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Office Hours: Tues 2:30 to 4:30, and by appointment.  
No office hours will be held on Oct 12 or Oct 19.

**UMass Amherst  
Political Science 491F  
Tu/Th 1:00-2:15 pm**

**Fall 2010**

**RESEARCH SEMINAR: IS DEMOCRACY POSSIBLE EVERYWHERE?**

Debates today rage about whether democracy is really possible in Confucian countries like China and Singapore, in the oil-producing and Islamic countries of the Middle East, in the poorest countries of Africa, and the like. This course asks whether there are in fact religious, economic, or associational preconditions for (or impediments to) the establishment and consolidation of democracy. This question is at the heart of one of today's great policy debates. It is also at the center of major methodological debates within the social sciences. The course thus offers an excellent opportunity to 1) learn something about one of the big political issues of the day, 2) examine key methodological issues involved in the study of democracy, and 3) evaluate critically various kinds of social scientific explanation.

Because this is a *research*-oriented course, the final six weeks of the semester will largely be devoted to developing your own research question and writing your own research paper.

Because this is a *seminar*, it is expected that you will do all the readings before each class meeting, and come prepared to discuss them.

**Learning goals**

The main goals of this class are for you to be able to:

- Understand the core arguments and debates that we encounter in the course about whether democracy is possible everywhere.
- Understand the basics of social science methodology.
- Make informed judgments about the value of competing arguments that we encounter based on the knowledge of social science methodology that you acquire.
- Develop and execute your own methodologically sound research project that helps answer in some way the question "Is democracy possible everywhere?"
- Reach your own informed judgment about whether democracy is possible everywhere.

## Course requirements

There are seven basic course requirements:

### 1. ATTENDANCE

*To receive a passing grade in this course, you must have no more than four un-excused absences* (Absences will be excused only for documented illness, documented family crisis, religious observance, and the like). It is also expected that you come to class *on time*. If you have perfect attendance and are never late to class your course grade will be boosted by 1/3 of a grade: say, from A- to A.

### 2. PARTICIPATION IN CLASS DISCUSSIONS

There will be many class discussions during the course of the semester. Talking, asking questions, and testing your ideas are essential to constructing your own understandings and assessments of the arguments we will encounter. You will be graded on both the quantity and quality of your participation.

### 3. BRINGING THE READINGS TO CLASS

It is expected that you will *bring a copy of the readings with you to class* since they are foundation upon which our class discussions will be built. We will be referring to the readings often. Not having the readings with you will impact your “preparation and participation” grade.

### 4. THE RESEARCH PAPER

#### Topic

The research paper will be on a topic of your choosing, though it should relate to the question “is democracy possible everywhere?” We will identify during our class discussions possible research questions. I would also be delighted to brainstorm with you one-on-one about possible topics. Since we will be spending a considerable amount of time discussing your research question and the design of your study, you might want to consider - if you are an honors student - using the paper as an opportunity to develop ideas for a thesis or capstone paper.

#### Format

The paper should be between 15 and 17 pages in length. It should be double-spaced, paginated, and fully referenced using the Chicago-style “author-date” citation system described in the *Guide to Referencing* that I posted to the course website in SPARK.

#### Grading

The research paper will be graded, for the most part, along the dimensions laid out in the various self-assessment rubrics and worksheets that you will be working with in the second-half of the semester. I will distribute the actual grading rubric in class on November 30th.

## 5. PREPARATORY ASSIGNMENTS

You will be required for most class meetings to complete short reading and research “preparatory assignments.” You can find the assignments listed below in the class schedule.

### Purpose

The assignments are an essential component of the course.

Reading prep assignments accomplish four core goals simultaneously: (1) they help structure and guide your reading of texts that are sometimes difficult, (2) they give you an opportunity to reconstruct, analyze, and assess on your own key arguments about the requisites of democracy; (3) they establish a shared set of questions that will serve as common ground for our class discussions; and (4) they provide you an opportunity to start thinking about possible questions that will guide your own research.

Research prep assignments constitute the core stages of the paper-writing process.

