CPO 4731
POLITICS OF DEMOCRATIZATION

Department of Political Science

UCF

Spring 2019

Credit hours: 3

Professor: Demet Mousseau
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Class Meets: M/W/F 10:30 AM-11:20 AM
Class Location: PSY 105
Office Hours: Mon/Wed 1:00 PM – 3:00 PM, and by appointment

UCF Catalogue Description: Transition from authoritarian to democratic regimes, formation of democratic institutions and norms, and consolidation of democracy.

Course Goals/Objectives: Examine diverse approaches and enhance knowledge on how countries become and stay democratic. Develop comparative perspectives and skills. Apply acquired knowledge to real world cases. Advance creative and critical thinking and writing skills.

Detailed Section-specific Description of the Course: Topics include causes of democratization and regime change; democratic transitions and consolidation; post-transition institutional designs; conflict and democratization; and sustainability of new democracies. Part I begins with theories and measurements of democracy and democratization. Part II analyzes causes and conditions of democratic transitions, external democracy promotion and regime change, economic factors and the role of civil society. Part III looks at dimensions of conflict and democratization, social movements, political parties and institutional designs. Part IV develops analyses of comparative cases in different regions.

Required Text:

Christian Haerpfer, Patrick Bernhagen, and Ronald Inglehart. 2009. Democratization. Oxford University Press.

Recommended reading:

Jan Teorel. 2010. Determinants of Democratization: Explaining Regime Change in the World, 1972-2006. Cambridge University Press.

For information on countries, check the CIA World Fact-book, https://www.cia.gov/library/publications/the-world-factbook; Human Rights Watch, www.hrw.org; Freedom House, www.freedomhouse.org; and World Bank Governance Indicators http://info.worldbank.org

Course Web Page: All the assigned readings in addition to the above books will be provided electronically. All supplementary materials, including lecture slides, pictures, graphs, videos, and web links, will be made available on the course web page at Webcourses@UCF.

Course Outline

Part I DEMOCRACY AND DEMOCRATIZATION: CONCEPTS AND MEASURES

January 7-9 **Introduction and General Discussion**

January 11- 14-16 **Theoretical Approaches to Democratic Transitions**

Readings:
Haerpfer, chapter 1: introduction, chapters 2, 5 and 6
Teorel, introduction and chapter 1

Examine, International IDEA. *State of Democracy Project*. http://www.idea.int/democracy

January 11 **Important Deadline for the Webcourse Assignment! (See the webcourse)**

January 18-21-23 **Dimensions of Democracy and Democratization**

Readings:
Haerpfer, chapter 3 Measuring and chapter 4 Waves of Democratization
Munck, Geraldo L. and Jay Verkuilen. 2002. 'Conceptualizing and measuring democracy - Evaluating alternative indices.' *Comparative Political Studies*. 35 (1): 5-34.

Review Freedom House data and methodology. Examine http://www.freedomhouse.org

Part II CAUSES OF DEMOCRATIZATION

January 25-28-30 Feb 1 **How Countries Become Democratic? International Factors and Democracy Promotion**

Readings:
Haerpfer, chapters 7 and 9
Teorel, chapter 4

Debate: Can Democracy be Promoted from Outside?

February - 4-6-8 **The Economy and Regime Change**

Readings:
Haerpfer, chapter 8
Teorel, chapter 3

Debate: Do Economic Factors Push Democratization?

Feb 11-13-15	**Civil Society** *Readings:* Haerpfer, chapters 10 and 11 Teorel, chapter 2
Feb 18	*Debate: Causes of Democratization*
Feb 20-22	**In-class quiz 1**: This is a *preliminary* date: I reserve the right to change this date with one week notice.

Part III CONFLICT, INSTITUTIONAL CHANGE AND DEMOCRATIZATION

March 1	**Deadline for paper proposals and country selections!**
Feb 25-27-March 1-4	**Social and Political Movements** *Readings*: Haerpfer, chapters 12 and 13 Teorel, chapter 5 Lucan Way. 2011. 'Comparing the Arab Revolts: The lessons of 1989' *Journal of Democracy* 22(4).
March 11-16	Spring Break
March 8 or 18	Preliminary work day for paper projects. Prepare a report!
March 20-22	**Political Parties, Elections and Institutional Design** *Readings:* Haerpfer, chapters 15, 16 and 17

Teorel, chapter 6

Debate: Institutions and Conflict Management in Democratizing Countries

March 25 **In-class quiz 2**: This is a *preliminary* date: I reserve the right to change this date with one week notice.

