

**San José State University**  
**Political Science Department**  
**Political Science 190 (section 1): Senior Seminar**  
**Fall 2020**

### **Course and Contact Information**

Instructor:	Dr. Danijela Dudley
Office Location:	virtual (via zoom)
Email:	danijela.dudley@sjsu.edu
Office Hours:	Mondays and Wednesdays 1:00-2:00pm via zoom, and by appointment
Class Day/Time:	Mondays 4:30pm-7:15pm
Classroom:	online
Prerequisites:	POLS 100W and POLS 100M, or instructor consent

### **Course Description**

From the catalog: Culminating experience for the political science major. Seminar class with significant participation required. Specific course topics vary each semester. Prerequisites: POLS 100W and POLS 100M or instructor consent. A minimum grade of C- is required to fulfill the BA Political Science capstone requirement.

This is an integrative capstone course that will culminate your experience within the political science major field. It will examine the complex world of democracy and democratic politics with special emphasis on issues associated with the process, causes, and consequences of democratization. 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. From this course, students will gain an in-depth understanding of a range of issues related to the complex topic of democracy and democratization.

Since this class is a 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 Texts/Readings**

No textbooks are required for this course.

All readings or links for readings are available on [Canvas](https://sjsu.instructure.com/) (https://sjsu.instructure.com/).

### **Course Format**

This is a hybrid course which will consist of a combination of synchronous zoom meetings and asynchronous online work. We will meet on zoom every Monday at 4:30pm. Most Mondays the

meetings will last 75 minutes, but on several occasions we will need to stay for the entire scheduled period (4:30pm-7:15pm). Details on the length of meetings will be provided on Canvas. Links for zoom meetings are available on Canvas. Other work will be completed through the [Canvas Learning Management System](#) (readings, discussion boards, exams, and similar).

**Students are required to have access to an electronic device (laptop, desktop, or tablet) with a camera and microphone, and reliable internet connection.** Because most of our meetings will consist of discussions (and not lectures), you will be required to turn on your video and keep it on for the entirety of each class meeting. For the same reason (because the classes are discussions and not lectures), our zoom sessions will not be recorded and made available after the fact.

If you don't have access to a laptop or a camera, SJSU has a free [Equipment Loan Program](#) available for students (<https://www.sjsu.edu/learnanywhere/equipment/index.php>). Students are responsible for ensuring that they have access to reliable internet connection during tests. If students are unable to have reliable Wi-Fi, they must inform the instructor at the latest two weeks before the test date to determine an alternative.

## Canvas Course Page

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course website](#) (<http://sjsu.instructure.com>). You are responsible for regularly accessing the Canvas course website to read any required materials and complete assignments. You are also responsible for regularly checking Canvas for any announcements. Make sure that Canvas has your current email address. For help with using Canvas see [Canvas Student Resources page](#) ([http://www.sjsu.edu/ecampus/teaching-tools/canvas/student\\_resources](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources)). For technical problems with Canvas, please contact [eCampus](#) (<https://www.sjsu.edu/ecampus/support/>).

## Course Learning Outcomes (CLOs)

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 (assessed in exams, participation, reading summaries, and research paper);

CLO 2: understand and critique competing theoretical explanations of the conditions under which political systems are more or less likely to democratize and endure, where democracy is likely to flourish or fail, and similar (assessed in exams, participation, reading summaries, and research paper);

CLO 3: 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 (assessed in presentations, participation, and research paper);

CLO 4: discuss and debate major issues related to the topic of democracy and democratization, and present research and conclusions in a public forum (assessed in presentations and participation).

## 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 and Disciplinary Methods: Students should be able to formulate research questions, engage in systematic literature searches using primary and secondary sources, evaluate research studies, and critically analyze and interpret influential political texts. Students should be able to apply these techniques to identify, understand, and analyze domestic and international political issues and organizations.

PSPLO 3 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 and/or public administration, public policy, and law.

PSPLO 4 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.

## University Policy Regarding Workload

“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 three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and 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 12 hours per week 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.

