


Democratic Backsliding

POS 4931-EUS 4930 **Democratic Backsliding in Europe**

Instructor

Asli Baysal

Office Hours

In-person Office Hours: Wednesday 10am-1pm or by appointment 3328 Turlington Hall
By appointment via e-mail outside of office hours if the instructor agrees - Zoom link for office hours : <https://ufl.zoom.us/j/875809264>  [. \(https://ufl.zoom.us/j/875809264\)](https://ufl.zoom.us/j/875809264)

Email

abaysal@ufl.edu (<mailto:abaysal@ufl.edu>)

Credit Hours

3

(<mailto:abaysal@ufl.edu>)

Class Meeting Times/Place

Tuesdays 3:00-4:55 Matherly Hall 0102

Thursdays 4:05-4:55 Matherly Hall 0102

For questions about course content, your grade or other personal issues, use the Canvas mail tool. Expect a response within 48 hours on business days. For questions about the course content clarification that would benefit everyone, use this discussion board. For questions that would require a longer response please come to my office hours.

Quote of the Semester

A quarrel had arisen between the Horse and the Stag, so the Horse came to a Hunter to ask his help to take revenge on the Stag. The Hunter agreed, but said: "If you desire to conquer the Stag, you must permit me to place this piece of iron between your jaws, so that I may guide you with these reins, and allow this saddle to be placed upon your back so that I may keep steady upon you as we follow after the enemy." The Horse agreed to the conditions, and the Hunter soon saddled and bridled him. Then with the aid of the Hunter the Horse soon overcame the Stag, and said to the Hunter: "Now, get off, and remove those things from my mouth and back."

"Not so fast, friend," said the Hunter. "I have now got you under bit and spur, and prefer to keep you as you are at present."

- "The Horse, the Stag and the Hunter", Aesop's Fables

Course Information

Democratic backsliding and the rise of nationalist far-right populism have prompted authoritarian tendencies at the national level in Europe in recent years. The coming to power of Mussolini in Italy marked the start of "the first reverse wave of democratization" in Europe reducing the number of democratic states in the world to 12 by 1942. Considering the devastating experience Europe faced with the rise of authoritarianism in its recent history, it is of utmost importance to understand the recent attempts at eroding democracy especially in Central and Eastern European countries. The increasing popularity of authoritarian leaning far-rights leaders of Europe elsewhere begs the question if this is going to be a wider European trend in the upcoming years. This course examines democratic backsliding in Europe from the perspective of the European Studies. The initial goal of the course is to provide the type of fundamental understanding of political regime decay that would allow for informed research writing and political analysis. The primary theoretical focus of the course is on political regime research as part of comparative politics. After reviewing democratic erosion theories, and problems with democratic transition and democratic consolidation, the course will focus on empirical cases from Europe starting from the inter-war years until today. We will also establish how certain blatant forms of democratic backsliding of earlier times are now

replaced by more subtle manipulation by incumbents legitimized through the very institutions that democracy promoters have prioritized (Bermeo, 2016). The readings will provide the foundations for understanding the core concepts, processes, and theoretical approaches to democratic backsliding in Europe. After establishing similarities of tactics used by parties and leaders in steering the regime away from democracy, the course will end on a note that "snowballing," or the demonstration effect of transitions in stimulating and providing models for subsequent efforts at democratization can also be followed by reverse waves as exemplified in European history.

Course Objectives

By taking this course, students will be able to

- (1) survey the meaning of democracy and democratic backsliding
- (2) explore the history of democratic backsliding that emerged in the world as discussed in comparative politics;
- (3) question various conceptualizations and findings in the study of transitology and consolidology literature in comparative politics.
- (4) discuss new manifestations of democratic backsliding theoretically
- (5) discuss new manifestations of democratic backsliding in various case studies drawn from Europe

Course Requirements

Required textbook

There is NO required textbook for this course. However, "How Democracies Die" by Steven Levitsky and Daniel Ziblatt provides a good introduction. The book is written for common audience.

Suggested Book

Levitsky, Steven, and Daniel Ziblatt (2018) How Democracies Die. New York: Crown.

<https://www.penguinrandomhouse.com/books/562246/how-democracies-die-by-steven-levitsky-and-daniel-ziblatt/> 

[\(https://www.penguinrandomhouse.com/books/562246/how-democracies-die-by-steven-levitsky-and-daniel-ziblatt/\)](https://www.penguinrandomhouse.com/books/562246/how-democracies-die-by-steven-levitsky-and-daniel-ziblatt/)

The lectures will provide a basis for discussing the reading materials. The instructor will give lectures during the first half of each session. Students are expected to be attentive to the lectures and take notes to succeed in exams. The lectures will be followed by a discussion about the specifics of readings. Friday sessions will primarily include class discussions. Students are expected to check Canvas weekly to access required and suggested materials.

