

Professor Che-po CHAN

2017-18, 1<sup>st</sup> term

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Lecture: Monday 2:30-4:30 pm (1<sup>st</sup> lecture: September 4).

Tutorial: Tuesday 10:30-11:30 pm (T2), 11:30-12:30 pm (T3)

(Reminder: This term, with one public holiday on Monday (October 2), altogether we have 12 lecture weeks. I will use some tutorial sessions to give lecture or a mix of discussion and lecture. Please do bear with this arrangement.)

Office hour: Monday: 4:30-5:30 pm; Tuesday: 2:30-5:30 pm and by appointment.

<b>Course Title</b>	: Democracy versus Dictatorship
<b>Course Code</b>	: CLE9024
<b>Recommended Study Year</b>	: Any year
<b>No. of Credits/Term</b>	: 3
<b>Mode of Tuition</b>	: Lecture-Tutorial
<b>Class Contact Hours</b>	: 3 hours per week
<b>Category in Major Prog.</b>	: Core Curriculum Cluster
<b>Core Curriculum Cluster</b>	: Values, Cultures and Societies
<b>Discipline</b>	: Political Science
<b>Prerequisite(s)</b>	: Nil
<b>Co-requisite(s)</b>	: N/A
<b>Exclusion(s)</b>	: N/A
<b>Exemption Requirement(s)</b>	: N/A

### **Brief Course Description**

Political systems in the world, broadly speaking, can be classified into either democracies or dictatorships. These two political systems have differing philosophical backups, different institutional and bureaucratic arrangements and divergent social, economic and cultural backgrounds which sustain their existence. This course examines the philosophical origins, institutional characteristics and relevant economic, social, cultural and political conditions sustaining and changing democracies and dictatorships. The mixed regimes of democracy and dictatorship as well as the changes from dictatorship to democracy (and vice versa) will also be studied.

### **Aims**

The course aims to:

1. examine the different backgrounds, ideologies, institutional arrangements and dynamics of the two different political systems of democracy and dictatorship;
2. help students to understand how these two different political systems operate;

3. encourage students to think critically about the norms and values sustaining the two different systems;
4. help students to understand the fundamental choices between democratic and authoritarian rule; and
5. put the democracy versus authoritarianism debate into perspective so that students will appreciate the important moral and political consequences involved in the choices made by various countries.

### **Learning Outcomes (LOs)**

Upon completion of the course, successful students should be able to:

1. exhibit familiarity with the backgrounds, developments and forms of democracies and dictatorships;
2. demonstrate an understanding of the main differences between democracy and dictatorship;
3. manipulate the theoretical and conceptual tools necessary for comparative studies of different forms of political regimes;
4. analyze and discuss issues relating to the formation and change of different types of political regimes with confidence and intelligence; and
5. communicate the basic economic, social, cultural and political developments and processes and regime characteristics of democracies and dictatorships clearly and effectively in both oral and written forms.

### **Assessment of learning outcomes**

#### **Participation and performance (15%):**

- Students' contributions to in-class debates and discussion
- Contributions in classes include asking questions, sharing information and opinions, offering constructive analyses and criticisms
- Informed discussion is based on everybody's regular reading and review of our covered topics.
- Regular attendance in lectures and tutorials contribute to good participation and performance

#### **Presentation (15%):**

- Presentation will be arranged in the last few weeks' tutorial classes in group form on your own term paper topic (preferably 3 in one group but 2 or 4 in exceptional case is acceptable). More details will be provided in the **1<sup>st</sup> tutorial class: September 12.**
- Questions and discussion should follow the presentation and it should be an involvement of the whole class.

- My grading is based on content, organization and effectiveness of the presentation as well as the afterwards leading of discussion by the presenter(s). Please refer to the assessment rubrics.

#### Term paper (30%):

- Students are asked to write a case-study term paper. The key is to develop a research question, analyze and discuss this question in a logical and clear manner, with appropriate footnoting and referencing. You should choose one country and apply concepts or theories learned among the topics covered in this course.
- Give me your presentation and term paper partners' names, the country that you want to study and your research proposal in, the latest, **the October 3 tutorial class** and email me the information afterwards. You are welcome to give me these information earlier.
- The term paper should be typed in Times New Roman, font size 12, double space and 4-5 pages per person in length (i.e., 12-15 pages for 3 persons in a group). Students should submit both soft (Word form) and hard copies. The deadline of this term paper is **1 December 2017 (Friday) with hard copy submitted to my office and soft copy to Moodle Turnitin**. More details will be explained in class.
- Grading is mainly based on soundness of the research question, clear logic flow of the argument and convincing evidence provided. For more details, refer to the assessment rubrics.

