This course covers the basic principles, theories, conceptual tools, and comparative methods useful for understanding the challenges of democracy. Attempts at state-building in Afghanistan and Iraq have highlighted concern about democracy promotion in the U.S. foreign policy agenda, although this is far from a new issue. Since the early-1990s, the international development community has increasingly focused attention on the challenges of facilitating the transition from autocracy and the consolidation of democratic states, with the understanding that effective democratic governance encourages and complements the activities of the private and non-profit sectors, allowing markets to flourish and people to live healthier, happier lives. The process of democratization develops institutions and processes that are more accountable and responsive to the needs of ordinary citizens, including the poor. Moreover, democratic governance is also believed to promote international peace and cooperation, reducing the causes of conflict and violence between and within states.

Grades will be based on two essays (30%), and a research paper (40%). Class participation is strongly encouraged and is worth 30% of your final grade.

Grade Scale

A=90-100%; B=80-89%; C=70-79%; D=60-69; F=less than 60%

Course Grades

Course grades are based on the following:

40% Research Paper
30% Essays
30% Class Participation

Required Texts

EVERYTHING WILL BE ON BLACKBOARD OR EMAILED TO YOU!
Class Participation and Attendance (30%)

This course is a seminar, not a lecture series. It is your responsibility, as well as mine, to come to class prepared to discuss the information and claims found in the readings and explore related research possibilities. If any of us shirk, we all lose. I expect no absences in the course, and I encourage you to discuss any circumstances with me that will preclude you from attending class. I also expect you to arrive on time. If you do need to miss class, please contact me ahead of time to let me know that you will not be able to attend and to make arrangements to complete an alternate assignment. A large portion of my overall evaluation of your performance in the course will depend on the quality of your seminar participation.

Grades for participation (including discussion questions and attendance) will be assigned at the end of the semester, but you may ask for feedback on your performance at any time. If you have concerns about the quality and quantity of your participation in the course, I hope you will speak to me. Remember, this is a seminar, so just showing up to class is not enough. You must come to class prepared to participate in an informed discussion of the issues raised by the week’s readings. If you just show up to every class, but never say a word, you can expect to receive a D or lower for class participation (30% of your grade).

The following general grading scale will be used for participation and preparation:

- **A**: The student made a very strong contribution to the course. Class discussion, comments, and presentations reflected understanding and analysis of the material, and were constructive. Constructive means that a student does not simply identify a weakness or problem. Rather, constructive comments identify a problem and offer suggestions for how to address the weakness or problem.

- **B**: The student contributed meaningfully to the course. Class participation and/or presentations went beyond repeating the assigned material, perhaps identifying weaknesses in the current literature, but did not make many constructive suggestions about how weaknesses might be overcome or how the literature might be usefully extended in the future.

- **C**: The student did not contribute meaningfully to the seminar. Class participation and/or presentations were limited to repeating the assigned material rather than making connections or extensions.

- **D or lower**: The student attended class, but did not participate in discussions or present meaningful questions for academic debate.

Keep in mind that the purpose of the seminar is to engage in informed group discussion: we are not interested in uninformed opinion. This means that students should closely and critically read each book or article on the reading list, and spend time thinking about what each contributes to the topic that week and to conflict studies in general. Class discussion will focus on such issues as the theoretical arguments being made (both explicitly and implicitly), the empirical evidence that is marshaled to test these arguments, weaknesses of the work, and potential directions for future study.
Finally, because we will engage in vigorous academic debate during class, classroom etiquette is vital. Please work to ensure that you make comments in ways that invite discussion. Our classroom contains members with various life experiences, divergent perspectives, varying levels of experience with political science research, and different strategies for defending their views. Please state your opinions constructively and respectfully, listen carefully when your colleagues are speaking, and speak to me if you are offended by something that is said in class. If you do not follow these guidelines, your participation grade will be adversely affected.

**Essays (30%)**

There will be two 3-4 page essays assigned this semester. The first essay, covering the documentary film "The Square" will be due on March 29th and further instructions on the essay’s content will be provided later. The second essay, covering the documentary film “My Country, My Country”, will be due May 1st and further instructions on the essay’s content will be provided later.

**Research Paper (40%)**

Another requirement is an original research paper. This paper will be devoted to a case study of a country undergoing democratic transition within the last 50 years. Did the country democratize? Did the country successfully consolidate its democracy?

The following should be addressed:

- Is the country currently a democracy? If so, how strong of a democracy? Would you consider the democracy to be consolidated?
- What was the country’s form of government prior to transition?
- The history of the country’s relationship with the U.S.
  - The role of the U.S. in the democratic transition
- The country’s current level of development and how they reached that level
  - How did the level of development impact their democratic transition
- The impact of the international community on the country’s development and government
- How has democratizing impacted the country’s economic development?

