

Democratization

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University of Pittsburgh – Bradford
Spring 2014

PS 1340 Democratization

Class Times: Tuesdays and Thursdays, 1-2:15 pm
Class Location: Swarts Hall 104
Office Hours: Mondays and Wednesdays, 1-4 pm
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Contact E-mail: hdevries@pitt.edu
Course Website: <https://courseweb.pitt.edu/webapps/login/>

Course Description:

In this course, we will be exploring democracy and democratization. We will be looking at democratization in many different geographical regions, including Latin America, Southern Europe, Post-Communist Europe, Post-Soviet Russia, The Middle East and North Africa, Sub-Saharan Africa, and East Asia. While many textbook readings will be focused thematically and have applicability to democracy and democratization in many different regions, we will also take time to focus on research articles concerning recent movements for democratization in the Middle East that have been called the “Arab Spring.” As a result, students should gain a lot of familiarity with both the important themes in the literature on democracy and democratization as well as their application in the Middle East.

We will be discussing many debates about democracy as well as about democratization, democratic transitions, and democratic consolidation. Many different causal factors influencing the success and failure of these latter processes will be explored, including, for example, evidence concerning the role of political institutions, the market and capitalist reforms, civil society, political culture, the power of the military, corruption, and international support. We will look at different historic waves of democratization and consider recent developments in world politics and their ramifications for successes or failures in transitioning countries. As there is a tremendous amount of money devoted to promoting democratization globally, we will also consider the project of aiding democracy abroad, and its normative implications.

Intensive reading is required for the course, and students must also actively participate in the course discussions. In addition to the chapter reading from the course textbook which should be read by the date they are assigned, the instructor has also assigned a research article for students to read, for most class sessions. These articles are posted on courseweb, and students are expected to read and come to class prepared to discuss both the textbook and article readings. Students are expected to apply their own ideas, examples, and critical thinking in response to the readings via their weekly reaction papers. It is also expected that students follow international news coverage on an ongoing basis. Presentations and writing for the course are expected to be of a high caliber, involving critical analysis, grounded with concrete evidence.

Course Objectives:

1. Students will learn about the theories and underlying assumptions driving research about democracy and democratization. Students will read, synthesize, and analyze research examples through in-class discussions. Iteration will help improve these skills.
2. Students will collect and analyze media coverage of ongoing political processes and key political events in different countries as well as movements for democratization. Students will gain experience using original evidence to evaluate the theories and previous research findings reviewed in the academic literature.
3. Students will gain experience presenting their ideas and analysis verbally and in writing. The course will culminate in a comparative research paper that showcases students' ability to synthesize the academic literature, critically analyze the arguments and evidence that are presented, and examine how it applies to recent political events.

Required Textbooks:

1. Haerpfer, Christian W., Patrick Bernhagen, Ronald Inglehart, and Christian Welzel, eds. 2009. "Democratization." Oxford University Press. ISBN-13: 9780199233021.

Readings:

The assigned materials (usually a textbook chapter and article reading on Courseweb) should be read before class on the date they are listed in the schedule at the end of the syllabus.

Grading Distribution: (out of 100 possible points for the course)

- Class Participation in Discussions, Debates, Presentations, and Activities (20 points)
- Exam 1 (15 points)
- Exam 2 (15 points)
- 10 Reaction Papers (30 points)
- Arab Spring Paper (20 points)

Class Participation in Discussions, Debates, Presentations, and Activities (20 points)

Students are expected to attend all course sessions punctually and actively participate in the course discussions, activities, group work, and roundtable presentations of Arab Spring Papers. Students are expected to apply their own ideas, examples, and critical thinking in response to the readings. Class work is expected to be of a high caliber, involving critical analysis, grounded with concrete evidence. In our discussions, please consider both sides, be respectful of others' opinions, try to understand their perspective, and take turns as the devil's advocate, arguing an unpopular position.

Intensive reading is required for the course, and students are expected to come to class having completed the day's scheduled reading assignment (usually one textbook chapter as well as a journal article posted on the course website). You should make it a habit to review pertinent international news coverage, especially on the BBC.