### Grading

A grade of unsatisfactory or satisfactory will be given for each prep assignment:

| PREP ASSIGNMENT GRADING RUBRIC                |  |   |
|---|--|---|
|   | UNSATISFACTORY<br>(ANY OF THE FOLLOWING)   | SATISFACTORY<br>(ALL OF THE FOLLOWING)  |
| COMPLETENESS                                  | Does not answer all of the questions (of a reading assignment) or include all of the elements (of a research assignment)   | Answers all of the questions (of a reading assignment) or includes all of the elements (of a research assignment)   |
| FOCUS<br>(READING<br>ASSIGNMENTS<br>ONLY)     | Fails to explicitly and directly answer each of the questions  | Explicitly and directly answers each of the questions   |
| EFFORT  | Prepared with carelessness or evidences only a cursory and superficial attempt to understand the materials (of a reading assignment) or complete the task (of a research assignment) | Reading assignment: demonstrates real effort to understand the materials and contains a careful, thoughtful analysis<br><br>Research assignment: Demonstrates real effort to complete the assignment with care and thoughtfulness |
| GROUNDING<br>(READING<br>ASSIGNMENTS<br>ONLY) | Does not make explicit and specific references to all of the relevant readings assigned for that day   | Makes explicit and specific references to all of relevant readings assigned for that day, typically by including short quotes or page numbers from which key pieces of information are drawn                                      |

|   |  |  |
|---|--|--|
| WORD COUNT<br>MAXIMUM<br>(READING<br>ASSIGNMENTS<br>ONLY) | Higher than the assigned word count  | The word count maximum or below  |
| WORD COUNT<br>SUMMARY<br>(READING<br>ASSIGNMENTS<br>ONLY) | Does not include a word count at the end of the assignment   | Includes a word count at the end of the assignment. For instance, the word count for this box would be: (23 words) |
| TIMELINESS  | Either a hard copy is not submitted at the beginning of class or an electronic copy is not submitted to Turnitin by 5 pm | A hard copy submitted at the beginning of class and an electronic copy to Turnitin by 5 pm                         |

*There are 22 preparatory assignments during the course of the semester. You must complete at least 18 with grades of “satisfactory” to pass the course.*

Three preparatory assignments deemed “unsatisfactory” may be rewritten for a new grade and resubmitted on the day of the next class after each is returned, but if you miss a class without a reasonable excuse (documented illness, documented family crisis, religious observance) you will not be allowed to make up the preparatory assignment for that class. To rewrite a prep assignment, you must submit two copies on the appropriate day – a hard copy at the beginning of class and an electronic copy to Turnitin (submit under “first prep rewrite,” “second prep rewrite,” or “third prep rewrite” accordingly) by 5 pm. You must also staple the original unsatisfactory assignment (with my comments) to the hard copy of the rewrite that you submit.

I will use the table below to calculate your prep assignment grade for the semester:

| Number of “satisfactory” grades | Semester prep assignment grade                     |
|---------------------------------|--|
| 22                              | A  |
| 21                              | A-   |
| 20                              | B+   |
| 19                              | B  |
| 18                              | B-   |
| 17 or less                      | F, and ineligible for a passing grade in the class |

## 6. WORKING GROUP PARTICIPATION

Once we get to the paper-writing stage of the course, you will spend a significant amount of class time working in small groups. It will be the group’s responsibility to provide feedback to you at each stage of your paper writing, and it is your responsibility to offer constructive feedback to other members of your

group. Part of your “preparation and participation” grade will be determined by how well your group functions, and how much you contribute to the group’s work.

## 7. CLASS DEBATES

Everyone in the class will participate in one of two class debates. Your individual debate performance (both quantity and quality) will be graded and will figure into your “preparation and participation” grade.

### **Written work - submission procedures**

As a condition of enrollment in this course, you agree to submit both a hard and electronic copy of each preparatory assignment as well as your final research paper.

#### Preparatory Assignments

Late preparatory assignments will not be accepted without a reasonable excuse (illness, family emergency, or the like).

You will submit the hard copy of each prep assignment *at the beginning of class*. You must submit the assignment in person (no emailed assignments will be accepted, and you cannot have a friend bring your assignment to class).

Since we will often be using the assignments as a basis for class discussion and small group work, it is important that you also bring a copy of your assignment for your own use.