Quantitative methods can be employed if desired, and depending on the student’s methodological training, but the general structure of the paper is still case study. In any case, it must be analytical and theoretical in nature rather than strictly descriptive. The final paper must be 10-15 pages in length, and should be comparable to an academic journal article in style. Please note that this must be an original paper for this course, and cannot overlap in any substantial way with a paper written for another course; if there is any question please talk to me about it and bring me a copy of the other paper. There will be two components of this part of the course:

1. A one page proposal that is due by the beginning of class on February 8th (worth 10% of the course grade).
2. A final version of the research paper to be handed in (not emailed in) at 8:00 am on May 3rd (worth 30% of the course grade).

The paper will be graded on the clarity and contribution of the theory as an addition to the literature on Democratization. These papers will be expected to conform to the submission standards of the American Journal of Political Science. The final paper must be printed and turned in—emailed attachments will not be accepted.

Learning Outcomes

Students will be able to:

1. Explain the concepts of democratic consolidation and degradation

2. Explain differences between regime types and how these are thought to impact democracy

3. Understand and describe the major causes of democratic transitions

4. Explain the major regional differences in democratization and development

Outcome Assessments

Examinations and a term paper will be used to assess the learning outcomes. The first five learning outcome will be assessed through essay and identification terms on midterm and final examinations. The sixth and seventh outcomes will be assessed based on a term paper and oral debates and class participation.

Course Policies:

You are expected to come prepared for class and to make thoughtful contribution in class. If you do not understand something, ask. It is very important that we discuss issues related to government and their impact on the community. You should be exposed to a variety of opinions that may differ from your own. Respect those opinions and use them to help you reflect on why people hold different views.

Class lectures provide the basis for the course. Concepts and information that I deem important will be presented in class. Regular and consistent attendance is essential if you want to do well in the course.

Class Attendance:

All students are expected to attend EVERY class. The major valid excuses for missing a class are illness and death. In order to maximize attendance, I will take random roll call using sign-in sheets throughout the semester. If you have an excused absence (university-related, illness with M.D. excuse), you must bring me documentation. I may issue extra credit points at random based on attendance at my discretion.
Academic Integrity/Plagiarism.

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a grade of F.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class.

Classroom/professional behavior
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Statement of Civility
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Academic Etiquette:
There are certain rules that apply to my classes. It is difficult to learn in an environment that is not conducive to learning. Such activities include: talking to neighbors during class, reading newspapers, walking in late and going up the central aisle, napping, walking out of class prior to being dismissed. It is disrespectful to me and to the class. If you do not abide by these rules, you will be asked to leave my class. Please silence your cell phones during my class.
**Incompletes:**
A grade of incomplete will be given only for extreme emergencies and will necessitate appropriate documentation. You must request a grade of “incomplete” and sign a form agreeing to the terms for a grade of I. However, you must have completed 75% of the coursework.

**Disabilities Accommodations**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Academic Advising**
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

**Grade Appeals**
As stated in University Procedure 13.02.99.C2.03, *Student Grade Appeals*, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.03, *Student Grade Appeals*. These documents are accessible online at: http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html.
Statement of Academic Continuity

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi, this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

Jan 14           Introduction

Jan 16-18        Defining Democracy

- Short readings on James Madison and Thomas Jefferson, Andrew Jackson, and Huey Long
- Dahl, Robert. Polyarchy

Jan 21 – MLK Day (no class)

Jan 23-25        Democracy and Development


Jan 28-Feb 1     Democracy and Development


Feb 4-8          Modernization

- Research Proposal Due February 8

Feb 11-15       Class Structure and Economic Development

Feb 18-22  **Transitions**


Feb 25 – Mar 1  **Civil Society**


March 4-8  **Political Culture**


Mar 11-15  **Spring Break** – No class

Mar 18-22  **Political Culture II**

- Film: The Square

Mar 25-29  **Party Systems**

- Huntington, Samuel. “Political Order In Changing Societies” - Sample
- “The Square” Response Paper Due March 29

Apr 1-5  **Political Culture II**

- Film: My Country, My Country

Apr 8-12  **Electoral Systems**


Apr 15-19  **Economic Reform II**

Apr 22-26  Exporting Democracy

- Short readings on American foreign policy.

May 1  Conclusion

- My Country, My Country Response Paper Due

**Final Paper Due on Wednesday, May 3rd, 8:00 AM - 10:30 AM**