## Course Requirements and Assignments

### **Group work: reading summaries (10% of the course grade)**

These are weekly assignments for which you will work in groups of 4. **Each Monday by noon**, your group will submit a summary/discussion of each reading assigned for that day. Your group will work on one cumulative google doc the entire semester (I will send you a link) but each Monday you will submit only the material for that week. The purpose of these summaries is to facilitate your preparation for the class, to help you keep track of course readings, and to help you prepare to participate in class discussions. **For each assigned reading**, the summary should consist of 3 parts:

1. a summary of the main argument the author is making and description of any evidence and/or logic used to support that argument (focus on conclusions and how they are reached);
2. a brief reflection on the article/chapter and its implications (you might consider whether the evidence is persuasive, the extent to which the various arguments complement or conflict with each other, what the implications are for democracy promotion around the world, and similar);
3. two discussion questions for each reading that you would like the class to discuss in our live zoom session.

There is no specific length requirement for these summaries, but at the very minimum they should have two paragraphs plus discussion questions. Some readings might need more than two paragraphs to adequately summarize its main points.

Please note that these summaries **must be written in your own words**—no quotes from the readings should be used. Summaries must be submitted on Canvas no later than noon on Monday for which they

are assigned. After you complete summaries for one week, do not delete them from the google doc— just continue adding next week’s summaries in the same document.

### **Reading assignment presentation and discussion (5% of the course grade)**

Each student will be responsible for preparing a presentation on one of the readings assigned in class and leading class discussion (with my help) that follows. This is a key aspect of the seminar experience; it demonstrates your ability to read, explain, and analyze academic level work in political science.

Your reading assignment presentation should consist of the following 3 components:

1. You will record an 8-10 minute presentation on your assigned reading and post it on Canvas by noon on the day for which the reading is assigned. Your presentation should not be a summary of the reading. Instead, the presentation should provide a critical evaluation of the reading and outline its main points by addressing the following: a) what is the intellectual issue/debate? b) what is the thesis of this article/chapter and what is its logic? c) how are the main points substantiated (logical explanations, evidence, and similar) and how persuasive is it? and d) what are the strengths and/or weaknesses of the article/chapter?
2. You will prepare a brief outline of your presentation (maximum 2 pages). The outline should include a) the main points of your presentation (not a transcript) and b) 4-5 discussion questions based on the reading that will serve as discussion points for our zoom meeting. You will post the outline and questions on Canvas by noon the day the reading is assigned.
3. You will then participate in leading class discussion (with the instructor) of the material in our zoom meeting.

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

This is a seminar (as opposed to a lecture-based course), which means that it is grounded in discussion by students, not lecturing by me. Class meetings and online discussions should serve as an opportunity to explore the material, to figure out what the readings mean, to critically evaluate arguments made by authors, your classmates, and the instructor, and to explore how the assigned material helps us understand the world of democracy.

As this is a seminar and not a regular lecture course, students are expected to engage in discussions each week. You are required to complete all readings by the day they are assigned and come to class ready to discuss them.

Class participation will be based on two components: your contribution to discussions in our live zoom sessions and your contribution to discussion board posts.

In order to prepare for live zoom sessions, you should complete all assigned readings for that day and should review each presenter’s discussion questions. You are expected to engage in discussions for the entirety of each class meeting. Your grade on participation in live sessions will be based on the frequency and quality of your contributions to class discussions and activities.

If participation is lacking, I may call students by name to address concepts from the readings.

Following our zoom class meetings, I will post one or two discussion questions on canvas (generally they will be something that we didn’t address fully during our zoom meeting, something that needed further consideration, or similar). In each discussion thread you will be expected to post your response to that week’s question(s) and reply to at least one of your classmate’s posts.

Your posts should be well written and directly answer the question(s) being asked. Each initial post should have: 1) a clear thesis that summarizes your answer to the question; 2) a detailed explanation of

your thesis; and 3) proper APA citation of any sources used, whether from assigned readings or from additional research (please note that you are NOT expected to do any outside research for these posts, but any sources that you use must be cited both in text and in references; plagiarized posts will be penalized). Please make sure that long posts are separated into logical paragraphs (in other words, do not post a wall of text).

