

## **POL SCI 4KC3: COMPARATIVE DEMOCRATIZATION**

Fall 2016-7, Term 1

Professor: Dr. Netina Tan  
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Classes: 2:30pm-5:20pm, Mondays  
Class venue: TSH 512  
Office Hours: 12:30-2:00pm, Tuesdays or by appointment

### **COURSE OVERVIEW**

The number of democracies has more than doubled around the world since the 1970s. However, this “third wave of democratization” and its recent stagnation have sparked theoretical and empirical debates in the field of comparative and global politics. This course builds on the democratization literature to examine why and how democracies emerge, persist and breakdown. We begin by considering the theoretical debates in defining and measuring democracy before examining the challenges in the rise, consolidation and breakdown of democracies, especially in the Middle-East, Asia and Sub-Sahara Africa.

### **COURSE OBJECTIVES**

This is a reading and discussion intensive course designed to equip senior undergraduate students with a solid background in the study of democratization in the post-Cold War era. The aim is to familiarize students with the key concepts and theoretical debates in democratization studies. Students are encouraged to bring their empirical case knowledge of any country or region to class discussions and written assignments. ***N.B. This course will be especially helpful for students interested in pursuing graduate studies in Comparative Politics.***

### **COURSE REQUIREMENTS**

- Class Participation (15%)

Your attendance and active participation are central to succeeding in this course. Students are expected to complete all the reading assignments for each week and contribute actively to class discussions. You should reflect on the readings and have at least one question ready to advance discussion. You are welcome to bring current and relevant news items into class. 5% of the participation grade will be based on self-evaluation while the other 10% will be derived from your class attendance, active participation and quality of in-class contributions. *Note: students are only eligible for self-evaluation if they do not miss more than 2 classes throughout the term. You cannot earn participation grade if you are absent, regardless of illness or MSAF etc.*

- 1 Reading Leadership (10%)

You will lead a class discussion based on one required reading, once in the course (10%). You will sign up for your leadership roles and readings in the first class. You will upload your outline onto Avenue before presentation so that the class can access it. During your leadership, you will highlight 3 key points in the article and raise at least 1 question for discussion. If there are two leaders in a week, please discuss amongst yourselves to ensure no overlap in the readings covered for the week. Each reading discussion should be no more than 15 mins. You will be evaluated based on the quality of your discussion points and the degree to which your questions advance the discussion or lead to fresh insights. You are welcome to share hardcopies of your outline in class.

- 10 Weekly Reading Responses (10%): Due Sunday night by 10pm.

You are expected to complete all the required readings before class. In addition, you will also write a response (about 150 words) on one of the week’s assigned readings (only book chapters and journal articles, exclude news articles) and upload it on Avenue, under the appropriate folder in “Discussion”. All weekly responses will be submitted every **Sunday night by 10pm.**

- Annotated Bibliography (10%): Due 24 Oct

You will submit an annotated bibliography with at least 10 readings on one of the weekly topics (Weeks 2-13) covered in this course. To learn how to write an annotated bibliography, see <http://www.writing.utoronto.ca/images/stories/Documents/annotated-bibliography.pdf>

You are strongly encouraged to learn to use Zotero – a bibliographic management and research tool, download it for free here: <https://www.zotero.org/> You will submit your bibliography in hardcopy in class and upload a soft copy electronically on Avenue on **24 Oct**. All late submissions will be penalized (see penalty in the Course Policies).

- Short Argumentative Essay (25%): Due 14 Nov

You will write a **2,500-word argumentative paper** (no more than 6 pages, single-spaced) based on the list of topics enclosed. In your essay, you will state your thesis, explain your interpretation of the question and explain why you agree or disagree with the statement. In this exercise, you will provide at least **3 key sources** (which identifies key scholars/theoretical approaches/literature in the debate) and **2 empirical examples/case studies** to support your position. Your bibliography should include at least **7 academic sources** (excluding magazine/news articles).

**Essay Topics (pick one of the following):**

1. Democracy emerges as a result of economic development.
2. Democracy is a universal value.
3. “No bourgeoisie, no democracy.”
4. “No state, no democracy.”
5. Diversity hurts democracy.
6. Oil and natural resources hinder democracy.
7. Gender equality is unnecessary for democracy.
8. Social media promotes democracy.

