At present, most people live under democratic regimes. Yet democracies vary in the extent to which citizens can exercise their rights and hold leaders accountable. In this course we will read major historical and contemporary works on issues such as clientelism, democratic accountability, party and party system institutionalization, and incomplete state capacity. Weekly class discussions will explore applications of theoretical readings to contemporary democratic regimes in Latin America, Asia, and Africa.

Course Materials:

All course materials will be posted onto Blackboard, or available through the University of Rochester Library website. Books assigned for the course should be purchased.

I ask students to buy one book: Gordon Harvey’s *Writing With Sources: A Guide for Students* (Cambridge, MA: Hackett Publishing Co., 2008 – older versions okay). Used copies are acceptable. The book provides guidance and general outlines for better writing and citations. Points will be deducted for essays that do not conform to guidelines set in *Writing with Sources*.

Course Requirements:

The class is designed to expose students to major works in political science on democratic regimes, their classification, democratization, issues of representation and accountability. The course has two major components: an introduction to theoretical debates on democratic regimes, and applications of these theoretical pieces to a country or region of students’ choice.
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 (30%), a sixty minute in-class midterm at the beginning of class on **March 2nd** (10%), a five-page paper due at the beginning of class on **February 24th** (20%), a five-page paper due in paper format on **April 29th by 3:30 PM** (20%), and a brief (sixty minutes) final exam on **May 2nd, 2016 at 8:30 AM** (10%). Please consult *Writing with Sources* for proper indentation, formatting, and citation procedures.

Both papers will have attached to them a full first draft that has been reviewed and marked up by a classmate. Students are required to make changes specified by the peer editor. Failure to attach such a draft, or to make changes, will result in a 10-point loss on the assignment. Criteria for peer editing will be distributed with the prompt.

Students will also prepare and present a backgrounder memo for fellow students (5%) and do a five-minute oral presentation on their final paper draft or outline on the last week of class (5%). A sign-up sheet for the backgrounder memo will circulate in the first weeks of the course.

*The papers and the oral presentation are an opportunity for students to do outside research on a country or region that interests them.* Independent research should include at least three peer-reviewed academic sources, and at least five sources in total.

**Written work standards:**

All written work should be in Times New Roman font, size 12, double-spaced, with 1" margins on all sides of the paper. In-text citations are mandatory, in either Chicago or MLA style. Five-page papers should be between 4.5 and 5.5 pages; points will be deducted for papers that are too short or too long. The bibliography at the end does not contribute to the page count. Place your name and paper title in a Header at the top of the page only.

**Late work:**
Assignments will be deducted 1/3 of a letter grade (from A to A-, B+ to B, etc.) for each 24 hours or fraction thereof that elapses between the due date and the submission of the assignment.

**Grading scale**

- **A** \((93.0\% < x)\)
- **A-** \((90.0\% < x \leq 93.0\%)\)
- **B+** \((87.0\% < x \leq 90.0\%)\)
- **B** \((84.0\% < x \leq 87.0\%)\)
- **B-** \((80.0\% < x \leq 84.0\%)\)
- **C+** \((77.0\% < x \leq 80.0\%)\)
- **C** \((74.0\% < x \leq 77.0\%)\)
- **C-** \((70.0\% < x \leq 74.0\%)\)

**Non-passing grades** \((x \leq 70.0\%)\)

**In-class participation:**

We will conduct class discussions in seminar format, with extra activities and breakout sessions for enrichment. Up to two students will present a backgrounder memo each week, in order to provide context and history for that week’s topic of discussion. The memo should be distributed to peers via Blackboard and should answer a provided prompt. In presenting your memo, show enthusiasm and energy; inform and teach your peers instead of simply reading an assignment.

**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.

**Studying and work outside of class:**

You are encouraged to discuss class readings and your research project with classmates for the examinations, and send me any questions. You may even trade drafts and outlines with your peers. Peer editing of the papers is mandatory. All final work, however, should be your own. You will be held responsible for errors in citation and attribution. The College standards on Academic Honesty will be strictly enforced.

**Accommodations:**

If you are entitled to accommodations, please coordinate these with the Center for Excellence in Teaching and Learning early in the semester. 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-up work for students who fail to turn in final projects on time or miss classes. Be sure to contact your peers for class notes. I am happy to discuss the material with you, but I do not offer individual recap sessions.

**Academic Honesty:**

Students and faculty at the University must agree to adhere to high standards of academic honesty in all of the work that we do. As freshmen, students read and sign an academic honesty policy statement to indicate that they understand the general principles upon which our work is based. The College Board on Academic Honesty website gives further information on our policies and procedures: www.rochester.edu/college/honesty

In this course the following additional requirements are in effect:

You are encouraged to discuss course readings and assignments with your fellow students. However, all written work must be done independently and not in collaboration with another. In order to make appropriate help available for your essays, I encourage you to consult with me and with the College Writing Center. The term research paper will require citations and “Works Cited” following the MLA format.

Be sure to cite all your sources. When in doubt, add a footnote or endnote. In-text citations are acceptable. All 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.