Posts and replies are graded based on their 1) content (the extent to which they answer the question(s) being asked and provide detailed and relevant explanation and examples); 2) formatting (posts are broken down into sensible paragraphs; all sources are cited properly both in text and in references); 3) civility (posts are written in language appropriate for academic discussions and don't use profanities, offensive remarks, personal attacks, and similar; replies to classmates are respectful); and 4) timelines (late initial posts are penalized 25% for each started 24-hour period; late replies to classmates are not allowed and no makeups are allowed).

Deadlines and detailed instructions for each discussion thread will be posted on Canvas following our Monday meetings (generally by Tuesday morning).

Please note that I may reply to your posts if I have comments or concerns. My responses are intended to improve your thread, and as such should not be taken as personal attacks.

### **Exams (30% of the course grade)**

There will be 2 exams, which will cover the material from assigned readings and discussions. Exams will consist of essay questions only and will test your knowledge and understanding of the material, as well as your ability to think critically about the various readings and issues discussed in class.

Exam 1 will cover the material from weeks 2-6. Exam 2 will cover the material from weeks 8-12.

Both exams will be timed and will be administered during our regular meeting time (Monday at 4:30pm). They will be open-notes and open-book exams, but you will not be allowed to collaborate with others in completing them.

### **Research paper preparation (10% of the course grade)**

In preparation for your paper, you will complete three assignments:

1. **Paper proposal and consultation:** you will submit a 4-5 page paper proposal. The proposal should include your argument/thesis, a brief description of how you intend to develop your argument, a brief overview of evidence you intend to use to support your argument, and a preliminary list of references of at least 5 peer-reviewed sources. After submitting the proposal, you must meet with me for at least one 20-30 minute meeting to discuss your paper. Please note that the consultation is mandatory—not meeting with me during the assigned time period will immediately translate into a grade of zero on paper proposal and consultation.
2. **Peer review:** you will participate in a peer-review assignment of paper drafts. You will be required to submit a draft of your research paper, read/provide feedback to your classmates' papers, and receive feedback on your paper from classmates. Peer review will be graded based on the quality of the draft you submit and the quality of feedback you provide to your classmates. To receive full credit for peer review, you must submit an acceptable paper draft by the deadline and must provide meaningful feedback on your classmates' papers. Detailed instructions will be available on Canvas.
3. **Research paper presentation:** this presentation will be conducted during our live zoom sessions. It will involve a summary of your research paper in which you will present your topic, argument, and your findings. You will also answer questions raised by the instructor and your classmates and receive feedback from us.

The presentation should last 15-20 minutes, followed by 15-20 minutes of questions and comments from the class (these times may be adjusted depending on the size of the class). Research paper presentation will be graded based on its content and style. Please note that missed presentations cannot be made up.

**Research Paper (25% of the course grade)**

University policy S17-1 (<http://www.sjsu.edu/senate/docs/S17-1.pdf>) states that “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 course is a research paper which is due during the assigned final exam period. You will write an 18-20 page research paper examining one aspect of democratization process or quality of democracy in one or two countries of your choice. Possible topics include democratization process, prospect for a successful transition, prospect for a successful consolidation, quality of democracy, one aspect of democratic systems such as elections, form of government, the rule of law, human rights, and similar. These are just potential topics; you can choose any topic that addresses democratization.

This paper will require a significant amount of outside research. Detailed paper guidelines will be available in a separate handout on Canvas. In preparation for the final draft of your paper, you will submit a paper proposal, participate in a peer review, and receive live feedback following your paper presentation. You will also have an option to submit a draft of the paper to the instructor for feedback.

**Assignment weights and due dates (dates subject to change with fair notice)**

**Note on assignment deadlines:** all assignments except the final research paper are due by 12:00pm (noon) on the day they are assigned.