If you have any questions with regards to this assignment, please see me during office hours. Past experiences show that students who discuss their research topic/ideas in advance tend to do much better than others who do not. You will submit your essay in hardcopy in class and upload a soft copy electronically on Avenue on **14 Nov**. All late submissions will be penalized (see penalty in the Course Policies).

- Final Exam (30%): 28 Nov

A 2.5 hours final exam will be conducted in class on **28 Nov, Monday**. This exam will be cumulative and cover all the materials introduced in Weeks 1-11. The final examination will begin at 2:30 pm. The final exam will consist of concept definitions, short answers and essays.

- **Summary of Course Requirements**

<b>Assignments</b>	<b>Grade</b>
1. Class discussion and participation	/15
2. 1 x Reading leadership	/10
3. 10 x Weekly reading responses	/10
4. 1 Annotated Bibliography	/10
5. Short Argumentative Essay	/25
6. Final Exam	/30
<b>Final Grade</b>	<b>/100</b>

## COURSE SCHEDULE

Wk	Mondays	2:30-5:20pm	Deadlines
1	12 Sep	Introduction	
2	19 Sep	What is a Democracy?	
3	26 Sep	Theories of Democratization	
4	3 Oct	Measuring Democracy	
<b>5</b>	<b>10 Oct</b>	<b>Mid-Term Recess</b>	
6	17 Oct	Political Culture and Beliefs	
7	24 Oct	Gender and Democratization	<b>Annotated Bibliography Due</b>
8	31 Oct	Effects of Media	
9	7 Nov	Social Movement and the Arab Spring	
10	14 Nov	Democratization in Asia	<b>Short Essay Due</b>
11	21 Nov	Democratization in Sub-Sahara Africa	
12	28 Nov	<b>In-Class Final Exam</b>	
13	5 Dec	Failed Democratization & Course Review	

## RECOMMENDED TEXTS

- Haerpfer, Christian W, Patrick Bernhagen, Ronald Inglehart, and Christian Welzel. 2009. Democratization. Oxford; New York: Oxford University Press. (Henceforth, Haerpfer Bernhagen and Welzel, 2009).
- Dahl, Robert. 2000. On Democracy. New Haven: Yale University Press.
- Diamond, Larry. 1999. Developing Democracy: Toward Consolidation. Baltimore, Maryland: Johns Hopkins Univ Pr.
- Huntington, Samuel. The Third Wave: Democratization in the Late Twentieth Century. Norman, OK: University of Oklahoma Press, 1991.

**These books are available for purchase in the bookstore and on Course Reserve at Mill's library.**

## WEEKLY READINGS

### Week 1: Introduction

- Haerpfer Bernhagen and Welzel, 2009, "Introduction", 1-7.
- Dahl, Robert. 2000. "Why Democracy", 44-62.
- Carothers, Thomas. "The End of the Transition Paradigm." Journal of Democracy 13, no. 1 (2002): 5–21.

### Week 2: What Is Democracy?

- Haerpfer Bernhagen and Welzel, 2009, "Democratic and Undemocratic States", 10-23.
- Huntington, Samuel P. "What?" In The Third Wave: Democratization in the Late Twentieth Century, 3-13. University of Oklahoma Press, 1993.
- Diamond, Larry. "Defining and Developing Democracy." In Developing Democracy: Toward Consolidation, 1–23. JHU Press, 1999.
- Dahl, Robert. 2000. "What is Democracy", 35-43.

### **Recommended:**

- Schmitter, Philippe C, and Terry Lynn Karl. "What Democracy Is . . . and Is Not." Journal of Democracy 2, no. 3 (1991): 75–88.
- Michael Crowley. 2013. "Obama's Egypt Test: Just What Is 'Democracy,' Anyway?" Time. Accessed July 10. <http://swampland.time.com/2013/07/10/obamas-egypt-test-exactly-what-is-democracy-anyway/?xid=newsletter-daily>.

**Questions:** What is a democracy? What is a polyarchy? What is the difference between state and democracy? Is “stateness” a necessary condition for democratization?

