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| ABU_KKK_01-15.jpg | | | | | **ECTS Course Description Form** | | | | | | | | | | | | | | | | | | | | | | |
| **PART I ( Senate Approval)** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Offering School** | **Faculty of Business** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Offering Department** | **Political Science and International Relations** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Program(s) Offered to** | **BA Political Science and International Relations** | | | | | | | | | | | | | **Compulsory course** | | | | | | | | | | | | | |
| **All other departments** | | | | | | | | | | | | | **Elective course** | | | | | | | | | | | | | |
|  | | | | | | | | | | | | |  | | | | | | | | | | | | | |
| **Course Code** | **POLS 327** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Name** | **Comparative Democracy** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Language of Instruction** | **English** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Type of Course** | *Lecture* | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Level of Course** | **Undergraduate** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Hours per Week** | **Lecture: 3** | | | | | **Laboratory:** | | | | **Recitation:** | | **Practical:** | | | | | **Studio:** | | | | | **Other:** | | | | | |
| **ECTS Credit** | **5** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Grading Mode** | **Letter Grade** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Pre-requisites** |  | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Co-requisites** |  | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Registration Restriction** |  | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Educational Objective** | The objective of this course is to discuss theories of democracy and democratization in a comparative perspective. For this purpose, the course first introduces theoretical arguments and discussions on norms and institutions of democratic rule. Then the students are invited to discuss the democratic features by focusing on single and few case studies as well as cross-country studies. The students utilize both their qualitative and quantitative research skills in this course | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Description** | This course questions the most recent theories and discussions on democracy and democratization. For this purpose it focuses on different types of case studies and analyses, which utilize different research methods. | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Learning Outcomes** | **LO1** | | | 1. *Explain the basic theoretical discussions about democracy and democratization* 2. *Explain the basic norms and institutions of democratic rule* 3. *Differentiate diminished types of democratic rule such as the competitive authoritarian regimes or the hybrid regimes* 4. *Utilize different research methods to analyze different case studies* 5. *Appreciate discussions with the fellow students* 6. *Communicate effectively* | | | | | | | | | | | | | | | | | | | | | | | |
| **LO2** | | |
| **LO3** | | |
| **LO4** | | |
| **LO5** | | |
| **LO6** | | |
| **n..** | | |
| **PART II ( Faculty Board Approval)** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Basic Outcomes (University-wide)** | | **No.** | **Program Outcomes** | | | | | | | | | | **LO1** | | | **LO2** | | | **LO3** | | **LO4** | | | | **LO5** | | **LO6** |
| **PO1** | **Ability** to communicate effectively and write and present a report in Turkish and English. | | | | | | | | | | X | |  | | |  | |  | | | | X | | X | |
| **PO2** | **Ability** to work individually, and in intra-disciplinary and multi-disciplinary teams. | | | | | | | | | |  | |  | | |  | |  | | | | X | | X | |
| **PO3** | **Recognition** of the need for life-long learning and **ability** to access information , follow developments in science and technology, and continually reinvent oneself. | | | | | | | | | |  | |  | | | X | | X | | | |  | | X | |
| **PO4** | **Knowledge** of project management, risk management, innovation and change management, entrepreneurship, and sustainable development. | | | | | | | | | |  | |  | | |  | |  | | | |  | | X | |
| **PO5** | **Awareness** of sectors and **ability** to prepare a business plan. | | | | | | | | | |  | |  | | |  | |  | | | |  | |  | |
| **PO6** | **Understanding** of professional and ethical responsibility and **demonstrating** ethical behavior. | | | | | | | | | |  | |  | | |  | |  | | | | X | | X | |
| **Faculty Specific Outcomes** | | **PO7** | **Knowledge** of social science research design and execution | | | | | | | | | |  | |  | | |  | | X | | | | X | | X | |
| **PO8** | **Understanding** of mathematics, statistics and economics as it relates to each discipline | | | | | | | | | |  | |  | | |  | | X | | | | X | | X | |
| **PO9** | **Awareness** of inter-disciplinary approaches in social sciences | | | | | | | | | | X | |  | | |  | | X | | | | X | | X | |
