International Relations 204: Dictatorship and Democracy
University of Rochester
Tuesday and Thursday, 9:40 AM to 10:55 AM
Lattimore 210

Instructor: Adam Cohon
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Office: Harkness 308
Office hours: Wednesday 9am-11am, or by email appointment

Francis Fukuyama over twenty years ago predicted that democracy was the final regime type, and that all countries would in time embrace it. In this course we examine where he was right, and where he was wrong. We first define democratic and authoritarian regime types, and the presence of both types and hybrid types across the world. We examine both democratic breakdown and transitions to democracy, using cases from Europe, Asia, Africa, and Latin America since the Second World War. In studying democratic transitions, we also develop theories on why particular countries remain non-democratic. In the final section of the course, we examine the persistence of non-democratic regimes and the prospects for future democratic transitions, particularly in China and in the recent Arab Spring. In each section, we will consider actor-based, structural, and institutional explanations for regime change.

Course Materials:

All course materials will be posted onto Blackboard, or available through the University of Rochester library website. Lecture slides will available on Blackboard before the start of each class.


Course Requirements:

Students are expected to attend class regularly, do the assigned reading, complete all assignments, and participate in class discussions and activities. The assignments comprise three five page papers (summing to 60%) due on October 15 (at the beginning of class), November 19 (at the beginning of class), and on December 19 (in my faculty mailbox or my office by 4 PM), one 4-page country report, to be done in collaboration with another student (10%), and in-class participation in discussions and assignments (30%).

Prompts for all written assignments will be distributed at least two weeks before the due date.
Flexibility policy:

Students are free to set the grading weight placed on their three papers at any point between five and fifty percent, so that the three weights sum to 60 percent. Cards will be distributed in class on September 5th, and cannot be changed after that date.

Grading scale:

93 to 100% - A
90 to 92.99% - A-
87 to 89.99% - B+
84 to 86.99% - B
80 to 83.99% - B-
77 to 79.99% - C+
74 to 76.99% - C
70 to 73.99% - C-
Below 69.99% - failing

All students will receive an extra 2% on their grade if at least 95% of students in the class complete online course evaluations.

Late assignments will be deducted three points for each 24-hour period or fraction thereof that they are late.

Re-grades:

Students should feel free to contact me about re-grades due to arithmetic errors. If students feel that grades were incorrectly given, they can re-submit the assignment to me with a memorandum of at least 200 words explaining why they thought they deserve a different grade. Requests for re-grades should be made within 72 hours after the results have been passed back. I reserve the right on re-grades to lower, raise, or maintain any grade.

Written work standards:

All written work should be written in Times New Roman font, size 12, double-spaced, with 1” margins on all sides of the paper. Citations are mandatory, in either Chicago or MLA style. The bibliography at the end does not contribute to the page count.

The rubric for grading all essays is found below.

Studying and collaboration:

You are welcome to study and discuss paper drafts with classmates. Doing so is a valuable skill and means of feedback. Please send me clarification questions when you have them. I reserve the right not to answer any inquiries seeking feedback on potential grades or the value of arguments.

All final work must be your own product.

Accommodations:

If you need accommodations, please coordinate these with the Center for Excellence in Teaching and Learning well in advance of deadlines. Their information and policies can be found at
I cannot make these arrangements for you; you must contact CETL (formerly LAS) yourself.

There will be no make-ups for students who miss assignment deadlines. If you cannot make deadlines, for prior reasons only, please let me know at least 48 hours in advance, and we can make alternative arrangements. I may ask you for verifiable evidence of any emergency.

**Academic Honesty:**

Conduct in class, during assignments and examinations, and in writing coursework should conform to the University's policies on academic honesty. The policy can be found at [http://www.rochester.edu/college/honesty](http://www.rochester.edu/college/honesty)

Be sure to cite all your sources. When in doubt, add a footnote or endnote. In-text citations are acceptable. All country reports and independent papers should contain a bibliography at the end. Wikipedia is not considered a reliable source of information for this class, and should never be cited as an authority.

Use *Writing with Sources*. Throughout the semester, we’ll discuss more on proper citation and writing.

Any instance of plagiarism will result in zero credit for the assignment and referral of the student(s) involved to the College Board on Academic Honesty.

**Course Outline**

Two asterisks (**) signify a discussion section. Students should come to class prepared to discuss all readings assigned prior to and on that date.

I reserve the right to drop or replace readings to better direct learning and sharpen the focus of the course. All readings are required unless otherwise indicated.

