PSCI 4952
Political Science Capstone: Democratization
MW 2:00-3:20 - 210 Wooten Hall

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TURNITIN.COM: course number/password: 14312235/mason

REQUIRED TEXTBOOKS

COURSE OBJECTIVES
Over the course of the last four decades, we have witnessed what Samuel Huntington has termed the “third wave” of democracy. State socialist regimes in Eastern Europe collapsed, to be replaced by nominally democratic states and market economies. In Latin America, a variety of personalist, corporatist, and military regimes have been replaced by democracies. And in parts of Asia and Africa, authoritarian regimes have given way to democratic states. The purpose of this course is to explore the variety of causal paths by which these transitions occur, the developmental changes in state-society relations that gave rise to these transitions, and the features of the new democratic states and their relations with society that determine the prospects for democratic consolidation and the survival of new democratic regimes. Our goal in this course is to make some sense out of these different paths to democracy and the different syndromes of causal factors that instigated them and determined their course. We will also explore the factors that affect whether or not a new democratic regime will survive, or, alternatively, the nation will experience a relapse into some form of authoritarianism. This will require that you integrate theories on institutional rules of the game in democracy, developmental processes that can lead to democratic transition and to democratic consolidation or failure. It also requires some understanding of how democratic political culture evolves and contributes to the process of democratic consolidation. The course will require you to apply theoretical knowledge, social scientific logic and empirical methods in the analysis of these phenomena. The ultimate goal is to apply this knowledge in the consideration of policy questions that arise concerning democracy, democratic transitions, democratic consolidation and democratic failure: what can be done to encourage and sustain new democracies?

COURSE REQUIREMENTS
GRADES: Your grade for the course will be determined by two take-home exams and a research project. Collectively, the exams will determine 60% of your final grade, and the research project will determine 30%, with class participation and attendance determining the remaining 10%. Since both your research project and your take home exams must be submitted to turnitin.com, you should register under this course on TURNITIN.COM during the first week of class. The course code is 14312235 and the password is mason.

A. PARTICIPATION (10%): Attendance at all class sessions is expected and will be checked on a regular basis. Your attendance record and class participation will carry some weight in determining your final grade. As much as 10% of your final average will be determined by the percentage of class sessions you attend and your contribution to discussions in those classes. If you are late for class, it is your responsibility to check in with me after class that day before I leave the classroom; otherwise you will be counted as absent that day. The only excused absences are for University-sponsored events where your attendance is required; absence for illness and all other matters counts as an absence. (If you have a chronic medical condition that requires you to miss class on a regular basis, come to see me to make special arrangements). Obviously, you must be in attendance if you are to participate in discussions, and you must have read the assigned readings if you are to make informed contributions to class discussions. You are responsible for all material covered in class and for all other tasks assigned for completion outside of class. Absence from class does not excuse ignorance of the material covered or failure to complete assignments made that day or due that day. It is your responsibility to find out what you missed when you are absent and to keep up with the course.
B. Exams (60%): There will be a mid-term exam and a final exam. Both will be take-home essay exams. You can use any books and notes that you have, but you are not to confer with other students on the test questions. Evidence of collaboration with anyone else will be treated as an instance of cheating and dealt with according to University rules on cheating. You will receive a grade of "0" for the exam and an "F" for the course. You should submit a printed copy on the due date (March 8 for the midterm; May 8 for the final exam). There is a 3 point penalty for each day that your paper is late (you can stop the clock by posting your paper to turnitin.com AND emailing a copy to me, and then turn in a printed copy at the next meeting of the class). You are also required to submit an electronic version of your exam to www.turnitin.com. The file name for your exam should include your last name and the course number year and assignment name. For example, my exam file would have this name: mason-Democratization-2017-midterm.doc.