Prerequisites

While no formal requirements are necessary to take this course, some background in political science is useful, especially CPO 2001. Basic knowledge regarding European history will also be useful. Awareness of current events will also aid students in gaining a more complete understanding of the European Union and its role in the world. Students who are on European Studies or European Union Studies track are especially encouraged to enroll as the course provides a unique opportunity to learn about history, institutions, politics and policies of the European countries with a highly up-to-date and relevant set of readings and visual materials.

Course Policies and Requirements

Attendance (10%)

<https://ufl.instructure.com/courses/477282/assignments/55544>

To receive a full participation grade, you should make an effort to attend all sessions. More than 2 unexcused absences will count against your attendance grade.

Any unexcused absences during synchronous sessions will also hurt your grade on other assignments.

It is important to attend my office hours to find out about what you have missed or make friends in this class to catch up. I cannot respond in an e-mail explaining what the student

have missed. Office hours are the appropriate times to find out about the missed class.

However I reserve the right to switch to recorded sessions because we are in the midst of a pandemic that might affect a number of students at once. In those cases, I will only share the recording to those who have warned about their absence ahead of time and I will also notify the students that the particular session is being recorded. Do not rely on this exception as the privacy concerns outweighs one student's missing a class.

Contact me each time you cannot attend the in-person session ahead of time explaining why. Your e-mail will be saved in a folder to excuse your absence at the end of the semester.

Active Participation (5%)

<https://ufl.instructure.com/courses/477282/assignments/55544>

This includes asking and responding to questions, being able to summarize and criticize the reading material, citing relevant news on the issue, engaging in a meaningful and respectful conversation on the issues with fellow students and the instructor. The use of technology in the online classroom or in-person classroom is strictly limited to note taking and viewing the reading material. If a student fails to uphold to this principle (texting, video-streaming, browsing social media, not being present and attentive in discussion), the instructor will hold the right to ask you to correct your behaviour.

Participation in our class is fundamental since improving oral conversation skills is a key objective of the course.

Weekly Quizzes (15%)

There will be short 3-5 short answer questions (true/false, multiple choice, fill in the blank, matching etc) quizzes every week to make sure you keep up with the weekly readings. Quizzes constitute 15% percent of your grade. I would suggest you take all the quizzes and the worst score will automatically drop at the end of the semester. Quizzes do not require honorlock and focus on the weekly readings. Quizzes are due Mondays 11:59 pm (BEFORE our Tuesday block session) and it includes all the readings of the week, meaning

the readings we will discuss on the upcoming Tuesday and Thursday. These quizzes are important preparation for the mid-term exam which will take place on Week 8.

Late Quiz Policy

Quizzes are due Mondays at 11:59 pm but if for a reason you fail to meet the deadline (due to reasons that are not approved by the university as excused absence), you are eligible to take the quiz until Tuesday at 1 pm. One caveat is that there is 1% percent deduction of the total at each 1 hour intervals.

Missing Quiz Policy

Best 9 scores out of 10 quiz scores will count towards your final grade. In return I will not allow you to extend the deadline of a quiz without proper documentation. You are free to miss 1 quiz and score zero. You do not have to contact me on missing a quiz if you are going to make sure you take at least 9 quizzes by the end of the semester. However, if you fail to take 9 quizzes and do show appropriate documentation, you will be given a chance to take a quiz you miss without penalty.

Mid-Term (20%)

<https://ufl.instructure.com/courses/477282/assignments/55548>

Feb 28- Mid-Term Exam will mainly assess your commitment to keep up with the weekly readings, lectures and class discussions. The mid-term examination is closed-book examination and will be held on a Tuesday session in class. The exam will start at the beginning of the class meeting and span the entire duration of the class. (3:00-4:55) Please see the weekly schedule for exam coverage. The mid-term exam will include various types of questions: definitions, short essay questions, multiple choice, true/false and matching etc. The first mid-term will cover everything starting from the first until the exam date including the review session. The mid-term will take place during class time and cannot be taken at any other time.

The exams will be automatically graded except for short essay questions. Please allow 10 days for your full grade to be posted.

Mid-Term Make-up Policy

If a student misses a mid-term exam and has an official excuse, the instructor will provide a make-up exam, however the format may be different. It may include three essay questions and the time limit will be 1 hour. If a student expects to miss an exam, he/she should approach the instructor immediately and ideally before the exam.

Discussion Prompt and Discussion Leadership (10%)

<https://ufl.instructure.com/courses/477282/assignments/55544>

Each student will be assigned one week to submit an interesting question throughout the semester. (It will probably be two students per week and the instructor will assign these weeks randomly on Canvas after the add/drop. Please make sure you submit your discussion prompt 7pm the day before you are assigned a reading. Everyone will be able to view their question (no anonymity). I expect everyone to check these questions posted by their classmates before coming to class on Tuesday or Thursday.