The electronic copy of each assignment must be submitted via the Turnitin service on the SPARK course website *by 5 pm the day it is due*. This service performs textual comparison and originality review for the detection of possible plagiarism. All submissions will be included in the UMass Amherst dedicated databases of assignments at Turnitin. These databases will be used solely for the purpose of detecting possible plagiarism during the grading process this term and in the future. A weblink to instructions for how to submit a paper using Turnitin can be found in the Turnitin folder on the course webpage in SPARK. If you have trouble using Turnitin, call the OIT help desk at 545-9400.

Some prep assignments (especially the research assignments) have multiple parts. When submitting prep assignments with multiple parts to Turnitin, combine them all in one electronic document.

*Students who do not submit two copies of each assignment paper – a hard copy at the beginning of class and an electronic copy to Turnitin by 5 pm – will not receive a passing grade for the assignment.*

#### Research Paper

Your paper is due on Tuesday, December 14 at 2 pm. By that time you must place a hard copy in my mailbox (312 Thompson Hall) and submit an electronic copy via the Turnitin.

The final research paper will be penalized one third of a grade (e.g. from A to A-) for each day, or portion of a day, late. Late paper grade reductions will not apply in the event of medical or family emergency. In such circumstances you will have to you need to provide appropriate documentation.

*Students who do not submit two copies of their paper – a hard copy in my mailbox and an electronic copy to Turnitin – will not receive a passing grade for the course.*

### **Course grade**

The minimum requirements to be eligible for a passing grade in this course are (1) no more than four unexcused absences, (2) submission of hard and electronic – via Turnitin – copies of your research paper, (3) satisfactory completion of at least 18 preparatory assignments, and (4) participation in your assigned class debate.

If you have successfully completed all of these minimum requirements, your grade will be calculated as follows:

Preparatory assignments: 40%

Final paper: 30%

Participation (discussions, debates, and working group): 20%

Preparation (bringing readings with you, making sure all work submitted is stapled together, bringing copies of your assessments for classmates, and the like): 10%

Remember, if you have perfect attendance and are never late to class you will receive extra credit (1/3 of a grade; say, from A- to A) to be factored into your final course grade.

Also, if you complete the extra credit assignment, due on December 7, well enough to receive a grade of “satisfactory,” you will boost your semester prep assignment grade by 1/3 of a grade (say, from A- to A). See the December 7 entry in the class schedule below for details.

### **Academic honesty**

Every written assignment you submit should be entirely your own work. You should not be using or copying information from places like Wikipedia. You are expected, in other words, to adhere to the university’s regulations regarding academic honesty, which you can find in the university’s Academic Regulations, page 6. Most importantly, you are expected to refrain from plagiarism, which the AR defines as “knowingly representing the words or ideas of another as one’s own work in any academic exercise. This includes submitting without citation, in whole or in part, prewritten term papers of another or the research of another, including but not limited to commercial vendors who sell or distribute such materials.” Sanctions will be imposed on any student who has committed an act of academic dishonesty.

## Spark

We will be using a SPARK course website for this class. Among other things, you will find many course readings posted there and you will use it to submit your prep assignments and research paper.

If you have not used SPARK before, you can find instructions here:

<http://www.oit.umass.edu/spark/students/index.html>

If you are already familiar with SPARK, you can log directly into the course by using the following

URL: <https://spark.oit.umass.edu/webct/entryPageIns.dowebct>

## Readings

Material marked with an asterisk [\*] is available on the course website in SPARK.

The following books are *not* available on the course website, so I recommend that you purchase them. They are available at the Textbook Annex. They are also on reserve at the circulation/reserves desk located at the lower level of Du Bois Library.

Amaney A. Jamal, Barriers to Democracy: The Other Side of Social Capital in Palestine and the Arab World (Princeton: Princeton University Press, 2007).

Robert D. Putnam, Making Democracy Work: Civic Traditions in Modern Italy (Princeton: Princeton University Press, 1993).

Frederic C. Schaffer, Democracy in Translation: Understanding Politics in an Unfamiliar Culture (Ithaca: Cornell University Press, 1998).

