Федеральное государственное автономное учреждение высшего образования
Национальный исследовательский университет «Высшая школа экономики»

Факультет гуманитарных наук
Школа исторических наук

Программа дисциплины
«Authoritarianism and Democracy in the 20th Century»

для направления 46.03.01 «История» подготовки бакалавра

Разработчик программы: Филатова Ирина Ивановна

Д.и.н, профессор, электронный адрес ifilatova@hse.ru

Одобрена на заседании школы исторических наук «___»____________ 2017 г.

Руководитель школы исторических наук профессор А.Б.Каменский【подпись】

Рекомендована Академическим советом образовательной программы
«___»____________ 2017 г., № протокола________________________

Утверждена «___»____________ 2017 г.
Академический руководитель образовательной программы
____________________【подпись】

Москва, 2017

Настоящая программа не может быть использована другими подразделениями университета и другими вузами без разрешения подразделения-разработчика программы
1. **Scope of Use**

The present syllabus establishes minimum requirements of students’ knowledge and skills and determines contents of the course, the forms of the instruction process and of the assessment of students’ knowledge.

The present syllabus is designed for lecturers teaching this course, their teaching assistants, and for students of the degree program **46.03.01 ‘History’ of the bachelors’ program and studying the discipline ‘Authoritarianism and Democracy in the 20th Century’.

This syllabus meets the standards required by:
- the Standards of National Research University Higher School of Economics;
- the educational programme;
- the working plan the University curriculum of the bachelors’ program in history (**46.03.01**).

2. **Learning objectives of the course Authoritarianism and Democracy in the 20th Century are:**

- To introduce students to the main problems of the discipline, to its notions, concepts and terminology, to the existing literature and to the state of research on the topic;
- To enable students to master methods of analysis and study of political process at theoretical, ideological, institutional and research-tools levels.
- To inculcate into students the understanding of the dynamics and causality of political processes of the 20th century.
- To introduce students to the English language terminology relevant to the course.

3. **Learning outcomes**

As a result of studying the discipline ‘Authoritarianism and Democracy in the 20th century’ the student should:

- Know the main stages of the development of authoritarian and democratic societies in the 20th century.
- Know the main existing theoretical and political approaches to the concepts of authoritarianism and democracy.
- Be able to identify, analyse, and categorise the processes of democratisation and authoritarianism.
- Have the experience of discussing and analysing the problems of authoritarianism and democracy on the basis of the appropriate English language terminology.

In the course of studying the discipline ‘Authoritarianism and Democracy in the 20th Century’ the student masters the following skills:

<table>
<thead>
<tr>
<th>Skills</th>
<th>Code</th>
<th>Skills Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>УК-1</td>
<td>СК- Б1</td>
<td>Able to learn new skills and acquire new knowledge, including in the spheres not connected with the main direction of his studies.</td>
</tr>
</tbody>
</table>
### 4. The Place of the Discipline in the Educational Programme.

The course ‘Authoritarianism and Democracy’ is a discipline of the optional part of the third year Bachelors’ program in ‘History’. It is closely connected with the disciplines of both the basic part (‘Sources and Information Resources of Historical Research’) and the optional part of (‘Social History in the Modern and Contemporary Eras’, and ‘The Old and New World in the 19th and 20th Centuries’) of the programme.
The course is based on the knowledge and skills provided by the following disciplines: ‘English Language Vocabulary for the Discipline of History” and ‘Research Seminar Power and Society in the 19th Century Russia: political anthropology and history of ideas’.

The following knowledge and skills are needed to study the discipline:
- A good command of the English language
- A basic knowledge of the main stages and events of the history of the 20th century

The knowledge and skills acquired during the study of this discipline should be used for the study the following disciplines:
- The Old and New World in the 19th and 20th Centuries
- Political Projects of the 20th Century
- History of International Relations in the 20th Century

**5. Course Plan of the Discipline ‘Authoritarianism and Democracy in the 20th Century’**

(lectures: 2 hours, tutorials: 32 hours, students unsupervised work: 80 hours; 3rd year of Bachelors’ programme, 1 and 2 modules)

