

**San José State University**  
**Department of Political Science**  
**Pols 190 (section 2): Senior Seminar**  
**Spring 2018**

**Course and Contact Information**

<b>Instructor:</b>	Dr. Danijela Dudley
<b>Office Location:</b>	Clark Hall 404F
<b>Telephone:</b>	408-924-5573 (during office hours only)
<b>Email:</b>	danijela.dudley@sjsu.edu
<b>Office Hours:</b>	Monday & Wednesday 1:30-2:30pm, Wednesday 4:30-5:30pm, and by appointment
<b>Class Days/Time:</b>	Wednesday 6:00-8:45pm
<b>Classroom:</b>	HGH 116

**Course Description**

This is an integrative capstone course that will culminate your experience within the political science major field. It will analyze the complex world of democracy and democratic politics with special emphasis on issues associated with the process of democratic transition and consolidation.

From this course, students will gain an in-depth understanding of a range of issues related to the complex topic of democracy and democratization. Among other topics, the class will explore how democracy is defined and understood, under which conditions political systems move toward democracy and under which conditions they are likely to endure, the relationship between democracy and economic development and some international and domestic consequences of democratization.

Since this class will be run like a graduate seminar, regular attendance and participation are crucial to your success in the course. Students must read all assigned readings and be committed to participating in class discussions. For those considering going to graduate school, this course will be a transition into learning at the graduate level.

**Required Text**

No textbooks are required for this course. All readings or links for readings are available on Canvas at <http://www.sjsu.edu/at/ec/canvas/>

**Course Workload Expectations: Succeeding in a Four-Unit Course**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus. Because this is a **four-unit course**, you can expect to spend a

minimum of nine hours per week, in addition to time spent in class, on scheduled tutorials, assignments, or activities. This additional unit will allow for more in-depth investigation and engagement with course topics. Careful time management will help you keep up with readings and assignments and enable you to be successful in all of your courses. More details about student workload can be found in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

### **Political Science Program Learning Outcomes (PSPLO)**

Upon completion of the Political Science major program, students should be able to demonstrate the following learning outcomes.

**PSPLO 1: Breadth** – Students should possess a broad knowledge of the theory and methods of the various branches of the discipline.

**PSPLO 2: Application** – Students should be able to apply a variety of techniques to identify, understand, and analyze domestic and international political issues and organizations.

**PSPLO 3: Disciplinary methods** – Student should be able to formulate research questions, engage in systematic literature searches using primary and secondary sources, have competence in systematic data gathering using library sources, government documents, and data available through electronic sources, should be able to evaluate research studies, and should be able to critically analyze and interpret influential political texts.

**PSPLO 4: Communication Skills** – Students should master basic competencies in oral and written communication skills and be able to apply these skills in the context of political science. This means communicating effectively about politics or public administration, public policy, and law.

**PSPLO 5: Citizenship** – Students should acquire an understanding of the role of the citizen in local, state, national, and global contexts and appreciate the importance of lifelong participation in political processes.

### **Course Learning Outcomes (CLO)**

Upon successful completion of this course, students will be able to:

**CLO 1:** Demonstrate knowledge and understanding of different approaches to defining democracy and different types of democratic systems.

**CLO 2:** Demonstrate an in-depth understanding of conditions under which political systems are more or less likely to move toward democracy and endure, such as economic development, presence of natural resources, ethnic heterogeneity, religion, and similar.

**CLO 3:** Evaluate and critically analyze theoretical arguments regarding the universal value of democracy, as well as arguments about domestic and international consequences of democratic transitions.

**CLO 4:** Read and critically analyze the literature, conduct original research, and propose original solutions to contemporary problems related to the issue of democracy and democratic transition.

**CLO 5:** Discuss and debate major issues related to the topic of democracy and democratization, and conduct presentations on these topics.

## Course Requirements and Assignments

### Reading assignment presentation (15% of the course grade)

Each student will be responsible for presenting one of the readings assigned in class and leading class discussion that follows. This is a key aspect of the seminar experience; it demonstrates your ability to read and explain academic level work in political science. In 10-15 minutes, the presentation should provide a **critical evaluation of the reading and outline its main points** by addressing the following: 1) what is the intellectual issue/debate? 2) what is the thesis of this article/chapter and what is its logic? 3) what are the main points? 4) what are the strengths and weaknesses of the article/chapter? You will then lead a class discussion (with my help) of the material based on these points. To facilitate discussion, you should prepare questions that will serve as discussion points for the rest of the class. Finally, each presenter must prepare an outline of the presentation and email it to me and to all students enrolled in class by noon on the day of the presentation. Presentation dates cannot be changed, and missed presentations cannot be made up. Students will sign up for presentation dates during first day of class.

