

POLS 3100
GLOBAL ISSUES
UTAH STATE UNIVERSITY

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COURSE DESCRIPTION

Transitions from and to democracy play a key role in the world's political landscape. The rise of authoritarian leaders in Turkey and Eastern Europe, the deepening of authoritarianism in Russia and Latin America, as well as the push for democracy during the Arab Spring have had an impact on immigration, regional integration, armed conflict, global terrorism, and the economy. To understand the world we live in, we need to better understand the type of regimes that compose it and their global effect. To do that, in this class, we will answer questions such as how do democracies come about? Why do they break? Which factors put them at risk? Which factors help them survive? What is the global impact of these changes? As we answer these questions we will touch upon a broad set of topics including international relations, changes in the economy, direct democracy, and democratic governance.

The goals of this course are:

1. Identify what is a democracy and what is not
2. Identify theories of democratization and democratic breakdown
3. Use theories of democratization and democratic breakdown to explain regime change today
4. Assess the effect of regime and regime change in global issues today

By participating in this course you will be able to:

1. Enhance your understanding of comparative politics, regime and regime change
2. Develop your ability to think critically and creatively about global issues, using theories of comparative politics, regime and regime change

REQUIREMENTS

Exams

Over the course of the semester you will have two exams. In each exam, you will have to answer one of two essay questions. These questions will be issue oriented. They will ask you to articulate concepts, theories, and facts learned in class, in a single argument. A good essay should show not only that you understand basic concepts and theories, but also that you are able to use them effectively in your own analysis. You are not expected to do research outside of

what we have read, seen or talked about in class. The essays are meant to give you a chance to practice writing skills and assess your understanding of class material. They will be evaluated on your ability to provide a thoughtful, well-supported analysis.

The first exam (mid-term) will work pretty much like an in-class exam. You will have an hour and a half to answer the question you chose in Canvas. You are free to do the exam in whatever location you chose. I will be in the classroom in case you have questions. This exam will account for 15% of your grade.

The second exam (final) is a take home exam. I will distribute the questions one week before the deadline. The essays must have between 600 and 725 words (2.5-3 pages), and they must be turned in via CANVAS on the day they are due. I will not read early drafts, but I am happy to discuss essay outlines and/or ideas with you during office hours. This exam will account for 15% of your grade

Movie Reports

During the semester we will watch a movie. You must write a 500-725 words movie report (2-3 pgs) connecting the audiovisual piece with the political science concepts and cases we are discussing in class. I will provide a guideline highlighting some of the points/questions you should think about when you are watching the film and writing the report. We will also devote a class to discuss some of these questions. This discussion is meant to help you write your movie report, it is important that you attend it. We will screen the film outside of the class schedule. If you cannot make it to the screening, I will make the movie available so that you can watch it at your convenience. The report will be due a week after the movie discussion. It will account for 10% of your grade.

South Africa Game

During the semester we will prepare an in-class simulation of the constitution writing process in South Africa in 1993 (*"The Collapse of Apartheid and the Dawn of Democracy in South Africa"*). Up until 1990 South Africa lived under *apartheid*, a set of laws that—since 1948—privileged a white minority at the expense of a “non-white” majority. For more than forty years South Africa was an authoritarian regime. “Non-whites” were disenfranchised, and any opposition to the ruling party was silenced with violence and repression. In 1990 the sitting president abolished apartheid beginning South Africa’s transition to democracy. The constitution signed in 1993 was a key part of that process, and an excellent example of the importance of elites, institutional design, and social movements in democratic transitions.

The Collapse of Apartheid and Dawn of Democracy game will work as follows. We will divide the class into delegations. Each delegation will represent a party or faction present during the South African constitution writing process. The delegates will represent their assigned party/faction, according to its ideological orientation and long or short term goals. This exercise will not only increase your knowledge about South Africa and democracy, but it will help you practice writing and oral skills, and allow you to think about regime and regime change from a perspective other than your own.

The final debate will take place during the three last weeks of class. During the first week (*"All Party Talks"*) you will discuss the nature of the constitution that is about to be written: whether it should be temporary or permanent and/or the topics that should be debated in the following sessions. During the second weeks you will split up in subgroups *Constitutional Working Groups-CWG*). Each CWG will have one or two representatives of each delegation and will discuss an assigned topic. The CWG proposals will be debated during the third week with all delegates present in (*All Party Talks*). These debates will account for 20% of your grade.