The following book is available online through the library as an e-book. It is also available for purchase at the Textbook Annex and is on reserve at the lower level of Du Bois Library.

Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, The Craft of Research 3rd edition (University of Chicago Press, 2008). This e-book can be accessed free of charge here: <http://site.ebrary.com/lib/umassa/docDetail.action?docID=10288700>. If this link does not work, you can access the e-book from the library catalog at: [http://fcaw.library.umass.edu:8991/F/?func=find-b-0&local\\_base=fcl01uma](http://fcaw.library.umass.edu:8991/F/?func=find-b-0&local_base=fcl01uma).

## CLASS SCHEDULE

### Part I. Preliminaries

Tues, Sept 7. Course Introduction.

Read the syllabus carefully

Thurs, Sept 9. What Is a Research Paper?

We will also do a research skills self-assessment in class

The Craft of Research: chapters 1-3.

Tues, Sept 14. Why Care (or Not Care) about Democracy?

Preparatory (Reading) Assignment 1: Argument Summaries

Each of these readings takes a position on the question of whether democracy is “good,” “not so good,” or “bad.” In a total of 400 words or less, explain how *each* of the six readings answers this question.

\* Nicolò Machiavelli, “The Multitude is Wiser and More Constant than a Prince.” The Discourses, Book 1, Chapter 58. [Originally published in 1531].

\* “Democracy Idol: a Television Show Challenges the Authorities.” Economist, September 10, 2005.

\* Robert Dahl, Democracy and Its Critics (New Haven: Yale University Press, 1989): 52-79.

\* Cecilia Dugger, “Why Democracy Means So Little to Pakistan’s Poor.” New York Times, October 30, 1999.

\* Michael Ross, “Is Democracy Good for the Poor?” American Journal of Political Science 50,4 (2006): 860-874. {read only 860-62, 868-871}

\* James Lee Ray, “Does Democracy Cause Peace?” Annual Review of American Political Science 1 (1998): 27-46. {read only the abstract and conclusion}

Thurs, Sept 16. What is Democracy?

Preparatory (Reading) Assignment 2: Conceptualizing Democracy

In 500 words or less, explain the meaning of each of the following, and provide a short example that illustrates the meaning of each: polyarchy, procedural minimum definition of democracy, ladder of generality, subtype of democracy, diminished subtype of democracy, precised definition of democracy, shifting the overarching concept.

\* Robert Dahl, Polyarchy (New Haven: Yale University Press, 1971): chapter 1 {read only pages 1-9}.

\* David Collier and Steven Levitsky, "Democracy with Adjectives: Conceptual Innovation in Comparative Research." World Politics 49,3 (April 1997): 430-51.

## Part II. The Research of Others

### RELIGION

Tues, Sept 21. Religion: Some Arguments

Preparatory (Reading) Assignment 3: Causal Chains

A) Create a diagram (with arrows, boxes, etc.) that lays out the causal relationship posited by Taheri between Islam and a lack of democracy. Make this diagram as complete as you can.

B) Create a diagram (with arrows, boxes, etc.) that lays out the causal relationship posited by Bruce between Protestantism and the rise of democracy. Make this diagram as complete as you can.

Note: To upload this assignment via Turnitin, you will have to make sure that your diagram is in an acceptable file type (Microsoft Word DOC or DOCX, Corel WordPerfect, HTML, Adobe PostScript, PDF).

\* Amir Taheri's Remarks at Debate "Islam Is Incompatible with Democracy." May 19, 2004.

\* Steve Bruce, "Did Protestantism Create Democracy?" Democratization 11,4 (August 2004): 3-20.

Thurs, Sept 23. Religion: Some Tools of Analysis

Preparatory (Reading) Assignment 4: Two Analyses

Analysis A: In “Religion, Political Culture, and the Weberian Tradition,” especially from pages 570-73, David Laitin draws on Weber’s writings on religion to distinguish three levels of analysis when studying the cultural influence of religion on political life. As you read the article, trace carefully how he uses the three-levels-of-analysis framework to critique the four books he is reviewing. Do in your mind a three-level analysis of the comments made by Taheri that we read last week, and in 300 words or less answer the following question: Is Taheri’s argument plausible from Laitin’s perspective?