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**September 3 - Introduction to the Course**


Part I: Definitions

**September 5**

Why We Care About Regime Type


**September 10**


September 12

Part II: Transitions

The breakdown of democracy after World War II


September 17**


September 19

Why did some countries become democratic?


Country Report #1: Brazil [Cohon]

September 24

Structural views


September 26


October 1

Elite-centered views


Country Report #2: Singapore OR India

October 3**


October 8 – No class
October 10

Mass-centered views


Country Report #3: Republic of the Philippines OR Chile

October 15

First paper due in paper format at the BEGINNING of class.

How do institutions matter?


October 17**


October 22

Diffusion


October 24**


III. Democratic Consolidation

Why do democracies survive/consolidate?

October 29


Country Study #4: Thailand OR Indonesia

October 31**

Rule of law and the quality of democracy


IV. Authoritarian Persistence

Why does authoritarianism recur or persist?

November 5

Economic crisis and democratic survival.


November 7**

Parties and Coalitions


Country Report #5: Republic of China (Taiwan) OR South Korea

November 12


November 14**

Political economy explanations


Country Report #6: Poland OR Hungary

November 19

Second paper due in paper format, at BEGINNING OF CLASS.


V. Cases

**November 21**

Prospects for Democratization: China


**November 26 – Class TBD**

**November 28 – No class**

**December 3**


Optional readings will be available on Blackboard.

**Country Report #7: Nigeria OR Botswana**

Prospects for Democratization: The Middle East


**December 5**


**December 10**

Optional readings will be made available on Blackboard

**December 12 – Final Discussion**

**FINAL PAPER DUE DECEMBER 19TH BY 4 PM TO MY OFFICE OR FACULTY MAILBOX, THIRD FLOOR OF HARKNESS HALL.**
<table>
<thead>
<tr>
<th></th>
<th>A (Above Standards)</th>
<th>B (Meets Standards)</th>
<th>C (Approaching Standards)</th>
<th>D (Below Standards)</th>
</tr>
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<tbody>
<tr>
<td>Completeness</td>
<td>100%</td>
<td>90%</td>
<td>80%</td>
<td>70%</td>
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<tr>
<td>(25 points)</td>
<td>All parts of the assignment are addressed</td>
<td>A minor part of the assignment is unaddressed or it is unclear how the author is addressing it.</td>
<td>A major part of the assignment is unaddressed or it is unclear how the author is addressing it.</td>
<td>Two or more major parts of the assignment are unaddressed or it is unclear how the author is addressing them.</td>
</tr>
<tr>
<td>Clarity</td>
<td>Ideas are provided in a logical and organized order that makes it easy to follow the author's argument and thoughts. The author provides guidance to readers. Grammatical and spelling errors are minimal.</td>
<td>Ideas are provided in a fairly logical order that makes it not too hard for readers to follow the argument. Grammatical and spelling errors occur.</td>
<td>Ideas are not presented in an organized or logical order, making the argument difficult to follow. Grammatical and spelling errors occur.</td>
<td>Many ideas are not in an expected or logical order, making the essay confusing. Grammatical and spelling errors are frequent.</td>
</tr>
<tr>
<td>(25 points)</td>
<td>Every point in the argument is supported with valid inferences from evidence or logic.</td>
<td>Minor points are unsupported or supported with invalid or tendentious inferences from evidence or logic.</td>
<td>At least one major point is unsupported or supported with invalid or tendentious inferences from evidence or logic.</td>
<td>Many major points are unsupported or supported with invalid or tendentious inferences from evidence or logic.</td>
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<tr>
<td>Support</td>
<td>More than five sources, of which at least three are peer-reviewed journal articles or scholarly books, are used. Sources include both general background sources and specialized sources. Politicized or popular sources are acknowledged as such when used.</td>
<td>Five sources, of which at least two are peer-reviewed journal articles or scholarly books, are used. Politicized or popular sources are mostly acknowledged as such when used.</td>
<td>Five sources, of which at least two are peer-reviewed journal articles or scholarly books, are used. Politicized or popular sources are used without acknowledgement.</td>
<td>Fewer than five sources are used, or fewer than two of the minimum five sources used are peer-reviewed journal articles or scholarly books.</td>
</tr>
<tr>
<td>Research</td>
<td>Source Documentation (10 points)</td>
<td>Correct attributions are provided for all quotations, esoteric facts, and original research.</td>
<td>Correct attributions are not provided for quotations, non-trivial facts, and original research.</td>
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