EuDARe
CHALLENGES TO DEMOCRACY AND REPRESENTATION IN THE EU

Funded by the European Union

**Jean Monnet Chair EuDARe**

Challenges to Democracy and Representation in the EU

Department of Political and Social Sciences, University of Catania

# Democracy and Authoritarianism – Global Dynamics

Master's Programme in Global Politics and Euro-Mediterranean Relations (LM-62)

Academic year 2025-26

## Syllabus

Syllabus of the module as distributed to students.

The course is taught under the Jean Monnet Chair EuDARe (Erasmus+ Jean Monnet Chair, project 101127735). This cover sheet was added by the Chair to the archive copy published on eudare.eu.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

# Democracy and Authoritarianism

# Global Dynamics

Academic year 2025-2026, Fall Semester

Marcello Carammia
Jean Monnet Chair EuDARe
Associate Professor of Political Science
Department of Political and Social Sciences
University of Catania
marcello.carammia@unict.it

## Aims and Scope

This course examines democracy and authoritarianism in comparative perspective, with a global focus and a special emphasis on non-European contexts. It aims to provide students with both the theoretical foundations and the analytical tools necessary to understand political institutions, actors, and processes across different regime types.

The course has three main goals. First, it introduces students to the central questions of comparative politics and equips them with conceptual and methodological tools to analyse regime dynamics and political systems. Second, it engages with cutting-edge debates on contemporary challenges to democracy, including democratic backsliding, populism, polarisation, social media and disinformation, inequality, and declining political trust. Third, it applies these concepts and debates to regional and country case studies, encouraging students to compare patterns of democratic and authoritarian resilience (and crisis) across the world.

Throughout the course, students will combine theoretical learning with practical application. Activities such as structured debates, laboratory exercises, and workshops will foster critical thinking, collaborative work, and the ability to connect scholarly debates with current events. By the end of the course, students will have developed the capacity to critically assess democratic dynamics across regions, apply theoretical frameworks to empirical evidence, and design feasible research strategies in the field of comparative politics.



EuDARe
CHALLENGES TO DEMOCRACY AND REPRESENTATION IN THE EU
Co-funded by the European Union

## Course Contents – Summary

The course explores the dynamics of democracy and authoritarianism in comparative perspective, with a global focus. It is organised into three main parts:

1. **Foundations of Comparative Politics (sessions 1–5)**: introduction to key institutions, actors, and processes, including regime types, electoral systems, political parties, political culture, and participation. These sessions provide the conceptual grounding needed for students with diverse backgrounds.
2. **Research-Based Themes (sessions 6–14)**: in-depth analysis of contemporary challenges to democracy, including democratic backsliding, populism, polarisation, social media and disinformation, political trust and discontent, and inequality. Guest lectures on the democratic crisis in Israel complement these discussions with a live case study.
3. **Concepts in Context – Case Study workshops (sessions 15–19)**: application of concepts and debates to regional and country cases across North America, Latin America, the Middle East and North Africa, Sub-Saharan Africa, and Asia. Students lead workshops that connect theory with empirical realities.

The course combines lectures, structured debates, laboratory sessions, and student-led workshops, fostering both theoretical understanding and applied analytical skills.

## Prerequisites

The course assumes no background knowledge. However, a general background of political science (comparative politics and international relations) is certainly useful. Normally the core reference texts should provide the necessary background, but feel free to approach me and I will be happy to recommend some background readings

## Expected Learning Outcomes

By the end of the course, students will develop advanced **knowledge and understanding** of the main institutions, actors, and processes of political systems in comparative perspective. They will be able to distinguish between regime types, evaluate patterns of democratisation and authoritarianism, and critically analyse challenges such as backsliding, populism, polarisation, disinformation, inequality, and declining trust, with attention to regional variations worldwide.

Students will also learn to **critically apply and adapt concepts and theories** of comparative politics to empirical cases across regions. They will integrate theoretical perspectives with empirical evidence and work with indicators such as V-Dem, World Bank, and Eurobarometer to assess democracy, inequality, and political trust.

Through this, students will **strengthen their capacity for independent judgement**. They will compare and evaluate competing explanations of democratic resilience and decline, construct and defend original arguments supported by evidence, and reflect on the normative implications of democracy's crisis and resilience.