Further instructions will be provided on the logistics. I reserve the right to reflect questions on the screen in class. I will grade the quality of your questions but contributing to class discussions with questions that are intellectually stimulating (and posted on Canvas regularly and before the deadline) will also affect your prompt grade positively.

If you are an introvert who does not feel comfortable discussing in the class, use these discussion questions as an opportunity to shine. Although only the person who is assigned the week will be graded, if you feel like you do not get an opportunity to express your opinion on the question when we actually discuss it in class (or if we are out of time) feel free to respond in writing on the discussion thread to secure a good active participation grade.

I would also suggest you really spend time on your week in writing a question with a prompt. You will also have the satisfaction of engaging in a discussion that is led by your ideas. Originality is not the only merit we should value. We will sometimes end up asking similar questions, but posed in a different way, and this will allow us to delve into a pattern that we thread together, and view the big picture.

Prompt should not be just about inquiring information from the reading. It should lead us to think critically based on the information you processed from the reading.

I will ask you to make an introduction in class for a few minutes to pose discussion question.

- What does the reading say and how did you come up with this discussion prompt based on the reading?
- Engage in a discussion with your classmates by referencing the reading.
- Think about potential answers from your classmates and think about examples to sometimes play devil's advocate.
- You are going to be the one who leads the discussion for 10-15 minutes and your reasoning for posing that discussion prompt and your ability to do close reading and your ability to paraphrase and exemplify your question to stimulate a discussion will determine your grade in this assignment.
- This is an assignment to prove that you can do close reading.

Response Paper (10%)

<https://ufl.instructure.com/courses/477282/assignments/55544>


There is only one response paper to be submitted during the semester. The paper should clearly include the research question raised by each author of the readings assigned in one of the weeks of your choice and summarize the authors' positions on the debate. It is also important to contextualize the authors' major theses in the context of that week's readings. Students should communicate their personal stance on the issue and highlight strengths and weaknesses of various arguments. The instructor is already familiar with the readings, the task of the student is to present a personal reflection on the readings as well as to show ways in which different arguments challenge and/or support one another. Students don't need to cover every aspect of each article. They can choose to focus on a particular concept defined or an argument raised by the author. Please avoid non-academic language in your papers and make sure that you provide explanations to your criticisms.

The response paper should focus on the readings of the week of your choice and no further research required necessarily. However, if you would like to challenge an author's argument by using an outside study or an example from a case mentioned in the news please provide further citation. Response paper needs to be submitted to Canvas and will be subject Turnitin plagiarism check. The response paper is due Tuesday 2:00 pm before our Tuesday session you choose to write a response paper on. So you will write your response paper before we start discussing that week's readings. It cannot be on the week you are assigned a discussion prompt. Further instructions are on the assignment page.

Final Paper (20%)

(<https://ufl.instructure.com/courses/477282/assignments/55544>)

Final Paper will constitute 20% of your grade. It will be to your benefit to begin thinking about it, and working on it early in the semester. This paper will require outside reading. Much of the basic information will come from class, but all specific information pertinent to your topic will come from additional outside sources. All papers must include a title, an abstract, page numbers, headings and subheadings where appropriate, a bibliography that includes all reference materials, footnotes/endnotes where appropriate, and proper in-text citations. Papers must be typed using standard margins, 12pt type and double-spaced. The length of the paper should be 8-10 pages. You may choose any recognized citation format, but you must be consistent throughout. A detailed guideline will be provided during the semester through Canvas e-learning system. Final papers must be submitted to Turnitin on Canvas for plagiarism check. There is no need to submit a hard copy.

Requirements for make-up exams, assignments, and other work in this course are consistent with university policies that can be found at catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/  (<http://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>).

You are responsible for observing all posted due dates, and are encouraged to be self-directed and take responsibility for your learning.

Final Paper Presentation (10%)

(<https://ufl.instructure.com/courses/477282/assignments/55549>)

We will either do in-person presentations or you will record your presentations. Further instructions and an example will be on this link: (To be clarified after add/drop when we know how many students will remain in the class). To save time, we may do recordings of presentations to be watched outside of the classrooms and Q&A to presenters in class only.

Think in terms of the following slides:

- A title slide – Name and the paper title
- One slide with the research question and the puzzle you want to investigate and tell us why it is an interesting case.

- One slide perhaps to give a background to your dependent variable, the thing you are trying to explain. You are not Wikipedia, so you don't have to give a background on each and every aspect of the issue. Stick to the background that is relevant to your puzzle. If you do a good job the audience can check further about the case themselves. Your duty is to show why the thing you are trying to explain happened the way it happened.
- 2 or 3 slides covering your independent variable or variables and the evidence you found by the date of your presentation to support these independent variables that explain your dependent variable. If you cannot back up your independent variable with evidence, it means you are making assertions. If you can refute other potential explanations with evidence, that's even better. The more evidence you can show the more feedback you will get. This is the part that will matter the most. I need to see progress since our final paper meetings.
- One slide with your possible conclusion in the paper and an acknowledgment of what you still need to figure out.
- One slide with your sources. Any citation style is ok.