Part IV REGIONS AND TRANSITIONS

March 27-29 **Southern Europe, Post-Communist Europe and Post-Soviet Russia**

Readings:
Haerpfer, chapters 18 and 20

April 1-3 **Latin America**

Readings:
Haerpfer, chapter 19

April 5-8 **Middle East and Africa**

Readings:
Haerpfer, chapters 21 and 22

April 10-12 **East Asia**

Readings:
Haerpfer, chapter 23 and chapter 24: conclusion
Teorel, conclusion

Debate: The Future of Democratization

April 15-19 Paper Presentations

April 22 **In-class quiz 3**. This is a *preliminary* date: I reserve the right to change this date with one week notice.

The Date of the final exam will be announced by the registrar's!

Course Requirements & Methods of Evaluation

15% - Participation.

6% - Paper Presentation

20% - Research Paper. (Preliminary due date is April 24. However, this due date may be changed).

39% - In class quizzes (13% for each quiz. There are 3 quizzes, constituting 39% of the overall grade). Concepts, vocabulary, short-answer essay questions on readings and lectures, closed book.

20% - Final Exam (Date TBA by the registrar's office)

Paper Topic: Report the status of democracy in a transitioning or democratizing country (i.e. an Arab spring country)**.** Details will be explained in the first two weeks of classes.

Late Paper Policy: Late papers are not acceptable. Exceptions are allowed only for extraordinary exceptional circumstances at instructor's discretion.

Make-up Exam/Assignment Policy: Make-ups will be given only for documented circumstances of illness or official college activities. Under such circumstances you are required to notify me in 24 hours after missing the exam or assignment.

Letter/Grade Equivalencies:

93% - 100%	A
90% - 92.99%	A -
87% - 89.99%	B +
83% - 86.99%	B
80% - 82.99%	B -
77% - 79.99%	C +
73% - 76.99%	C
70% - 72.99%	C -
60% - 69.99%	D
Below 60%	F

Curve Policy: No curve.

Method of Grade Reporting: Webcourses@UCF.

Paper Rules and Guidelines

You will each write an 8-10 page (double-spaced) research paper on the question below. Cover page is not included in this.

<u>Focus on the following topic:</u>

Investigation of several aspects and problems of democracy in a country which is in a democratization process (either transitioning or in the process of consolidating its democracy) (i.e. an Arab spring country, a new democracy or a Post-communist state—discuss with teacher while selecting the country)**.** Details will be explained in the first two weeks of classes.

Country Assignments: You will pick a country and write a one page proposal due on **March 1**. If that topic is already taken you may be asked to come up with another one. After your topic is decided and confirmed by the teacher, if you write a paper on a different topic at the end, the paper will not be valid.

Rules

- Expected length is 8-10 pages (cover page is not included; bibliography is included).
- Use Microsoft Word.
- Use double spacing, standard margins, and 12-point *New Times Roman* or *Palatino Linotype* font.
- Use the citation style of the *American Political Science Review*. This means reference your sources in the text in parenthetical format: "(last name(s) year: page number(s))". For example, (Horowitz 2000, 8–9)." when referring to particular pages. **Note how the period at the end of the sentence appears AFTER the ending parenthesis.**
- With parenthetical format, use footnotes only if you have something to say that does not fit well with the flow of your paper. Use footnotes, not endnotes.
- You should cite the source every time you use someone else's arguments, research, or quotations (otherwise you are plagiarizing). However, avoid long quotations. Instead try to express quotes in your own sentences, still citing them.
- Number your pages.
- Align text left.
- Divide your papers into sections, including introduction, conclusion and bibliography. You should have subsections in the body.
- Grammar and spelling should be correct.

