

**IRP 410: International Democracy Promotion**  
**IRP 495: Distinction in IR Seminar**  
Spring 2021  
Syracuse University

Professor Matthew Cleary

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Office: 225 Eggers, 443-4288

Office Hours: Tuesdays 1:00 – 3:30, virtual, also in-person by appointment

Class Time: Tuesday-Thursday 3:30 – 4:50pm, HL 105

Course Website: use <https://blackboard.syr.edu/>

### **Course Objectives**

This course focuses on the theory and practice of international democracy promotion, defined as any efforts by international organizations, states, or non-governmental organizations to create or enhance democratic government in a target country. Democracy promotion efforts take many forms and are pursued by a wide range of political actors. What do these actors do, and why? Are their efforts successful? Is democracy promotion ethical? The course will address these questions and many more.

This course also serves as a capstone seminar for senior students majoring in International Relations. In that respect, the course aims to teach basic principles of research design while enhancing each student's research, writing, and presentation skills.

### **Course Requirements**

This class requires active participation during class time, collaboration with other students, and the completion of several written assignments that build towards the final research paper.

#### *Participation and Attendance*

Students are expected to complete all of the assigned reading on time (*before* the class period for which they are listed) and to be prepared to actively discuss those readings during class. If you miss a class, you should secure class notes from another student *and come to the next class prepared*. Excessive absences will harm your course grade. At various points in the semester, I will ask for in-class written reflections on the course readings for that day, which will be considered as part of the class participation grade.

#### *Written Assignments*

We will build the elements of an original research paper by working on different written stages of the research process (due dates are listed in the Daily Class Schedule, below). In addition, each student will offer written comments on each other's Prospectuses and Full Drafts.

#### *Presentations*

Each student will offer a short presentation of their research question in late March, and a comprehensive presentation of the results at the end of the semester.

### *Individual Consultations*

Because all research projects are different, I aim to provide each student with individualized advice throughout the semester. In addition to weekly office hours, in weeks 9 and 14 we will not meet during regular class time, but will instead schedule individual meetings to discuss your projects.

### **Grading**

Your course grade will be calculated as follows:

Assignment #1 (Summary Para.)	3%
Assignment #2 (Research Question)	4
Assignment #3 (Literature Review)	4
Assignment #4 (Prospectus)	4
Assignment #5 (Comments)	5
Assignment #6 (Intro Para.)	3
Assignment #7 (Draft)	0
Assignment #8 (Comments)	7
Assignment #9 (Final Paper)	35
Short Presentation	5
Final Presentation	10
Class Participation	20
<hr/> TOTAL:	100%

### **Course Materials**

There are no assigned textbooks for this course. Readings will all be available in pdf format through Blackboard, which all registered students can access through this link: <https://blackboard.syr.edu/>. Assigned readings are posted under the “Contents” tab, typically listed by author’s last name and publication year.

### **Electronic Devices**

Please do not use phones or other devices during class time. I will allow laptops and computers because they can be useful for this sort of class, but I reserve the right to change my mind if students are misusing them.

## Policy Language

The university asks faculty to include a lot of policy information on our syllabi. In addition to the important items listed below, please read all of the policies listed on this website: <http://provost.syr.edu/important-syllabus-reminders/> .

### Plagiarism and Academic Integrity

There is no room for academic dishonesty in this class. I do submit formal reports to the Academic Integrity Office when I suspect academic dishonesty or plagiarism. I encourage all students to update their understanding of what counts as academic dishonesty by visiting this website: <http://class.syr.edu/academic-integrity/>. Here is the university's recommended language on Academic Integrity:

Syracuse University's Academic Integrity Policy reflects the high value that we, as a university community, place on honesty in academic work. The policy defines our expectations for academic honesty and holds students accountable for the integrity of all work they submit. Students should understand that it is their responsibility to learn about course-specific expectations, as well as about university-wide academic integrity expectations. The policy governs appropriate citation and use of sources, the integrity of work submitted in exams and assignments, and the veracity of signatures on attendance sheets and other verification of participation in class activities. The policy also prohibits students from submitting the same work in more than one class without receiving written authorization in advance from both instructors. Under the policy, students found in violation are subject to grade sanctions determined by the course instructor and non-grade sanctions determined by the School or College where the course is offered as described in the Violation and Sanction Classification Rubric. SU students are required to read an online summary of the University's academic integrity expectations and provide an electronic signature agreeing to abide by them twice a year during pre-term check-in on MySlice.