Assignment	% of grade	Due date(s)	CLOs
Group work: reading summaries	10% total	due each Monday by 12pm (noon)	1-2
Participation	20% total	in-class participation every Monday at 4:30pm discussion board posts due every Thursday by noon, replies to classmates due every Monday by noon	
Reading assignment presentation	5% total	once per semester, students will sign up for presentation dates on the first day of class	3-4
Exams	30% total	October 5 November 16	1-2
Research paper preparation	10% total	Paper proposal: October 12 Consultation: October 13-23 Paper draft: November 23 Peer review: November 30 Paper presentation: November 23-December 7	3-4
Research paper	25% total	December 9	1-3

## Late Work

**Reading summaries and reading assignment presentation:** due on Mondays by 12pm (noon). Reading summaries and presentation video/outline submitted between 12pm and 4:30pm on Monday will receive a 25% penalty. No summaries and presentation video/outline will be accepted after 4:30pm because we will discuss the readings in class. Because of a limited number of readings, missed presentations cannot be made up or substituted for another reading.

**Discussion board posts:** initial posts can be submitted late but will incur a 25% penalty for each started 24-hour period (starting at 12:01pm on the day they are due).

**Discussion board replies to classmates:** no late replies to classmates are allowed. The thread will close at 12:01pm on the day the reply is due and no further submissions will be allowed.

**In-class participation:** because of the seminar nature of this class, in-class participation cannot be made up.

**Paper proposal and peer reviews:** late paper proposals and peer reviews (both drafts and feedback) will be penalized 25% for each started 24-hour period they are late, starting at 12:01pm on the day they are assigned.

**Research paper presentation:** because of the limited time available for live meetings, missed research paper presentations cannot be made up.

**Exams:** exam make-ups are only given in cases of medical or family emergencies, in accordance with the university's policy on excused absences. In these cases, proper documentation must be provided. Please note that if you are making up an exam, it will be different from the exam taken by the rest of the class. As a result, you must notify me immediately if you have an emergency because I will need additional time to write a new exam for you.

**Research paper:** late paper will incur a 25% penalty for each started 24-hour period (starting at 12:01pm on the day the paper is due).

## Grading Information

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.

Grade	Percentage
A plus	97 to 100%
A	93 to 96.9%
A minus	90 to 92.9%
B plus	87 to 89.9 %
B	83 to 86.9%
B minus	80 to 82.9%
C plus	77 to 79.9%
C	73 to 76.9%
C minus	70 to 72.9%
D plus	67 to 69.9%
D	63 to 66.9%
D minus	60 to 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 November 9, and must have an additional consultation session with me during the following week.

### **Classroom Protocol**

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. Offensive remarks or attacks of personal nature will not be tolerated.

### **Zoom Classroom Etiquette**

Because our class meetings will consist of discussions in which everyone is expected to participate, you must keep your camera on during these meetings. You should observe the following rules:

Use appropriate names and backgrounds: **you must sign in with your name as listed on Canvas**. If using a virtual background, it should be appropriate and professional.

Position the camera correctly: be sure your webcam is in a stable position and focused at eye level. Also make sure that you stay on camera for the entirety of each meeting—turning the camera on and then walking away for extended periods of time is not acceptable.

Mute your microphone: to help keep background noise to a minimum, remember to mute your microphone when you are not speaking.

Be mindful of background distractions: find a quiet place to “attend” class, to the greatest extent possible. If possible, avoid video setups where people may be walking behind you, people talking/making noise, etc. Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc.

Avoid multitasking: you can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom). Keep in mind that your success in this class depends on active engagement in class discussions.

### **Recording of Class and Public Sharing of Instructor Material**

**Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings.**

**Students are prohibited from distributing, sharing, or posting class lectures, slides, exams, or any other instructional materials.** Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, exams, etc.) are copyrighted by the instructor. [University policy S12-7](#) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.



## Attendance Policy

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 and your overall success in the class will depend on your involvement in class discussions. Additionally, although attendance is not graded, participation constitutes a significant portion of your grade. If you are not present, you cannot participate.