### **Week 3: Theories of Democratization**

- Haerpfer Bernhagen and Welzel, 2009, “Theories of Democratization”, 74–88.
- Neto, L., Papaterra, F., Cheibub, J.A., Alvarez, M.M., and Przeworski, A., 1996. What Makes Democracies Endure? *Journal of Democracy*, 7 (1), 39–55.
- O’Donnell, Guillermo and Philippe C. Schmitter. “Defining Some Concepts (and Exposing Some Assumptions).” In *Transitions from Authoritarian Rule: Tentative Conclusions*, 6–47. JHU Press, 1986.
- Dahl, Robert. 2000. “What Political Institutions does Large-Scale Democracy Require?” 83-99.  
and “What underlying conditions favour democracy?” 145-165.
- Ross, Michael L. 2001. “Does Oil Hinder Democracy?” *World Politics* 53(03): 325–61.

### **Recommended:**

- Lipset, Seymour Martin. “Some Social Requisites of Democracy: Economic Development and Political Legitimacy.” *American Political Science Review* 53, no. 01 (September 25, 2012): 69–105.
- Huntington, Samuel P. “What”, In *The Third Wave: Democratization in the Late Twentieth Century*, 13-30. University of Oklahoma Press, 1993.

Questions: What are the structural preconditions for democratization? Does economic development always go hand in hand with democracy? Is a large middle-class necessary for democratization to emerge? Does oil hinder democracy?

### **Week 4: Measuring Democracy**

- Haerpfer Bernhagen and Welzel, 2009, “Measuring Democracy”, 24–38.
- Coppedge, Michael et.al. 2011. “Conceptualizing and Measuring Democracy: A New Approach.” *Perspectives on Politics* 9(02): 247–67.
- Collier, David, and Robert Adcock. 1999. “Democracy and Dichotomies: A Pragmatic Approach to Choices About Concepts.” *Annual Review of Political Science* 2(1): 537–65.

### **Recommended:**

- Collier, David, and Steven Levitsky. “Democracy with Adjectives: Conceptual Innovation in Comparative Research.” *World Politics* 49, no. 03 (1997): 430–451.
- Freedom House, <http://www.freedomhouse.org/report/freedom-world-2013/charts-and-graphs>
- Freedom House, “Methodology”, Freedom House, “Methodology.” <https://freedomhouse.org/report/freedom-world-2012/methodology#.VG>
- Polity IV Project, <http://www.systemicpeace.org/polity/polity4.htm>
- Bertelsman Transformation Index, <http://www.bti-project.org/index/>
- EIU Democracy Index, [https://www.eiu.com/public/topical\\_report.aspx?campaignid=DemocracyIndex12](https://www.eiu.com/public/topical_report.aspx?campaignid=DemocracyIndex12)

**Questions:** How can democracy be measured? What are the advantages and disadvantages of minimalist concept of democracy? What are hybrid regimes? Are some qualities of democracy more important than others?

### **Week 5: Mid-Term Recess**

### **Week 6: Political Culture and Mass Beliefs**

- Haerpfer Bernhagen and Welzel, 2009, "Political Culture, Mass Beliefs and Value Change", 126-144.
- Diamond, Larry. 1999. "Political Culture." In *Developing Democracy: Toward Consolidation*, 161-217. Baltimore: Johns Hopkins University Press. (Read selectively)
- Diamond, Larry. 2010. "Why Are There No Arab Democracies?" *Journal of Democracy* 21(1): 93–112.

#### **Recommended:**

##### ***Ethnic Diversity***

- Fish, M. Steven, and Robin S. Brooks. 2004. "Does Diversity Hurt Democracy?" *Journal of Democracy* 15(1): 154–66.

##### ***Islam and Democracy***

- Filaly-Ansary, Abdou. 1999. "Muslims and Democracy." *Journal of Democracy* 10(3): 18–32.
- Economist. 2011. "Uneasy Companions." *The Economist*. <http://www.economist.com/node/21525410> (November 13, 2014).
- Pepinsky, Thomas B., R. William Liddle, and Saiful Mujani. 2012. "Testing Islam's Political Advantage: Evidence from Indonesia." *American Journal of Political Science* 56(3): 584–600.
- Zakaria, Fareed. 2004. "Islam, Democracy, and Constitutional Liberalism." *Political Science Quarterly* 119(1): 1–20.