#### Final exam (40%):

- The final exam will be held in the school-arranged exam week and it tests students' overall understanding of the developments, concepts and theories of democracy, dictatorship and democratization.
- The exam also tests whether students could apply their learned knowledge to understand the real world.

#### **Measurement of learning outcomes**

Familiarity with the backgrounds, developments and forms of democracies and dictatorships will be assessed mainly through participation and performance, presentation and writing term paper (LO1).

Understanding of the main differences between democracy and dictatorship will be assessed mainly through participation and performance and taking final exam (LO2).

Manipulation of the theoretical and conceptual tools necessary for comparative studies of different forms of political regimes will be assessed mainly by presentation, writing term paper and taking final exam (LO3).

Analysis and discussion of issues relating to the formation and change of different types of political regimes with confidence and intelligence will be assessed by participation and performance, presentation, writing term paper and taking final exam (LO4).

Communication of the basic economic, social, cultural and political developments and processes and regime characteristics of democracies and dictatorships clearly and effectively in both oral and written forms will be assessed by participation and performance, presentation, writing term paper and taking final exam (LO5).

### **Student practices and important notes**

1. Students should be highly self-motivated in doing relevant readings. Keeping up with the readings is essential for achieving the learning objectives of this course. An important function of the tutorials is to reinforce the learning from the lectures and students' readings.
2. Students are encouraged to regularly read a quality newspaper and watch television news broadcasts and to analyze political events with concepts or theories they have learned in class, as we hope to connect real-world events to the themes and ideas raised in the readings and the lectures.
3. Before the presentations, students are asked to consult the instructor and the instructor will help them to formulate arguments and analyses.
4. Students are expected to spend a total of **10 hours** (i.e. 3 hours of class contact and 7 hours of personal study) per week to achieve the course learning outcomes.
5. Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is "the presentation of another person's work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student's own work". Cheating in examination, plagiarism and multiple submission of course work are considered as such dishonest practices. Students are required to strictly follow university regulations governing academic integrity and honesty.
6. Students are required to submit writing assignment(s) using Turnitin.
7. To enhance students' understanding of plagiarism, a mini-course "Online Tutorial on Plagiarism Awareness" is available on <https://pla.ln.edu.hk/>.

## **Indicative Content**

### **Part 1: Democracy**

- I. Introduction
  - a) Origin of democracy: the Athenian experience
  - b) The development of representative democracy
  - c) Principles of democracy: popular sovereignty, political equality, political liberty, majority rule, popular consultation, constitutionalism
  
- II. Philosophical inputs
  - a) John Locke and James Madison's "representative democracy"
  - b) Liberalism and conservatism
  - c) Capitalism and laissez faire
  
- III. Institutional arrangements and characteristics
  - a) Direct democracy vs. representative democracy
  - b) Presidential vs. parliamentary system
  - c) Majoritarian vs. consensual democracy
  
- IV. Social, economic and cultural conditions
  - a) The level of economic development
  - b) Civil society and its correlates

### **Part 2: Dictatorship**

- V. Introduction
  - a) Philosophical inputs – Machiavelli, Hobbes, Robespierre
  - b) Justifications for dictatorship: theological vs. social contract theories
  - c) Principles of dictatorship: obedience, loyalty and serving state interests
  
- VI. Political ideologies
  - a) Marxism and Leninism
  - b) Fascism and Nazism
  
- VII. Institutional arrangements and characteristics
  - a) Totalitarianism vs. authoritarianism
  - b) Typologies of dictatorship: dynastic monarchy, personal dictatorship, theocracy, military regime, single-party regime, kleptocracy
  - c) Organizations of dictatorship
  
- VIII. A polity against diversity
  - a) Economic control
  - b) Social and political controls
  - c) The "China model" and its debate

### **Part 3: Democratization**

- IX. Domestic and foreign causes and influences
- X. The “Asian values” debate
- XI. Consolidation and reversals

#### **Teaching Method**

Lectures combined with tutorials mainly. Students will explore topics related to democracy, dictatorship and democratization through discussions, tutorial presentations and paper writing. Teaching will be supplemented by video-showing.

#### **Required/Essential Readings** (on reserve for a 2-days loan)

- Crick, Bernard, *Democracy: A Very Short Introduction*, New York: Oxford University Press, 2002.
- Ebenstein, Alan et. al., *Today's Isms: Socialism, Capitalism, Fascism, Communism, Libertarianism*, 11<sup>th</sup> Edition, Upper Saddle River, N.J.: Prentice Hall, 2000.
- Linz, Juan, *Totalitarian and Authoritarian Regimes*. Boulder, CO: Lynne Rienner, 2000.