The course will enhance **communication and collaboration skills**. Students will synthesise and communicate complex arguments in oral, written, and digital formats, engage in structured debates, and coordinate effectively in groups to prepare digital resources and lead seminar discussions.

Finally, students will consolidate their **research and learning skills**. They will be able to independently navigate and evaluate academic and policy literature, translate abstract theoretical debates into applied comparative and regional contexts, and design and defend a feasible research strategy, including research questions, methods, data sources, and limitations.

## Class Activities

The course combines lectures with interactive activities that require active student engagement. Students are expected to prepare for each class by completing the assigned readings and by contributing to their group's online platform (website). Class time will be structured around the following formats:

1. **Structured Debates**

Once a week, one group of students will be responsible for leading a structured debate on the week's theme. The leading group will prepare discussion prompts and short inputs based on both a) scientific readings from the syllabus (and, where relevant, additional sources); b) practical and informational materials collected on the group website (e.g. news articles, videos, data, infographics). Other students are expected to actively participate by commenting and responding. Debates are designed to encourage critical dialogue, the confrontation of competing perspectives, and the application of concepts to contemporary political dynamics.

2. **Case Study Workshops – "Concepts in Context"**

Towards the end of the course, students work in regional groups (e.g. North America, Latin America, MENA, Sub-Saharan Africa, Asia). Each group prepares a workshop presentation (10–12 minutes) linking a central concept from the course (e.g. inequality, authoritarian resilience, polarisation) to empirical cases from their region.

Presentations must be concise, theoretically informed, and evidence-based, supported by a short concept map or visual aid. Workshops allow students to apply abstract theories to concrete contexts, fostering comparative insights and peer learning.

3. **Collaborative Website Contributions**

Each group maintains a shared online space (Google Site, Weebly, Quarto or equivalent) where members post weekly contributions related to the previous week's theme. Contributions can include relevant news, videos, infographics, or data visualisations, accompanied by a short written comment (50–100 words) explaining its relevance to class discussions. Each student is responsible for at least one post per week. Contributions feed directly into structured debates and workshops.



EuDARe
CHALLENGES TO DEMOCRACY AND REPRESENTATION IN THE EU
Co-funded by the European Union

## Method of Assessment

Assessment is designed to evaluate both continuous engagement during the semester and overall achievement of the learning outcomes. It combines individual and group work, applied activities, and a final exam.

1. **Class Participation and Continuous Work (35%)**

Students are expected to attend regularly and contribute actively to class activities. Assessment will consider:

- contributions to **structured debates** (as discussion leaders and as participants);
- regular updates to the **group website**, where each student must post weekly materials with short written comments;
- constructive **peer feedback** on other groups' contributions.

2. **Case Study Workshops – "Concepts in Context" (25%)**

Students will work in regional groups to prepare one workshop presentation (10–12 minutes). Workshops must connect theoretical\ concepts (e.g. populism, inequality, resilience) to specific regions or countries, supported by empirical evidence. Assessment will be based on:

- clarity and focus of the presentation;
- integration of theory and empirical material;
- quality of supporting visual materials (e.g. concept map);
- ability to engage peers in discussion.

3. **Final Exam (40%)**

The final exam has two parts:

- a **written component**, including multiple-choice questions to test knowledge of core concepts and one or two open questions to assess analytical depth;
- an **oral component**, based on the discussion of a short **research design outline** (1-2 pages) submitted in advance. Students will be expected to define a research question, sketch an appropriate design, and reflect on methods, data sources, and limitations.

## Guidelines on Research Design Outline

As part of the final exam, students must prepare a **short research design exercise**, consisting of:

- A written outline (1-2 pages/ 500-1000 words).
- A short PowerPoint presentation (3-5 slides).

The outline and slides should include a clear and focused research question; a brief theoretical framing with key concepts and references; hypotheses or expectations, with a short justification; the proposed research design (case selection or data sources, method of analysis).



EuDARe
CHALLENGES TO DEMOCRACY AND REPRESENTATION IN THE EU
Co-funded by the European Union

The exercise is meant to demonstrate the ability to design and defend a feasible study applying the topics discussed in class, not to write a full paper. Both the outline and slides must be submitted **one week before the exam** and will serve as the basis for the oral discussion.

