Universidad Rey Juan Carlos

TEACHING GUIDE

DEMOCRATIZATION PROCESS, TRANSITIONS AND INTERNATIONAL COMMUNITY

GRADO EN RELACIONES INTERNACIONALES (INGLÉS)

ACADEMIC YEAR 2026-27

Q2803011B UNIVERSIDAD REY JUAN CARLOS
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I.-Subject Identification	
Type	OBLIGATORIA
Teaching period	3 course, 1Q semester
Nº of credits	3
Language in wich the subject is taught	English

II.-Presentation

After the Second World War, democratic regimes were clearly established in most of European countries affected by the event. However, democracy was far from being extended to countries outside this geographical area. It was not until the 70's when transitions from authoritarian regimes to democratic political systems began to spread world-wide in the so-call "Third Wave", according to Huntington's analysis. Nevertheless, some of these countries are curretly facing difficulties of legitimation, consolidation and stability. In that sense, Political Science literature has devoted a big effort to study the elements involved in transitions to democracy, the possible factors that lead to different outcomes and the consolidation process.

Therefore, the main goal of this course is to introduce students to the explanatory theories of democratization processes as well as the dinamycs of de-democratisation currently under way. We will first discuss the definition of democracy and its formal characteristics. Afterwards, the course will be devoted to study the theories of democratization: economic, cultural, sociological and institutional. Special attention will be devoted to the analysis of the international factors and the role of international institutions in the process of democratization and consolidation. Finally, a section will be dedicated to the study of consolidation and de-democratisation.

Students in the Degree of International Relations must be familiar with this literature and theoretical approaches in order to be able to make deep analysis and thoughtful prospects.

This is mainly a theoretical course that requires significant amount of reading and class participation. At the same time, the theoretical basis will help students to write an empirical essay focused on a transition process.

-Issues of special seriousness as deliberate plagiarism of previously published materials will imply the immediate failing of the whole subject.

-The students will be provided with clear guidelines for the production of academic essays. Fulfilling these guidelines will be full part of the evaluation.

-In the process of composing the essays, the use of internet based specialised materials is accepted, but not the indiscriminate one of mainstream resources as Wikipedia.

-On-line communication between teacher and student would be primarily made through the Communication Tool of the Virtual Campus.

III.-Learning outcomes

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CG03. Students must have the ability to gather and interpret relevant data in order to make value judgements that include an analysis of the relevant political, legal, social, economic, scientific and ethical issues.
CG04. Students must be able to transmit information, ideas, problems and solutions to others, be they specialised or not.
CG07. Students must be able to understand international relations from a perspective based on respect for human rights and the principles of democratic life and multicultural society.
CE02. Students must be aware of the historical development of the political, social and cultural processes, ideas and movements that have served as a foundation for modern States and international relations.
CE03. Students must be able to identify, understand and analyse the source, basic principles and development of a democratic and plural society, as well as its confrontation with other lifestyles.
CE08. Students must acquire the necessary skills to study and independently analyse the protagonists, relations and institutional framework of the International Society, as well as obtain the necessary resources for such an analysis.
CE11. Students must be capable of identifying the process in which public opinion is formed in the area of international relations and develop skills to analyse the information and pass it on.

- Key for degrees not adapted to RD 822/21: **CB** - basic competences, **CG** - generic competences, **CE** - specific competences, **CT** - transversal competences.
- Key for degrees adapted to RD 822/21: **CON** - knowledge, **COM** - competences, **HAB** - skills.

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IV.-Contents

IV.A.-Syllabus

UNIT 1: Democracy, democratization and international community: Introduction.
UNIT 2: Transitions to democracy: analysis of factors and elements.
UNIT 3: Democratizaton processes worldwide after the end of communism.
UNIT 4: A retreat of democracy? Populisms and the rise of iliberal democracy in the 21st C.
UNIT 5: Conclusions. Global leadership, democracy growth and international community.