| **PO10** | **Ability to** relate different issues in the social sciences to contemporary events | | | | | | | | | | X | | X | | | X | |  | | | |  | |  | |
| **PO11** | **Ability to** analyze in written and oral form issues related to the social sciences | | | | | | | | | |  | |  | | |  | | X | | | | X | | X | |
| **Discipline Specific Outcomes (program)** | | **PO12** | **Understanding** of the philosophical and theoretical foundations of political science | | | | | | | | | | X | | X | | | X | | X | | | |  | |  | |
| **PO13** | **Understanding** of the philosophical and theoretical foundations of international relations | | | | | | | | | | X | | X | | | X | | X | | | |  | |  | |
| **PO14** | **Understanding** of the social and historical dynamics that inform political processes at domestic and international levels | | | | | | | | | | X | | X | | | X | | X | | | |  | |  | |
| **PO15** | **Knowledge** of qualitative and/or quantitative social science methodology | | | | | | | | | | X | | X | | | X | | X | | | |  | |  | |
| **PO16** | **Ability** to demonstrate written and oral understanding of content relative to historical, theoretical and contemporary issues in political science | | | | | | | | | | X | | X | | | X | | X | | | | X | | X | |
| **PO17** | **Developing** a critically constructive approach to current problems in the field of political science | | | | | | | | | | X | | X | | | X | | X | | | | X | | X | |
| **PO 18** | **Awareness** about global inter-connectivity and power divisions within this inter-connected structure | | | | | | | | | |  | |  | | |  | | X | | | | X | | X | |
| **Specialization Specific Outcomes** | | **PO N….** |  | | | | | | | | | |  | |  | | |  | |  | | | |  | |  | |
| PART III ( Department Board Approval) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Subjects, Contribution of Course Subjects to Learning Outcomes, and Methods for Assessing Learning of Course Subjects** | | | **Subjects** | **Week** | | | |  | | | | | | LO1 | | | LO2 | | | LO3 | | LO4 | | | | LO5 | | LO6 | |
| **S1** | 1-2 | | | | Liberal discussions on democracy | | | | | | X | | | X | | |  | |  | | | | X | | X | |
| **S2** | 3-5 | | | | Economic and social pre-requisites of democracy | | | | | | X | | | X | | |  | |  | | | | X | | X | |
| **S3** | 6-8 | | | | Regime classifications | | | | | | X | | | X | | | X | |  | | | | X | | X | |
| **S4** | 8-9 | | | | Current discussions on democracy | | | | | | X | | X | | | X | | X | | | | X | | X | | |
| **S5** | 10 | | | | Case study: Africa | | | | | | X | | X | | | X | | X | | | | X | | X | | |
| **S6** | 11 | | | | Case study: Middle East | | | | | | X | | X | | | X | | X | | | | X | | X | | |
| **S7** | 12 | | | | Case study: Russia | | | | | | X | | X | | | X | | X | | | | X | | X | | |
| **S8** | 13 | | | | Case study: Central Asia | | | | | | X | | X | | | X | | X | | | | X | | X | | |
| **S9** | 14 | | | | Review & discussion | | | | | | X | | X | | | X | | X | | | | X | | X | | |
| **Assessment Methods, Weight in Course Grade, Implementation and Make-Up Rules** | | | **No.** | **Type** | | | | | | **Weight** | | **Implementation Rule** | | | | | **Make-Up Rule** | | | | | | | | | | | | |
| **A1** | **Midterm exam** | | | | | | 30% | | Closed book/notes exam. | | | | | The student can take a make-up of the midterm exam upon documentation of a valid medical report. | | | | | | | | | | | | |
| **A2** | **Quiz** | | | | | | *--* | |  | | | | |  | | | | | | | | | | | | |
| **A3** | **Homework** | | | | | | *--* | |  | | | | |  | | | | | | | | | | | | |
| **A4** | **Project** | | | | | | *---* | |  | | | | |  | | | | | | | | | | | | |
| **A5** | **Briefing memo** | | | | | | 20% | | Students prepare a report on one of the countries suggested by the instructor and they prepare briefing memo on the state of democracy in the country they chose. They can make suggestions for democratic reform. | | | | | The student can submit the memo after the due date in case she/he brings a valid medical report for the report’s due date. | | | | | | | | | | | | |
| **A6** | **Presentation** | | | | | |  | | - | | | | | - | | | | | | | | | | | | |
| **A7** | **Attendance/ Interaction** | | | | | | 10% | | Students attend the classes and they ask questions, make comments, and elaborate on case studies. | | | | | - | | | | | | | | | | | | |
| **A8** | **Class/Lab./**  **Field Work** | | | | | | --- | | - | | | | | - | | | | | | | | | | | | |
| **A9** | **Final Exam** | | | | | | 40% | | Closed book/notes exam | | | | | The student can take a make-up of the final exam upon documentation of a valid medical report. | | | | | | | | | | | | |
| **TOTAL** | | | | | | | **100%** | | | | | | | | | | | | | | | | | | | |