The goal of the game is to have a constitution by the end of the third week. Your grade, however, will not depend on that. It will depend on your meaningful participation both individually in the CWG and as a delegation in *All Party Talks*.

In order to prepare for the debate we will organize a series of 10-15 minutes presentations on South Africa's history and politics before and during apartheid using Clark and Worger's book *South Africa: The rise and fall of Apartheid* (Available as an e-book in the library). These presentations will give you some basic information to prepare for the debate and will account for 10% of your grade.

The presentations will also help you prepare a 750-1000 words Position Paper (3-4 pages). This paper should express the party position on a key constitutional concern. It should provide support for such a position using primary and secondary sources. This paper will serve as a guideline for each delegate's position during the debate. It will account for 15% of your grade.

After the debate, each student will write an editorial to his/her constituents endorsing or rejecting the new constitution. This paper will be an in-class exercise and will account for 10% of your grade.

Participation

This is an interactive course. In order to learn, you need to participate in class. This means, first, asking questions. It is VERY important that you ask when you don't understand. In my experience, it is very likely that if you have a question others in the class have similar doubts as well. Therefore, when you ask questions you help yourself and your classmates. Active participation also means contributing and engaging in class discussions, peer-review exercises, and other in-class activities. In order to do that, you need to come to class prepared. You are expected to read the assigned materials before the class.

Participation counts for 10% of your grade. Your participation will be assessed in two ways. Every week, I will prepare two questions about the readings, one for each session, and I will send them out on Sunday. You have to answer each session's question and email it back to me before each class by 10 am. You do not need to send all answers on the first class of the week, just the one for each day. This assignment will account for 5% of your grade. You need to answer correctly 15, of the 20 questions that will be handed out throughout the semester (i.e. you can miss or get wrong eight without penalty.) If you answer all nineteen, I will count the last four as bonus points that you can use to increase the grade up to 2.5 pts (out of 100) (1/2 pt for each extra question).

The remaining 5% of the participation grade will account for in-class participation. It will be assessed in terms of your contribution to group discussions, peer-review exercise, and other class-related activities, using a self-assessment participation form.

HONOR CODE

Academic Integrity

You are expected to abide by [USU's Student Code](#). Group study is encouraged but, except for the presentation on South Africa and the South Africa game debate, all class assignments are individual. I expect each one of you to present your own work. Plagiarism or cheating will not be tolerated. Any violation to academic integrity will be punished according to USU's policies.

Civility Policy

Learning requires an open and inclusive environment. Having a diverse group of students with different life experiences, backgrounds and points of view enrich us all. It is important that we engage with one another with respect and sensitivity. This means framing our comments and opinions in a respectful and courteous manner, as well as carefully listening to what others say. For more information see [USU's Student Code](#).

POLICIES

Attendance

Attendance is very important for your learning process. **You are expected to attend and participate in class.** I will take attendance for record keeping purposes, but ultimately, it is **your responsibility** to attend class, let me know if you cannot make it, and catch up in the material, information or announcements you might have missed. For exams and assignments, I will **only** excuse absences outlined as *excused* or *allowable* absences in the [University Catalog \(2016-2017\)](#)

Email

You are welcome to email me with questions and comments. Please allow me 24 hours to respond. During weekends or holidays it might take me longer to respond.

Electronic Devices

You can use your laptop and tablet in class to access the readings and/or take notes, but please refrain from using it for any other activity (i.e. Facebook, Twitter, email, messenger etc.). Doing so distracts you and everybody around you (including me!). For that same reason, I will ask you to keep your cellphone inside your backpack during class.

Disabilities

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444, <https://www.usu.edu/drc/>. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print, digital, or audio) are available with advance notice.

