, 2019.
- ❖ Persily, Nathaniel. 2017. “Can Democracy Survive the Internet?” *Journal of Democracy* 28 (2): 63–76.

- ❖ McDermott, Rose. 2019. “Psychological Underpinnings of Post-Truth in Political Beliefs.” *PS: Political Science & Politics* 52 (2): 218–222.
- ❖ Hendrik Ilves, Toomas. 2022. “Digital and Disinformation Defense.” *Foreign Policy*. January 7, 2022.

GW Compass: Navigating Campus Health Resources

October 18, 2022 – Institutional Hardball

Key Issues: What is “institutional hardball”? How can democratic institutions be used to undermine democracy itself?

Readings:

- ❖ Selection from: Levitsky, Steven, and Daniel Ziblatt. 2018. *How Democracies Die*. New York: Crown.
 - ❖ LISTEN: Walter, Amy. 2019. “Playing Dirty or Just Plain Playing—The Game of Political Hardball.” *Politics with Amy Walter*. Podcast.
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October 20, 2022 – Institutional Change

Key Issues: Under what conditions can politicians change institutions to cement their power? How does changing the “rules of the game” affect democracy?

Readings:

- ❖ NA. 2013. “Q&A: Hungary’s Controversial Constitutional Changes.” *BBC*. March 11, 2013.
 - ❖ Bánkuti, Miklós. 2012. “Hungary’s Illiberal Turn: Disabling the Constitution.” *Journal of Democracy* 23 (3): 138–146.
 - ❖ Millhiiser, Ian. 2021. “How America Lost Its Commitment to the Right to Vote.” *Vox*. July 21, 2021.
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October 25 – Fall Break (No Class)

October 27, 2022 – Polarization

Key Issues: What is polarization? Is polarization necessarily bad for democracy? When and how might polarization threaten democratic governance?

Readings:

- ❖ LISTEN: Azari, Julia, Lee Drutman, and Noam Gidron. 2021. “What Is Affective Polarization?” *Politics in Question*. Podcast.
- ❖ Kurtzleben, Danielle, and Lilliana Mason. 2021. “What If We Don’t Need to ‘Fix’ Polarization?” *NPR*. March 26, 2021.
- ❖ Beauchamp, Zak. 2022. “How to Depolarize the Country.” *Vox*. January 26, 2022.

GW Compass: Navigating Competing Priorities

November 1, 2022 – Political Violence

Key Issues: What types of political violence arise in democracies? How does political violence contradict the core tenets of democracy?

Readings:

- ❖ Schwarzmantel, John. 2010. “Democracy and Violence: A Theoretical Overview.” *Democratization* 17 (2): 217–234.
 - ❖ Novkov, Julie. 2022. “Is U.S. Democracy in Danger?” *Washington Post*. January 4, 2022.
 - ❖ Feinberg, Ayal. 2020. “Explaining Ethnoreligious Minority Targeting: Variation in U.S. Anti-Semitic Incidents.” *Perspectives on Politics* 18 (3): 770–787.
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November 3, 2022 – Fascism

Key Issues: What is fascism? To what extent do contemporary populist and extremist movements resemble fascism? Is fascism a useful concept to understand the contemporary threat to democracy?

Readings:

- ❖ Waxman, Olivia B. 2019. “What to Know about the Origins of Fascism’s Brutal Ideology.” *TIME*. March 22, 2019.
- ❖ WATCH: NA. 2018. “Fascism: A Conversation with Madeline Albright.” *Brookings Institution*. September 7, 2018.
- ❖ Matthews, Dylan. 2020. “Is Trump a Fascist? 8 Experts Weigh In.” *Vox*. October 23, 2020.

Assignment: Democracy Reform Project First Draft Due

GW Compass: Navigating Class Registration

November 8, 2022 – Autocratization

Key Issues: What do scholars mean by “autocratization”? Is democratic backsliding leading to autocracy? To what extent do weak/illiberal democracies really resemble authoritarian regimes?

Readings:

- ❖ Lührmann, Anna, and Staffan I. Lindberg. 2019. “A Third Wave of Autocratization Is Here: What Is New About It?” *Democratization* 26 (7): 1095–1113.
 - ❖ WATCH: NA. 2021. “Tilting the Playing Field: The Role of Informal Power in the Autocratization of Hungary and Poland.” *German Marshall Fund of the United States*. April 19, 2021.
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November 10, 2022 – Hybrid Regimes

Key Issues: What are “hybrid regimes”? To what extent does contemporary democratic backsliding lead to this type of regime?