## Detailed course contents and readings

**Part I – Foundations (Sessions 1–5)**

1. **Intro and Comparative Method** (01/10/2025)

An introduction to the scope, questions, and methods of comparative politics. We discuss what makes political analysis "comparative" and why comparison matters.

- *Activity:* Intro lecture + discussion.
- **Required:** Caramani (2023), Ch. 0–1.
- **Additional:** Caramani (2023), Ch. 3; Keman (2011); Della Porta (2008); King, Keohane & Verba (1994), Ch. 1; Lieberman (2005); Lijphart (1975); Morton & Williams (2008); Schmitter (2008); Seawright & Gerring (2008).

2. **Democracy and Autocracy** (02/10/2025)

Explores different regime types and trajectories of democratisation and authoritarian persistence. Students map regime changes over the last 20 years.

- *Activity:* Lab – group mapping of regime changes in last 20 years.
- **Required:** Caramani (2023), Ch. 5–6.
- **Additional:** Huntington (1991); Lijphart (2012), Ch. 1–3; Wahman, Teorell & Hadenius (2013).

3. **Institutions, Electoral Systems, Representation** (03/10/2025)

Examines institutional design and its effects on representation. Students compare presidential and parliamentary systems outside Europe.

- *Activity:* Case mini-example – presidential vs parliamentary systems.
- **Required:** Caramani (2023), Ch. 7–8.
- **Additional:** Lijphart (2012), Ch. 6–7.

4. **Political Parties and Party Systems** (08/10/2025)

Analyses parties as key actors of representation and competition. Student groups contribute website materials to link theory with practice.

- *Activity:* Website work + student inputs.
- **Required:** Caramani (2023), Ch. 13, 14.
- **Additional:** Caramani (2023), Ch. 11; Farrell & Webb (2000); Lijphart (2012), Ch. 5, 8.



EuDARe
CHALLENGES TO DEMOCRACY AND REPRESENTATION IN THE EU
Co-funded by the European Union

5. **Political Culture and Participation** (09/10/2025)

Considers cultural and institutional explanations for participation and political behaviour. Students present and debate alternative perspectives.

- *Activity:* Student presentations – cultural vs institutional explanations.
- **Required:** Caramani (2023), Ch. 17.
- **Additional:** Esser & Strömbäck (2014), Ch. 1; Norris (2017); Caramani (2023), Ch. 18–19.

**Part II – Research-Based Themes (Sessions 6–14)**

6. **Democratic Crisis and Backsliding (Concepts & Measurement)** (10/10/2025)

Introduces the concept of democratic backsliding and tools to measure it. Students simulate assessments using V-Dem data.

- *Activity:* Simulation – assess whether a country is backsliding (V-Dem).
- **Required:** Haggard and Kaufman 2021, ch.1.
- **Additional:** Bermeo 2016; Lührmann & Lindberg (2019); Little & Meng (2024); Papada et al. (2023); Caramani (2023), Ch. 25.

7. **Backsliding – Cases and Debates** (15/10/2025)

Debates on democratic erosion across regions, with comparative cases from Europe and MENA. Focus on institutional, societal, and elite drivers.

- *Activity:* Structured debate.
- **Required:** Haggard and Kaufman 2021, Appendix on country profiles;
- **Additional:** Grubman (2022) on Tunisia; Diamond (2010) on Arab democracies; Bernhard (2021) on Poland & Hungary; Josua & Edel (2021) on MENA.

8. **Populism and Authoritarianism** (16/10/2025)

Discusses definitions and varieties of populism, and their relationship to authoritarian politics. Structured debate supported by comparative cases.

- *Activity:* Structured debate + case mini-example.
- **Required:** Mudde & Rovira Kaltwasser (2017), Ch. 1, 5.
- **Additional:** Noury and Roland (2020); Mudde & Rovira Kaltwasser (2017), Ch. 2; Caramani (2017); Kriesi & Pappas (2015), Ch. 1; Rooduijn (2018); Norris & Inglehart (2019), Ch. 3; Schäfer (2022).