You should not require any more than an absolute maximum of 6 slides with substantial written content— this would mean talking to each slide for only one to two minutes.

It is generally distracting to the audience to have too many slides in a short presentation. Do not put too much text on a slide – you want the audience to listen to you and not to be reading your slides! Visuals are ok as long as they don't keep you from covering your main points in the presentation.

Course Content

Refer to individual modules on Canvas for required readings

Week 1: Introduction (<https://ufl.instructure.com/courses/477282/pages/week-1-overview>)

- **Intro to Concepts**
- **What is Democratic Backsliding**
- **Waves of Democratization**
- **Transitology Literature**
- **Consolidology Literature**
 - Nancy Bermeo, "On Democratic Backsliding," *Journal of Democracy* 27, no. 3 (2016): 5–19. (<https://ufl.instructure.com/courses/477282/files/75133632/download>)

- Audio of an excerpt from "How Democracies Die" by Steven Levitsky and Daniel Ziblatt. Listen to it before class. It actually contains the quote of the semester
- Huntington, Samuel P. "Democracy's Third Wave." *Journal of Democracy* 2.2 (1991): 12-34.

[Week 2: Typology of Political Regimes \(https://ufl.instructure.com/courses/477282/pages/week-2-overview\)](https://ufl.instructure.com/courses/477282/pages/week-2-overview)

- **Authoritarianism**
- **Totalitarianism**
- **Democracy**
- **Hybrid Regimes - Competitive Authoritarianism**
- **Democratic Transition and Consolidation**
 - Robert Dahl (1971). *Polyarchy*. (New Haven, Yale University Press), 1-16
 - Juan Linz and Alfred Stepan (1996). *Problems of Democratic Transition and Consolidation: Southern Europe, South America, and Post-Communist Europe*. (Baltimore, Johns Hopkins University Press), 38-54.
 - Philippe C. Schmitter and Terry Karl (1991). "What Democracy Is ...and Is Not?" *Journal of Democracy* 2(3): 75-88.
 - Levitsky, Steven, and Lucan A. Way. "Elections without democracy: The rise of competitive authoritarianism." *Journal of democracy* 13.2 (2002): 51-65

[Week 3: Dynamics of Democratic Backsliding](https://ufl.instructure.com/courses/477282/pages/week-3-overview)

<https://ufl.instructure.com/courses/477282/pages/week-3-overview>

- How is the new backsliding different from the earlier forms?
- Motive, Opportunity, Resources, International Pressure, Motivation of the Incumbent (tenure or policy change)
 - Levitsky, Steven, and Lucan Ahmad Way. "The Myth of Democratic Recession." *Journal of Democracy* 26, no. 1 (2015): 45–58.
 - David Waldner and Ellen Lust [Unwelcome Change: Coming to Terms with Democratic Backsliding](https://www.annualreviews.org/doi/abs/10.1146/annurev-polisci-050517-114628) (<https://www.annualreviews.org/doi/abs/10.1146/annurev-polisci-050517-114628>)
Annual Review of Political Science 2018 21:1, 93-113
 - Sitter, N., & Bakke, E. (2019, August 28). Democratic Backsliding in the European Union. *Oxford Research Encyclopedia of Politics*. Retrieved 23 Jan. 2021, from <https://oxfordre.com/politics/view/10.1093/acrefore/9780190228637.001.0001/acrefore-9780190228637-e-1476>

<https://oxfordre.com/politics/view/10.1093/acrefore/9780190228637.001.0001/acrefore-9780190228637-e-1476>)

- The Nature of Democratic Backsliding in Europe - Carnegie Europe - Carnegie Endowment for International Peace <https://carnegieeurope.eu/2018/07/24/nature-of-democratic-backsliding-in-europe-pub-76868> (<https://carnegieeurope.eu/2018/07/24/nature-of-democratic-backsliding-in-europe-pub-76868>)

Week 4: Old Methods of Democratic Backsliding

<https://ufl.instructure.com/courses/477282/pages/week-4-overview>)

- History of European Democracy and Authoritarianism in a nutshell, Inter-War Years
 - Stephen J. Lee - European Dictatorships 1918-1945-Routledge (2008) Chapter 1-2
 -

Week 5: Old Methods of Democratic Backsliding

<https://ufl.instructure.com/courses/477282/pages/week-5-overview>)

- Spain, Portugal- Military Dictatorships
- Greece, Turkey
 - Nancy Bermeo Ordinary People in Extraordinary Times
 - Linz Stepan Problems of Democratic Transition Southern Europe

Week 6 Central and Eastern Europe, the Cold War

<https://ufl.instructure.com/courses/477282/pages/week-6-overview>)