### Exam (25% of the course grade)

The exam will cover the material from assigned readings and discussions. It will consist of two or three essay questions and will test your knowledge and understanding of the material, as well as the ability to think critically about the various issues discussed in class. Please bring a large green book and a pen.

### Research Paper (30% of the course grade)

University Policy S17-1 (<http://www.sjsu.edu/senate/docs/S17-1.pdf>) states “Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.” The culminating activity in this will be an 18-20 page research paper examining one aspect of democratization process or quality of democracy in one or two countries of your choice. You must submit a 2-3 page paper proposal by **March 7** and must meet with me to discuss the topic between **March 12 & March 21**. The research proposal is graded on a credit/no credit basis. A “no credit” grade on the proposal or a failure to meet with me during the assigned time will lower your research paper grade by 15% for each. Additional paper guidelines are available in a separate handout on Canvas. You must submit both a print copy and an electronic version in Word. Late papers will be penalized 20% for each 24-hour period for the first 3 days; after 3 days the paper will receive 0.

### Research Paper Presentation (10% of the course grade)

This presentation will involve a summary of your research paper. You will present your topic, argument, and your findings. You will also answer questions raised by me and the classmates. The presentation should last 15-20 minutes, followed by 15-20 minutes of questions and comments from the class.

### Participation (20% of the course grade)

As this is a seminar and not a regular lecture course, students are expected to engage in discussions each week for the entire class period. You are required to come to class having read all assigned readings and ready to discuss them. For each class meeting, you are required to turn in **two discussion questions for each reading** assigned for that day. Questions will be collected at the beginning of each class **at 6pm**. Discussion questions turned in after class has started or sent via email **will not be accepted**. Participation grades will be based on **frequency and quality** of your contributions to class discussions and activities, as well as the **quality of discussion questions** turned in each day. If

participation is lacking I may call students by name to address concepts from the readings and/or administer pop quizzes at any point during the semester. As participation evaluates your contribution to class discussions, **any disruptive behavior** such as using cell phones, talking to your classmates, interrupting others' statements, arriving to class late or leaving early, and similar, counts as negative contribution to class discussion and will adversely affect your participation grade.

**Assignment weight and tentative dates (dates subject to change with fair notice):**

Assignment	% of Course Grade	Date	CLO
Reading assignment presentation	15%	Once per semester	CLOs 4-5
Exam	25%	April 11	CLOs 1-3
Research paper	30%	May 16	CLOs 1-4
Research paper presentation	10%	April 18 – May 2	CLO 4-5
Participation	20%	Recorded each class meeting	CLO 4-5

**Grading Policy**

All assignments are graded based upon a percentage system, which can be converted to letter grades. For example, if an assignment is out of 100 points, 97-100 is an A+, 93-96.9 is an A, 90-92.9 is an A-, and so on. All assignments and exams total 100% of the course grade. The same letter grade distribution applies to the final course grade as it does for each assignment.

A+ = 97-100%	B+ = 87-89.9%	C+ = 77-79.9%	D+ = 67-69.9%
A = 93-96.9%	B = 83-86.9%	C = 73-76.9%	D = 63-66.9%
A- = 90-92.9%	B- = 80-82.9%	C- = 70-72.9%	D- = 60-62.9%

**Pols 190H**

Pols 190H is one unit of upper division credit and is open to students with 3.2 overall GPA and 3.5 GPA in Political Science. Honor students must write a longer research paper, 25-27 pages, must submit a draft of the paper by April 18, and must have an additional consultation session with me during the following week.

**Late Work**

Exam make-ups will be **allowed only in cases of emergencies for which proper documentation is provided**. If you miss an exam, you must contact me immediately to schedule a make-up. Missed **presentations and participation cannot be made up**. Late papers will be penalized 20% for each 24-hour period for the first 3 days. After 3 days, the paper will receive 0.

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See University Policy F13-1 at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

**Use of Electronic Devices**

Please **turn off cell phones** before entering the classroom. **Absolutely no use of computers, phones, or any other electronic devices during class except for medical reasons.** While technology can be very

useful in our daily lives it can also cause unnecessary distraction during class both to those using it and to those around them. Thus, bring a pen and a notebook for taking notes. Exceptions to this policy will only be made for medical reasons. Please bring proper documentation before class if you need an approval to use electronic devices.

## **Classroom Courtesy**

The purpose of discussion in this course is to provide a forum in which students can safely and supportively ask questions, present and debate their ideas, receive and interpret new information and perspectives, and develop and clarify their thinking. While you will likely be passionate about some issues discussed in class, it is essential to be **respectful** to others and their opinions. Remember, a “good argument” does not mean a confrontation or a fight. Rather, a good argument consists of a political contention supported by well-researched evidence, leading to a well-developed conclusion. Offensive remarks or attacks of personal nature will not be tolerated! Please **come to class on time and stay for the entire period**. Late arrivals and/or early departures are disruptive and as such will affect your participation grade.