9. **Social Media and Misinformation** (17/10/2025)

Explores the political effects of digital media, misinformation, and regulation.

- *Activity:* Structured debate.
- **Required:** Tucker et al. (2018); Persily & Tucker (2020), Ch. 3 (by Barbera).
- **Additional:** Bradshaw & Howard (2019); Vosoughi, Roy & Aral (2018), *Science*.



EuDARe CHALLENGES TO DEMOCRACY AND REPRESENTATION IN THE EU
Co-funded by the European Union

**10. Guest Seminar on the crisis of democracy and polarization in Israel/I** (22/10/2025)

Examines the democratic crisis in Israel through institutions and constitutional politics. Guest-led session with guided discussion.

- *Activity:* Guest lecture + discussion.

**Readings:**

- Neuberger, Benyamin. 2021. "The Rise and Gradual Decline of Israeli Democracy, 1920–2020." *Israel Studies* 27(1): 108–31. doi:10.2979/israelstudies.27.1.05.
- Gidron, Noam. 2023. "Why Israeli Democracy Is in Crisis." *Journal of Democracy* 34(3): 33–45. doi:10.1353/jod.2023.a900431.

**11. Guest Seminar on the crisis of democracy and polarization in Israel/II** (23/10/2025)

Continues the focus on Israel with attention to leadership, civil society, and comparative lessons for global backsliding.

- *Activity:* Guest lecture + discussion.

**Readings:**

- Bard, Eva (2025) How the October 7th War Shapes Jewish Attitudes toward Arab Equality in Israel, Institute For Liberty and Responsibility Reichman University
- Politico.com (2025), 2 Years After Oct. 7, Israel Is Turning Away from the West
- Cavari, Freedman & Mor (eds., 2021), *The Israeli Democracy Index* (selections).

**12. Inequality and Democracy** (24/10/2025)

Investigates how economic and political inequality shape democratic stability. Students coordinate a structured debate.

- *Activity:* Structured debate.
- **Required:** Houle 2018.
- **Additional:** Elsässer and Schäfer 2023; Przeworski (2019), Ch. 6;.

**13. Political Polarisation** (29/10/2025)

Analyses polarisation as a cause, symptom, and consequence of democratic stress. Students stage a role-play debate on competing interpretations.

- *Activity:* Structured debate – role play "cause or symptom?"
- **Required:** Casal Bertoa and Rama 2021.
- **Additional:** Norris & Inglehart (2019), Ch. 2; Levitsky & Ziblatt (2018), selections; Schedler (2023); Vachudova 2021.

**14. Public Discontent and Trust** (30/10/2025)



EuDARe
CHALLENGES TO DEMOCRACY AND REPRESENTATION IN THE EU
Co-funded by the European Union

Focuses on trust, legitimacy, and attitudes toward democracy. Students analyse Eurobarometer data and compare global trends.

- *Activity:* Lab – Eurobarometer trust vs non-European data.
- **Required:** Levi & Stoker (2000);
- **Additional:** Martini & Quaranta (2020), Ch. 4; Przeworski (2019), Ch. 5; Shin (2017); Valgarðsson et al. (2025); van der Meer (2017); Walter 2021.

*(Break: 31/10–7/11 no seminars)*

**Part III – Case Studies in Context (Sessions 15–19)**

15. **North America (Polarisation)** (12/11/2025)

Workshop on polarisation in the United States and Canada, with reflections on democracy's resilience.

- *Activity:* Workshop.
- **Required:** Lieberman et al. (2019); Galston (2018).
- **Additional:** Hunter & Power (2019) on Brazil (for cross-regional comparison).

16. **Latin America (Populism)** (13/11/2025)

Workshop on populism in Latin America, focusing on variation in leadership styles and democratic effects.

- *Activity:* Workshop.
- **Required:** Mainwaring & Pérez-Liñán (2023).
- **Additional:** Mudde & Rovira Kaltwasser (2013) on Latin America vs Europe.

17. **Middle East & North Africa (Authoritarian Resilience)** (14/11/2025)

Workshop on authoritarian persistence and regime strategies in MENA, linking back to backsliding debates.