#### **Recommended/Supplementary Readings**

- Acemoglu, Daron and James A. Robinson, *Economic Origins of Dictatorship and Democracy*, New York: Cambridge University Press, 2006.
- Aron, Raymond, “Democratic and Totalitarian States,” in Raymond Aron, *The Dawn of Universal History: Selected Essays from a Witness of the Twentieth Century*, Basic Books, 2002.
- Baradat, Leon P. *Political Ideologies*. 10<sup>th</sup> Edition. Upper Saddle River, N.J.: Prentice Hall, 2009.
- Cheibub, Jose Antonio, *Presidentialism, Parliamentarianism and Democracy*, New York: Cambridge University Press, 2007.
- Dahl, Robert, *Polyarchy: Participation and Opposition*, New Haven: Yale University Press, 1971.
- Diamond, Larry and Marc F. Plattner (eds.), *Democracy: a Reader*, Baltimore, Md.: John Hopkins University Press, 2009.
- Fukuyama, Francis, *The End of History and the Last Man*, New York: Free Press, 1992.
- Goldwag, Arthur. *‘Isms and ‘Ologies: All the Movements, Ideologies and Doctrines that Have Shaped Our World*. New York: Vintage Books, 2007.
- Gregor, A. James, *Marxism, Fascism, and Totalitarianism*, Stanford, California: Stanford University Press, 2009.
- Huntington, Samuel, *The Third Wave: Democratization in the Late Twentieth Century*, Norman: University of Oklahoma Press, 1991.

- Lawson, Kay. *The Human Polity: A Comparative Introduction to Political Science*. 5th ed. Boston: Houghton Mifflin. (chapter 2 on Political Ideologies; chs. 8 and 9 on Presidential vs. Parliamentary Systems and ch. 14 on Democracy, Transitions and Authoritarian Rule), 2003.
- LeDuc, Lawrence, Richard G. Niemi and Pippa Norris. *Comparing Democracies*. 3<sup>rd</sup> Edition. Sage Publications, 2010. (esp. read the chapter on Introduction)
- Levitsky, Steven and Lucan Way. *Competitive Authoritarianism: Hybrid Regimes after the Cold War*. New York, Cambridge: Cambridge University Press, 2010.
- Lijphart, Arend. *Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries*. New Haven, CT: Yale University Press, 1999.
- Przeworski, Adam, et al., *Democracy and Development: Political Institutions and Well-Being in the World, 1950-1990*, Cambridge: Cambridge University Press, 2000.
- Ranney, Austin. *Governing: An Introduction to Political Science*. 8th ed. Englewood Cliffs, N.J.: Prentice Hall, (Ch. 4 on Political Ideologies; ch. 5 on Democracy and Dictatorship and chs. 11 and 12 on Presidential vs. Parliamentary Systems), 2001.
- Schedler, Andreas (ed.). *Electoral Authoritarianism: the Dynamics of Unfree Competition*. Boulder, CO: Lynne Rienner, 2006.
- So, Alvin. *Hong Kong's Embattled Democracy -A Societal Analysis*. Baltimore: The Johns Hopkins University Press, 1999.
- Sorensen, Georg, *Democracy and Democratization: Process and Prospects in a Changing World*, 3<sup>rd</sup> Edition, Boulder, CO: Westview, 2007.
- Zhao, Suisheng (ed.), *China and Democracy: Reconsidering the Prospects for a Democratic China*, New York: Routledge, 2000.

## Assessment rubrics

### Participation and performance (15%)

<b>Criteria</b>	<b>Excellent A,A-</b>	<b>Good B+, B,B-</b>	<b>Fair C+,C,C-</b>	<b>Pass – Failure D+, D, F</b>
<b>Class attendance and participation</b>	Class attendance is regular and the student speaks up regularly and enthusiastically	Class attendance is regular and the student speaks up now and then	Class attendance is quite regular but the student participates only when asked by the instructor	Class attendance is erratic and participation is nil or almost nil
<b>Articulateness</b>	Expression of ideas or opinions were consistently factually accurate, logical and clear	Expression of ideas or opinions were generally factually accurate, logical and clear. Lapses were rare and minor in nature.	Expression of ideas or opinions were generally factually accurate, logical and clear, but with a number of minor lapses	Ideas or opinions were not expressed logically, and were characterized by significant factual inaccuracies and lack of clarity