## **Attendance**

Attendance, in and of itself, will not be graded. However, regular attendance is crucial to your success in this course. As this is a seminar and not a lecture course, the majority of your grade as well as your overall success in the class will depend on your involvement in class discussions.

## **Political Science Departmental Writing Policy**

Students of political science should develop the ability to write in clear, grammatical English. Spelling and grammar count! Students must take care that appropriate citations are used. Direct quotations must be so indicated with quotation marks and a specific reference to the page in the source from which it was taken. Failure to cite your sources constitutes academic misconduct which carries with it serious sanctions. A tutorial on citations is available at the library website at [http://www.sjlibrary.org/services/literacy/info\\_comp/citing.htm](http://www.sjlibrary.org/services/literacy/info_comp/citing.htm).

For assistance with writing, please see me or visit the SJSU Writing Center located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center Website at <http://www.sjsu.edu/writingcenter/>

## **University Policies**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

## **The Fine Print**

Information in this syllabus can be changed with fair notice. Any changes will be announced in class and/or via announcements through Canvas (<http://www.sjsu.edu/at/ec/canvas/>). **It is your responsibility to sign into Canvas regularly and check for any announcements and updates.**

**Pols 190 Course Schedule – Spring 2018**  
**Subject to change with fair notice**

<b>Week/Date</b>	<b>Topic/Assignment</b>
WEEK 1 January 24	Course introduction, Syllabus overview Sign up for presentation dates
WEEK 2 January 31	<p><b>Understanding democracy</b></p> <p>Schumpeter, Joseph A. <i>Capitalism, Socialism, and Democracy</i>. New York: Harper &amp; Brothers, 1947. (Chapters 21 &amp; 22: pp. 250-283)</p> <p><b>Presenter for Schumpeter:</b></p> <p>Schmitter, Philippe C., and Terry Lynn Karl. "What Democracy Is... and Is Not." <i>Journal of Democracy</i> 2.3 (1991): 75-88.</p> <p><b>Presenter for Schmitter &amp; Karl:</b></p> <p>Dahl, Robert A. <i>Polyarchy: Participation and Opposition</i>. New Haven: Yale UP, 1971. (Chapters 1 &amp; 2: pp. 1-32)</p>
WEEK 3 February 7	<p><b>Prospects for transition to democracy</b></p> <p>Huntington, Samuel P. "Will More Countries Become Democratic?" <i>Political Science Quarterly</i> 99.2 (1984): 193-218.</p> <p><b>Presenter for Huntington:</b></p> <p>Rustow, Dankwart A. "Transitions to Democracy: Toward a Dynamic Model." <i>Comparative Politics</i> 2.3 (1970): 337-363. (only pages 346-361)</p> <p><b>Presenter for Rustow:</b></p> <p>Levitsky, Steven, and Lucan Way. "International Linkage and Democratization." <i>Journal of Democracy</i> 16.3 (2005): 20-34.</p>
WEEK 4 February 14	<p><b>Democratization process</b></p> <p>O'Donnell, Guillermo, and Philippe C. Schmitter. <i>Transitions from Authoritarian Rule: Tentative Conclusions about Uncertain Democracies</i>. Baltimore and London: The Johns Hopkins University Press, 1986. (Chapters 3 &amp; 4: pp. 15-31 &amp; 37-47)</p> <p><b>Presenter for O'Donnell &amp; Schmitter:</b></p> <p>Bunce, Valerie. "Rethinking Recent Democratization: Lessons from the Postcommunist Experience." <i>World Politics</i> 55.2 (2003): 167-192.</p> <p><b>Presenter for Bunce:</b></p> <p>McFaul, Michael. "Transitions from Postcommunism." <i>Journal of Democracy</i> 16.3 (2005): 5-19.</p>