## Academic Dishonesty

Students who are suspected of cheating during an assignment will be referred to the Student Conduct and Ethical Development office and depending on the severity of the conduct, will receive a zero on the assignment or a grade of F in the course. Grade Forgiveness does not apply to courses for which the original grade was the result of a finding of academic dishonesty.

## Library Liaison

The library liaison for Political Science is available to answer questions and provide one-on-one help using the library for research. His name is Paul Kauppila and his email is [paul.kauppila@sjsu.edu](mailto:paul.kauppila@sjsu.edu).

## University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

## Course Communication and Help

If you have questions or need help with class, don't hesitate to talk to me. Here are several ways to contact me:

**Office hours:** the best way to communicate with me is during my office hours. I will have office hours via zoom on Mondays and Wednesdays 1-2pm. The link will be posted on Canvas. When you click on the link, you will be placed in a virtual waiting room. If I am not already talking to another student, you will be immediately allowed into the meeting. If I am in a meeting with another student, you will wait until I am done and can let you into the "office." When logging into the office hours, make sure your zoom name is your actual name as it appears on the roster.

I recommend using office hours for most issues, as this is the best way to get the most complete answers to your questions. If you are not available during my office hours, let me know what your schedule looks like and we'll figure out an alternative time to meet.

**Email:** email should be used only for quick inquiries. I will generally reply to your emails within 24 hours, except on weekends and holidays (I don't check my email on weekends and holidays). Please note that email should not be used for substantive issues where extensive communication is needed (such as discussion paper topics or explaining concepts from the material) or for confidential issues (such as discussion of grades, personal issues, and similar, because email is not considered a confidential form of communication).

**Q&A discussion thread:** I will keep a Q&A discussion thread on Canvas for the entirety of the semester. Any questions that might also be of concern to other students should be posted there (nothing

confidential please). For example, questions about paper format, structure/requirements of different assignments, deadlines, and similar, would be beneficial to other students as well. I will check the Q&A discussion board several times per week (on weekdays). If you know the answer to a question posed by another student, feel free to reply.

**Casual hour:** on several occasions throughout the semester, I will host a “casual hour” on zoom. These will be less formal office hours that will be open to all students at the same time (you will not be placed in a waiting room and can simply join and leave as you please). This time can be used to discuss anything you want, such as review the material, discuss current events, explain assignments, or anything else. Dates and times of each casual hour will be posted on Canvas.

## The Fine Print

Information in this syllabus can be changed with fair notice. Any changes will be announced through Canvas. It is your responsibility to sign into Canvas regularly and check for any important announcements and updates

## POLS 190 (section 1)/Senior Seminar Fall 2020 Course Schedule

### Notes on course reading assignments:

All readings are available on Canvas. Some have been uploaded to Canvas in Pdf format, while others have links which you can use to access the readings.

The best way to keep track of assigned readings is to follow the “Modules” on Canvas. Everything is uploaded/listed in the appropriate module. You can also access the readings in “Files.”

Please note page numbers for assigned readings: if there is no note “read pages...” at the end of a citation, you are required to read the entire chapter/article. If a note is included, you are only required to read those pages.

I recommend you complete the readings in the order they are listed.

**Note on reading assignment presentations:** most of the readings will have presenters. The only readings without presenters are: week 2 readings, Rustow (1970), Linz & Stepan (1996), and Levitsky & Way (2002). All others will have presenters. We will divide reading assignment presentations on the first day of class. I recommend you review available readings before then and think about which of them you would like to present.