- *Activity:* Workshop.
- **Required:** Josua & Edel (2021); Diamond (2010).
- **Additional:** Grubman (2022) on Tunisia.

18. **Asia (Hybrid Regimes, Backsliding)** (19/11/2025)

Workshop on regime hybridity and democratic decline in Asia, with student-led country cases.

- *Activity:* Workshop.
- **Required:** Ganguly (2020) on India; Slater (2023) on Indonesia.
- **Additional:** Case chosen by students (e.g. Mongolia, Philippines).

**19. Sub-Saharan Africa (Institutions, Inequality, Governance)** (20/11/2025)

Workshop on how institutions and inequality affect governance and democracy in Sub-Saharan Africa.

- *Activity:* Workshop.
- **Required:** Alence (2004) on South Africa; Yagboyaju & Akinola (2019) on Nigeria.
- **Additional:** Levitsky & Way (2010), excerpts.

**Assessment [Short version, goes to the course website)**

Student performance will be evaluated through a combination of continuous assessment and final examinations:

1. **Class Participation**
   Active involvement in class activities is essential. Assessment will take into account regular attendance, meaningful contributions to discussions, and engagement in group work and laboratory activities.

2. **Group Presentation**
   Students will work in groups to prepare and deliver a presentation on a selected case study. Evaluation will be based on the quality of research, clarity of presentation, teamwork, and ability to stimulate discussion.

3. **Final Written Test**
   The written exam will assess students' knowledge of the course content. It will include both multiple-choice questions (to test factual knowledge) and open-ended questions (to evaluate critical thinking and analytical skills).

4. **Final Oral Exam**
   The oral exam will allow students to demonstrate their ability to articulate, critically analyze, and discuss the main themes and concepts of the course.

## References

Akman, C. A., & Akçalı, P. (2017). Changing the system through instrumentalizing weak political institutions: the quest for a presidential system in Turkey in historical and comparative perspective, Turkish Studies, 18:4, 577-600.

Alence, R. (2004). South Africa After Apartheid: The First Decade. Journal of Democracy, 15(3), 78-92.

Bernhard, M. (2021). Democratic backsliding in Poland and Hungary. Slavic Review, 80(3), 585–607.

Berman, S. (2021). The Causes of Populism in the West. Annual Review of Political Science, 24(1), 71–88. https://doi.org/10.1146/annurev-polisci-041719-102503



EuDARe CHALLENGES TO DEMOCRACY AND REPRESENTATION IN THE EU

Co-funded by the European Union

Bermeo, N. (2016). On democratic backsliding. Journal of Democracy, 27(1), 5-19.

Börzel, T. A., & Risse, T. (2018). From the euro to the Schengen crisis: European integration theories, politicization, and identity politics. Journal of European Public Policy, 25(1), 83–108.

Caramani, D. (2017). Will vs. Reason: The Populist and Technocratic Forms of Political Representation and Their Critique to Party Government. American Political Science Review, 111 (1): 54-67

Caramani, D. (Ed.) (2023). Comparative Politics. Oxford: Oxford University Press.

Casal Bértoa, F., & Rama, J. (2021). Polarization: What Do We Know and What Can We Do About It? *Frontiers in Political Science*, *3*. https://doi.org/10.3389/fpos.2021.687695

Cofman Wittes, T., & Mizrahi-Arnaud, Y. (2019) Is Israel in democratic decline? Broockings Institute. https://www.brookings.edu/articles/is-israel-in-democratic-decline/

Della Porta, D. (2008). Comparative analysis: case-oriented versus variable- oriented research. In D. Della Porta & M. Keating (Eds.), Approaches and Methodologies in the Social Sciences: A Pluralism Perspective (pp. 198–223), Cambridge: Cambridge University Press.

Diamond, L. (2010). Democracy's past and future: why are there no arab democracies? Journal of Democracy, 21(1), 93-112

Esser, F., & Strömbäck, J. (2014). Mediatization of Politics. Understanding the Transformation of Western Democracies. Cham: Palgrave MacMillan.

Farrell, D. M., & Webb P. (2000). Political parties as campaign organization. In R. Dalton, Parties Without Partisans (pp. 102-128). Oxford: Oxford University Press.