Democratic Transitions and the Soviet Legacy as a challenge

- Oberschall, A. (1996). Opportunities and framing in the Eastern European revolts of 1989. In D. McAdam, J. McCarthy, & M. Zald (Eds.), *Comparative Perspectives on Social Movements: Political Opportunities, Mobilizing Structures, and Cultural Framings* (Cambridge Studies in Comparative Politics, pp. 93-121). Cambridge: Cambridge University Press.
doi:10.1017/CBO9780511803987.006
- Crawford B, Lijphart A. Explaining Political and Economic Change in Post-Communist Eastern Europe: Old Legacies, New Institutions, Hegemonic Norms, and International Pressures. *Comparative Political Studies*. 1995;28(2):171-199. doi:10.1177/0010414095028002001
- Krastev, Ivan, and Stephen Holmes. "Explaining Eastern Europe: imitation and its discontents." *Journal of democracy* 29.3 (2018): 117-128.

[Week 7 Balkans and the Enlargement \(https://ufl.instructure.com/courses/477282/pages/week-7-overview\)](https://ufl.instructure.com/courses/477282/pages/week-7-overview)

- Yugoslavia and Former Yugoslavian Countries Today
 - Miran Lavrič & Florian Bieber (2021) Shifts in Support for Authoritarianism and Democracy in the Western Balkans, *Problems of Post-Communism*, 68:1, 17-26, DOI:10.1080/10758216.2020.1757468
 - Vachudova M.A. (2019) EU Enlargement and State Capture in the Western Balkans. In: Džankić J., Keil S., Kmezić M. (eds) *The Europeanisation of the Western Balkans. New Perspectives on South-East Europe*. Palgrave Macmillan, Cham.
 - Kmezić M. (2019) EU Rule of Law Conditionality: Democracy or 'Stabilitocracy' Promotion in the Western Balkans?. In: Džankić J., Keil S., Kmezić M. (eds) *The Europeanisation of the Western Balkans. New Perspectives on South-East Europe*. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-319-91412-1_5

Week 8 MID-TERM: Feb 28

[Week 9: Populist Leaders and Elections \(https://ufl.instructure.com/courses/477282/pages/week-9-overview\)](https://ufl.instructure.com/courses/477282/pages/week-9-overview)

- How important are leaders?
- Poland, Hungary, Turkey
 - Karolewski I.P. (2021) Towards a Political Theory of Democratic Backsliding? Generalising the East Central European Experience. In: Lorenz A., Anders L.H. (eds) *Illiberal Trends and Anti-EU Politics in East Central Europe*. Palgrave Studies in European Union Politics. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-030-54674-8_13 (https://doi.org/10.1007/978-3-030-54674-8_13)
 - Luo, Zhaotian and Przeworski, Adam, Democracy and Its Vulnerabilities: Dynamics of Democratic Backsliding (November 24, 2019). Available at SSRN: <https://ssrn.com/abstract=3469373> (<https://ssrn.com/abstract=3469373>)
 - Grzymala-Busse, Anna. "How populists rule: The consequences for democratic governance." *Polity* 51.4 (2019): 707-717.

- Körösényi A. The Theory and Practice of Plebiscitary Leadership: Weber and the Orbán regime. East European Politics and Societies. 2019;33(2):280-301.
doi:10.1177/0888325418796929

Week 10: Democratic Backsliding and Institutional Decline

<https://ufl.instructure.com/courses/477282/pages/week-10-overview>

- Executive, Legislature and the Judiciary
- Poland, Hungary, Turkey etc.
 - Kovacs, K., Scheppele, K.L., The fragility of an independent judiciary: Lessons from Hungary and Poland and the European Union, Communist and Post-Communist Studies (2018), <https://doi.org/10.1016/j.postcomstud.2018.07.005>
 - **Poland**: Poland's Replacement for Istanbul Convention would ban abortion and gay marriage:
 - <https://balkaninsight.com/2021/03/15/polands-replacement-for-istanbul-convention-would-ban-abortion-and-gay-marriage/> (<https://balkaninsight.com/2021/03/15/polands-replacement-for-istanbul-convention-would-ban-abortion-and-gay-marriage/>)
 - **Hungary**: Bianka Vida (2019) New waves of anti-sexual and reproductive health and rights strategies in the European Union: the anti-gender discourse in Hungary, Sexual and Reproductive Health Matters, 27:2, 13-16, DOI: [10.1080/26410397.2019.1610281](https://doi.org/10.1080/26410397.2019.1610281) (<https://doi.org/10.1080/26410397.2019.1610281>)
 - **Romania**: Three years on from landmark ruling, Romania continues to ignore rights of same-sex couples: <https://emerging-europe.com/news/three-years-on-from-landmark-ruling-romania-continues-to-ignore-rights-of-same-sex-couples/> (<https://emerging-europe.com/news/three-years-on-from-landmark-ruling-romania-continues-to-ignore-rights-of-same-sex-couples/>)
 - **Turkey**: Convention on combating violence against women must be implemented not abandoned
 - <https://www.amnesty.org/en/latest/news/2020/08/turkey-convention-on-combating-violence-against-women-must-be-implemented-not-abandoned> (<https://www.amnesty.org/en/latest/news/2020/08/turkey-convention-on-combating-violence-against-women-must-be-implemented-not-abandoned/>)