Exams 1 and 2 (30 points)

Exams 1 and 2 are each worth 15 points. Exam 1 will involve an in-class exam with a combination of multiple choice questions, short answer questions, and an essay. Exam 2 will be a take-home essay exam. The exam format will be discussed in class, several sessions in advance of the actual exam session. Both exams cover all the material read and presented in the lectures prior to the date of the exam as well as material that students are reading as they prepare their semester-long research project focused on the Arab Spring. The instructor will provide students with a review sheet which contains study questions for the first in-class exam. The exam prompt for the second exam that is a take-home exam will be distributed at least one week in advance of the due date. Please note: if students are not participating in class or keeping up with the readings, the instructor may announce a quiz for the next class, which will count as part of the exam score.

10 Reaction Papers (30 points)

Students will complete 10 reaction papers over the course of the semester. There are 23 dates students can choose to submit a reaction paper, as reaction papers may be submitted on any date that an article is assigned. Hence, students should aim to submit 5 reaction papers before the middle of the semester. Reaction papers should be 1 page long single-spaced, clearly summarize key arguments, concepts, and examples from the articles, and also bring in the students' own opinions and analysis.

Students are expected to use these reaction papers to begin exploring and discussing research articles connected to the Arab Spring as well as the daily reading topics. Students may also discuss the textbook reading in the reaction paper, and connect their analysis to ongoing political events. The article analyzed in the paper should be cited parenthetically and should also be included in the list of references at the end of the Reaction Paper.

These papers should give students an opportunity to show that they have completed the readings and work on their Arab Spring Papers, but also raise questions, bring in interesting debates and serve as a spur for discussion. Simply saying "I (don't) like ..." is not critical analysis; please be more specific in your analysis and feel free to ask interesting questions.

The reaction papers are to be posted in the discussion board before class starts. (Please post in the board that corresponds with your reaction paper #, board #1 for reaction paper #1). You are expected to post early enough so that you arrive to class on time. There is a late penalty for papers submitted after the start of the class session. Each paper is worth 3 points, and the maximum score possible is 30 points (30% of the final grade).

Students will be expected to cite research articles and other sources in the papers. The Chicago Manual of Style (with parenthetical citations in the body of the paper and references at the end) should be applied: http://www.chicagomanualofstyle.org/tools_citationguide.html

For example, I might discuss international regimes (Abbott 1999). Any material I cited in my reaction paper, would also need to be included in the References list (see below).

References

Abbott, Kenneth W. 1999. "International Relations Theory, International Law, and the Regime Governing Atrocities in Internal Conflicts." *The American Journal of International Law* 93(2): 361-79.

Arab Spring Paper (20 points, due on April 22)

Students will evaluate democratization in the Middle East in their Arab Spring Paper. Each student is expected to conduct research on two particular countries that have recently embarked on this process of transformation, evaluating research and news coverage in the past year to discuss the outcomes in each country. Students should include a justification for the cases they have selected for their comparative case study, which addresses why these cases are comparable given their unique cultural and historical background, as well as how the independent variables are relevant in these cases. It would be helpful if students can develop arguments about how these factors played out similarly or differently across the cases they have chosen, and how this is reflected in the successes or failures in their democratization outcomes.

Please evaluate and discuss whether these are successful cases of democratization, and what types of problems have arisen. Next, please evaluate which causal factors are important in impacting the outcomes in each country, devoting a section to each causal factor. Please conclude by drawing some generalizations about how the two countries you have selected are similar or dissimilar, in terms of outcomes as well as causal factors, and what you have learned about the causes of democratization.

Students are expected to review at least 8 academic journal articles, as well as at least 8 news articles on the topic in their paper. The paper will likely be between 10-12 pages long. Academic journal articles are at least 14-18 pages long and are empirical (meaning that they present evidence, to test competing arguments and are NOT just theoretical). You may occasionally include an article that is just theoretical. At least half of the articles should come from the journal *Journal of Democracy* and *Democratization* (and some articles may be class readings). A complete, correctly formatted list of references in the Chicago Style is expected at the end of the paper. All these sources should be cited parenthetically in the text of the paper. Papers which have not been edited considerably or include incorrect citations will receive poor grades. A paper copy of the Arab Spring paper is due in person at the start of the Final Exam session, and an electronic copy is due online on courseweb, on the due date. Students will present their findings in a Roundtable presentation during the Final Exam Session on April 22.