Readings:

- ❖ Hale, Henry E. 2011. “Hybrid Regimes: When Democracy and Autocracy Mix.” In *The Dynamics of Democratization: Dictatorship, Development, and Diffusion*, Nathan J. Brown, ed. Baltimore, MD: Johns Hopkins University Press.
- ❖ Levitsky, Steven, and Lucan Ahmad Way. 2020. “The New Competitive Authoritarianism.” *Journal of Democracy* 31 (1): 51–65.

- ❖ Norris, Pippa. 2017. “Is Western Democracy Backsliding? Diagnosing the Risks.” *Journal of Democracy* (Web Exchange): 1–24.
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PART IV – CASE STUDIES

November 15, 2022 – United States

Key Issues: What challenges face democracy in the United States? Where did this threat come from and what are the possible solutions?

Readings:

- ❖ Prokop, Andrew. 2022. “American Democracy Is Under Threat. But What Is That Threat, Exactly?” *Vox*. January 25, 2022.
- ❖ Norris, Pippa. 2021. “It Happened in America: Democratic Backsliding Shouldn’t Have Come as a Surprise.” *Foreign Affairs*. January 7, 2021.
- ❖ Sargent, Greg. 2021. “Are Republicans No Longer Small-D Democrats?” *Washington Post*. May 24, 2021.
- ❖ Zerofsky, Elisabeth. 2021. “How the American Right Fell in Love with Hungary.” *New York Times Magazine*. October 19, 2021.

Assignment: Current Event Memo II Due

November 17, 2022 – Hungary

Key Issues: Is democratic backsliding a serious problem within the European Union? How has Hungary tested the limits of the EU’s commitment to democracy?

Readings:

- ❖ Beauchamp, Zak. 2018. “It Happened There: How Democracy Died in Hungary.” *Vox*. September 13, 2018.
- ❖ Keleman, R. Daniel. 2017. “Europe’s Other Democratic Deficit: National Authoritarianism in Europe’s Democratic Union.” *Government and Opposition* 52 (2): 211–238.

- ❖ Krekó, Peter, and Zsolt Enyedi. 2018. "Explaining Eastern Europe: Orbán's Laboratory of Illiberalism." *Journal of Democracy* 29 (3): 39–51.
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November 22, 2022 – India

Key Issues: What issues plague Indian democracy? Is India on the path to democratic renewal or competitive authoritarianism?

Readings:

- ❖ Shankar, Soumya. 2019. "Millions of Voters are Missing in India." *Foreign Policy*. April 9, 2019.
 - ❖ Varshney, Ashutosh. 2019. "Modi Consolidates Power: Electoral Vibrancy, Mounting Liberal Deficits." *Journal of Democracy* 30 (4): 63–77.
 - ❖ Vaishnav, Milan. 2018. "India's Democracy Is More Delicate Than It Seems." *Carnegie Endowment for International Peace*. May 21, 2018.
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November 24, 2022 – Thanksgiving (No Class)

November 29, 2022 – Turkey

Key Issues: What kind of regime exists in Turkey? How did backsliding take the country beyond the sphere of democratic politics?

Readings:

- ❖ Kirişci, Kemal, and Amanda Sloat. 2019. "The Rise and Fall of Liberal Democracy in Turkey: Implications for the West." *Brookings Institution*. February, 2019.
 - ❖ Esen, Burk, and Sebnem Gumuscu. 2017. "Turkey: How the Coup Failed." *Journal of Democracy* 28 (1): 59–73.
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December 1, 2022 – Venezuela

Key Issues: What is the state of democracy in Latin America? Why and how has democracy deteriorated in Venezuela?

Readings:

- ❖ Zovatto, Daniel. 2020. “The Rapidly Deteriorating Quality of Democracy in Latin America.” *Brookings Institution*. February 28, 2020.
- ❖ Aleem, Zeesham. 2017. “How Venezuela Went from a Rich Democracy to a Dictatorship on the Brink of Collapse.” *Vox*. September 19, 2017.

GW Compass: Navigating Study Strategies and Finals

December 6, 2022 – Russia

Key Issues: What types of regime exists in Russia? How does Putin undermine the outwardly-seeming democratic institutions of Russian government?

Readings:

- ❖ Fish, M. Steven. 2017. “The Kremlin Emboldened: What Is Putinism?” *Journal of Democracy* 28 (4): 61–75.
 - ❖ Lanskoj, Miriam, and Dylan Myles-Primakoff. 2018. “The Rise of Kleptocracy: Power and Plunder in Putin’s Russia.” *Journal of Democracy* 29 (1): 76–85.
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December 8, 2022 – Is Democracy Dead?

Key Issues: Despite its setbacks, is democracy permanently on the decline? Might this downturn lead to a new era democratic renewal?

Readings:

- ❖ No readings.
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December 14, 2022 – Democracy Reform Project Final Draft Due (No Class)