DEADLINES

Exams

Mid-Term *Feb. 23*

Final *TBD*

Movie Report

1 *March 16*

South Africa

Presentation *Feb 9*

Position Paper *March 30*

Debate *April 6-25*

Editorial *April 27*

GRADING

Exams	
<i>Mid-Term</i>	15%
<i>Final</i>	15%
Participation	
<i>Class Questions</i>	5%
<i>In-class Participation</i>	5%
Movie Report	
# 1	10%
South Africa	
<i>Presentation</i>	10%
<i>Position Paper</i>	15%
<i>Editorial</i>	5%
<i>Debate</i>	20%

NOTE: Late assignments will get a deduction of 10 points (out of 100) per day. Unless there is a valid excuse (*See Attendance.*) I will **NOT** receive assignments more than 3 days late.

CLASS SCHEDULE

NOTE: We may discover that we want to spend more/less time on certain topics. I may consider making changes to the class schedule if such a change would benefit most students' learning in this course.

INTRODUCTION

January 10: Course Overview

WHAT IS A DEMOCRACY?

January 12: Democracy and Authoritarianism

- Schmitter, Philippe. C., & Karl, T. L. (2008). "What Democracy Is... and Is Not." *Journal of Democracy*, 2(3), 75-88.

January 17: Hybrid Regimes

- Levitsky, S., & Way, L. (2002). "The Rise of Competitive Authoritarianism." *Journal of Democracy*, 13(2), 51-65.
- Lynch, M., & Yildirim, A.K. "Is there Still Hope for Turkish Democracy?", *Carnegie Endowment for International Peace*, December 8, 2016

WHAT DRIVES REGIME CHANGE?

January 19: Economic Development and Democracy: Modernization Theory

- Przeworski, A., & Limongi, F. (1997). "Modernization: Theories and Facts." *World Politics*, 49(2), 155-183.
- Brownlee, Jason "Why Turkey's authoritarian descent shakes up democratic theory", *Washington Post (Monkey Cage)*, March 23, 2016.

January 24: Economic Development and Democracy: Resource Curse

- Ross, M. L. (2001). "Does Oil Hinder Democracy?" *World Politics*, 53(3), 325-361.
- Rosenberg, T. [Avoiding the Curse of the Oil-Rich Nations](#) *New York Times*, February 13, 2013

January 26: Institutions and Democracy: Institutional Design

- Lijphart, A. (1991). "Constitutional Choices for New Democracies." *Journal of Democracy*, 2(1), 72-84.
- Lane, C. "Is US "presidentialist" democracy failing?" *The Washington Post*, February 10, 2016.

January 31: Institutions and Democracy: Institutional Change

- Magaloni, B. (2005). "The Demise of México's One-Party Dominant Regime." In F. Hagopian & S. Mainwaring (Eds.), *The Third Wave of Democratization in Latin America: Advances and Setbacks* New York: Cambridge University Press. (pp. 121-146).

February 2: Institutions and Democracy: Institutional Change II

- Levitsky, S., & Ziblatt, D. "Is Donald Trump a Threat to Democracy?" *New York Times*. December 16, 2016.
- Landau, David. 2013. Abusive Constitutionalism. *U.C. Davis Law Review* 47: 189. pp. 191-215
- Bermeo, N. (2016). "On Democratic Backsliding." *Journal of Democracy*, 27(1), 5-19. **(Optional)**

THE COLLAPSE OF APARTHEID AND THE DAWN OF DEMOCRACY IN SOUTH AFRICA

February 7: South Africa: History and Politics

- Clark, N. L., & Worger, W. H. (2011). *South Africa: the rise and fall of apartheid* (Second edition). Harlow, England?; New York: Longman/Pearson. (Pages TBD)
- Morton F. & Elby J. (2015), *The Collapse of Apartheid and the Dawn of Democracy in South Africa: The Multy-Party Negotiation Process, April 1993*, Series Reacting to the Past. (Pages TBD)

February 9: South Africa History and Politics Presentations

February 14: International Factors: Exporting Democracy

- Archibugi, D. (2011). "Exporting Democracy: What Have We Learned from Iraq? Dissent," 54(2), 40-42. *Latin America and the United States: A Documentary History* Pp. 176-178.
- Pevehouse, J. C. (2002). "Democracy from the Outside-In?" *International Organizations and Democratization. International Organization*, 56(3), 515-549.

February 16: International Factors: Diffusion

- Brinks, D., & Coppedge, M. (2006). "Diffusion Is No Illusion: Neighbor Emulation in the Third Wave of Democracy." *Comparative Political Studies*, 39(4), 463-489.