Tentative Course Schedule:

Date	Topics and Assignments	Textbook Reading	Article Reading
Tuesday, January 07, 2014	Introduction to Class		
Thursday, January 09, 2014	Introduction to Democratization	Chapter 1	McFaul, Michael, and Tamara Cofman Wittes. 2008. "The Limits of Limited Reforms." <i>Journal of Democracy</i> 19(1): 19-33.
Tuesday, January 14, 2014	Democratic and Undemocratic States	Chapter 2	Anderson, Lisa. 2011. "Demystifying the Arab Spring: Parsing the Differences Between Tunisia, Egypt, and Libya." <i>Foreign Affairs</i> 90(3): 2-7.
Thursday, January 16, 2014	Measuring Democracy and Democratization	Chapter 3	Anand, Aanchal. 2011. "Statistics and International Relations: Why Data Collection Matters." <i>SAIS Review</i> 31(2): 79-80.
Tuesday, January 21, 2014	Long Waves and Conjunctures of Democratization	Chapter 4	Bix, Herbert P. 2011. "The North African--Middle East Uprisings from Tunisia to Libya." <i>Massachusetts Review</i> 52(2): 329-47.
Thursday, January 23, 2014	The Global Wave of Democratization	Chapter 5	Forsythe, David P. 2011. "US Foreign Policy and Human Rights: Situating Obama." <i>Human Rights Quarterly</i> 33(3): 767-89.
Tuesday, January 28, 2014	Theories of Democratization	Chapter 6	Barany, Zoltan. 2011. "The Role of the Military." <i>Journal of Democracy</i> 22(4): 24-35.
Thursday, January 30, 2014	The International Context	Chapter 7	Plattner, Marc F. 2011. "The Global Context." <i>Journal of Democracy</i> 22(4): 5-12.
Tuesday, February 04, 2014	Democracy, Business, and the	Chapter 8	Ross, Michael. 2011. "Will Oil Drown the Arab Spring? Democracy and the Resource

	Economy		Curse." <i>Foreign Affairs</i> 90(5): 2-7.
Thursday, February 06, 2014	Political Culture, Mass Beliefs, and Value Change	Chapter 9	Tessler, Mark A., and Eleanor Gao. 2005. "Gauging Arab Support for Democracy." <i>Journal of Democracy</i> 16(3): 83-97.
Tuesday, February 11, 2014	Gender and Democratization	Chapter 10	Yuchtman-Ya'ar, Ephraim, and Yasmin Alkalay. 2010. "Political Attitudes in the Muslim World." <i>Journal of Democracy</i> 21(3): 122-34.
Thursday, February 13, 2014	Social Capital and Civil Society	Chapter 11	Kraetzschmar, Hendrik, and Francesco Cavatorta. 2010. "Bullets over Ballots: Islamist Groups, the State, and Electoral Violence in Egypt and Morocco." <i>Democratization</i> 17(2): 326-49.
Tuesday, February 18, 2014	Social Movements, Trade Unions, and Advocacy Networks	Chapter 12	Austin, Leila. 2011. "The Politics of Youth Bulge: From Islamic Activism to Democratic Reform in the Middle East and North Africa." <i>SAIS Review</i> 31(2): 81-96.
Thursday, February 20, 2014	<u>Exam 1</u>		
Tuesday, February 25, 2014	Conventional Citizen Participation	Chapter 13	Hamid, Shadi. 2011. "Arab Islamist Parties: Losing on Purpose." <i>Journal of Democracy</i> 22(1): 68-80.
Thursday, February 27, 2014	Political Parties	Chapter 14	Carey, John M., and Andrew Reynolds. 2011. "The Impact of Election Systems." <i>Journal of Democracy</i> 22(4): 36-47.
Tuesday, March 04, 2014	Electoral Systems and Institutional Design in New Democracies	Chapter 15	Reynolds, Andrew, and John M. Carey. 2012. "Getting Elections Wrong." <i>Journal of Democracy</i> 23(1): 164-8.
Thursday, March 06, 2014	The Media	Chapter 16	Howard, Philip N., and Muzammil M. Hussain. 2011. "The Role of Digital Media." <i>Journal of Democracy</i> 22(3): 35-48.