C. Research Paper (30%): You are required to complete a research paper on some topic having to do with democratic transitions. You can focus on some aspect of the transition process, the politics of democratic survival, democratic political culture, regional differences in democratic transitions/survival, or any other topic under the broad topic of democratization and democratic transitions. You can even focus on what democratization theories suggest about the prospects for the survival of democracy in a particular country that has recently undergone the transition to democracy. My only requirements are, first, that your paper be an analytical/explanatory paper and not simply a descriptive or journalistic account of events. Second, the paper should focus on some contemporary issue in democratic transitions/survival. Third, you must base your research on a minimum of ten sources from scholarly journals.

The purpose of the research project is to help you develop your ability to conduct research, to think and write analytically and critically, and to present your arguments in a concise and persuasive manner. This requires that you develop certain skills, such as a familiarity with the resources available to you at this University. In order to avoid the horrors of "over-night wonders" and to give you some experience in the mechanics and process of social science research, I am requiring that you complete your project in two installments (the percent of your final grade on the research project that is determined by each installment is in parentheses):

1. Problem statement and annotated bibliography (25%) Due: February 20
2. Final Draft of your paper (75%) Due: April 24

Part 1: PROBLEM STATEMENT & ANNOTATED BIBLIOGRAPHY (25%) Due: February 20

In the first installment you are expected to submit detailed problem statement, an annotated bibliography that presents detailed, substantive summaries of 5 academic journal articles that are directly relevant to your topic, and a list of references that includes complete bibliographic citations for each of those five articles, plus citations for five more academic journal articles that are directly relevant to your topic. So there are 3 parts to this assignment:

1. **Problem Statement:** describes in detail the puzzle or research question that will be the subject of your research, the reasons that this question is important to our understanding of the politics of democratic transitions, and the major theoretical issues that will have to be addressed in order to provide some answers to this puzzle. The problem statement should be about one page, single spaced.

2. **Annotated Bibliography:** should then summarize the major themes and findings on the subject from each of five (5) journal articles from scholarly journals that are directly relevant to your topic. You may NOT use articles that are assigned readings for this class. The format for each of these summaries is:
   (a) **A Full bibliographic citation** for each article (see the format for citations at the end of this syllabus); for example:
   (b) **A detailed summary** of the material in that article that is relevant to your research problem (½ page to one page for each article, single spaced. Do NOT put each one on a separate page; just double space between summaries – SAVE PAPER.

3. **List of References** that contains a complete citation for each of the five articles you summarized plus full citations for five additional articles on the subject (which you do NOT have to summarize for this installment but which should be used in your final draft). You MUST use the International Studies Quarterly citation format
Failure to use the correct citation format in the text and in the list of references will result in a 5 point penalty on your grade.

Your problem statement should reference and cite the five articles that you summarize. It should clearly demonstrate that you have read all ten articles and that you have found in each of them material that is directly relevant to the definition and analysis of your research question.

For this installment, you should confine yourself to academic journal articles. You may NOT use books, book reviews, government documents, news sources, web sources, or other non-academic journals. Those other sources can be used in the final draft, but they do not count toward fulfilling requirement of five academic journal articles. Scholarly journals will allow you to develop some theoretically grounded understanding of the issue.

Part 2: Final Draft (75%) Due: April 24

The final draft should include:

1. a clear and detailed explication of your research puzzle and why it is important. This should be an expanded and refined version of the problem statement from the first installment.
2. A review of the major themes in the relevant literature on this topic and what key works have to say about each theme. You should go beyond the material in the annotated bibliography from Part I, to add more sources and more details on key themes. Whereas the annotated bibliography in Part 1 organizes material by article, a literature review organizes material by theme. Highlight what the important themes are in the literature and what each author has to say about each theme.
3. your own theoretically grounded analysis of the research question: a logically coherent theoretical explanation for the research question. It should be grounded in existing theory and provide some answers to the question of how do we explain the causal processes involved in the phenomenon under investigation and what questions remain to be addressed in the existing literature on that topic.
4. You should finish with a discussion of the conclusions and policy implications of your analysis.

For the final draft, you may use books, book chapters, or other source in addition to academic journal articles, but your analysis should include citations from academic journals, with appropriate citations.