POLS 190 Fall 2020 Course Schedule (subject to change with fair notice)		
Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug 24	<p><b>Course introduction</b></p> <p><u>Assignments:</u></p> <p>Read course syllabus and introductory module on Canvas            Class meeting August 24 at 4:30pm            Sign up for presentation dates (in class)</p>

**POLS 190 Fall 2020 Course Schedule (subject to change with fair notice)**

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
2	Aug 31	<p><b>Understanding democracy</b></p> <p><u>Readings:</u></p> <p>Schumpeter, J. A. (2010 edition, first published 1947). <i>Capitalism, Socialism and Democracy</i>. London: Routledge. (read pages 250-283)</p> <p>Schmitter, P. C., &amp; Karl, T. L. (1991). What democracy is . . . and is not. <i>Journal of Democracy</i>, 2(3), 75-88.</p> <p>Dahl, R. A. (1971). <i>Polyarchy: Participation and opposition</i>. New Haven: Yale University Press. (read pages 1-10)</p> <p><u>Assignments:</u></p> <p><b>Reading summary #1:</b> due August 31 by noon  <b>Class participation #1:</b> in class on August 31  <b>Discussion board #1:</b> posts due Sep 3 by noon, replies due Sep 8 by noon</p>
3	Sept 7	<p><b>Labor Day, no class</b></p>
4	Sept 14	<p><b>Prospects for transition to democracy</b></p> <p><u>Readings:</u></p> <p>Huntington, S. P. (2016). Will more countries become democratic? <i>Political Science Quarterly</i>, 131(2), 237-266. (read pages 237-256)</p> <p>Rustow, D. A. (1970). Transitions to democracy: Toward a dynamic model. <i>Comparative Politics</i>, 2(3), 337-363. (read pages 346-361)</p> <p>Levitsky, S., &amp; Way, L. A. (2005). International linkage and democratization. <i>Journal of Democracy</i>, 16(3), 20-34.</p> <p><u>Assignments:</u></p> <p><b>Reading summary #2:</b> due September 14 by noon  <b>Class participation #2:</b> in class on September 14  <b>Discussion board #2:</b> posts due Sept 17 by noon, replies due Sept 21 by noon</p>
5	Sept 21	<p><b>Democratization process</b></p> <p><u>Readings:</u></p> <p>O'Donnell, G. A., &amp; Schmitter, P. C. (1986). <i>Transitions from authoritarian rule: Tentative conclusions about uncertain democracies</i>. Baltimore: The John Hopkins University Press. (read pages 15-31 &amp; 37-47)</p> <p>Bunce, V. (2003). Rethinking recent democratization: Lessons from the postcommunist experience. <i>World Politics</i>, 55(2), 167-192. (read pages 167-179)</p> <p><u>Assignments:</u></p> <p><b>Reading summary #3:</b> due September 21 by noon  <b>Class participation #3:</b> in class on September 21  <b>Discussion board #3:</b> posts due Sept 24 by noon, replies due Sept 28 by noon</p>

**POLS 190 Fall 2020 Course Schedule (subject to change with fair notice)**

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
6	Sept 28	<p><b>Democracy and economic development</b></p> <p><u>Readings:</u></p> <p>Lipset, S. M. (1959). Some social requisites of democracy: Economic development and political legitimacy. <i>The American Political Science Review</i>, 53(1), 69-105. (read pages 75-85)</p> <p>Ross, M. L. (2001). Does oil hinder democracy? <i>World Politics</i>, 53(3), 325-361. (read pages 325-337)</p> <p><u>Assignments:</u></p> <p><b>Reading summary #4:</b> due September 28 by noon  <b>Class participation #4:</b> in class on September 28  <b>Discussion board #4:</b> posts due Oct 1 by noon, replies due Oct 5 by noon</p>
7	Oct 5	<p><b>Exam 1: Monday October 5 at 4:30pm</b></p>
8	Oct 12	<p><b>Democratic consolidation</b></p> <p><u>Readings:</u></p> <p>Schedler, A. (1998). What is democratic consolidation? <i>Journal of Democracy</i>, 9(2), 91-107.</p> <p>Linz, J., &amp; Stepan, A. (1996). Toward consolidated democracies. <i>Journal of Democracy</i>, 7(2), 14-33.</p> <p>Przeworski, A., Alvarez, M., Cheibub, J. A., &amp; Limongi, F. (1996). What makes democracies endure? <i>Journal of Democracy</i>, 7(1), 39-55.</p> <p><u>Assignments:</u></p> <p><b>Reading summary #5:</b> due October 12 by noon  <b>Class participation #5:</b> in class on October 12  <b>Paper proposal:</b> due October 12 by noon  <b>Discussion board #5:</b> posts due Oct 15 by noon, replies due Oct 19 by noon</p>
9	Oct 19	<p><b>Hybrid regimes and democratic setbacks</b></p> <p><u>Readings:</u></p> <p>Diamond, L. J. (2002). Thinking About Hybrid Regimes. <i>Journal of Democracy</i>, 13(2), 21-35.</p> <p>Schedler, A. (2009). Authoritarianism's last line of defense. <i>Journal of Democracy</i>, 21(1), 69-80.</p> <p>Levitsky, S., &amp; Way, L. A. (2002). The rise of competitive authoritarianism. <i>Journal of Democracy</i>, 13(2), 51-65.</p> <p><u>Assignments:</u></p> <p><b>Reading summary #6:</b> due October 19 by noon  <b>Class participation #6:</b> in class on October 19  <b>Discussion board #6:</b> posts due Oct 22 by noon, replies due Oct 26 by noon</p>