Sources:

You should use multiple sources for the paper, including a combination of the following:

- Books, book chapters, and journal articles (**at least five**): Conduct research in the relevant databases.
- Web-site sources (internet): Please **do not use Wikipedia** as a web source since they can be unreliable. Web sources should be from reliable

international organizations such as the UN, European Council, Amnesty International, World Bank, and others.

- Country sources: These include official web-sites of countries, governments, organizations, political parties, think tanks, universities, etc. Be sure to refer to specific reports and studies as your sources.

University Writing Center

University Writing Center
Colbourn 105
Satellite Locations: Main Library, Rosen Library & Online
407-823-2197
http://uwc.ucf.edu/

The University Writing Center (UWC) offers writing support to UCF students from first-year to graduate in every discipline. Trained peer consultants provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix papers or to make better writers, but to teach writers strategies to navigate complex situations for writing, both in and outside the University. Consultations are available for individuals and small groups. To make the best use of the UWC, visit far enough before your due date to allow yourself time to revise after your consultation, browse the writing resources on our website, and arrange a regular weekly appointment if you'd like long-term help. You may schedule a 45-minute appointment by phone or by using the TutorTrac scheduler on our website; walk-in consultations are also available. In addition, the UWC seeks graduate and undergraduate tutors from all majors; contact the UWC to learn more about peer writing consulting and ENC 4275/5276: Theory & Practice of Tutoring Writing, our three-credit tutor-education course.

Course Policies

Embrace Diversity. The University of Central Florida recognizes that our individual differences can deepen our understanding of one another and the

world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from UCF's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community.

Campus Resources. You should be aware that help is available if you are struggling with this course! First see me, your instructor: I want you to understand the material and would be most pleased to help if you are having trouble. Other resources include the Student Academic Resource Center (SARC), for supplemental instruction and academic tutoring, and the University Writing Center.

Disability Access Statement. The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone 407-823-2371, TTY/TDD only phone 407-823-2116, before requesting accommodations from the professor.

UCF Creed. Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

Ethics statement. As reflected in the UCF creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Plagiarism and cheating contradict these values, and so are very serious academic offenses. Penalties can include a failing grade in an assignment or in the course, or suspension or expulsion from the university. Students are expected to familiarize themselves with and follow the University's Rules of Conduct (see http://www.osc.sdes.ucf.edu/). For more information about UCF's Rules of Conduct, see http://www.osc.sdes.ucf.edu/.

Academic Conduct Statement. UCF is committed to promoting a culture of academic integrity where faculty and students work together to meet our personal, professional, and social responsibilities. A degree from UCF is only valuable to the extent it reflects valid assessments of student learning. Misrepresenting your learning on tests, projects, reports, or papers invalidates your grades and tarnishes

the credibility of UCF. While collaboration is encouraged in the learning and studying process, you should assume that all tests, quizzes, etc. require your individual effort unless explicitly directed otherwise. Unauthorized collaboration, whether voluntary or not, is cheating. Unauthorized use of materials during a test, quiz, or other assessment is cheating. Regarding papers and projects, one of the core fluencies that students need to demonstrate is the ability to discern information that is common to the public from the intellectual property of individuals. Use of protected ideas, processes, or language without attribution or proper citation is plagiarism.

Communication with Instructor Policy. In this class our official mode of communication is through email located inside Webcourses. All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "coursemail" tool frequently. You may also wish to create a Knight's Email account at www.knightsemail.ucf.edu for separate official communication from the university.

Course Accessibility Statement. It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me (with or without a Student Disability Services (SDS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SDS (Ferrell Commons 185; 407-823-2371; sds@ucf.edu) to talk about academic accommodations. You are welcome to talk to me at any point in the semester about course design concerns, but it is always best if we can talk at least one week prior to the need for any modifications.

Religious Observances. Students are expected to notify their instructor in advance if they intend to miss a quiz, the midterm exam, or the paper due date to observe a holy day of their religious faith. For a list of the major religious holidays in a number of faiths contact the Office of Diversity Initiatives at 407-823-6479.

Deployed Active Duty Military Students. If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

UCF Cares. During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.