IV.B.-Training activities

Type	Title
Lectures	Weekly reading to participate in classroom debates.
Theoretical sessions	Critical analysis of key articles and books in classroom.
Practical sessions	Use of internet resources for the analysis of data about democratic evolution

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V.-Student workload	
Theoretical sessions	20
Resolution of exercises, problems, case studies, etc.	8
Practical sessions in experimental, technological and clinical laboratories, fieldwork, etc.	0
Tests and/or exams	2
Academic tutorials	5
Related activities: conferences, seminars, etc.	4
Preparation of theoretical sessions and self-study	30
Preparation of practical tasks, exercises, case studies, projects, etc.	15
Preparation for tests and/or exams	6
Total student workload	90

VI.-Methodology and academic programme

Type	Period	Content
Theoretical sessions	Week 1 to Week 14	Theoretical explanation of contents in class.
Practical sessions	Week 7 to Week 7	Hand in first part of the practice.
Practical sessions	Week 14 to Week 14	Hand in second part of the practice.
Tests and/or exams	Week 1 to Week 14	Practical exercises.

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VII.-Assessment methods

The general assessment method is continuous as established in the *Regulation for the Assessment of Learning Outcomes* of Rey Juan Carlos University.
All the assessment systems established in the degree report must be employed, except for those that have a minimum weight of 0%, which can be used by professors in the academic years they consider relevant. Each assessment system may be applied through one or more assessment activities, consistent with the system. No assessment activity can exceed individually 60% of the overall grade for the subject.
The sum of non re-evaluable activities cannot exceed 40% of the overall grade for the subject and, in general, should not have an established minimum grade (except for practical activities in which, strictly speaking, the conditions of the ordinary call cannot be reproduced in the extraordinary call).
Those students who do not manage to pass the subject in the ordinary call, or do not attend this first call, may attend the extraordinary call only for failed re-evaluable assessment activities.
The distribution and characteristics of the assessment activities are described below.

VII.A.-Description and weight of the assessment activities

Assessment or evaluable activities:
The ordinary continuous assessment of this subject consists of:
1: **FINAL written exam that can be re-evaluated: 60% of the final grade.**
This exam will assess students' knowledge and understanding of the topics covered and discussed in class. To pass the course, students must obtain a minimum grade of 5/10 on this exam. Students who do not achieve this minimum grade must take the resit examination in June.
An optional midterm examination will be offered. Students who obtain a minimum grade of 5/10 on the midterm will be exempt from the corresponding part of the final examination. In that case, they will only be required to take the remaining 30% of the final examination.
2. Practical activities that cannot be reassessed: 40% of the final grade. These activities may be completed individually or in groups, depending on the nature of the activity. Some activities will require attendance and participation in class. This component of the grade will be divided among several activities, which will be explained by the lecturer during the course. Non minimum mark is recquired in this activities (accumulative).
JUSTIFICATION OF ABSENCES TO THE TESTS OR EXAMS: This must be done through a certificate from work or from the doctor in which the date and the reason for the absence are very clear. The professor must be informed by email immediately.
STUDENTS WITH ACADEMIC EXCUSE OR WHO ARE ON ERASMUS BUT WANT TO TAKE THIS SUBJECT: They must contact me immediately to articulate the form of evaluation, which will essentially follow the pattern already explained.
SPELLING AND EXPRESSION.- The marking of written tests includes aspects such as spelling and expression appropriate to university training. In general, for all written tests, the correction by the professor will include the evaluation of the student's writing and written expression skills. Spelling, accentuation and punctuation mistakes will lower the grade and may result in failing the test in question.
UNIVERSITY WORK.- They must be original. Plagiarism is a crime. When other people's fragments are used, they will be cited. Their use cannot be indiscriminate. The professor may provide guidance in this regard and will determine the correction criteria.
The same assessment criteria will apply in the resit examination period. Grades obtained for the practical activities will be retained, and students will take an examination covering the course content, which will account for 60% of the final grade.