**POLS 190 Fall 2020 Course Schedule (subject to change with fair notice)**

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
10	Oct 26	<p><b>Is democracy a universal value?</b></p> <p><u>Readings:</u></p> <p>Sen, A. (1999). Democracy as a universal value. <i>Journal of Democracy</i>, 10(3), 3-17.                      Zakaria, F. (2004). Islam, democracy, and constitutional liberalism. <i>Political Science Quarterly</i>, 119(1), 1-20.</p> <p><u>Assignments:</u></p> <p><b>Reading summary #7:</b> due October 26 by noon  <b>Class participation #7:</b> in class on October 26  <b>Discussion board #7:</b> posts due Oct 29 by noon, replies due Nov 2 by noon</p>
11	Nov 2	<p><b>Forms of democratic systems</b></p> <p><u>Readings:</u></p> <p>Lijphart, A. (1991). Constitutional choices for new democracies. <i>Journal of Democracy</i>, 2(1), 72-84.                      Linz, J. J. (1990). The perils of presidentialism. <i>Journal of Democracy</i>, 1(1), 51-69.                      Horowitz, D. L. (1990). Comparing democratic systems. <i>Journal of Democracy</i>, 1(4), 73-79.</p> <p><u>Assignments:</u></p> <p><b>Reading summary #8:</b> due November 2 by noon  <b>Class participation #8:</b> in class on November 2  <b>Discussion board #8:</b> posts due Nov 5 by noon, replies due Nov 9 by noon</p>
12	Nov 9	<p><b>Domestic and international consequences of democratization</b></p> <p><u>Readings:</u></p> <p>Rosato, S. (2003). The flawed logic of democratic peace theory. <i>American Political Science Review</i>, 97(4), 585-602.                      Mansfield, E. D., &amp; Snyder, J. (2002). Democratic transitions, institutional strength, and war. <i>International Organization</i>, 56(2), 297-337.</p> <p><u>Assignments:</u></p> <p><b>Reading summary #9:</b> due November 9 by noon  <b>Class participation #9:</b> in class on November 9  <b>Optional paper draft:</b> due November 9 by noon  <b>Discussion board #9:</b> posts due Nov 12 by noon, replies due Nov 16 by noon</p>
13	Nov 16	<p><b>Exam 2: Monday November 16 at 4:30pm</b></p>
14	Nov 23	<p><b>Student presentations</b></p> <p><b>Required paper draft:</b> November 23 by noon</p>

<b>POLS 190 Fall 2020 Course Schedule (subject to change with fair notice)</b>		
<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
15	Nov 30	<b>Student presentations</b> Peer review: November 30 by noon
16	Dec 7	<b>Student presentations</b>
<b>Research paper due December 9 by 5pm</b>		