<table>
<thead>
<tr>
<th>№</th>
<th>Topic</th>
<th>Responsible department</th>
<th>Total hours</th>
<th>Lectures</th>
<th>Tutorials</th>
<th>Students’ unsupervised work</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Authoritarianism and democracy: origins in the modern times, evolution in the 20th century, theoretical interpretations.</td>
<td>School of Historical Sciences</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The First World War and the crisis of liberalism. The lure of totalitarian ideologies and regimes of the 20th century, their evolution and forms.</td>
<td>School of Historical Sciences</td>
<td>14</td>
<td>4</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The rise of authoritarianism in the 20th century. Transformation of forms and raison d’être of authoritarian regimes.</td>
<td>School of Historical Sciences</td>
<td>14</td>
<td>4</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The maturing of democracy in the Western world. The thrust and the main stages. Historical points of contention.</td>
<td>School of Historical Sciences</td>
<td>14</td>
<td>4</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The ‘second wave of democratisation’. The widening scope of democratic engagement after the Second World War: anti-colonialism and the new independent states.</td>
<td>School of Historical Sciences</td>
<td>14</td>
<td>4</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The ‘third wave of democratisation’ after the end of the Cold War. ‘Colour revolutions’.</td>
<td>School of Historical Sciences</td>
<td>14</td>
<td>4</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Limitations of Western democracy: where, when and why it did not work.</td>
<td>School of Historical Sciences</td>
<td>14</td>
<td>4</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>
### 8. The rise of illiberal democracies. *Rentier* states and democracy.

<table>
<thead>
<tr>
<th></th>
<th>School of Historical Sciences</th>
<th>14</th>
<th>4</th>
<th>10</th>
</tr>
</thead>
</table>

### 9. The democratic world and its challengers.

<table>
<thead>
<tr>
<th></th>
<th>School of Historical Sciences</th>
<th>14</th>
<th>4</th>
<th>10</th>
</tr>
</thead>
</table>

**Total:**

| 114 | 34 | 80 |

---

### 6. Assessment of students’ knowledge.

<table>
<thead>
<tr>
<th>Type of assessment</th>
<th>Form of assessment</th>
<th>3rd year</th>
<th>Department</th>
<th>Parameters.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous (weekly)</td>
<td>Reviewing a presentation</td>
<td>School of Historical Sciences</td>
<td>Orally, at the tutorials in the first two modules of the third year. Time for preparation – 1 hour</td>
<td></td>
</tr>
<tr>
<td>Home task (Presentation)</td>
<td>X</td>
<td>School of Historical Sciences</td>
<td>A tutorial power-point presentation on a required topic, 4 to 5 thousand words; time for preparation – 3 hours.</td>
<td></td>
</tr>
<tr>
<td>Essay/review</td>
<td>X</td>
<td>School of Historical Sciences</td>
<td>A written essay on a suggested topic or a review of a monograph from the list of required reading. 1,5 to 2 thousand words: 6 hours.</td>
<td></td>
</tr>
<tr>
<td>Unsupervised work</td>
<td>X</td>
<td>School of Historical Sciences</td>
<td>The study of the required reading and of a Coursera course: 70 hours in total.</td>
<td></td>
</tr>
<tr>
<td>Final</td>
<td>X</td>
<td>School of Historical Sciences</td>
<td>An oral test: two questions from the list provided in this syllabus: preparation time approximately 5 hours; preparation time in the venue –30 min.</td>
<td></td>
</tr>
</tbody>
</table>

### 6.1 Criteria for the assessment of students’ knowledge and skills:

*Continuous assessment:* students have to demonstrate their acquaintance with basic facts, concepts, notions and underlying theories in authoritarianism and democracy, as well as their ability to apply their knowledge in their independent work on topics, connected with the discipline.

The presentation is an academic study of the suggested topic or problem on the basis of the reading and recommended reading as well as other resources found by the student. In the presentation the student has to demonstrate his/her ability to understand and analyse the problem under consideration in a particular historical context and to comment on it, to show his/her knowledge of the required reading, be able to substantiate and defend his/her point of view and answer questions and comments by other participants in the tutorial.
The essay/review is an overview of a suggested topic or a monograph from the required reading list. In the essay/review the student presents his/her understanding of the essence of a problem under consideration on the basis of primary and secondary sources; or assesses the contents of a monograph under consideration, analyses the context in which it was written, the goals and the views of its authors. **All essays will be checked for plagiarism.** The format of the essay/review has to satisfy the requirements of the School of Historical Sciences, found here: [http://hist.hse.ru/letter](http://hist.hse.ru/letter)

**Final assessment:** students have to demonstrate knowledge of basic facts, their command of methodology of analysing problems, connected with authoritarianism and democracy, and their ability to understand and interpret these problems independently.

Both oral and written tests are graded according to the 10-grade system.

### 6.2. Criteria for grading students’ work:

**Continuous assessment grade requirements:**

- Reviewing other students’ presentations at tutorials. The grading is based on the number of comments and interventions made, on the quality of arguments and on the level of knowledge of the problem under discussion and the corresponding literature.
- Presentation. The grading is based on a number of presentations made during the course, the quality of the presentations, the degree to which the presenter is able to demonstrate his/her understanding of the problem, knowledge of the required reading and the ability to defend his/her point of view logically and cogently.
- Attendance at tutorials is also taken into consideration.