Galston, W.A. (2018). The populist challenge to liberal democracy. Journal of Democracy 29(2), 5-19.

Ganguly, S. (2020). An Illiberal India? Journal of Democracy, 31(1), 193-202

Grubman, N. (2022). Coup in Tunisia: Transition arrested. Journal of Democracy, 33(1), 12–26.

Haggard, S., & Kaufman, R. (2021). Backsliding: Democratic Regress in the Contemporary World. Elements in Political Economy. https://doi.org/10.1017/9781108957809

Hunter, W., & Power, T.J. (2019). Bolsonaro and Brazil's illiberal backlash. Journal of Democracy 30(1), 68-82.

Huntington, S. (1991). Democracy's Third Wave. Journal of Democracy, 2(2), 12-34.

IDEA International (2017). Measuring public support for democracy: A resource guide. https://www.idea.int/gsod/files/IDEA-GSOD-2017-RESOURCE-GUIDE-MEASURING-SUPPORT.pdf

Josua, M., & Edel, M. (2021). The Arab uprisings and the return of repression. Mediterranean Politics, 26(5), 586-611

Keman, H. (2011). Political systems. In B. Badie, D. Berg-Schlosser, & L. Morlino, (Eds.), International Encyclopaedia of Political Science (pp. 2039-2050), SAGE Publications.

King, G., Keohane, R. O., & Verba, S. (1994). Designing Social Inquiry: Scientific Inference in Qualitative Research. Princeton: Princeton University Press.

Kriesi, H., Grande, E., Lachat, R., Dolezal, M., Bornschier, S. & Frey, T. (2008). Globalization and its impact on national spaces of competition. In H. Kriesi, E. Grande, R. Lachat, M. Dolezal, S. Bornschier, & T. Frey (Eds.), West European Politics in the Age of Globalization (pp. 1-22). Cambridge: Cambridge University Press.

Kriesi H., & Pappas, T. S. (Eds.) (2015). European Populism in the Shadow of the Great Recession. Colchester: ECPR Press.

Kriesi, H., & Hutter, S. (2019) Crises and the transformation of the national political space in Europe, In: Hutter, S. & Kriesi, H. (Eds.), European Party Politics in Times of Crisis (pp. 3-32). Cambridge: Cambridge University Press

Levi, M., & Stoker, L. (2000). Political Trust and Trustworthiness. *Annual Review of Political Science*, *3*(Volume 3, 2000), 475–507. https://doi.org/10.1146/annurev.polisci.3.1.475

Levitsky, S., & Ziblatt, D. (2019). How Democracies Die. Crown.

Lieberman, E. S. (2005). Nested Analysis as a Mixed-Method Strategy for Comparative Research. American Political Science Review, 99(3), 435–452.

Lieberman, R. C., Mettler, S., Pepinsky, T. B., Roberts, K. M., & Valelly, R. (2019). The Trump presidency and Aamerican democracy: A historical and comparative analysis. Perspectives on Politics, 17(2), 470–479.

Lijphart, A. (1975). The Comparable-cases Strategy in comparative research. Comparative Political Studies, 8(2), 158-177

Lijphart, A. (2012). Patterns of Democracy. Yale University Press.

Little, A. T., & Meng, A. (2024). Measuring democratic backsliding. PS: Political Science & Politics, 1-13.

Lührmann, A., & Lindberg, S. I. (2019) A third wave of autocratization is here: What is new about it? Democratization, 26:7, 1095-1113.

Mainwaring, S., & Pérez-Liñán, A. (2023). Why Latin America's democracies are stuck. Journal of Democracy, 34(1), 156-170.

Morlino, L., & Raniolo, F. (2017). The Impact of the Economic Crisis on South European Democracies. Cham: Palgrave MacMillan.

Martini, S., & Quaranta, M. (2020). Citizens and Democracy in Europe. Contexts, Changes and Political Support. Cham: Palgrave MacMillan.

Morton R. B., & Williams, K. C. (2008). Experimentation in political science. In J. M. Box-Steffensmeier, H. E. Brady, & D. Collier (Eds.) The Oxford Handbook of Political Methodology (pp. 339-356). Oxford: Oxford University Press

Mudde, C., & Rovira Kaltwasser, C. (2013). Exclusionary vs. inclusionary populism: comparing contemporary Europe and Latin America. government and opposition, 48(2), 147–174.