Tuesday, March 11, 2014	No class: Spring Break		
Thursday, March 13, 2014	No class: Spring Break		
Tuesday, March 18, 2014	No class: Dr. de Vries-Jordan is participating in an event on the Oakland campus.		
Thursday, March 20, 2014	Failed Democratization and a Successful Case	Chapter 17	Schraeder, Peter J., and Hamadi Redissi. 2011. "Ben Ali's Fall." <i>Journal of Democracy</i> 22(3): 5-19.
Tuesday, March 25, 2014	Southern Europe, Arab Spring Papers	Chapter 18	
Thursday, March 27, 2014	Latin America	Chapter 19	Randall, Ian Anthony. 2011. "In Chile, Explaining Massive Protests Entails Remembering the Past." <i>Dissent</i> 58(4): 15- 21.
Tuesday, April 01, 2014	Post-Communist Europe and Post- Soviet Russia	Chapter 20	Way, Lucan. 2011. "The Lessons of 1989." <i>Journal of Democracy</i> 22(4): 13-23.
Thursday, April 03, 2014	No class: Dr. de Vries-Jordan is at the Midwest Political Science Association conference.		
Tuesday, April 08, 2014	The Middle East and North Africa	Chapter 21	Jamal, Amal. 2009. "Democratizing State- Religion Relations: A Comparative Study of Turkey, Egypt, and Israel." <i>Democratization</i> 16(6): 1143-71.
Thursday, April 10, 2014	Sub-Saharan Africa	Chapter 22	Izama, Angelo, and Edward Echwalu. 2011. "Season of Dissent." <i>Transition</i> 106: B-58- B-71.

Tuesday, April 15, 2014	East Asia	Chapter 23	Lagerkvist, Johan. 2011. "New Media Entrepreneurs in China: Allies of the Party-State or Civil Society?" <i>Journal of International Affairs</i> 65(1): 169-82.
Thursday, April 17, 2014	<u>Exam 2 (take-home) is due</u> Future of Democratization	Chapter 24	Dunn, Alexandra. 2011. "The Arab Spring: Revolution and Shifting Geopolitics: Unplugging a Nation: State Media Strategy During Egypt's January 25 Uprising." <i>The Fletcher Forum of World Affairs</i> 35(15).
Tuesday, April 22, 2014	<u>12-2- Arab Spring Paper is due, Roundtable of Arab Spring Papers</u>		

General Course Policies

Grading Policy:

When students receive grades on any individual assignment, your raw score is listed (the points received for that assignment). At the end of the semester, all these scores are added up. The maximum number of points a student can receive is 100 points. Listed below is the system by which the total sum of grades (also a percentage) will be converted to a final letter grade.*

90.0-92.99 % = A-;	93.0-96.99 % = A;	97.0-100.00% = A+;
80.0-82.99 % = B-;	83.0-86.99 % = B;	87.0-89.99 % = B+;
70.0-72.99 % = C-;	73.0-76.99 % = C;	77.0-79.99 % = C+;
60-62.99% = D-;	63.0-66.99 % = D;	67.0-69.99 % = D+;
		59.99% and lower = F

* Please note that if a student engages in academic misconduct such as plagiarism or if the student accumulates an extended period of unexcused absences, the instructor may revert the student's final grade to the grade of F, regardless of the sum of grades.

Late Assignment Policy:

Our reading and homework schedule must be adhered to in a timely matter. Assignments must be printed and turned in on time at the beginning of class on the date they are due. All assignments must also be submitted online on Courseweb by the start of class.

After this deadline, the following deductions for lateness may take place:

- Assignment received within the first 24 hours: -10% value of assignment.
- Assignment received within the first 48 hours: -20% value of assignment.
- Unless there are mitigating circumstances and the student has previous written approval from the instructor for an extension, assignments received over 48 hours past the deadline will NOT be accepted any longer and will be assigned 0 points.

Tips Regarding Your Papers:

Tips Concerning Submitting Assignments:

- You are expected to submit both paper and electronic copies of any paper assignments. Paper copies are due in person at the start of the class session. Electronic copies are due on the course website, before class starts. Please attach it as a single Microsoft Word file.
- It is your responsibility to be sure that you check any assignment you submit to be certain that you have submitted the correct, full version of the assignment and attached a properly formatted list of references at the end of the assignment.