### Syllabus Statement Regarding Disability-Related Academic Adjustments

Syracuse University values diversity and inclusion; we are committed to a climate of mutual respect and full participation. There may be aspects of the instruction or design of this course that result in barriers to your inclusion and full participation in this course. I invite any student to meet with me to discuss strategies and/or accommodations (academic adjustments) that may be essential to your success and to collaborate with the Center for Disability Resources (CDR) in this process.

If you would like to discuss disability-accommodations or register with CDR, please visit their website at <https://disabilityresources.syr.edu>. Please call (315) 443-4498 or email [disabilityresources@syr.edu](mailto:disabilityresources@syr.edu) for more detailed information.

CDR is responsible for coordinating disability-related academic accommodations and will work with the student to develop an access plan. Since academic accommodations may require early planning and generally are not provided retroactively, please contact CDR as soon as possible to begin this process.

\*\*\* All students should feel free to discuss any of the issues \*\*\*  
mentioned on this page with me at any time.

## Daily Course Schedule

<u>Week</u>	<u>Date</u>	<u>Topic &amp; Readings</u>
1	TUE Feb 9	<u>Introduction: What is Democracy?</u> Read: Diamond, Larry. 2008. <i>The Spirit of Democracy</i> , pp.20-26.
	TH Feb 11	<u>What Causes Democracy?</u> Read: Frantz and Conroy-Krutz. 2020. "What We Know – and Don't – About Democratization, and Why it Matters for Democracy Promotion," <i>Democracy and Autocracy</i> 18:1, pp.5-10.
	<b>FRI Feb 12</b>	<b>ASSIGNMENT #1: SUMMARY PARAGRAPH DUE</b>
2	TUE Feb 16	<u>What is Democracy Promotion?</u> Read: Diamond, Larry. 2008. <i>The Spirit of Democracy</i> , Ch. 5 Carothers, Thomas. 1999. <i>Aiding Democracy Abroad</i> , pp.85-95.
	TH Feb 18	<u>What is Democracy Promotion?</u> Read: Hyde, Susan D. 2020. "Democracy's backsliding in the international environment." Quirk and Twining. 2020. "A Democracy Assistance Agenda for the Biden Administration." Lust and Waldner. 2020. "Democracy Promotion in an Age of Democratic Backsliding," <i>Democracy and Autocracy</i> 18:1, pp.16-22.
3	TUE Feb 23	<u>Library Resources</u> Virtual visit with Winn Wasson, Social Science Librarian ** bring your laptop/tablet if you have one **
	TH Feb 25	<u>From Topics to Research Questions</u> Read: Harvard College Writing Center. 2016. "Developing a Thesis." Roselle, Laura, and Sharon Spray. <i>Research and Writing in International Relations</i> , Ch. 1.
	<b>FRI FEB 26</b>	<b>ASSIGNMENT #2: RESEARCH QUESTION DUE</b>