Analysis B: Stepan critiques two mistaken assumptions that people often make about religion and democracy. In 300 words or less, answer the following question: Do you think that Taheri makes these faulty assumptions?

\* David D. Laitin, “Religion, Political Culture, and the Weberian Tradition.” World Politics 30,4 (July 1978): 563-92.

\* Alfred Stepan, “Religion, Democracy, and the ‘Twin Tolerations’.” Journal of Democracy 11,4 (October 2000): 37-57. {read only page 44 - “the assumption of univocality” and “the fallacy of unique founding conditions”}

Tues, Sept 28. Another Argument about Islam

Preparatory (Reading) Assignment 5: Assessment

Using the tools we have so far developed, assess in 400 words or less Fish’s claim that the subordinate status of women in Muslim societies makes Islamic countries disadvantaged in democratization.

\* M. Steven Fish, “Islam and Authoritarianism.” World Politics 55 (October 2002): 4-37.

## ECONOMIC DEVELOPMENT

Thurs, Sept 30. Economic Development: The Lipset Thesis

### Preparatory (Reading) Assignment 6: Economic Development Diagram

After you have read the Lipset chapter, diagram (with arrows, boxes, etc.) the causal relationship between economic development and democracy. In doing so identify the different chains of causality that get linked to (and the various interconnections between) factors like wealth, industrialization, urbanization, education, economic equality, a middle class, intermediary organizations, tolerance, and moderate parties. Make this diagram as complete as you can.

Note: To upload this assignment via Turnitin, you will have to make sure that your diagram is in an acceptable file type (Microsoft Word DOC or DOCX, Corel WordPerfect, HTML, Adobe PostScript, PDF).

\* Larry Diamond, "Commentary on Seymour Martin Lipset, 'Some Social Requisites of Democracy: Economic Development and Political Legitimacy.'" American Political Science Review 100, 4 (2006): 675-76.

\* Seymour Martin Lipset, "Economic Development and Democracy." In Political Man: The Social Bases of Politics (New York: Anchor, 1963): 45-76.

Tues, Oct 5. Economic Development: The Lipset Thesis, Continued

### Preparatory (Reading) Assignment 7: Pathways and Anomalies

A) If economic development follows different paths, should we expect divergent implications for the establishment or maintenance of democracy? To answer this question, use your economic development diagram to anticipate the effects of:

- i. Broad based industrial development vs. mineral (oil, diamonds, etc) based economic growth.
- ii. Broad, equal distribution of wealth vs. narrow concentration of wealth.
- iii. Industrialization led by private entrepreneurs vs. state-led industrialization.

Write down your expectations for each of these three dimensions (i, ii, and iii) in a total of 400 words or less. Be sure to tether your arguments to specific passages in the Lipset chapter.

B) After reading "Democracy on the Wane" and "The Scary New Rich" answer the following question in 300 words or less: do you think that Lipset's model can explain why the middle class in some countries is ambivalent about democracy or indeed anti-democratic? Be sure to tether your arguments to specific passages in the Lipset chapter and the two news articles.

\* Joshua Kurlantzick, "Democracy on the Wane." Boston Globe, September 14, 2008.

\* Rana Foroohar, "The Scary New Rich: the Global Middle Class Is More Unstable and Less Liberal than We Thought." Newsweek March 6, 2010.

Thurs, Oct 7: Poverty and the Quality of Democracy in Senegal

Preparatory (Reading) Assignment 8: The Case of Senegal

Does the case of Senegal confirm or disconfirm Lipset's thesis? More precisely, does poverty and a lack of economic development diminish at all the quality of Senegalese democracy, as Lipset would expect? If you think poverty does diminish the quality of Senegalese democracy, how so? If you do not think that poverty diminishes the quality of Senegalese democracy, why not? Answer these questions in a total of 400 words or less.

Democracy in Translation, ix-xii, 1-20, 54-64, 70-76, 80-99, 115-131.

Tues, Oct 12. No class (Monday schedule of classes)

#### ASSOCIATIONAL LIFE

Thurs, Oct 14. Associational Life: An Argument

Preparatory (Reading) Assignment 9: How Can Bird Watching Make Democracy Work?