Tips Concerning the Formatting of Your Papers:

- Microsoft Word document
- Times New Roman, size 12 point font
- Double-spaced, 1 inch margins
- No title page, but a paper title should be listed
- Header on each page with your name and the page number
- Indent new paragraphs

- Italicized headings to clarify sections
- Inclusion of parenthetical citations and a list of references

Tips Concerning Writing Your Papers:

- The top of the first page should include your typed name and the title of the paper.
- Please include clear introductory and concluding paragraphs.
- Each paragraph should have introductory and concluding sentences that explain what idea you are developing in the paragraph, and how it relates to what precedes or follows.
- Use varied transitions to emphasize how your argument is developing.
- Paragraphs should be at least 4-5 sentences long, on average. They should be clearly focused topically, and if you have a 2 sentence paragraph that should be an indicator to you that there are ideas which need development or reorganization.
- On the other hand, paragraphs should not be so extensive that they run longer than half a page to two-thirds of a page in length. If you notice that you have a paragraph that is too long, find a way to break it down into two paragraphs, based on the content.
- Be careful to edit your writing extensively for grammar, clarity, and parsimony. Often when a sentence is excessively long, you need to break it down into two sentences. Check that each sentence clearly conveys what you mean, and make sure it has a subject, verb, et cetera. When you read each sentence, consider whether, if you had no previous information, the statement would be comprehensible to you.
- Make use of peer review at the Writing Center.
- A separate page, titled References, that lists references in the Chicago Style format (http://www.chicagomanualofstyle.org/tools_citationguide.html) should be included. Be sure to click on the “Author-Date” tab to see the correct version of this citation style. Reference entries should be sorted alphabetically by first authors’ surnames. Any source cited parenthetically should be included in the list of references.

Tips for Finding Useful Research Articles:

Research articles typically are 15-25 pages long, and they present competing theoretical arguments which are tested empirically with evidence.

To access any of the databases listed below where you can search for articles:

<http://www.library.pitt.edu/db/all>

To access any of the journals listed below and search for articles:

<http://www.library.pitt.edu/ejournals>

In case you are in need of help, there are a variety of ways to get assistance at the library:

<http://www.library.pitt.edu/bradford>

Databases I recommend include:

Academic Search Premier

EBSCOhost

Project MUSE

JSTOR

PAIS International

Oxford University Press

Columbia International Affairs Online

Worldwide Political Science Abstracts
IngentaConnect
Blackwell Publishing
Wiley
Sage Journals Online

Key journals in International Relations and Comparative Politics

American Journal of International Law
Comparative Politics
Comparative Political Studies
Democratization
European Journal of International Law
Global Governance
International Affairs
International Studies Quarterly
International Organization
Journal of Democracy
Journal of International Affairs
Journal of International Law and International Relations
The Journal of Politics
Political Science Quarterly
Political Studies
Politics and Society
Political Research Quarterly
PS, Political Science & Politics
Review of International Studies

Journals dealing with different regions of the world

African & Asian Studies
African Studies Review
American Journal of Political Science
American Political Science Review
Asian Affairs
Asian Journal of Political Science
Asian Studies Review
British Journal of Political Science
British Journal of Politics and International Relations
Canadian Journal of Political Science
Comparative Studies of South Asia, Africa and the Middle East
European Journal of International Relations
European Journal of Political Research
European Review of Latin American & Caribbean Studies
European Union Politics
International Journal of Asian Studies
International Journal of Middle East Studies
Journal of Asian and African Studies

The Journal of Asian Studies
Journal of Contemporary African Studies
Journal of Contemporary Asia
Journal of Latin American Studies
Journal of Southern African Studies
Latin American Politics and Society
The Middle East Journal
Third World Quarterly
Middle East Policy
Middle East Quarterly (useful but often not empirical)
Middle Eastern Studies
West European Politics

Journals focused on Development and Developing Countries

European Journal of Development Research
Gender and Development
Gender, Technology and Development
Journal of Development Studies
Journal of International Development
Journal of International Relations and Development
Journal of Third World Studies
Progress in Development Studies
Third World Quarterly

Journals focused on Gender

Asian Journal of Women's Studies
European Journal of Women's Studies
Gender and Society
Journal of International Women's Studies
Journal of Middle East Women's Studies
Middle East Women's Studies Review
Politics & Gender

Journals focused on Human Rights

Human Rights Quarterly
International Journal of Human Rights
Law and Practice of International Courts and Tribunals

Journals focused on Civil Society and Social Movements

Interface: Journal for and about Social Movements
Mobilization
Nonprofit and Voluntary Sector Quarterly
Nonprofit Management & Leadership
Social Movement Studies
Voluntas

Journals focused on the Media

European Journal of Communication
Global Media and Communication
International Journal of Communication
International Journal of Press/Politics
International Journal of Media & Cultural Politics
New Media & Society
Media, Culture & Society
Political Communication