### Presentation (15%)

<b>Criteria</b>	<b>Excellent A,A-</b>	<b>Good B+, B,B-</b>	<b>Fair C+,C,C-</b>	<b>Pass – Failure D+, D, F</b>
<b>Organization</b>	The student presents information in a logical and well thought sequence and instructor can easily follow.	The student presents information in logical and acceptable sequence which instructor can follow.	Difficulty following presentation because student jump around.	Cannot understand presentation because there is no sequence of information
<b>Subject Knowledge</b>	The student demonstrates full knowledge by answering all questions with explanation and elaboration.	The student is at ease answering questions, but fails to elaborate.	The student is uncomfortable with information and is able to answer only rudimentary questions.	The student does not have grasp of information; cannot answer questions about subject

<b>Graphics</b>	The student's graphics explain and reinforce screen text and presentation.	The student's graphics relate to text and presentation	The student occasionally uses graphics which could not support well text and presentation	The student uses superfluous graphics or no graphics
<b>Content</b>	Presentation has sufficient and very good examples and no misspelling or grammatical error.	Presentation has adequate and relevant examples and minor misspelling and/or grammatical error	Presentation has a few and marginal examples and major misspelling and/or grammatical error.	Presentation has almost no or irrelevant example and major spelling and/or grammatical error.
<b>Articulateness</b>	Excellent articulation with clear voice, correct pronunciation and relevant emphasis on important parts	Good articulation with clear voice, mostly correct pronunciation and some emphasis on important parts	Fair articulation with occasional unclear voice, some incorrect pronunciation and few emphasis on important parts	Students mumble, incorrectly pronounces many terms and audience could hardly find out main points of the presentation

Term paper (30%)

<b>Criteria</b>	<b>Excellent A,A-</b>	<b>Good B+, B,B-</b>	<b>Fair C+,C,C-</b>	<b>Pass – Failure D+, D, F</b>
<b>Research Question</b>	Wrote clear, creative and interesting question which fit the topic.	Wrote clear but commonly raised question which fit the topic.	Wrote question which barely matched with the topic.	Wrote question which did not fit the topic
<b>Argument</b>	Argument both well supported and genuinely compared to conflicting explanations	Main argument valid, systematic, and well supported	Argument fair, not particularly interesting, a common-sense, and partially supported	Weak, invalid, or no argument, perhaps just a simple assertion

<b>Use of Data or Evidence</b>	Fully exploits the richness of the data/evidence/ideas, and is sufficiently persuasive	Feasible evidence appropriately selected and not over-interpreted	Some appropriate use of evidence but uneven	Draws on little or no evidence, mostly relies on assertions or opinions, or evidence not clearly presented
<b>Organization and Writing</b>	Structure enhances the argument, strong sections and seamless flow. Virtually no English error.	Structure supports the argument, clearly ordered sections fit together well. Some minor English errors.	Structure is of inconsistent quality, may have redundancies or disconnections. Frequent English errors.	Needs significant reorganization. English errors significantly impair readability.

Examination (40%)

<b>Criteria</b>	<b>Excellent A,A-</b>	<b>Good B+, B,B-</b>	<b>Fair C+,C,C-</b>	<b>Pass – Failure D+, D, F</b>
<b>Comprehension of all the relevant concepts.</b>	Demonstrates a deep insightful level of understanding	Demonstrates a good surface level of understanding	Demonstrates an adequate level of surface understanding	Demonstrates an inadequate level of understanding
<b>Application of concepts to the topic.</b>	Appropriate concepts are all applied correctly, to provide in-depth analysis elaboration to all aspects of the topic	Appropriate concepts are correctly applied, to provide analysis to all important aspects of the topic	Appropriate concepts are, for the most part, correctly applied, to provide analysis to all important aspects of the topic	Concepts are not applied, or are generally applied inappropriately or incorrectly; important aspects of the topic unaddressed
<b>Presentation</b>	Expression of ideas were consistently accurate, logical and clear	Expression of ideas were generally accurate, logical and clear. Lapses were rare and minor in nature.	Expression of ideas were generally accurate, logical and clear, but with a number of minor lapses	Ideas were not expressed logically, and were characterized by significant inaccuracies and lack of clarity
<b>Quality of English in the Report</b>	English is consistently excellent	English is proficient, with no major errors	English is of a fair standard but some errors are present	English is below standard, with many major errors

Mark Ranges	Grade
85 -100	A
80-84	A-
75-79	B+
70-74	B
65-69	B-
60-64	C+
55-59	C
50-54	C-
45-49	D+
40-44	D
0-39	F