| **Evidence of Achievement of Learning Outcomes** | | | Students will demonstrate the learning outcomes through written exams and reports, as well as in-class discussion and participation.  The briefing memo reflects students’ ability to critically review the existing theories and assess the relevant case studies in line with these theories. It allows students to organize their thoughts and comments on the relevant case studies in an analytical fashion and to present them in an academic style.  The written exams demonstrate student’s level of understanding of the learning materials.  In-class attendance and participation develop the necessary communicative skills in our discipline. | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Method for Determining Letter Grade** | | | Table below will be used to determine the letter grades   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Total points** | 100-95 | 94-90 | 89-85 | 84-80 | 79-75 | 74-70 | 69-65 | 64-60 | 59-55 | 54-50 | | **Letter Grade** | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Teaching Methods, Student Work Load** | | | **No** | **Method** | | | | | **Explanation** | | | | | | | | | | | | | | | **Hours** | | | | | |
| ***Time applied by instructor*** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **1** | **Lecture** | | | | | Lecturing the necessary concepts and theories by also providing the relevant case studies and example. The lectures utilize the power point presentations as well as the visual short documentaries, when deemed necessary. | | | | | | | | | | | | | | | 13 | | | | | |
| **2** | **Interactive Lecture** | | | | | Encourage student participation by asking questions; allow for student’s questions and reflections on the reading materials; encourage peer-to-peer discussion and student presentation of the class material. | | | | | | | | | | | | | | | 26 | | | | | |
| **3** | **Recitation** | | | | | Review before exams | | | | | | | | | | | | | | | 3 | | | | | |
| **4** | **Laboratory** | | | | |  | | | | | | | | | | | | | | |  | | | | | |
| **5** | **Practical** | | | | |  | | | | | | | | | | | | | | |  | | | | | |
| **6** | **Field Work** | | | | |  | | | | | | | | | | | | | | |  | | | | | |
| ***Time expected to be allocated by student*** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **7** | **Briefing memo** | | | | | Students prepare a report on a country of their selection on how to improve the quality of democracy in this country. It requires students to research about the country’s background contextual framework, as well as its democratic institutions and norms. Student’s report also demonstrates an analytical approach that makes suggestions about the democratic rule in the given country. | | | | | | | | | | | | | | | 30 | | | | | |
| **8** | **Homework** | | | | |  | | | | | | | | | | | | | | |  | | | | | |
| **9** | **Pre-class Learning of Course Material** | | | | | Students read all required reading materials before the class. | | | | | | | | | | | | | | | 48 | | | | | |
| **10** | **Review of Course Material** | | | | | Students review the course materials before both the mid-term and the final exam | | | | | | | | | | | | | | | 25 | | | | | |
| **11** | **Studio** | | | | |  | | | | | | | | | | | | | | |  | | | | | |
| **12** | **Office Hour** | | | | | Students utilize the office hours to ask questions about the course materials | | | | | | | | | | | | | | | 5 | | | | | |
| **TOTAL** | | | | | | 150 | | | | | | | | | | | | | | | | | | | | |
| **IV. PART** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Instructor** | | | **Name** | | | | | | Işıl Cerem Cenker Özek | | | | | | | | | | | | | | | | | | | | |
| **E-mail** | | | | | | cerem.cenker@antalya.edu.tr | | | | | | | | | | | | | | | | | | | | |
| **Phone Number** | | | | | | 0242-2450220 | | | | | | | | | | | | | | | | | | | | |
| **Office Number** | | | | | | 0242-2450220 | | | | | | | | | | | | | | | | | | | | |
| **Office Hours** | | | | | | Tuesdays 13.30-15.30 | | | | | | | | | | | | | | | | | | | | |
| **Course Materials** | | | **Mandatory** | | | | | | All readings indicated as mandatory in the syllabus | | | | | | | | | | | | | | | | | | | | |
| **Recommended** | | | | | | All readings indicated as recommended in the syllabus | | | | | | | | | | | | | | | | | | | | |
| **Other** | | | **Scholastic Honesty** | | | | | | Violations of scholastic honesty include, but are not limited to cheating, plagiarizing, fabricating information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Any form of scholastic dishonesty is a serious academic violation and will result in a disciplinary action. | | | | | | | | | | | | | | | | | | | | |
| **Students with Disabilities** | | | | | | Reasonable accommodations will be made for students with verifiable disabilities. | | | | | | | | | | | | | | | | | | | | |
| **Safety Issues** | | | | | |  | | | | | | | | | | | | | | | | | | | | |
| **Flexibility** | | | | | | Circumstances may arise during the course that prevents the instructor from fulfilling each and every component of this syllabus; therefore, the syllabus is subject to change. Students will be notified prior to any changes. | | | | | | | | | | | | | | | | | | | | |