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 democratic transitions, 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 in-class participation (20%), one 7-8 page paper due on November 20, with a first draft of at least five pages (not including citations) due on November 8 (20%), one 4-page country report, to be
done in collaboration with another student (10%), a midterm to be held on October 18, (10-40%), and a final to be held on a date set by the Registrar (10-40%).

**Flexibility policy:**

Students are free to set the grading weight placed on their midterm and final examinations at anywhere between 10 and 40 percent, so that the two weights sum to 50 percent. Cards will be distributed in class on September 4th, and cannot be changed after that date.

Students may also opt to write an original research paper alone or with other students in lieu of the final. The original research paper should be ten pages if written alone, fifteen pages if written in a pair, twenty pages if written in a group of three, and twenty-five pages if written in a group of four. The paper will be due on December 12 at 5 PM. Students choosing this option should contact me for procedures and discussions. Only one grade will be given to the entire group.

**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.*

**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 250 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.
Examinations will comprise identification questions, to be answered in one or two paragraphs, and an essay response. The rubric for grading all essays is found below.

Examinations will require you to write with a pen or pencil for the entire period. I will provide paper and extra pens for those who forget their materials. During examinations, all other materials (including backpacks, computers, and phones) will need to be left at the door or (even better) at home.

**Studying for the examinations:**

You are welcome to study with classmates for the examinations, and send me clarification questions before the examination. I reserve the right not to answer any inquiries seeking feedback on potential examination responses.

**Accommodations:**

If you are entitled to examination accommodations, please coordinate these with the Center for Excellence in Teaching and Learning well in advance of the examination. Their information and policies can be found at [http://www.rochester.edu/college/cetl/undergraduate/index.html](http://www.rochester.edu/college/cetl/undergraduate/index.html). I cannot make these arrangements for you; you must contact CETL (formerly LAS) yourself.

There will be no make-ups for students who miss the midterm and final examination. If you cannot make the midterm examination, 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.

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.

August 30 - Introduction to the Course

Part I: Definitions

September 4**

Why We Care About Regime Type


September 6

What is Democracy? What is Authoritarianism?


September 11**

Classifying Regimes


Country Reports 1/2: Singapore and Egypt [Cohon]
Part II: Transitions

September 13

The breakdown of democracy


September 15

Why did some countries become democratic?


September 20

Structural views


September 25


Country Reports 3/4: South Korea and Kenya
September 27**

Elite-centered views


October 2


October 4

Mass-centered views


Country Reports 5/6: Republic of the Philippines and Chile

October 9 – No class

October 11**


October 16 - Review**

October 18 - Midterm

Guidelines for 7-8 page paper distributed on October 18 after midterm. 7-8 Page Paper due on November 20.
III. Democratic Consolidation

October 23

Why do democracies survive/consolidate?


October 30

Institutions matter


November 1**

Rule of law and the quality of democracy


Country Reports 7/8: Indonesia and India.
IV. Authoritarian Persistence

Why does authoritarianism recur or persist?

November 6

On parties


November 8**


November 13

Economic crisis and democratic survival.


November 15**

Political economy explanations


Country Reports 9/10: Hungary and Poland
November 20 - Class TBD

7-8 Page paper due via email or Blackboard, 5 PM EST.

November 22 - No class

Prospects for Democratization: China

November 27 **


November 29**


Prospects for Democratization: The Middle East

December 4**


December 6**


December 11 – Final Discussion**
<table>
<thead>
<tr>
<th>Grading Rubric for Written Work</th>
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</thead>
<tbody>
<tr>
<td><strong>A (Above Standards)</strong></td>
</tr>
<tr>
<td>100%</td>
</tr>
<tr>
<td><strong>Completeness (10 points)</strong></td>
</tr>
<tr>
<td><strong>Clarity (10 points)</strong></td>
</tr>
<tr>
<td><strong>Support (30 points)</strong></td>
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<tr>
<td><strong>Research (40 points)</strong></td>
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<tr>
<td><strong>Source documentation (10 points)</strong></td>
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