Week 11: Media and Civil Society (<https://ufl.instructure.com/courses/477282/pages/week-11-overview>)

- Poland, Hungary, Slovenia and Czech Republic etc.
 - DOI: 10.1177/0163443720975879

Week 12: What about the People? (<https://ufl.instructure.com/courses/477282/pages/week-12-overview>)

- Any sources of democratic backsliding caused by demand by the people?
- Poland, Hungary, Slovenia and Czech Republic etc.
 - Över, Defne. "Democratic backsliding and the media: the convergence of news narratives in Turkey." *Media, Culture & Society* 43.2 (2021): 343-358.

Week 13: Conflict and Democratic Backsliding

(<https://ufl.instructure.com/courses/477282/pages/week-13-overview>)

- Russia, Ukraine, Belarus

Week 14: Authoritarian Aspirations of Political Parties of Europe

(<https://ufl.instructure.com/courses/477282/pages/week-14-overview>)

- Partisanship
- Political Party
- Internal Democracy in parties
- Democratic Backsliding due to incumbent or opposition behavior

Week 14: The EU and Its Response to Authoritarian Turn

(<https://ufl.instructure.com/courses/477282/pages/week-12-overview>)

- Article 7 threat
- Militant Democracy
- Responsibility to Protect

Week 15: Recap

- How do democracies die and does the death come in waves?

Grading Policy

I will make every effort to have each assignment graded and posted within two weeks of the due date.

Course Grading Policy

Assignment	Percentage
Attendance	10
Participation	5
Quizzes	15
Discussion Leadership	10
1 3-4 pages Response Paper	10
1 Mid-Term	20
1 8-10 pages Final Paper	20
1 Final Paper Presentation	10

Grading Scale

Percent	Grade	Grade Points
93 – 100.0	A	4.00
90.0 – 92.9	A-	3.67
87.0 – 89.9	B+	3.33


Percent	Grade	Grade Points
83.0 – 86.9	B	3.00
80.0 – 82.9	B-	2.67
77.0 – 79.9	C+	2.33
73.0 – 76.9	C	2.00
70.0 – 72.9	C-	1.67
67.0 – 69.9	D+	1.33
63.0 – 66.9	D	1.00
60.0 – 62.9	D-	0.67
0 – 59.9	E	0.00

See the [current UF grading policies](#) 


(<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>) for more information.

UF Policies

University Policy on Accommodating Students with Disabilities:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>  (<https://disability.ufl.edu/>)) by providing appropriate documentation. Once registered, students will receive an accommodation letter that must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

University Policy on Academic Conduct:

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/> , (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>)) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

In-class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session. Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or

third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Netiquette and Communication Courtesy:

All members of the class are expected to follow rules of common courtesy during, before, and after class, in all email messages, threaded discussions, and chats.


The rules listed below will apply to all individuals who participate in the lectures and are present in the classroom.

- Each person needs to sanitize the work area when they arrive and right before they leave.
- A student not cleared by UF Health and/or one who does not follow the etiquette will not be allowed to stay in the classroom.
- If a student's behavior creates an environment that is deemed hazardous to the health of others present in the classroom that student will be asked to leave and/or the class will be dismissed.

Getting Help






Technical Difficulties:

For issues with technical difficulties for Canvas, please contact the UF Help Desk at:





- <http://helpdesk.ufl.edu>  (<http://helpdesk.ufl.edu>)
- (352) 392-HELP (4357)
- Walk-in: HUB 132

Any requests for make-ups due to technical issues should be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You should e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Health and Wellness

- **U Matter, We Care:** If you or someone you know is in distress, please contact [umatter@ufl.edu \(mailto:umatter@ufl.edu\)](mailto:umatter@ufl.edu), 352-392-1575, or visit umatter.ufl.edu  (<http://umatter.ufl.edu>) to refer or report a concern and a team member will reach out to the student in distress.
- **Counseling and Wellness Center:** Visit counseling.ufl.edu  (<http://counseling.ufl.edu>) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need, or visit shcc.ufl.edu  (<http://shcc.ufl.edu>).
- **University Police Department:** Visit police.ufl.edu  (<http://police.ufl.edu>) or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room/Trauma Center:** For immediate medical care in Gainesville, call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; ufhealth.org/emergency-room-trauma-center  (<http://ufhealth.org/emergency-room-trauma-center>).