- 4 TUE Mar 2 Election Monitoring and Party Assistance  
Read:  
Carothers, Thomas. 1999. *Aiding Democracy Abroad*, Ch. 6  
Kelley, Judith. 2010. "Election Observers and Their Biases," *Journal of Democracy* 21:3, pp. 158-172
- TH Mar 4 Civil Society Assistance  
Read:  
Carothers, Thomas. 1999. *Aiding Democracy Abroad*, Ch. 8  
Finkel, Steven. 2003. "Can Democracy Be Taught?" *Journal of Democracy* 14:4, pp.137-151.
- 5 TUE Mar 9 State Building Assistance  
Read:  
Carothers, Thomas. 1999. *Aiding Democracy Abroad*, Ch. 7  
Gibson et al. 2015. "Did Aid Promote Democracy in Africa? The Role of Technical Assistance in Africa's Transitions," *World Development* 68, pp.323-335.
- TH Mar 11 IOs, Aid, and Sanctions  
Read:  
Peksen and Drury. 2010. "Coercive or Corrosive: The Negative Impact of Economic Sanctions on Democracy" *International Interactions* 36:3, pp.240-264.  
Wright, Joseph. 2009, "How Foreign Aid Can Foster Democratization in Authoritarian Regimes," *AJPS* 53.3, pp.552-571  
Ponzio, Richard. 2004. "UNDP experience in long-term democracy assistance," in *The UN Role in Promoting Democracy*, ed. Newman and Rich, Ch 9.
- FRI MAR 12 ASSIGNMENT #3: LITERATURE REVIEW DUE**
- 6 TUE Mar 16 Examples of Undergrad Research; Data Collection  
Read:  
Reum, Chloe. 2018. "The Relationship Between Sanction Effectiveness and Target Domestic Political Structure," *Journal of International Relations*.  
Weitzman, Samuel E. 2017. "A Farewell to Arms: Explaining Ukraine's Decision to Forgo Nuclear Weapons," *Journal of International Relations*.

	TH	Mar 18	<u>Cases, Variables, and Hypotheses</u> Read: Singleton and Straits. 2005. <i>Approaches to Social Research</i> , 4th Ed., Ch. 3.
7	TUE	Mar 23	<u>NO CLASS – Wellness Day</u> Have a great day!
	TH	Mar 25	<u>Short Presentations</u>
8	TUE	Mar 30	<u>Short Presentations</u>
	TH	Apr 1	<u>Analyzing Data</u> Read: Shively, W. Phillips. 2009. <i>The Craft of Political Research</i> , Ch. 4.
	<b>FRI</b>	<b>APR 2</b>	<b>ASSIGNMENT #4: PROSPECTUS WITH DATA DUE</b>
9	TUE	Apr 6	<u>No Class Meeting</u> Individual appointments to discuss progress
	TH	Apr 8	<u>No Class Meeting</u> Individual appointments to discuss progress
	<b>FRI</b>	<b>APR 9</b>	<b>ASSIGNMENT #5: COMMENTS ON PROSPS. DUE</b>
10	TUE	Apr 13	<u>Dealing with Alternative Hypotheses</u> Read: Elster, Jon. 2007. <i>Explaining Social Behavior</i> , pp.9-20.
	TH	Apr 15	<u>Ethics of Democracy Promotion</u> Read: Levs and Abedine. 2012. “Egypt sentences American NGO workers to jail,” CNN.com. Tadros, Samuel. 2017. “The Follies of Democracy Promotion: the American Adventure in Egypt,” Hoover Institution
	<b>FRI</b>	<b>Apr 16</b>	<b>ASSIGNMENT #6: INTRO PARAGRAPH DUE</b>
11	TUE	Apr 20	<u>Discussion of Writing</u> Review of common writing problems
	TH	Apr 22	<u>Open Seminar</u> Discussion of common research problems

12	TUE	Apr 27	<u>No Class Meeting</u> Individual appointments to discuss final papers
	TH	Apr 29	<u>No Class Meeting</u> Individual appointments to discuss final papers
13	TUE	May 4	<u>Oral and Visual Presentations</u> Salmond and Smith. 2011. "Cheating Death-by-PowerPoint: Effective Use of Visual Aids at Professional Conferences," <i>PS: Political Science and Politics</i> . "Worth a Thousand Words" <i>The Economist</i> 385:8560 (December 22, 2007). (note – Black and white version on Blackboard. But google the title and try to find the original article with hyperlinks to the full color charts)
	TH	May 6	<u>Final Presentations</u>
	<b>FRI</b>	<b>May 7</b>	<b>ASSIGNMENT #7: DRAFT PAPER DUE</b>
14	TUE	May 11	<u>Final Presentations</u>
	TH	May 13	<u>Final Presentations</u>
	<b>FRI</b>	<b>May 14</b>	<b>ASSIGNMENT #8: COMMENTS ON DRAFTS DUE</b>
	<b>FRI</b>	<b>May 21</b>	<b>ASSIGNMENT #9: FINAL PAPERS DUE</b>