My purpose in using this format for the research project is to help you learn something about the process of doing research. One skill that you can develop in courses such as this one is the ability to do research. This assignment approximates the way that serious social science research is done. It is also the sort of assignment you may be given in your work in a public sector agency or other enterprise. By working on the assignment throughout the course of the semester, you will gain some experience in doing research the way it should be done. We will spend some time in class discussing possible topics, and once you come up with an idea, you should come by and talk to me about it or contact me by email. I can give you some suggestions on where to find material and help you think through your research problem.

RULES FOR RESEARCH PROJECTS:
1. Completing both parts is not optional! You will receive a failing grade for the course if you fail to complete either part of the research project assignment.
2. You may not use a paper that you have written (or are writing) for another class. If you do, this will be treated as an instance of plagiarism, and you will receive a "0" for the assignment, and "F" for the course, and you will be referred to the appropriate student disciplinary office.
3. You may not do a paper on an issue in U.S. domestic policy or politics (such as gun control, budget deficits, health care reform). If you do so in Part 1, you will be required to start over with a new topic that is approved by me. If you have any doubts concerning the legitimacy of your paper topic, clear it with me.
4. You may not change topics after you complete part 1 without my permission. If I do approve a topic change, you will have to complete the first installment on the new topic and take a late penalty.
5. Deadlines will be enforced! There is a 3 point penalty for each day you are late with any one of the parts of the assignment. Weekends count (you can stop the clock by posting your paper to turnitin.com AND emailing a copy to me, and then turn in a printed copy at the next meeting of the class). Late papers will not be accepted after 10 days.
6. Both written installments should be typed, single spaced with 1 inch margins on all four sides, 12 pt font printed on one side of the page.
7. Use the citation format of the International Studies Quarterly (posted on Blackboard and in this syllabus).
Do NOT use MLA or APA or any other format. Failure to use the correct citation format will result in a 5 point penalty.

8. **You must submit a printed copy and an electronic copy** (to www.turnitin.com) **of each installment.** You are not counted as having completed the assignment until BOTH versions are submitted. The FILE NAME should contain your last name and the course; e.g., use this format: lastname-democratization-spring2015-V1.doc. For example, my first installment would be "mason-democratization-spring2017-v1.doc" (the second installment would be mason-democratization-spring2017-v2.doc). Class ID and password for turnitin.com are listed on the first page of this syllabus.

**IMPORTANT DATES**

Take note of the following deadlines and important dates. Keep in mind that deadlines will be enforced.

- Last day to drop courses: February 24
- Research Paper Part 1 due: February 20
- Research Paper Final draft due: April 24
- Mid-Term Exam distributed: March 1
- Mid-Term Exam due: March 8
- Final Exam distributed: May 1
- Final Exam due: May 8

**ACADEMIC INTEGRITY - CLASS POLICY ON PLAGIARISM AND CHEATING**

You are expected to do your own work for this course, and it must be original work for this course. Unfortunately, some students cheat and some students plagiarize other people’s work. If you plagiarize or turn in as your own work something that someone else did either in its entirety or in large part, or if you turn in work that does not properly cite the sources from which you got your material (thereby creating the impression that the work is your original work), you will receive a grade of "F" for the course, and you will be referred to the appropriate student judicial authorities for violation of the University's academic honesty policies. If you do not understand what constitutes cheating or plagiarism, ask me. Specifically, the following are unacceptable and will be treated as instances of plagiarism:

1. You may not turn in a paper that someone else wrote either in whole or in part. That includes papers written in whole or in part by a friend, relative, classmate, roommate, or other human being, including those working for term paper services. You may not turn in a paper that you have purchased from a term paper/research service. Nor may you turn in your paraphrased or otherwise rewritten version of a paper you obtained from one of these services or from another human being. YOU are supposed to do the research AND the writing.

2. You may not turn in a paper that you have turned in for another class, regardless of whether that other class is this semester or some previous semester.

3. You may not quote or paraphrase long passages from books, journals, or web sites without attribution. Even with proper citation, it is not wise to turn in a paper that is largely a collection of quotes.