Journals focused on the Environment

African Journal of Ecology
Environment, Development and Sustainability
Environmental Politics (articles can be requested via inter-library loan)
Global Environmental Politics
International Environmental Agreements: Politics, Law and Economics
International Journal of Sustainable Development and World Ecology
The Journal of Environment and Development
Review of European Community & International Environmental Law

Journals focused on Social Policy

Global Social Policy
Journal of European Social Policy
Journal of Policy Reform
Journal of Poverty
Social Policy (useful but often not empirical)

Journals focused on Immigration, Migration, Citizenship, and Refugee Issues

Citizenship Studies
European Journal of Migration and Law
Immigrants & Minorities
International Journal of Migration, Health & Social Care
International Migration
Journal of Immigrant & Refugee Services
Journal of Immigrant & Refugee Studies

Journals focused on Public Health

African Journal of Reproductive Health (useful but often not empirical)
American Journal of Public Health
European Journal of Public Health
Health Expectations (useful but often not empirical)
Journal of Health and Social Policy
Journal of HIV/AIDS & Social Services
Journal of Public Health Policy
Journal of Social Development in Africa

Journals focused on Peace, Conflict, and Conflict Resolution

Cooperation and Conflict
Conflict Management and Peace Science
International Journal of Conflict Management
International Journal of Peace Studies
International Negotiation
Journal of Conflict Resolution
Journal of Peace Research
Mobilization
Peace and Conflict

Journals focused on Defense, Foreign and Security Policy

Defence & Peace Economics
Defence Studies
Diplomacy and Statecraft
European Foreign Affairs Review
Foreign Affairs (useful but often not empirical)
Foreign Policy (useful but often not empirical)
Global Governance
International Negotiation
International Security
Journal of Human Security
Studies in Conflict and Terrorism

Journals focused on Criminal Justice

British Journal of Criminology
Canadian Journal of Criminology
European Journal of Crime, Crime Law, and Criminal Justice
European Journal of Criminology
Global Crime
International Criminal Law Review

Journals focused on Political Economy

International Journal of Political Economy
Journal of Political Economy
Oxford review of Economic Policy
Review of International Political Economy
Review of Political Economy

Questions to Consider in Evaluating Research Articles:

1. Arguments in the Literature: What are the most important RIVAL or competing arguments about the topic that are discussed? Which possible causal factors are considered?
2. Trends in the Literature: What are the important trends/findings about the topic that are mentioned?

3. Results: What evidence/data is collected and presented by the author(s)? What are the key findings?
4. Conclusions: What are the main conclusions drawn by the author(s) in light of this evidence? Which arguments are supported or refuted by the evidence that they collected?
5. Critically analyze the arguments being tested, the research design, the results, and the conclusions drawn in the article.
6. Are there new developments that this article may or may not apply to? How?

Academic Integrity:

Members of the University community, both faculty and students, bear a serious responsibility to uphold personal and professional integrity and to maintain complete honesty in all academic work. Violations of the code of academic integrity are not tolerated. Students who cheat or plagiarize or who otherwise take improper advantage of the work of others, face harsh penalties, including permanent dismissal. Incidents of forged signatures that are associated with any academic endeavor at Pitt-Bradford, in addition to being a criminal offense, are viewed as violations of academic integrity. The academic integrity guidelines set forth student and faculty obligations and the means of enforcing regulations and addressing grievances. Violations of academic integrity will be tracked by the Dean of Academic Affairs. Refer to the Pitt-Bradford Student Handbook for general guidelines on academic integrity. Copies of the complete Guidelines on Academic Integrity are available in the Office of the Dean of Academic Affairs (232 Swarts Hall.) The following links may be useful:

Pitt-Bradford's Student Handbook:

http://www.upb.pitt.edu/uploadedFiles/Student_Life/Student-Services/StudentHandbook2012-2013.pdf

The Provost's sites on academic integrity:

<http://www.provost.pitt.edu/info/acguidelinespdf.pdf>

<http://www.provost.pitt.edu/info/ai1.html>

All your assignments will be checked to ensure that your writing is original and you are properly citing ideas that are not yours originally. Your writing will be checked using the SafeAssign tool in Blackboard, and the instructor may ask you to submit your assignment to <http://turnitin.com/>. Your paper will be submitted and checked against the institutional and global references databases of papers, journal articles, and material available on the Internet.