February 21: Actors

- Capoccia, G. (2001). "Defending democracy: Reactions to political extremism in inter-war Europe." *European Journal of Political Research*, 39(4), 431-460.

February 23: Mid-Term Exam

February 28: Non-Violence, Elections and Democracy

- Valerie Bunce, & Sharon L Wolchik. (2009). "Oppositions versus Dictators." In S. Lindberg (Ed.), *Democratization by elections?: a new mode of transition*. Baltimore, MD: Johns Hopkins University Press. (pp. 246-268)

March 2: Movie Discussion

March 6-10: Spring Break

March 14: Failed Transitions

- Koesel, K J., & Bunce, V. J., (2013) "Diffusion-Proofing: Russian and Chinese Responses to Waves of Popular Mobilizations against Authoritarian Rulers?" *Perspectives on Politics*, 11(3), 753-68.
- Brownlee et al. "[Why the Modest Harvest of the Arab Spring?](#)", *Washington Post-Monkey Cage*, October 21, 2013.

March 16: Vulnerable Democracies: Crisis of Representation

- Mainwaring, Scott, Ana María Bejarano, and Eduardo Pizarro Leongómez. "The Crisis of Democratic Representation in the Andes: An Overview." In *The Crisis of Democratic Representation in the Andes*. Stanford: Stanford University Press, 2006. Pgs. 1-44 (Selected Pgs.)
- Stefan Foa, R. & Yascha M., (2016) "The Democratic Disconnect," *Journal of Democracy* 27(3): 5-17

March 21: Vulnerable Democracies: Are Consolidated Democracies Safe?

- Inglehart, R., (2016) "The Danger of Deconsolidation: How Much Should We Worry?" *Journal of Democracy* 27(3): 5-17

- Corrales, Javier. [For Latin Americans, Trump's Outsider Win is a Familiar Story – With a Twist](#), *Americas Quarterly*, November 17, 2016
- [Review: Brownlee, Jason “Why Turkey’s authoritarian descent shakes up democratic theory”](#), *Washington Post (Monkey Cage)*, March 23, 2016.
- [Review: Levitsky, S., & Ziblatt, D. “Is Donald Trump a Threat to Democracy?”](#) *New York Times*. December 16, 2016.

March 23: Vulnerable Democracies: Direct Democracy

- Breuer, A. (2008). “The Problematic Relation between Direct Democracy and Accountability in Latin America: Evidence from the Bolivian Case.” *Bulletin of Latin American Research*, 27(1), 1-23.
- McLoughlin, Frank, and Seema Shah. [“The Case For/Against Direct Democracy.](#) *IDEA News*, December 21, 2016.
- Altman, David. 2016. [“The Reasons Behind the Failure of the Colombian Peace Plebiscite.,](#) *People2Power*, October 6, 2106.
- Hall, Archie. [“Referend-Dumb: Brexit, Colombia, and the Flaws of Direct Democracy.](#) *Harvard International Review*, December 23, 2016.
- Drezner, Daniel W. [“Yes, There Is Such a Thing as Too Much Democracy.](#) *Washington Post*, June 28, 2016.

WHY DEMOCRACY?

March 28: Democracy and Violence

- Chenoweth, E. (2013). “Terrorism and Democracy.” *Annual Review of Political Science*, 16(1), 355-378.
- Mansfield, E. D., & Snyder, J. (1995). “Democratization and War.” *Foreign Affairs*, 74(3), 79-97.

March 30: Democracy and Human Rights

- Davenport, C. (2007). “State Repression and Political Order.” *Annual Review of Political Science*, 10(1), 1-23.

April 4: Democracy and the Economy

- Bermeo, N. (2009). Does Electoral Democracy Boost Economic Equality? *Journal of Democracy*, 20(4), 21-35.
- Corrales, J. [Don?t Blame It On the Oil.,](#) *Foreign Policy*, May 7, 2015.

THE COLLAPSE OF APARTHEID AND THE DAWN OF DEMOCRACY IN SOUTH AFRICA

April 6-25: Constitutional Debate

April 27: Final Remarks-In-Class Paper 2