In 400 words or less, reconstruct Putnam's reasons for believing that membership in horizontal associations like bird watching groups or sports clubs makes democracy "work." Key here is the argument he develops in chapter 6.

Making Democracy Work: 3-7, 15-16, 86-106 (stop before "unions"), 115 (start at "we can summarize...") to 116 (first paragraph only), 121-130, 163-185.

Tues, Oct 19. No class (I'll be out of town)

Thurs, Oct 21. Associational Life, Continued

Preparatory (Reading) Assignment 10: Your Critique

In 300 words or less, critique one of the assumptions that underlies Putnam's argument.

Reread Making Democracy Work

Tues, Oct 26. Associational Life, A Critique

Preparatory (Reading) Assignment 11: Jamal's Critique

Jamal develops a critique of Putnam in her study of associational life in Palestine. Summarize and assess this critique in 400 words or less.

\* "Israeli-Administered Territories & Palestinian Authority-Administered Territories." In Freedom in the World, 1999-2000 edited by Adrian Karatnycky (New York: Freedom House, 2000): 559-63.

Barriers to Democracy: 1-20, 49, 74-6, 77-95, 127-38.

### **Part III. Two Debates**

Thurs, Oct 28. Class Debate 1: Will Democracy Come Soon to Singapore?

Preparatory (Reading) Assignment 12: Will Democracy Come Soon to Singapore?

Answer this question in 400 words or less, drawing on at least three of the assigned readings (not including the Freedom House reading).

### The Debate

To students of democratization Singapore is a puzzling case. As Larry Diamond has noted, the relationship of economic development to democracy “must rank as one of the most powerful and robust relationships in the study of comparative national development.” But Singapore is not a democracy by most established measures even though it has the 17<sup>th</sup> highest per capita GDP in the world - higher than France, Germany, New Zealand, and many other democracies. Will the repercussions of economic development soon transform Singapore into a democracy or are there good reasons for believing that economic development there will not soon precipitate a transition to democracy?

We will hold an in-class debate on this question. Half of the class will be assigned to one of two teams (the other half of the class will participate in the Middle East debate on Thursday).

RESOLVED: That Singapore will make a transition to democracy within the next ten years.

Affirmative Team (Singapore will make a transition to democracy within the next ten years):

team members to be announced

Negative Team (Singapore will not make a transition to democracy within the next ten years):

team members to be announced

Each team will make an opening five minute statement of its position. The floor will then be opened to a back-and-forth debate. Be prepared to both defend your team’s position with good social scientific evidence and to criticize any weaknesses in the other team’s arguments.

To prepare for the debate, each team should begin by carefully analyzing the readings listed for this week. You should also feel free to read more widely. You can find some relevant readings in the “more on” section of the course website.

### *Background*

\* Freedom House, Freedom in the World, 2009 - Singapore  
(<http://www.freedomhouse.org/template.cfm?page=363&year=2009&country=7700>)

### *Confucianism*

\* Fareed Zakaria, “Culture is Destiny: A Conversation with Lee Kuan Yew.” Foreign Affairs 73,2 (March/April 1994): 109-26. {read only 109-119}

\* Kim Dae Jung, “Is Culture Destiny? The Myth of Anti-Democratic Values. A Response to Lee Kwan Yew.” Foreign Affairs 73,6 (November/December 1994):189-94.

*Economic development and the middle class*

\* Keiko T. Tamura, "The Emergence and Political Consciousness of the Middle Class in Singapore." Developing Economies (June 2003): 184–200.

*Associational life*

\* Kenneth Paul Andrew Sze-sian Tan, "Democracy and the Grassroots Sector in Singapore." Space & Polity 7, 1 (2003): 3-20.

Tues, Nov 2. Class Debate 2: Does Religion or Oil Better Explain the "Democracy Gap" in the Middle East?

Preparatory (Research) Assignment 13: Submit your "research question." This question should consist of a one sentence description of your topic, question, and significance following the three-step formula given in The Craft of Research, page 51.

Preparatory (Reading) Assignment 14: Does religion or oil better explain the democracy gap in the Middle East?