##### ***Asian Values Debate***

- Fukuyama, Francis. 1997. "The Illusion of Exceptionalism." *Journal of Democracy* 8(3): 146–49.
- Fukuyama, Francis. 1995. "Confucianism and Democracy." *Journal of Democracy* 6(2): 20–33.
- Kim, Yung-Myung. 1997. "'Asian-Style Democracy': A Critique from East Asia." *Asian Survey* 37(12): 1119–34.
- Kausikan, Bilahari. 1997. "Governance That Works." *Journal of Democracy* 8(2): 24–34.

Questions: Is democracy universal? Does diversity hurt democracy? Is Islam incompatible with democracy? Are "Asian values" incompatible with democracy? How can we measure political culture and mass values? Does mass demand for democracy translate to democratization?

### **Week 7: Gender Equality and Democratization**

- Haerpfer Bernhagen and Welzel, 2009, "Gender and Democratization", 145-157.
- Beer, Caroline. 2009. "Democracy and Gender Equality." *Studies in Comparative International Development* 44(3): 212–27.
- Inglehart, Ronald, and Pippa Norris. 2001. "Cultural Obstacles to Equal Representation." *Journal of Democracy* 12(3): 126–40.

#### **Recommended:**

- Mansbridge, Jane. 1999. "Should Blacks Represent Blacks and Women Represent Women? A Contingent 'Yes.'" *The Journal of Politics* 61 (3): 628–57. doi:10.2307/2647821.
- Paxton, Pamela. 2000. "Women's Suffrage in the Measurement of Democracy: Problems of Operationalization." *Studies in Comparative International Development* 35(3): 92–111.
- Waylen, Georgina. 1994. "Women and Democratization Conceptualizing Gender Relations in Transition Politics." *World Politics* 46(03): 327–54.
- Rizzo, Helen, Abdel-Hamid Abdel-Latif, and Katherine Meyer. 2007. "The Relationship Between Gender Equality and Democracy: A Comparison of Arab Versus Non-Arab Muslim Societies." *Sociology* 41(6): 1151–70.
- Htun, Mala, and S. Laurel Weldon. 2010. "When Do Governments Promote Women's Rights? A Framework for the Comparative Analysis of Sex Equality Policy." *Perspectives on Politics* 8 (01): 207–16. doi:10.1017/S1537592709992787.
- Yoon, Mi Yung. 2004. "Explaining Women's Legislative Representation in Sub-Saharan Africa." *Legislative Studies Quarterly* 29(3): 447–68.
- UNDP. 2013. *Democracy and Gender Equality: The Role of the UN*. UNDP.

<http://www.idea.int/publications/democracy-and-gender-equality/index.cfm> (November 13, 2014).

- IPU. 2012. "Women in Parliaments: World and Regional Averages." <http://www.ipu.org/wmn-e/world.htm> (February 9, 2013).

**Questions:** Is gender equality a necessary feature of democracy? What are the benefits and costs of taking descriptive representation seriously? Is substantive representation possible? How might gender equality reduce the risk of democratization failing?

### **Week 8: Effects of Media on Democracy**

- Haerpfer Bernhagen and Welzel, 2009, "The Media", 234-248.
- Howard, Philip N., and Muzammil M. Hussain. 2013. *Democracy's Fourth Wave?: Digital Media and the Arab Spring*. Oxford ; New York: Oxford University Press, 3-34.
- Bennett, W. Lance, and Alexandra Segerberg. 2012. "The Logic of Connective Action." *Information, Communication & Society* 15(5): 739–68.