Mudde, C. & Rovira Kaltwasser C. (2017). Populism. A Very Short Introduction. Oxford: Oxford University Press.

Norris, P. (2017). The conceptual framework of political support. In S. Zmerli & T. W. G. van der Meer (Eds.), Handbook on Political Trust (pp. 19–32). Cheltenham: Edward Elgar Publishing.

Norris, P. & Inglehart, R. (2019). Cultural Backlash: Trump, Brexit, and Authoritarian Populism. Cambridge: Cambridge University Press.

Noury, A., & Roland, G. (2020). Identity Politics and Populism in Europe. Annual Review of Political Science, 23(1), 421–439. https://doi.org/10.1146/annurev-polisci-050718-033542

Papada, E., Altman, D., Angiolillo, F., Gastaldi, L., Köhler, T., Lundstedt, M., Natsika, N., Nord, M., Sato, Y., Wiebrecht, F., and Lindberg S. I. (2023). Defiance in the Face of Autocratization. Democracy Report 2023. University of Gothenburg: Varieties of Democracy Institute (V-Dem Institute).

Persily, N., & Tucker, J. A. (2020). "Introduction." In *Social Media and Democracy: The State of the Field, Prospects for Reform*. Cambridge UP.

Przeworski, A. (2019). Crises of Democracy. New York: Cambridge University Press.

Rooduijn, M. (2018). What unites the voter bases of populist parties? Comparing the electorates of 15 populist parties. European Political Science Review, 10(3), 351–368.

Schäfer, A. (2022). Cultural backlash? How (not) to explain the rise of authoritarian populism. British Journal of Political Science, 52(4), 1977–1993.

Schedler, A. (2023). Rethinking Political Polarization. *Political Science Quarterly*, *138*(3), 335–359. https://doi.org/10.1093/psquar/qqad038

Schmitter, P. (2008). The design of social and political science. In D. Della Porta & M. Keating (Eds.), Approaches and Methodologies in the Social Sciences: A Pluralism Perspective (pp. 263-296), Cambridge: Cambridge University Press.

Seawright, J., & Gerring, J. (2008). Case selection techniques in case study research: A menu of qualitative and quantitative options. Political Research Quarterly, 61(2), 294-308.

Shin, D. (2017). Popular understanding of democracy. Oxford Research Encyclopedia of Politics. https://oxfordre.com/politics/view/10.1093/acrefore/9780190228637.001.0001/acrefore-9780190228637-e-80.

Slater, D. (2023). What Indonesian democracy can teach the world. Journal of Democracy, 34(1), 95-109.

Tucker, J. A., Theocharis, Y., Roberts, M. E., & Barberá, P. (2018). "From Liberation to Turmoil: Social Media and Democracy." *Journal of Democracy,* 28(4), 46–59.

Vachudova, M. A. (2021). Populism, Democracy, and Party System Change in Europe. *Annual Review of Political Science*, *24*(Volume 24, 2021), 471–498. https://doi.org/10.1146/annurev-polisci-041719-102711

Valgarðsson, V., Jennings, W., Stoker, G., Bunting, H., Devine, D., McKay, L., & Klassen, A. (2025). A Crisis of Political Trust? Global Trends in Institutional Trust from 1958 to 2019. *British Journal of Political Science*, *55*, e15. https://doi.org/10.1017/S0007123424000498



EuDARe
CHALLENGES TO DEMOCRACY AND REPRESENTATION IN THE EU

Co-funded by the European Union

van der Meer, T. (2017). Political Trust and the “Crisis of Democracy”. Oxford Research Encyclopedia of Politics. https://oxfordre.com/politics/view/10.1093/acrefore/9780190228637.001.0001/acrefore-9780190228637-e-77.

Wahman, M., Teorell J. & Hadenius, A. (2013) Authoritarian regime types revisited: updated data in comparative perspective. Contemporary Politics, 19(1), 19-34,

Yagboyaju, D. A., & Akinola, A. O. (2019). Nigerian state and the crisis of governance: A critical exposition. SAGE Open, 9(3).