VII.B. Assessment of students with academic exemption from class attendance

Having Academic Exemption from Class Attendance (DAAC) does not imply that students are automatically exempt from participating in the continuous assessment activities or in the training activities of compulsory attendance as established in the teaching guide. Once the exemption has been granted, students must contact the subject's teaching staff, who will propose the adaptations he/she may consider relevant, as long as they guarantee the acquisition and adequate assessment of the learning goals established. Students must maintain adequate communication with the teaching staff so that they may provide information on the dates for training and assessment activities, if these are not established in the programme and available for students at the time of achieving the exemption.
Subject with possibility of academic exemption: Yes.

VII.C. Review of assessment activities

In accordance with the Regulation for the Assessment of Learning Outcomes of Rey Juan Carlos University.

VII.D.-Students with a disability or special educational needs

In order to guarantee equal opportunities, non-discrimination, universal accessibility and academic success, students with disabilities or especial education needs may request curricular adaptations to follow their studies. These adaptations will be provided by the Unit of Attention to People with Disabilities of Rey Juan Carlos University, in accordance with the regulation which regulates the service for the Attention of People with Disabilities at the University. This Unit will issue a report for curricular adaptations, so that students with disabilities or special education needs must contact the service (at e-mail discapacidad.programa@urjc.es) in order to provide relevant information for different educational alternatives.

VII.E.-Academic behaviour, academic integrity and honesty

Rey Juan Carlos University is fully committed to the highest standards of academic integrity and honesty, so studying at the URJC means assuming and subscribing to the values of integrity and academic honesty set out in the University's Ethical Code. To support this process, the University has Rey Juan Carlos University's Academic Conduct Regulation as well as different tools (anti-plagiarism, supervision...) that offer a collective guarantee for the full development of these essential values.

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VIII.-Teaching resources and materials
Basic bibliography
SAMUELS, Kirsti; VON EINSIEDEL, Sebastian. The Future of UN State-Building: Strategic and Operational Challenges and the Legacy of Iraq. *IPA State-Building Program Policy Report*, 2003, p. 17.
ROBINSON, A. D.; ACEMOGLU, R. Why nations fail. *The Origins of Power, Prosperity and Poverty, Nueva York*, 2012.
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MUDDE,Cas "The Populist Zeitgeist" *Government & Opposition* Vol. 39 Iss. 3 (2004)
HUNTINGTON, S., *The Thrid Wave: Democratization in the late Twentieth Century*, Norman, 1991.
ZAKARIA, Fareed, 'The Rise of Illiberal Democracy', *Foreign Affairs* Vol. 76, No. 6 (Nov. - Dec., 1997), pp. 22-43
CARTLEDGE, Paul, *Democracy. A Life*. Oxford University Press, Oxford, 2016.
INGLEHART, R (2010). 'Changing Mass Priorities: The Link between Modernization and Democracy', *Perspectives on Politics* 8(2): 551–67.
Ignazi, P. (1992). 'The Silent Counter-Revolution: Hypotheses on the Emergence of Extreme Right-Wing Parties in Europe', *European Journal of Political Research* 22(1): 3–34.
DAHL,Robert, *Polyarchy: participation and opposition*, New Haven, Yale University Press, 1971
Consultation bibliography

IX.-Professors	
Name and surname	CLAUDIA GAGO MARTÍN
E-mail address	claudia.gago@urjc.es
Department	Derecho Público I y Ciencia Política
Campus	Madrid - Vicálvaro
Category	Profesor/a Ayudante Doctor/a
Academic degree	Doctor
Person responsible for the subject	Yes
Tutorial timetable	Para consultar las tutorias póngase en contacto con el/la profesor/a a través de correo electrónico

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Number of quinquennia	1
Number of sexennia	1
No. of positive evaluations by Docentia	2

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