4. Plagiarism also includes using passages from the works of others without citing the source. **Any time you use more than ten consecutive words from a source, you should put that passage in quotation marks and cite the source (including the page number where the quoted passage is found).** When you paraphrase a source (so that quotation marks are not needed) you still need to cite the source (including the page number). **When in doubt, provide a citation.** Otherwise, you may be guilty of plagiarism, and I consider that a very serious offense.

**If you are unsure whether you need to cite a source, cite it.** You will not be penalized for having too many citations. You will be penalized for failure to cite sources. Plagiarism of any form will not be tolerated. If you have any doubts about whether what you are doing amounts to plagiarism, see me. Turnitin.com provides me with a report on the percent of each paper that is lifted verbatim from other sources, and it provides the citation of the source. Plagiarism will be detected and punished, so avoid it.

**CLASSROOM ETIQUETTE**

All students must treat the instructor, the other students, and the classroom setting with respect. This includes arriving on time and staying for the entire class (or notifying the instructor in advance if this will not be possible), turning off cell phones and similar devices during class, and refraining from reading, passing notes, talking with friends, and any other potentially disruptive or distracting activities. Respect also means showing respect for alternative opinions and points of view, listening when either the instructor or a fellow student is speaking to the class, and refraining from insulting language and gestures. Repeated or egregious instances of classroom disruption will result in referral to the Center for Student Rights and Responsibilities to consider whether the student’s conduct violated the Code of Student Conduct. The Code of Student Conduct can be found at www.unt.edu/csrr.
OTHER RULES:
1. As a courtesy to your fellow students (and the instructor) get to class on time every day and remain in the classroom for the duration of the class.
2. Make your bathroom and food/drink visits BEFORE class. It is disruptive and distracting to get up and wander in and out of the room while class is in session. If you must leave early for some reason, let me know ahead of time and sit near the door so that you can leave with a minimum of disruption.
3. Turn off your cell phone and if you use an electronic device to take notes, refrain from using it for activities that might be distracting to other students.

UNT STATEMENT OF ADA COMPLIANCE
The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323.

Department of Political Science – POLICY ON CHEATING AND PLAGIARISM
The UNT Code of Student Conduct and Discipline defines cheating and plagiarism as the use of unauthorized books, notes, or otherwise securing help in a test; copying others' tests, assignments, reports, or term papers; representing the work of another as one's own; collaborating without authority with another student during an examination or in preparing academic work; or otherwise practicing scholastic dishonesty.

Normally, the minimum penalty for cheating or plagiarism is a grade of "F" in the course. In the case of graduate departmental exams, the minimum penalty shall be failure of all fields of the exam. Determination of cheating or plagiarism shall be made by the instructor in the course, or by the field faculty in the case of departmental exams.

Cases of cheating or plagiarism on graduate departmental exams, theses, or dissertations shall automatically be referred to the departmental Graduate Studies Committee. Cases of cheating or plagiarism in ordinary coursework may, at the discretion of the instructor, be referred to the Undergraduate Studies Committee in the case of undergraduate students, or the Graduate Studies Committee in the case of graduate students. These committees, acting as agents of the department Chair, shall impose further penalties, or recommend further penalties to the Dean of Students, if they determine that the case warrants it. In all cases, the Dean of Students shall be informed in writing of the case. Students may appeal any decision under this policy by following the procedures laid down in the UNT Code of Student Conduct and Discipline.

Department of Political Science POLICY ON ACADEMIC INTEGRITY
The Political Science Department adheres to and enforces UNT's policy on academic integrity (cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty and sabotage). Students in this class should review the policy (UNT Policy Manual Section 18.1.16), which may be located at http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf Violations of academic integrity in this course will be addressed in compliance with the penalties and procedures laid out in this policy. Students may appeal any decision under this policy by following the procedures laid down in the UNT The UNT Policy Manual Section 18.1.16 "Student Standards of Academic Integrity

Acceptable Student Behavior:
Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at https://deanofstudents.unt.edu/conduct.