Academic and Student Support

- **Career Connections Center:** 352-392-1601. Career assistance and counseling services career.ufl.edu/  (<http://career.ufl.edu/>).
- **Library Support:** Various ways to receive assistance with respect to using the libraries or finding resources. cms.uflib.ufl.edu/ask  (<http://cms.uflib.ufl.edu/ask>).
- **Teaching Center:** 352-392-2010 General study skills and tutoring: teachingcenter.ufl.edu/  (<http://teachingcenter.ufl.edu/>).
- **Writing Studio:** 352-846-1138. Help brainstorming, formatting, and writing papers: writing.ufl.edu/writing-studio/  (<http://writing.ufl.edu/writing-studio/>).

Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at

<https://gatorevals.aa.ufl.edu/students/>  (<https://gatorevals.aa.ufl.edu/students/>).

Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under





GatorEvals, or via <https://ufl.bluera.com/ufl/>  (https://urldefense.proofpoint.com/v2/url?u=https-3A_ufl.bluera.com_ufl_&d=DwMFAG&c=sJ6xIWYx-


[zLMB3EPkvcnVg&r=y2HjEMjRMHJhfdvLrqJZIYczRsfp5e4TfQjHuc5rVHg&m=WXko6OK_Ha6T00](https://urldefense.proofpoint.com/v2/url?u=https-3A_ufl.bluera.com_ufl_&d=DwMFAG&c=sJ6xIWYx-zLMB3EPkvcnVg&r=y2HjEMjRMHJhfdvLrqJZIYczRsfp5e4TfQjHuc5rVHg&m=WXko6OK_Ha6T00)

. Summaries of course evaluation results are available to students

at <https://gatorevals.aa.ufl.edu/public-results/>  (<https://gatorevals.aa.ufl.edu/public-results/>).









Course Summary:

Date	Details	Due
Tue Jan 10, 2023	 Tuesday Block Session (https://ufl.instructure.com/calendar?event_id=2723188&include_contexts=course_477282)	3pm to 4:55pm
Wed Jan 11, 2023	 Office Hours (https://ufl.instructure.com/appointment_groups/12911)	10am to 1pm
Thu Jan 12, 2023	 Thursday Session (https://ufl.instructure.com/calendar?event_id=2723237&include_contexts=course_477282)	4:05pm to 4:55pm
Mon Jan 16, 2023	 Week 2 Quiz (https://ufl.instructure.com/courses/477282/assignments/5554434)	due by 11:59pm

Date	Details	Due
Tue Jan 17, 2023	 <u>Tuesday Block Session</u> (https://ufl.instructure.com/calendar?event_id=2723189&include_contexts=course_477282) 	3pm to 4:55pm
Thu Jan 19, 2023	 <u>Thursday Session</u> (https://ufl.instructure.com/calendar?event_id=2723238&include_contexts=course_477282) 	4:05pm to 4:55pm
Mon Jan 23, 2023	 <u>Week 3 Quiz</u> (https://ufl.instructure.com/courses/477282/assignments/5554435) 	due by 11:59pm
Tue Jan 24, 2023	 <u>Tuesday Block Session</u> (https://ufl.instructure.com/calendar?event_id=2723190&include_contexts=course_477282) 	3pm to 4:55pm
Thu Jan 26, 2023	 <u>Thursday Session</u> (https://ufl.instructure.com/calendar?event_id=2723239&include_contexts=course_477282) 	4:05pm to 4:55pm
Mon Jan 30, 2023	 <u>Week 4 Quiz</u> (https://ufl.instructure.com/courses/477282/assignments/5554433) 	due by 11:59pm
Tue Jan 31, 2023	 <u>Tuesday Block Session</u> (https://ufl.instructure.com/calendar?event_id=2723191&include_contexts=course_477282) 	3pm to 4:55pm
Thu Feb 2, 2023	 <u>Thursday Session</u> (https://ufl.instructure.com/calendar?event_id=2723240&include_contexts=course_477282) 	4:05pm to 4:55pm
Mon Feb 6, 2023	 <u>Week 5 Quiz</u> (https://ufl.instructure.com/courses/477282/assignments/5554431) 	due by 11:59pm
Tue Feb 7, 2023	 <u>Tuesday Block Session</u> (https://ufl.instructure.com/calendar?event_id=2723192&include_contexts=course_477282) 	3pm to 4:55pm