### **Recommended:**

- Rawnsley, Gary D., and Ming-Yeh T. Rawnsley. 1998. "Regime Transition and the Media in Taiwan." *Democratization* 5(2): 106–24.
- Mottaz, Laura. 2010. "New Media in Closed Societies: The Role of Digital Technologies in Burma's Saffron Revolution." *Democracy & Society* 7(2): 23–25.
- George, Cherian. 2005. "The Internet's Political Impact and the Penetration/Participation Paradox in Malaysia and Singapore." *Media, Culture & Society* 27(6): 903–20.
- Safranek, Rita. 2012. "The Emerging Role of Social Media in Political and Regime Change." [www.csa.com/discoveryguides/social\\_media/review.pdf](http://www.csa.com/discoveryguides/social_media/review.pdf) (November 14, 2014).
- Morozov, Evgeny. 2009. "Iran: Downside to the 'Twitter Revolution.'" *Dissent* 56(4): 10–14.
- Bailard, Catie. 2014. "The Other Facebook Revolution." *Foreign Affairs*. [http://www.foreignaffairs.com/articles/142351/catie-bailard/the-other-facebook-revolution?cid=nlc-foreign-affairs-this-week-111314-the-other-facebook-revolution-5-111314&sp\\_mid=47406003&sp\\_rid=bmV0aW5hQHNoYXcuY2ES1](http://www.foreignaffairs.com/articles/142351/catie-bailard/the-other-facebook-revolution?cid=nlc-foreign-affairs-this-week-111314-the-other-facebook-revolution-5-111314&sp_mid=47406003&sp_rid=bmV0aW5hQHNoYXcuY2ES1) (November 14, 2014).
- Freedom House. 2014. "Freedom of the Press." <https://www.freedomhouse.org/report-types/freedom-press#.VGvbhtYtfSo> (November 14, 2014).
- Freedom House. 2009. *Freedom on the Net: A Global Assessment of Internet and Digital Media*. Freedom House. <https://freedomhouse.org/report/special-reports/freedom-net-global-assessment-internet-and-digital-media#.VGvb7dYtfSo> (November 14, 2014).

**Questions:** Can the media affect democratization? What is the role of social media in a regime transition? How do libel laws affect independent reporting? How does the media/social media undermine an authoritarian regime? Is censorship necessary in divided societies?

### **Week 9: Social Movement and the Arab Spring in the Middle East**

- Haerpfer Bernhagen and Welzel, 2009, "Social Movement, Trade Unions and Advocacy Networks", 172-185.
- Stepan, Alfred, and Juan J. Linz. 2013. "Democratization Theory and the 'Arab Spring.'" *Journal of Democracy* 24(2): 15–30.
- Paczynska, Agnieszka. 2013. "Cross-Regional Comparisons: The Arab Uprisings as Political Transitions and Social Movements." *PS: Political Science & Politics* 46(2): 217–21.

### **Recommended:**

- Bellin, Eva. 2012. "Reconsidering the Robustness of Authoritarianism in the Middle East: Lessons from the Arab Spring." *Comparative Politics* 44(2): 127–49.
- Bayat, Asef. 2002. "Activism and Social Development in the Middle East." *International*

Journal of Middle East Studies 34(01): 1–28.

- “Protest and Social Movements: A Sine Qua Non for Democracy.” 2014. openDemocracy. <https://www.opendemocracy.net/can-europe-make-it/cristina-flesher-fominaya-laurence-cox/protest-and-social-movements-sine-qua-non-> (November 13, 2014).
- “Arab Spring: An Interactive Timeline of Middle East Protests.” 2011. Guardian. <http://www.guardian.co.uk/world/interactive/2011/mar/22/middle-east-protest-interactive-timeline> (November 6, 2011).

**Questions:** What is the structuralist perspective on the role of social movement in democratization? Are social movements always favourable to democracy? What are the lessons learnt from the Arab Spring in the Middle-East?

### **Week 10: “Defective” Democracies in Asia**

- Haerpfer Bernhagen and Welzel, 2009, 356-376. (East and Southeast Asia)
- Case, William. 2009. “Low-Quality Democracy and Varied Authoritarianism: Elites and Regimes in Southeast Asia Today.” *The Pacific Review* 22(3): 255–69.
- Croissant, Aurel. 2013. “Coups and Post-Coup Politics in South-East Asia and the Pacific: Conceptual and Comparative Perspectives.” *Australian Journal of International Affairs* 67(3): 264–80.

#### **Recommended:**

- Diamond, Larry. 2012. “China and East Asian Democracy: The Coming Wave.” *Journal of Democracy* 23(1): 5–13.
- Emmerson, Donald K. 1995. “Region and Recalcitrance: Rethinking Democracy Through Southeast Asia.” *The Pacific Review* 8(2): 223–48.
- Croissant, Aurel. 2004. “From Transition to Defective Democracy: Mapping Asian Democratization.” *Democratization* 11(5): 156–78.
- Case, William F. 1996. “Can the ‘Halfway House’ Stand? Semidemocracy and Elite Theory in Three Southeast Asian Countries.” *Comparative Politics* 28(4): 437–64.
- Pei, Minxin. 1994. “The Puzzle of East Asian Exceptionalism.” *Journal of Democracy* 5(4): 90–103.