Answer this question in 400 words or less, drawing on at least four of the assigned readings (not including the Karatnycky reading).

### The Debate

Relative to other regions of the world, the Middle East is a democracy laggard. Identifying the causes of this “democracy gap” is one of the hot debates in political science today. Some scholars believe that religion is the primary cause. Others believe it is oil.

We will hold an in-class debate on this question. Class members who did not participate in the Singapore debate will be assigned to one of two teams.

QUESTION: Does religion or oil better explain the democracy gap in the Middle East?

Team oil (oil better explains the democracy gap):

team members to be announced

Team religion (religion better explains the democracy gap):

team members to be announced

Each team will make an opening five minute statement of its position. The floor will then be opened to a back-and-forth debate. Be prepared to both defend your team’s position with good social scientific evidence and to criticize any weaknesses in the other team’s arguments.

To prepare for the debate, each team should begin by carefully analyzing the readings listed for this week. You should also feel free to read more widely. You can find some relevant readings in the “more on” section of the course website.

### *Background*

\* Adrian Karatnycky, “Muslim Countries and the Democracy Gap.” Journal of Democracy 13,1 (January 2002): 99-112. {read only 102-107}

### *The religion debate*

\* Bernard Lewis, “Islam and Liberal Democracy,” Atlantic Monthly (February 1993): 89-98.

\* John O. Voll and John L. Esposito, “Islam’s Democratic Essence.” Middle East Quarterly (September 1994): 3-11.

### *The religion/oil debate*

\* M. Steven Fish, “Islam and Authoritarianism.” World Politics 55 (October 2002): 4-37.  
{reread}

\* Michael L. Ross, “Oil, Islam, and Women.” American Political Science Review 102,1 (2008): 107-23. {read only 107, 120-121}

### *The oil debate*

\* Michael L. Ross, "Does Oil Hinder Democracy?" World Politics 53,3 (2001): 325-361. {read only 325-337, 346 (start at "These tests support...") - 357}

\* Yusaka Horiuchi and Swarnim Wagle, "100 Years of Oil: Did it Depress Democracy and Sustain Autocracy?" Paper delivered at the 2008 Annual Meeting of the American Political Science Association.

## **Part IV. Your Research**

### Thurs, Nov 4. Research Question Assessment

You will be assigned to your working group today in class, and will be working together to assess each of your research questions.

Preparatory (Research) Assignment 15: Assess the research question that you submitted for prep assignment 13 using the "research question self-assessment rubric" posted to the course website (online course materials/research question assessment).

Bring one copy of your research question and assessment (stapled together) for each member of your working group and another copy for me. Remember to submit via Turnitin as well.

Reread Craft of Research, chapter 3.

\* John Gerring, Social Science Methodology (New York: Cambridge University Press, 2001): 90-99 ("specification") and 113-115 ("relevance").

### Tues, Nov 9. Library Session

Preparatory (Research) Assignment 16: Revise and resubmit your research question based on your self-assessment as well as feedback you have received from your working group. Again use the 3-step formula given in The Craft of Research, page 51. Remember to submit via Turnitin as well.

We will meet with Barbara Morgan in the Calipari Room (main floor of the library).

Craft of Research, chapters 5, 6.

Wed, Nov 10. Research Design

Preparatory (Research) Assignment 17: Create a bibliography of three sources for your research paper. Explain in a sentence or two how each source helps answer your research question (and each one should *directly* address your research question).

Submit this annotated bibliography of three sources + your most current research question. Remember to submit via Turnitin as well.

Craft of Research, chapters 7, 8.

\* John Gerring, Social Science Methodology (New York: Cambridge University Press, 2001): 157-163, 200-221.

Thursday, Nov 11. No class (Veteran's Day holiday)

Tues, Nov 16. Research Design Presentations - Small Group Work

Preparatory (Research) Assignment 18:

A. Revise, if necessary, your research question.

B. Prepare a one- to two-page outline of your research design. The outline should address the following questions: What method will you use to answer the question? What are your hypotheses? What will count as evidence for or against each of the hypotheses? Where will you find that evidence?