Academic Honesty Provisions:

You must properly cite your work using the Chicago Manual of Style (Author-Date style). Any quotations should be accompanied by both quotation marks and a parenthetical citation, and any ideas not originally your own but which are paraphrased should be accompanied by a parenthetical citation. Information which is not general knowledge should be substantiated using parenthetical citations. Each parenthetical citation should be accompanied by a reference list entry at the end of the paper. **Please note: You should be paraphrasing ideas in your own words and rarely use quotations. I expect to see many citations and references which are correctly formatted.**

- Please refer to this link for help on citation:
http://www.chicagomanualofstyle.org/tools_citationguide.html

- Click on the “Author-Date” tab in this site. Please pair an in-text parenthetical citation (T) with a reference list entry (R) at the end of a paper. An example of an in text citation follows (Goldsmith and Wu 2006). A sample reference list entry is also included below:
 - Goldsmith, Jack, and Tim Wu. 2006. "How Governments Rule the Net." In *Who Controls the Internet? Illusions of a Borderless World*, ed. Jack Goldsmith and Tim Wu, 65-85. New York: Oxford University Press.
- All sources, including (but not limited to) books, chapters in edited volumes, journal articles, newspaper articles, websites, official government documents, and interview transcripts should be cited and included in the list of references.
- Note: Wikipedia is NOT an acceptable source because it is an open source website subject to considerable bias, but you may use it to access hyperlinks to primary source material.
- It is not appropriate to merely “paste” quotes into a paper. They should be used selectively (ideally no more than one quote per paragraph). Quotes should be introduced and followed by at least one sentence explaining their relevance. Be sure to place “” marks around quotations.
- Make sure that you properly paraphrase your sources, truly putting ideas into your own words. Just changing a word or two, moving around words in a quote, is not paraphrasing. In fact, if you retain parts of a quote, you should leave quotation marks around those groupings of words and include a citation. If you mention a theoretical argument or concept introduced by someone else, you should use quotation marks around the name of the concept/argument the first time that it is mentioned and attribute the concept to them using a citation.

After reviewing these materials, please let me know if you have any questions.

Ramifications of Your Professionalism:

Please realize that your professionalism is something that I will gauge on several fronts, including in your class participation assessment, and it certainly will be essential in determining whether I will be willing to serve as a reference on your behalf in the future. Please take this into consideration in deciding how you wish to engage with the course, your colleagues, and your instructor. Below are some factors that I will take into consideration. Please realize that they are all important, and that other factors also influence my decisions concerning serving as a reference or writing letters of recommendation, including the timing of a request. Many of these characteristics are also important considerations in hiring or admission decisions made by prospective employers and graduate programs. **Please note: Failure to exhibit professional intellectual, ethical, behavioral and attitudinal attributes and to interact in a collegial professional manner with peers, faculty and the public (e.g., during service-learning, a guest lecture, etc.) will result in a 10% reduction in the final course score.**

- Enthusiasm, initiative, and active learning
- Demonstrated punctuality and reliability
- Professional behavioral conduct and demeanor
- Quality of work and work ethic
- Originality and creativity
- Critical thinking, especially in analyzing research

- Communication, presentation, and listening skills
- Quality of writing, editing, and revision
- Academic honesty and integrity
- Knowledge and comprehension of key theories and concepts
- Ability to apply knowledge to concrete examples and policy-making trends
- Ability to consider divergent perspectives and engage in respectful debate
- Leadership, teamwork and quality of cooperation with other students

Attendance:

Students are expected to attend class, having prepared the day's readings, and ready to participate fully in classroom activities. If you miss the attendance, it is your responsibility to make sure to remedy that at the end of class by speaking with the instructor. On dates when exams are scheduled, assignments are due, or in-class presentations or activities are scheduled, attendance is required. On other dates of the class, students are permitted two unexcused absences, but are then also themselves responsible for arranging to get missing lecture notes from other students. I urge students to be careful not to miss class sessions, because it is very easy to get lost if you do.

When students have accumulated three or more unexcused absences, the instructor may decide to give the student a failing grade in the course or deduct a penalty from the participation grade. Students will not be penalized for excused absences and will be given a reasonable amount of time to make up missed work, provided they take contact with the instructor in advance and provided they submit the necessary documentation. On a case by case basis, the instructor will consider extenuating circumstances, but it is the student's obligation to be proactive about maintaining contact with the instructor.