**Questions:** What structural factors are conducive for democratization in East and Southeast Asia? What are the obstacles to democratization in this region? Should the regimes in this region be considered “low-quality” or “defective”? What factors will push the region to democratize?

### **Week 11: Slow Democratization in Sub-Sahara Africa**

- Haerpfer Bernhagen and Welzel, 2009, 339-355. (Sub-Sahara Africa)
- Bogaards, Matthijs. 2013. “Reexamining African Elections.” *Journal of Democracy* 24(4): 151–60.
- Wahman, Michael. 2014. “Democratization and Electoral Turnovers in Sub-Saharan Africa and Beyond.” *Democratization* 21(2): 220–43.

#### **Recommended:**

- Jensen, Nathan, and Leonard Wantchekon. 2004. “Resource Wealth and Political Regimes in Africa.” *Comparative Political Studies* 37(7): 816–41.
- Lynch, Gabrielle, and Gordon Crawford. 2011. “Democratization in Africa 1990–2010: An Assessment.” *Democratization* 18(2): 275–310.
- “It’s Progress, Even If It’s Patchy.” 2011. *The Economist*. <http://www.economist.com/node/21531010> (November 13, 2014).
- Stiglitz, Joseph. “Africa’s Natural Resources Can Be a Blessing, Not an Economic Curse.” *The Guardian*. <http://www.theguardian.com/business/economics-blog/2012/aug/06/africa-natural-resources-economic-curse> (March 19, 2014).TSH

**Questions:** What structural factors are conducive for democratization Africa? What obstruct democratization in this region? What will facilitate democratization in this region?

**Week 12: Final Exam**

**Week 13: Failed Democratization and Course Review**

- Haerpfer Bernhagen and Welzel, 2009, "Failed Democratization", 249-268.
- Bunce, Valerie. "Comparative Democratization Big and Bounded Generalizations." *Comparative Political Studies* 33, no. 6-7 (September 1, 2000): 703-734.

**Recommended:**

- Linz, Juan J. (Juan Jose), and Alfred C. Stepan. "Toward Consolidated Democracies." *Journal of Democracy* 7, no. 2 (1996): 14-33.
- O'Donnell, Guillermo A. "Illusions About Consolidation." *Journal of Democracy* 7, no. 2 (1996): 34-51.

**Questions:** What is a failed democracy? What factors might support or undermine democracy? What is the difference between a failed democracy and an autocracy?

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## Additional Resources

### Suggested Journals

Comparative Political Studies: <http://cps.sagepub.com.libaccess.lib.mcmaster.ca/>

Commonwealth and Comparative Politics:

<http://www.tandfonline.com.libaccess.lib.mcmaster.ca/toc/fccp20/current#.VGYXD9YtfSo>

Democratization:

<http://www.tandfonline.com.libaccess.lib.mcmaster.ca/toc/fdem20/current#.VGYVr9YtfSo>

Foreign Affairs: <http://www.foreignaffairs.com/>

Journal of Comparative Politics: <http://jcp.gc.cuny.edu/>

Journal of Democracy:

[http://muse.jhu.edu.libaccess.lib.mcmaster.ca/journals/journal\\_of\\_democracy/](http://muse.jhu.edu.libaccess.lib.mcmaster.ca/journals/journal_of_democracy/)

World Politics:

<http://journals.cambridge.org.libaccess.lib.mcmaster.ca/action/displayJournal?jid=WPO>

### Websites and Datasets

Amnesty International: <http://www.amnesty.org/>

Democracy Web: <http://www.democracyweb.org/toc.php>

Economist Democracy Index:

[http://www.eiu.com/public/topical\\_report.aspx?campaignid=Democracy0814](http://www.eiu.com/public/topical_report.aspx?campaignid=Democracy0814)

Freedom House: <https://freedomhouse.org/>

Human Rights Quarterly: <http://muse.jhu.edu/journals/hrq/>

IDEA Institutional Institute for Democracy and Electoral Assistance: <http://www.idea.int/>

Pippa Norris Democratization Index: <http://www.hks.harvard.edu/fs/pnorris/Data/Data.htm>