C. Assess this research question using the "research design self-assessment worksheet" posted to the course website (online course materials/research design presentations).

Bring one copy of your research design outline and research design self-assessment worksheet (stapled together) for each member of your working group and another copy for me. Remember to submit via Turnitin as well.

Thurs, Nov 18. Research Design Presentations - Class Discussion

No readings

Tues, Nov 23. Concepts - Defining Your Variables

Preparatory (Research) Assignment 19:

A. Revise, if necessary, your research question and research design.

B. Download the “variables self-assessment worksheet” posted to the course website (online course materials/concept - defining your variables) and follow the instructions.

Bring one copy of your research question + research design + variables self-assessment worksheet (all stapled together) for each member of your working group and another copy for me. Remember to submit via Turnitin as well.

\* John Gerring, Social Science Methodology (New York: Cambridge University Press, 2001): pp. 35-40, 43-50. (Focus your attention on operationalization and validity.)

Thursday, Nov 25. No class (Thanksgiving break)

Tues, Nov 30. Paper Grading Rubric

No readings

We will discuss the rubric that I will be using to grade your research paper. For that discussion, please make sure that you bring to class with you the following:

Course Syllabus

“What is a Research Paper and Where do I Start?” handout

Guide to Referencing (posted in Spark)

The Craft of Research

Social Science Methodology, 90-99, 113-115

Social Science Methodology, 157-163, 200-221

Social Science Methodology, 35-40, 43-50

Your completed Research Question Self-Assessment Rubric

Your completed Research Design Self-Assessment Worksheet

Your completed Variables Self-Assessment Worksheet

Thurs, Dec 2. Hypothesis Test - Small Group Work

Preparatory (Research) Assignment 20:

A. Revise, if necessary, your research question and research design.

B. Test one of your hypotheses. In two to four pages, write up how you tested the hypothesis and what you found.

C. Complete the “hypothesis test self-assessment rubric” posted to the course website (online course materials/hypothesis test - small group work).

Bring one copy of your research question + research design + hypothesis test + hypothesis test self-assessment (all stapled together) for each member of your working group and another copy for me. Remember to submit via Turnitin as well.

Craft of Research, Chapters 9, 10.

Tues, Dec 7. Hypothesis Test - Class Discussion

Preparatory (Reading/Research) Assignments 21/22: Is Democracy Possible Everywhere?

*This prep assignment is especially important and will thus count as two assignments (i.e. 21 and 22). You will, however, write it up as one piece. Your grade – either “satisfactory” or “unsatisfactory” will count double. If you receive a grade of “unsatisfactory,” you must have at least two remaining rewrites available if you wish to rewrite and resubmit.*

We will spend our final class session next week trying to answer, with some closure, the question “is democracy possible everywhere?” In preparation for that discussion, submit a 800-word or less statement with *your* answer to the question: “Is democracy possible everywhere?” Your answer to this question should be grounded in (1) a thoughtful consideration of the work you have done on your research paper and (2) a reasoned critique of the authors we have read together.

Be sure to explicitly discuss (1) your own research, and (2) at least six class readings that span at least four different class meetings.

Extra Credit - Working on Style

To work on your writing style – and to boost your prep assignment grade for the semester by 1/3 of a grade (say, from A- to A) – complete this extra credit assignment well enough to receive a grade of “satisfactory.” The assignment, if you wish to do it, is due at the beginning of class on December 7, and no rewrites are allowed.

A. Read Craft of Research, Chapters 14, 16, 17 and George Orwell, “Politics and the English Language,” which is posted on the course website (online course materials/extra credit - working on style).

B. Write the introductory paragraph of your paper along with any three consecutive pages of your paper.

C. Analyze the introductory paragraph and three pages of your paper using the “style self-assessment rubrics” posted to the course website (online course materials/extra credit - working on style).

Submit the introductory paragraph + three pages + style self-assessment rubrics (all stapled together). Remember to upload via Turnitin as well.

No readings

Thurs, Dec 9. “Is Democracy Possible Everywhere?” Discussion

No readings

Tues, Dec 14. Research Paper Due, 2 pm

Submit an electronic copy via Turnitin and put a hard copy in my mailbox (312 Thompson Hall)