**Pols 190 Course Schedule – Spring 2018 (continued)**  
**Subject to change with fair notice**

<b>Week/Date</b>	<b>Topic/Assignment</b>
WEEK 5 February 21	<p><b>Democracy and economic development</b></p> <p>Lipset, Seymour Martin. "Some Social Requisites of Democracy: Economic Development and Political Legitimacy." <i>American Political Science Review</i> 53.1 (1959): 69-105. (only pages 75-85)</p> <p><b>Presenter for Lipset:</b></p> <p>Ross, Michael Lewin. "Does Oil Hinder Democracy?" <i>World Politics</i> 53.3 (2001): 325-361. (only pages 325-337)</p> <p><b>Presenter for Ross:</b></p> <p>Weinthal, Erika, and Pauline Jones Luong. "Combating the Resource Curse: An Alternative Solution to Managing Mineral Wealth." <i>Perspectives on Politics</i> 4.1 (2006): 35-53.</p>
WEEK 6 February 28	<p><b>Democratic consolidation</b></p> <p>Schedler, Andreas. "What is Democratic Consolidation?" <i>Journal of Democracy</i> 9.2 (1998): 91-107.</p> <p>Linz, Juan J., and Alfred Stepan. "Toward Consolidated Democracies." <i>Journal of Democracy</i> 7.2 (1996): 14-33.</p> <p><b>Presenter for Linz and Stepan:</b></p> <p>Przeworski, Adam, Michael Alvarez, Jose A. Cheibub, and Fernando Limongi. "What Makes Democracies Endure?" <i>Journal of Democracy</i> 7.1 (1996): 39-55.</p> <p><b>Presenter for Przeworski et al.:</b></p>
WEEK 7 March 7	<p><b>Hybrid regimes and democratic setbacks</b></p> <p>Diamond, Larry Jay. "Thinking About Hybrid Regimes." <i>Journal of Democracy</i> 13.2 (2002): 21-35.</p> <p><b>Presenter for Diamond:</b></p> <p>Levitsky, Steven, and Lucan Way. "The Rise of Competitive Authoritarianism." <i>Journal of Democracy</i> 13.2 (2002): 51-65.</p> <p>Andreas Schedler. "Authoritarianism's Last Line of Defense." <i>Journal of Democracy</i> 21.1 (2010): 69-80.</p> <p><b>Presenter for Schedler:</b></p> <p><b>Paper proposal due</b></p>

**Pols 190 Course Schedule – Spring 2018 (continued)**  
**Subject to change with fair notice**

<b>Week/Date</b>	<b>Topic/Assignment</b>
WEEK 8 March 14	<p><b>Is democracy a universal value?</b></p> <p>Sen, Amartya. "Democracy as a Universal Value." <i>Journal of Democracy</i> 10.3 (1999): 3-17.  <b>Presenter for Sen:</b></p> <p>Zakaria, Fareed. "Islam, Democracy, and Constitutional Liberalism." <i>Political Science Quarterly</i> 119.1 (2004): 1-20.  <b>Presenter for Zakaria:</b></p> <p>Filali-Ansary, Abdou. "Muslims and Democracy." <i>Journal of Democracy</i> 10.3 (1999): 18-32.</p>
WEEK 9 March 21	<p><b>Forms of democratic systems</b></p> <p>Lijphart, Arend. "Constitutional Choices for New Democracies." <i>Journal of Democracy</i> 2.1 (1991): 72-84.  <b>Presenter for Lijphart:</b></p> <p>Linz, Juan J. "The Perils of Presidentialism." <i>Journal of Democracy</i> 1.1 (1990): 51-69.  Horowitz, Donald L. "Comparing Democratic Systems." <i>Journal of Democracy</i> 1.4 (1990): 73-79.  <b>Presenter for both Linz and Horowitz:</b></p>
March 28	Spring break, no class
WEEK 10 April 4	<p><b>Domestic and international consequences of democratization</b></p> <p>Rosato, Sebastian. "The Flawed Logic of Democratic Peace Theory." <i>American Political Science Review</i> 97.4 (2003): 585-602.  <b>Presenter for Rosato:</b></p> <p>Mansfield, Edward D., and Jack Snyder. "Democratization and War." <i>Foreign Affairs</i> 74.3 (1995): 79-97.  <b>Presenter for Mansfield &amp; Snyder:</b></p> <p>Fukuyama, Francis. "The End of History?" <i>The National Interest</i> 16 (1989): 3-18.</p>
WEEK 11 April 11	<b>Exam - Bring a large green book and a pen</b>



<b>Pols 190 Course Schedule – Spring 2018 (continued)</b> <b>Subject to change with fair notice</b>	
<b>Week/Date</b>	<b>Topic/Assignment</b>
WEEK 12 April 18	Research paper presentations
WEEK 13 April 25	Research paper presentations
WEEK 14 May 2	Research paper presentations
WEEK 15 May 9	Paper review: bring two copies of paper draft to class
<b>Wednesday May 16</b>	Research Paper due in class and on Canvas by 5:15pm

### **Final Notes**

If you have any questions or need help with class don't hesitate to talk to me. For quick inquiries you can email me at [danijela.dudley@sjsu.edu](mailto:danijela.dudley@sjsu.edu). For any substantive issues it is best to stop by my office. If you can't make it during my office hours, I will gladly work with you on finding alternative time to meet.

I hope you enjoy the class!