**Continuous assessment grade formulae:**

\[ G_{\text{continuous}} = G_{\text{presentations}} + G_{\text{reviews of presentations}} \]

where \( G_{\text{presentations}} = 0,5; G_{\text{reviews of presentations}} = 0,5 \)

**Intermediary assessment requirements:**

- Home work. The grading is based on the student’s knowledge of literature on the main topics of the discipline and on his/her understanding of the Coursera course *Stalin and Stalinism in Russian History* ([https://www.coursera.org/learn/stalinism](https://www.coursera.org/learn/stalinism)). These will be assessed at the end of the first module on the basis of the student’s ability to summarise the contents of the first part of the course completed by the end of the first module and on students’ results on the completion of the course.

**Intermediary assessment formulae:**

\[ G_{\text{intermediary}} = G_{\text{continuous}} + G_{\text{home work (Coursera course)}} \]

where \( G_{\text{intermediary}} = 0,5; G_{\text{home work (Coursera course)}} = 0,5 \)

**Cumulative assessment grade requirements:**
- Essay/review. The grading is based on the level of student’s command of the material on suggested topic and on the depth of his/her understanding of the essence of a problem and the ability to present it logically and cogently. The ability to analyse the problem within a particular historical context, the acquaintance with the historiography of the problem and primary sources on it are also taken into consideration.

\[
G_{\text{cumulative}} = G_{\text{essay}} + G_{\text{intermediary}}
\]

where \( G_{\text{essay}} = 0.5 \); \( G_{\text{intermediary}} = 0.5 \)

\[
G_{\text{final}} = G_{\text{cumulative}} + G_{\text{exam}}
\]

where \( G_{\text{cumulative}} = 0.5 \); \( G_{\text{exam}} = 0.5 \)

7. Contents of the discipline.

Part 1. Authoritarianism and democracy: origins in the modern times, evolution in the 20th century, theoretical interpretations (lecture, 2 hours)

Historical origins of democracy and authoritarianism. Historical and contemporary approaches to these two notions. The diversity of forms of democracy and authoritarianism. Stages of transformation of democracy and authoritarianism in the 20th century. The main elements of the democratic order. The main elements of authoritarian regimes. Social and economic foundations of democracy and authoritarianism.

Required reading:


Recommended reading:
Part 2. The First World War and the crisis of liberalism. The lure of totalitarian ideologies and regimes of the 20th century, their evolution and forms (tutorial, 4 hours).

The end of the liberal century and the crisis of the liberal idea as a result of the First World War and the great depression. The reasons for the rise of totalitarian states and their structural characteristics. The emergence of Nazism and Bolshevism as totalitarian ideologies and societies. The USSR in the 1930s-1953 and the Nazi Germany. The evolution of totalitarianism: Mao’s China and Pol Pot’s Kampuchea. The new totalitarianism?: Islamic fundamentalism and ISIS.

Required reading:
Moeller, R.G. The Nazi State and German Society: A Brief History with Documents / R.G. Moeller. - New York, Boston: Bedford/St. Martin’s, 2010

Recommended reading:

(tutorial, 4 hours).


Required reading:

Recommended reading:
Part 4. The maturing of democracy in the Western world. The thrust and the main stages. Historical points of contention (class, gender, race) (tutorial, 4 hours).

Historical and social reasons for transformation of liberal democracies in the 20th century Western Societies. The extension of franchise. The extension of egalitarianism in elective principles. The extension of minority rights. The main stages of transition. The evolution of electoral systems, political cultures, and civil society and the expansion of the protection of welfare in Britain, the United States and France.

Required reading:

Recommended reading:

Part 5. The ‘second wave of democratisation’. The widening scope of democratic engagement after the Second World War: anti-colonialism and the new independent states. The role of the United Nations Organisation (tutorial, 4 hours)

The democratic element in the anticolonial movements. The Cold War and the processes of democratisation. The creation of new democracies and the widening of the basis for international dialogue. Complexities of the democratisations in India and Pakistan. Has Africa achieved any democratisation by the end of the 20th century? The role of former colonies in the UNO and other international organisations.

Required reading:

Recommended reading:

Part 6. The ‘third wave’ of democratisation after the end of the Cold War. The ‘colour revolutions’ (tutorial, 4 hours).

The end of the Cold War, the collapse of the USSR and the new wave of democratisation. New democracies in the post-Soviet space. Democracy in the mono-polar world. ‘The end of history’ that never happened. Limitations of the new democracies. ‘People power’ revolutions on the eve of the 21 century. The Philippines.

Required reading:

Recommended reading:

Part 7. Limitations of Western democracy: where, when and why it did not work (tutorial, 4 hours).
The growing role of the executive. ‘Presidentialisation’ and personalisation of politics in the Western world. The ‘democratic deficit’ of the European Union. The over-reaching of the EU’s democratisation agenda. The short and turbulent life of the ‘Arab Spring’. Islam and democracy.