Class Cancellation Procedures:

In the event that a class is cancelled, students will receive an e-mail informing them of the cancellation, and a notice will be posted on the classroom door. Please bear in mind that sometimes emergencies or unforeseen circumstances may prevent timely notification --- but all possible efforts will be made to ensure that you are informed in a timely manner.

Some things you can do to make sure you know when a class has been canceled:

- Check your Pitt email before you leave for class
- Check CourseWeb for any possible notifications: <https://courseweb.pitt.edu/>
- Make sure your contact information is up-to-date: <https://my.pitt.edu/>
- Register for Pitt's Emergency Notification Service: <http://technology.pitt.edu/portal/emergency.html>
- Contact Behavioral and Social Sciences division secretary Brenda Brandon: 814-362-7620/Swartz 203A

Severe Weather Policy:

Pitt-Bradford's general severe weather policy is to remain open in all but the most extreme circumstances. However, faculty, staff, and students must use their own discretion in deciding whether it is possible to safely come to class or report for work. In case of inclement

weather, please check your Pitt email for any possible notifications from the instructor. If weather circumstances change during the day, please recheck your e-mail messages in case an update or new message has been sent out. Students will not be penalized for weather-related absences, but are responsible for contacting the instructor and submitting coursework in a timely fashion, if applicable. Students should submit the assignment online by the deadline, if they are unable to turn in a paper copy due to weather-related circumstances.

Our Classroom Environment:

Every student brings to the classroom a unique point of view. Everyone has different experiences and different backgrounds. We tend to think and learn in our own way, based in part on our own social and cultural background. Therefore, we have all formed opinions and perspectives that may or may not be shared by others. However, we should all treat each other with respect and decency. In this course, we may look at controversial topics that can provoke strong responses. While I encourage students to engage in discussion about such, I also expect all students to do so with civility, respect, and integrity. To establish a comfortable learning environment, we must have mutual respect and civility. This includes coming to class on time and discussing things in an academic, rather than a personal manner. While in class, please refrain from talking or reading about non-course-related material, including on electronic devices.

General Statement of Student Responsibilities:

“As a student at Pitt-Bradford, you have been given the opportunity to study and earn your University of Pittsburgh degree. As a university that takes teaching and learning seriously, Pitt-Bradford prides itself on being a “community of learners.” By this, we mean that all of us – students, faculty and staff – take active roles in the teaching and learning process. One cannot be a passive learner at Pitt-Bradford” (Student Handbook, 2009-2010). In addition to the requirements as outlined for this particular course, as a member of the faculty responsible for carrying out the “community of learners” mission, I understand you as a Pitt-Bradford student to have the following responsibilities:

1. While faculty and academic support personnel are readily available to teach, guide, and assist you, the primary responsibility for learning and your education is yours.
2. While all faculty, academic advisors, and academic support personnel are available to assist you, it is your responsibility to communicate with your advisor and/or course instructor when necessary, and it is your responsibility to be familiar with all relevant university policies and processes.
3. While many students must maintain multiple responsibilities, including work and family, it is your responsibility to make academics – to the greatest degree possible – your highest priority.
4. While a full university experience should include cultural, social and recreational endeavors, it is your responsibility to manage your time such that as a rule, several hours of work outside the classroom are available for each hour of class time.”

Electronic Devices:

Please keep electronic devices stowed away with the volume turned off during class and leave them at home during exams. However, if you are using a device like a smartphone, i-pad, or laptop to take notes, work on an assignment, or search for relevant information, you are more than welcome to do so during class but not during exams. Students should take heed that the instructor will take note of any misuse of such devices for other purposes, such as text-messaging. Students should ask permission before they record any lectures, presentations, or discussions (delivered by the professor or by others).

Caveat Concerning the Flexibility of the Course Syllabus:

The instructor reserves the right to make changes in the course based on factors such as developments in international affairs, class discussion, the availability of reading materials, and the performance of the class. Minor changes will be announced in class, but if there are any major changes, they will be announced via an e-mail to the class, and the posting of an updated syllabus. Although such changes will not occur on a weekly basis, some adjustments during the semester may occur so as to maximize students' learning.

AccessAbility Services:

If you have a documented learning, physical or emotional disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Disability Resources and Services coordinator, Carma Horner (clh71@pitt.edu, 202 Hanley Library, 814-362-7609), as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

Writing Assistance:

The Writing Center in Hanley Library (Room 250) is a useful place to get some help on writing if needed: <http://www.upb.pitt.edu/writingcenter/>