COURSE SCHEDULE
The course outline spells out the major themes addressed in the course and the assigned readings for each theme. You are expected to keep up with the readings in the sense of having them completed by the time we begin the corresponding section of the course. Class discussion counts 10% of your grade, and informed discussion requires careful reading of the assignments.
1. January 18: INTRODUCTION: DEMOCRATIZATION IN THE POST-COLD WAR WORLD

We will spend the first days of class going over the requirements for the course and spelling out the policy issue that will be the focus of this course: how do nations make the transition to democracy, and what can be done to sustain democracy once they have made the transition? We will use the events of the Arab Spring to illustrate the question. In 2011, we witnessed a series of pro-democracy protests across North Africa and the Middle East. In Egypt and Tunisia, the result was a peaceful transition to democracy (though recent events call into question the durability of Egypt’s democracy). In Libya, the result was a civil war that eventually deposed the Qaddafi; whether a functioning democratic regime will emerge to replace the Qaddafi regime is still to be determined. In Syria, a civil war erupted as well and, to date, the outcome of that conflict is still to be determined. The Arab Spring events present us with a natural experiment of sorts that we can use to explore the core questions of this course: under what conditions does a democratic transition take place, and what explains the consolidation of new democracies as opposed to a relapse into authoritarianism? And from a policy perspective, what can the international community do to encourage democratic transitions and sustain new democracies?

Readings:

Suggested Readings:


We begin with Huntington’s seminal work on the “third wave” of democracy. What explains these “waves” of democratic transitions and the patterns of change they follow once democracy is adopted? The Schmitter and Karl article spell out elements of democracy as a yardstick against which we can assess transitions.

Readings:
- Huntington, Third Wave, Ch. 1, 2
- Schmitter, Philippe and Terry Lynn Karl. 1991. “What Democracy is ... and is Not”, Ch. 1 in Diamond & Plattner, Democracy: A Reader

Suggested Readings:

3. January 30-February 1: REGIONAL VARIATIONS IN DEMOCRATIC TRANSITIONS

With several decades of research on democratic transition, democratic consolidation, and democratic survival, Valerie Bunce presents a survey of what conclusions we can draw from this research. One question she raises is whether the conditions that explain transitions might vary by region, by timing, and by non-democratic regime type. Is the process that led to democratic transitions in Latin America different from that which led to the revolutions of 1989 in East Europe and the Arab Spring events of 2011? Or are they all manifestations of the same process?

Readings:

Suggested Readings:
4. **February 6-8: DEMOCRATIC INSTITUTIONS: PARLIAMENTARY VS. PRESIDENTIAL**

With the wave of democratization that has swept Asia, Latin America, Eastern Europe and Africa, it is perhaps wise for us to examine the variety of institutional forms that representative democracy can assume. In this section we shall examine the structure and operations of parliamentary democracies and how these institutions mediate the relations between state authority and society. We will focus especially on variations in party systems and how these affect the politics within governments (i.e., prime minister and cabinet).

**Readings:**

- Arend Lijphart, *Patterns of Democracy*, Chapters 1-4
- Fish, M. Steven. “Strong Legislatures, Stronger Democracies” Ch. 14 in Diamond & Plattner.

5. **February 13-15: DEMOCRATIC INSTITUTIONS: PARTIES AND ELECTORAL SYSTEMS**

We continue our survey of the institutional options available to new democracies by examining how different electoral systems – plurality versus proportional representation – affect the representativeness and effectiveness of democratic institutions. These choices, along with the choices between presidential versus parliamentary systems, need to be tailored to conditions in a new democracy if democratic institutions are to take root and become “the only game in town.

**Readings:**


Whatever preconditions may be conducive to democratization, the process by which nations undertake regime change varies. It can be thought of as a bargaining process, and there are outcomes other than successful democratization that can result from this process. The readings in this section examine the process of regime change, including the pitfalls that can short circuit the transition to democracy.