Required reading:

Recommended reading:

Part 8. The rise of illiberal democracies. Rentier states and democracy (tutorial, 4 hours)

Illiberal democracies in the in the late 20th–early 21st century. Russia’s transition from a chaotic democracy to illiberal democracy. China’s transition from a chaotic democracy to ‘democratic authoritarianism’. A correlation between mineral wealth and the mode of governance. Venezuela and Russia.

Required reading:

Recommended reading:

Part 9. A glance into the 21st century. The democratic world and its challenges. The lure of authoritarianism (tutorial, 4 hours)


Required reading:

Recommended reading:
Goodhart D. Why the Left is Wrong about Immigration / Goodhart D. // The Guardian, 2013. - 27 March.
Scrutton R. Why it can be good to give in to your enemies. Electronic Resource (BBC) http://www.bbc.co.uk/news/magazine-23723465, accessed 15 August 2017
8. Teaching Methods

The course is interactive. There is only one lecture in class, but students are required to take up a course of lectures on the topic of the course online. Tutorials consist of students’ presentations (4 to 5 thousand words and power-point presentation) on the topic of a tutorial, mutual assessment of their work and discussions of the problems presented and of the reading material.


9.1. Provisional topics for continuous assessment (essays/review):
- Discuss the reasons for the upsurge of totalitarianism in the 1930s. Take a particular country as an example.
- Discuss the reasons for the emergence of authoritarian regimes in the 1930s. Take a particular country as an example.
- Discuss the types of authoritarianism in the 1930s. Describe one particular type in detail.
- Discuss the types of democratic advances in Western countries in the early 20th century. Describe one particular case in detail.
- Discuss the influence of the Second World War on the Democratic Process.
- Anticolonial movements: democratic or authoritarian? Discuss and give examples.
- Authoritarian regimes in Africa in the 1960s–1990s. Discuss and give examples.
- Factors behind authoritarianism and democracy in South Asia. Discuss examples.
- Describe illiberal democracies in the late 20th century. Give examples.
- Discuss the reasons for and the manifestations of the retreat of democratic engagement in the Western world. Give examples.
- Discuss the reasons for the lure of authoritarianism in the early 21st century. Give examples.
- Religion and democracy: discuss the problems of democratisation and authoritarianism in Moslem countries.
- Discuss socio-economic background of democracy and authoritarianism. Give examples.
- Review any book from the list of the required reading (the topic to be discussed with the lecturer)

9.2. Students’ unsupervised work.

9.2.1. Students are expected to familiarise themselves with the required and in some cases recommended reading for their presentations and for discussing other students’ presentations in class. The grading of this form of work will depend on the degree of their mastery of this literature.

9.2.2. Students are expected to familiarise themselves with the required and in some cases recommended reading for preparing their essays/reviews. The grading of this form of work will depend on the degree of their mastery of this literature.

9.3 Provisional questions for the final assessment:
- Describe processes of democratisation in Western countries in the early 20th century.
- What were the reasons for the crisis of liberal democracies after the First World War? How did it manifest itself?
- What were the reasons for the emergence of totalitarian regimes? Give examples.
- Authoritarianism before and after the Second World War.
- Democratisation after the Second World War.
- Explain the term and describe ‘the second wave of democratisation’. Explain its limitations.
- Explain the term and describe ‘the third wave of democratisation’.
- Democracy and authoritarianism in the USA.
- Democracy and authoritarianism in China.
- Democracy and authoritarianism in Asia: specific features and challenges.
- Democracy and authoritarianism in Africa: specific features and challenges.
- Analyse specific features of democratisation and challenges to it in Eastern Europe.
- Analyse the main types of authoritarianism. Give examples.
- What is ‘bureaucratic’ authoritarianism? Give examples.
- Democratisation and authoritarianism in Moslem countries: prospects and problems. Give examples.
- Social reasons for authoritarianism. Give examples.
- What is the difference between authoritarianism and totalitarianism?
- List the main conditions for a functioning democracy. Give examples.
- What is the ‘illiberal democracy”? Give examples.
- What are the reasons for the upsurge of authoritarianism in the early 21st century?

10. Course information resources.

10.1 Required reading.


Moeller, R.G. The Nazi State and German Society: A Brief History with Documents / R.G. Moeller. - New York, Boston: Bedford/St. Martin’s, 2010


10.2 Recommended reading.


Goodhart D. Why the Left is Wrong about Immigration / Goodhart D. // The Guardian, 2013. - 27 March.
10.3 **Electronic resources.**


Scrutton R. Why it can be good to give in to your enemies. Electronic Resource (BBC) [http://www.bbc.co.uk/news/magazine-23723465](http://www.bbc.co.uk/news/magazine-23723465), accessed 15 August 2017


11. **Technical tools used in the course**

Students use projectors, personal computers and u-tube for the internet part of the course.