### Advice on Writing

Gerring, John. [General Advice on Social Science Writing.](#)

Gerring, John. forthcoming. ["Advice on Essay Writing."](#)

Elkins, Zachary. 2014. ["Perspectives on the Craft of Writing."](#)

### Bibliography Citation Guides

Chicago Manual of Style: <http://www.chicagomanualofstyle.org/16/contents.html>

McMaster Citation and Styles Guide: <http://library.mcmaster.ca/citation-and-style-guides>

### How to write an Annotated Bibliography

UOT guide: <http://www.writing.utoronto.ca/images/stories/Documents/annotated-bibliography.pdf>

Cornell guide: <http://guides.library.cornell.edu/annotatedbibliography>

SFU guide: <http://www.lib.sfu.ca/help/cite-write/citation-style-guides/annotated-bibliography>

## **GENERAL COURSE POLICIES**

### **Citation and Style Guidelines**

All written work ought to follow the author-date citation style according to the Chicago Manual of Style available here: <https://library.mcmaster.ca/citation-and-style-guides>

### **Late Assignments**

Assignments are due at the beginning of class on the due dates. Assignments turned in after the beginning of the class will not earn full credit. 20 percent of the total grade will be deducted each day after the submission deadline (weekends count as one day). Late assignments will not be accepted 48 hours after the original deadline. To avoid late penalties and ensure fairness, a MSAF or medical certification that has been presented to Social Sciences Faculty Office is required. If you anticipate having problems meeting the deadlines, please contact me before the assignment is due to discuss your situation

### **In-class Behaviour**

All cell-phones must be turned off and stowed away during class.

### **Academic Dishonesty**

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, located at [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity). The following illustrates only three forms of academic dishonesty:

1. Plagiarism (e.g. work that is not one's own or for which other credit has been obtained).
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

### **Accommodations for Students with Disabilities**

Special arrangements can be made for students with disabilities. If you need assistance because of a disability please consult with the Student Accessibility Services (SAS), MUSC Room B107, ext. 29652. Information is also available online, at <http://sas.mcmaster.ca/>. Once you have consulted with a program coordinator, you need to notify me as soon as possible with respect to your accommodation needs.

### **McMaster Statement on Electronic Resources.**

In this course, we will be using the Avenue2Learn site ([avenue.mcmaster.ca](http://avenue.mcmaster.ca)). Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with me.

### **Course Modifications**

The instructor and university reserve the right to modify elements of the course during the term. The student is responsible for keeping up with the changes, which will either be announced in class or via Avenue to Learn. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

### **Faculty of Social Sciences E-Mail Communication Policy**

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

### Checklist

- Keep to word/page limit.
- Answer the question.
- Ensure that you have adequate evidence to support any statement that you're going to make, which can be challenged
- Use the spell-check on your computer.
- Check through your work to ensure that it is free of spelling, typing, grammatical and other errors.
- Plagiarism is an offence. Make sure you cite your sources.
- Use Chicago Manual In-Text Citation Style, see [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html) or <https://library.mcmaster.ca/articles/chicago-manual-style-onlin>
- All papers should contain a bibliography or work-cited. Consider using bibliography software such as Zotero: <https://www.zotero.org/> (is free!)

Your research paper should have at least three parts: introduction, the middle and the conclusion. The three sections include the following:

### Introduction

- A clear and **strong thesis statement** of the problem you propose to tackle (you need to take a position)
- Show how the essay is constructed around a central hypothesis, question or issue.
- A guide to how the essay is organized.
- A preliminary statement of conclusions
- For example: In this essay, I will argue that ...

### The Middle

- The overall structure may vary according to topic and how you tackle it.
- Remember what the marker/reader is looking for.
- Flesh out the issue/hypothesis you are addressing and then develop a clear argument.
- Present the evidence, detailed examples or case studies. Use the course readings and lecture notes to expand on your argument. You need to demonstrate theoretical understanding (key scholars involved and their respective positions) and empirical knowledge (cases/countries/timing etc).

### Conclusion

- Summarize your analysis (If you do not have any conclusions, your essay is not clear enough. But don't be afraid to be inconclusive if that's where your argument leads you. If you have to introduce new material in the conclusion to establish what you want to say, then you consider rewriting the essay and incorporating this material in the body of the text.)
- Be modest but clear in your claims.