**Readings:**

- Huntington, *Third Wave*, Ch. 3, 4

7. **February 27- March 1: REGIME TYPE AND DEMOCRATIZATION**

A number of studies have shown that, all else being equal, different types of non-democratic regimes are more or less susceptible to democratization. We will examine the theory underlying these studies and some of the empirical evidence on how regime type conditions the prospects for democratic transition. Included is consideration of whether the transitions in the former Soviet bloc nations were “different” and, if so, in what ways.

**Readings**


**Suggested Readings**


**MID-TERM EXAM WILL BE DISTRIBUTED ON MARCH 1. IT WILL BE DUE MARCH 8**
8. March 6-8: DEMOCRATIC CONSOLIDATION
Once a nation makes the transition to democracy, it is still at risk of a relapse into authoritarianism; democracies fail. The readings for this week explore some of the research on conditions that encourage democratic consolidation, where democracy becomes “the only game in town,” reducing to near zero the risk of democratic failure. Among the factors that contribute to democratic consolidation is the emergence of a strong network of civil society institutions.

Readings:
Huntington, *Third Wave*, Ch. 5

The Civic Culture provides one perspective on the elements of a democratic political culture that would be conducive to democratic survival. Inglehart’s “culture shift” proposes that political culture changes over time, largely as a matter of generational replacement. We will explore the elements of the “civic culture” and how generational change has affected political culture and the prospects for democratic survival in new democracies.

Readings:
Fukuyama, Francis, “Confucianism and Democracy” ch. 23 in Diamond & Plattner
Vali Nasr, “Muslim Democracy” ch. 27 in Diamond & Plattner

Suggested Readings:

10. March 27-29: CIVIL SOCIETY AND DEMOCRATIC CONSOLIDATION
Putnam and others have suggested that one key to the survival and consolidation of democracy is a vibrant civil society. These readings discuss the elements of civil society and how they contribute to the consolidation of democracy.

Readings:

Suggested Readings:

11. April 3-5: DEMOCRATIZATION IN ETHNICALLY DIVIDED SOCIETIES
The prospects for democratic transition and for democratic consolidation are affected by the extent, depth, and salience of ethnic divisions in the society. The readings for this week examine how ethnic divisions affect the prospects for democratization and democratic consolidation.

Readings:

Suggested Readings:
Mozaaffar, Shaheen; James R. Scarratt; Glen Galaich. 2003. “Electoral Institutions, Ethnopolitical Cleavages,
12. April 10-12: DEMOCRATIZATION AND RESOURCE CURSE

Finally, there is a substantial body of research on whether there is a resource curse: are nations endowed with oil, gemstones and other valuable natural resources less likely to make the transition to democracy? And if they make the transition, does the resource curse increase the risk of democratic failure and a relapse into authoritarianism?

Readings:

Suggested Readings

13. April 17-19: DEMOCRATIC TRANSITIONS AND TRANSITIONS DERAILED

As we learned from the Arab Spring, once a nation embarks on the transition to democracy, sometimes the transition gets derailed and the outcome of the process is something other than fully functioning democracy. Others make the transition but over time lapse back into something that is less than fully democratic but not fully authoritarian. In this section, we will examine what we know about the process of democratic transition and the alternative outcomes.

Readings:

14. April 24-26: DEMOCRATIC FAILURE

In Huntington’s Third Wave, he noted that each wave of democratic transitions was followed by a period in which some of the new democracies relapsed into some form of authoritarianism. The articles for this week explore the conditions that affect the risk of democratic failure. Institutional choice is a key determinant of democratic survival: if a nation chooses a set of democratic institutions that are not adapted to conditions there, the risk of democratic failure increases over what it would have been had they chosen a different mix of democratic institutions. In this section we will explore the determinants of democratic survival/failure and the role of institutional choice in that outcome.

Readings:

Suggested Readings:
The domestic corollary of the "democratic peace" proposition holds that democracies are less likely than non-democracies to experience civil war. Likewise, post-conflict nations that adopt democratic institutions should be less likely to experience a relapse into civil war. The edited volume by Jarstad and Sisk presents a number of articles on the challenges of post-conflict democratization.