Date	Details	Due
Thu Feb 9, 2023	 Thursday Session (https://ufl.instructure.com/calendar?event_id=2723241&include_contexts=course_477282)	4:05pm to 4:55pm
Mon Feb 13, 2023	 Week 6 Quiz (https://ufl.instructure.com/courses/477282/assignments/5554430)	due by 11:59pm
Tue Feb 14, 2023	 Tuesday Block Session (https://ufl.instructure.com/calendar?event_id=2723193&include_contexts=course_477282)	3pm to 4:55pm
Thu Feb 16, 2023	 Thursday Session (https://ufl.instructure.com/calendar?event_id=2723242&include_contexts=course_477282)	4:05pm to 4:55pm
Mon Feb 20, 2023	 Week 7 Quiz (https://ufl.instructure.com/courses/477282/assignments/5554432)	due by 11:59pm
Tue Feb 21, 2023	 Tuesday Block Session (https://ufl.instructure.com/calendar?event_id=2723194&include_contexts=course_477282)	3pm to 4:55pm
Thu Feb 23, 2023	 Thursday Session (https://ufl.instructure.com/calendar?event_id=2723243&include_contexts=course_477282)	4:05pm to 4:55pm
Tue Feb 28, 2023	 Tuesday Block Session (https://ufl.instructure.com/calendar?event_id=2723195&include_contexts=course_477282)	3pm to 4:55pm
	 In-Class Mid-Term Exam (https://ufl.instructure.com/courses/477282/assignments/5554867)	due by 11:59pm
Thu Mar 2, 2023	 Thursday Session (https://ufl.instructure.com/calendar?event_id=2723244&include_contexts=course_477282)	4:05pm to 4:55pm

Date	Details	Due
Mon Mar 6, 2023	 Week 9 Quiz (https://ufl.instructure.com/courses/477282/assignments/5554429) 	due by 11:59pm
Tue Mar 7, 2023	 Tuesday Block Session (https://ufl.instructure.com/calendar?event_id=2723196&include_contexts=course_477282) 	3pm to 4:55pm
Thu Mar 9, 2023	 Thursday Session (https://ufl.instructure.com/calendar?event_id=2723245&include_contexts=course_477282) 	4:05pm to 4:55pm
Mon Mar 20, 2023	 Week 11 Quiz (https://ufl.instructure.com/courses/477282/assignments/5554436) 	due by 11:59pm
Tue Mar 21, 2023	 Tuesday Block Session (https://ufl.instructure.com/calendar?event_id=2723198&include_contexts=course_477282) 	3pm to 4:55pm
Thu Mar 23, 2023	 Thursday Session (https://ufl.instructure.com/calendar?event_id=2723247&include_contexts=course_477282) 	4:05pm to 4:55pm
Mon Mar 27, 2023	 Week 13 Quiz (https://ufl.instructure.com/courses/477282/assignments/5554437) 	due by 11:59pm
Tue Mar 28, 2023	 Tuesday Block Session (https://ufl.instructure.com/calendar?event_id=2723199&include_contexts=course_477282) 	3pm to 4:55pm
Thu Mar 30, 2023	 Thursday Session (https://ufl.instructure.com/calendar?event_id=2723248&include_contexts=course_477282) 	4:05pm to 4:55pm
Mon Apr 3, 2023	 Week 14 Quiz (https://ufl.instructure.com/courses/477282/assignments/5555505) 	due by 11:59pm
Tue Apr 4, 2023	 Tuesday Block Session (https://ufl.instructure.com/calendar?) 	3pm to 4:55pm

Date	Details	Due
	event_id=2723200&include_contexts=course_477282)	
Thu Apr 6, 2023	 Thursday Session (https://ufl.instructure.com/calendar?event_id=2723249&include_contexts=course_477282) 	4:05pm to 4:55pm
Tue Apr 11, 2023	 Tuesday Block Session (https://ufl.instructure.com/calendar?event_id=2723201&include_contexts=course_477282) 	3pm to 4:55pm
Thu Apr 13, 2023	 Thursday Session (https://ufl.instructure.com/calendar?event_id=2723250&include_contexts=course_477282) 	4:05pm to 4:55pm
Tue Apr 18, 2023	 Tuesday Block Session (https://ufl.instructure.com/calendar?event_id=2723202&include_contexts=course_477282) 	3pm to 4:55pm
	 Final Paper Presentation (https://ufl.instructure.com/courses/477282/assignments/5554916) 	due by 11:59pm
Thu Apr 20, 2023	 Thursday Session (https://ufl.instructure.com/calendar?event_id=2723251&include_contexts=course_477282) 	4:05pm to 4:55pm
Tue Apr 25, 2023	 Tuesday Block Session (https://ufl.instructure.com/calendar?event_id=2723203&include_contexts=course_477282) 	3pm to 4:55pm
Mon May 1, 2023	 Final Paper (https://ufl.instructure.com/courses/477282/assignments/5554441) 	due by 11:59pm

Date

Details

Due

 [Active Participation](https://ufl.instructure.com/courses/477282/assignments/5554440)

<https://ufl.instructure.com/courses/477282/assignments/5554440>

 [Discussion Prompts of the Week](https://ufl.instructure.com/courses/477282/assignments/5554439)

<https://ufl.instructure.com/courses/477282/assignments/5554439>

 [Response Paper](https://ufl.instructure.com/courses/477282/assignments/5554442)

<https://ufl.instructure.com/courses/477282/assignments/5554442>

 [Roll Call Attendance](https://ufl.instructure.com/courses/477282/assignments/5554443)

<https://ufl.instructure.com/courses/477282/assignments/5554443>