Readings
CITATION FORMAT FOR POLICY PAPERS
(from International Studies Quarterly)

1. Titles
Title, subtitles, and text subheadings should be chosen for succinctness and interest. Primary (an "A Head") and secondary (a "B Head") text headings should be centered with double line spacing above and below. Primary headings should be typed in capitals; secondary headings should have initial capital letters. Subsidiary headings under a secondary heading should be marked by "C Head," "D Head," etc. to indicate the priority level of heading.

2. Quotations
Quotations must correspond exactly with the original in wording, spelling, and punctuation. Short quotations within the text should be noted by quotation marks; longer quotations or extracts should be indented from the left margin and require no quotation marks. Changes and additions to quotations should be identified by bracketing; ellipses (...) should be used to identify omissions; emphasis added should also be indicated.

3. Citations
All citations should be specified in the text in the following manner:
(a) If the author is named in the text, cite by year of publication:
    Emile Durkheim (1966) has suggested...
(b) If the author is not named in the text, cite by last name and year of publication:
    It has been noted (Zinnes 1979) that...
(c) If necessary, pagination should follow the year of publication, separated by a colon:
    It was argued (Modelski 1983, 22) that by...
(d) Dual authors should be joined by "and"; multiple authors should be listed in full on first citation and indicated by et al. thereafter:
    Other approaches (Snyder and Diesing 1977, 392-97) concede...
    Many assume (George et al. 1971, 271-72) that...
(e) If an author has multiple references for any single publication year, indicate specific works by use of lower case letters:
    On the one hand (Lacan 1974a, 45; Derrida 1977b, 22) it is...
(f) Series of references should be enclosed chronologically within parentheses and separated by semicolons with multiple works in the same year listed alphabetically by author:
    Proponents of the position (George 1982; Holsti 1983; Starr 1983)
(g) Citations from electronic sources: Citations for information found on the World Wide Web, an e-mail message, a listserv message or other electronic forms should follow the common in text pattern of author, year and, if available, the page number. If the electronic source does not have page numbers, it is appropriate to use internal divisions such as section numbers or chapter heading to assist the reader in finding the original information.
    (CIA 1999, Afghanistan/Government)
(h) Repeat citation each time it is necessary. Avoid "ibid.," "op. cit.," or "supra." Be sure that every cited work is included in the reference section and that the spellings of the authors' names and dates of publications are accurate in both citations and references.

4. References
The reference section should be double-spaced and begin on a new page following the text.
The reference form is modified from the Style Manual of the American Political Science Association (Draft, 1985) prepared by the APSA Committee on Publications. Works should be listed alphabetically by author, or by institution or title of any material not attributed to a specific author or authors. References should conform to the following format:
Books
References to books should list author(s), year, title, place of publication, publisher. Chapter and page numbers should be in the citation, not the reference.:  
Journal Articles
References to journal articles should list author(s), year, and title of article, journal name, volume, and inclusive pages:  
Articles in Edited Volumes
References to works in edited volumes should list author(s), year, essay title, volume title, volume editor(s), inclusive pages, place of publication, and publisher:


Monographs
Reference to monographs in a series should list author(s), year, title, series title, place of publication, and publisher:


Newspaper and Magazine Articles
References to newspaper and magazine articles should list author(s), date of the article, title, and magazine or newspaper.


"Why Vote at All?" June 20, 1980. *Time*.

Use the in-text citation: (Why Vote at All? 1980, 14)

English Translations
References to English Translations should list author(s), date, title, and translator's Name etc. (see example below):


Sources in Foreign Languages
References to sources in foreign languages should list the translated titles of books and long articles (in brackets, not underlined); do not translate the names of well-known periodicals. Romanized or foreign language words after the first work (except for proper names and for nouns in German) ordinarily begin with small letters.

Government Documents
References to Government Documents should list "author(s)" and date, title (underlined) and the term, session, place of publication, and publisher:


Electronic Sources
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Television and Radio Programs
References to television and radio programs should list the station, date, and title of show:


5. Notes
Notes should be listed double-spaced and on separate sheets at the end of the manuscript with their location in the text clearly marked by superscript numbers