**Letters of Recommendation:**

I am happy to write letters of recommendation for graduate school and for enrichment programs. I need at least two weeks’ advance notice to prepare a letter, and I may ask for a meeting or conversation to further discuss your interests and achievements. Requests made within fourteen days of the deadline will be denied.

**Course Readings Outline**

Students should come to class prepared to discuss all readings assigned for that week and for prior weeks.

I reserve the right to drop or replace readings to better direct learning and sharpen the focus of the course. All readings are required.
Readings marked with an asterisk (*) can be found on Blackboard. All other readings are available through the university library’s website.

Introduction

1. **January 13 - On democracy**


2. **January 20 - Theories of Democratic Quality**


3. **January 27 - Typologies of Democratic Regimes**


Dynamics

4. **February 3 - Transitions out of Authoritarian Rule: Elite-Based Perspectives**


5. February 10 - Transitions out of Authoritarian Rule: Perspectives on Mobilization from Below


6. February 17 - Democratic Consolidation


Political parties and political party systems
7. February 24 - Measuring political party systems


First five-page paper due at beginning of class (on February 24)

8. March 2 - One-party-dominant systems
Midterm held at the beginning of class.


**March 9 - NO CLASS (SPRING BREAK)**

9. March 16 - Defining clientelism


10. March 23 - Cases of clientelism: Argentina


11. March 30 - Ethnic parties and ethnic representation
Chandra, Kanchan. 2005. “Ethnic Parties and Democratic Stability,” *Perspectives on Politics* 3(2): 235-252. [note: this source is not peer-reviewed and will not count as such]


12. April 6 - Ethnic parties and ethnic representation: India


### 13. April 13 - Gender in Democracies


### 14. April 20 - New and Uncertain Democracies in Southeast Asia

Students will be assigned to read one of the following:


#### Student presentations

### 15. April 27 - TBD

One week of class will likely be cancelled for (short-term) paternity leave, and all readings will be pushed back one week. The syllabus will be revised and re-posted to Blackboard to reflect the change. This change is expected to occur in early April.

*Final paper due by 3:30 PM on April 29, 2016 in my office, 307 Harkness, my faculty mailbox, or a box outside my office on the third floor of Harkness Hall.*
**Grading rubric for weekly participation grades**

<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>
<th>E (No credit)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100%</td>
<td>90%</td>
<td>80%</td>
<td>70%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>Student has carefully read and understood the readings as evidenced by familiarity with main ideas, supporting evidence and secondary points. Comes to class prepared with questions and critiques of the readings.</td>
<td>Student has read and understood the readings as evidenced by grasp of the main ideas and evidence. Comes prepared with questions and critiques of the readings.</td>
<td>Student has read the material, but comments often indicate that he/she misunderstood or forgot many points or has not thought about questions or critiques of the readings.</td>
<td>Student comes to class unprepared, as indicated by unwillingness or inability to answer basic questions or contribute to discussion.</td>
<td>Non-attendance</td>
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<tr>
<td>(50 points)</td>
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<td><strong>Listening</strong></td>
<td>Always attends to what others say as evidenced by regularly building on, clarifying, or responding to their comments.</td>
<td>Generally attends to what others say as evidenced by periodically building on, clarifying, or responding to their comments.</td>
<td>Does not regularly listen well as indicated by the repetition of comments or questions presented earlier, or frequent non sequiturs.</td>
<td>Behavior frequently reflects a failure to listen or attend to the discussion as indicated by repetition of comments and questions, non sequiturs, off-task activities.</td>
<td>Non-attendance</td>
</tr>
<tr>
<td>(50 points)</td>
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## Grading rubric for final presentations, April 20 or April 27

<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>
</thead>
<tbody>
<tr>
<td><strong>Completeness</strong></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 speaker is addressing it.</td>
<td>A major part of the assignment is unaddressed or it is unclear how the speaker is addressing it.</td>
<td>Two or more major parts of the assignment are unaddressed or it is unclear how the speaker is addressing them.</td>
</tr>
<tr>
<td><strong>Clarity</strong></td>
<td>Ideas are provided in a logical order that makes it easy to follow the speaker's train of thought.</td>
<td>Ideas are provided in a fairly logical order that makes it reasonably easy to follow the speaker's train of thought.</td>
<td>A few ideas are not in an expected or logical order, making the presentation a little confusing.</td>
<td>Many ideas are not in an expected or logical order, making the presentation confusing.</td>
</tr>
<tr>
<td><strong>Point of view</strong></td>
<td>The presentation has an argument and a thorough discussion of accurate, relevant evidence and examples bolstering that argument.</td>
<td>The presentation has an argument. There is discussion of accurate, relevant evidence and examples bolstering that argument but key evidence is missing or inaccurate.</td>
<td>An argument and at least one piece of accurate, relevant evidence is offered.</td>
<td>There is no argument in the presentation or the evidence and examples are inaccurate, vague and/or irrelevant and/or are not explained.</td>
</tr>
<tr>
<td><strong>Creativity and energy</strong></td>
<td>The presentation engages the audience and highlights all important facts and ideas in a memorable manner.</td>
<td>The presentation mostly engages the audience and highlights many important facts and ideas in a memorable manner.</td>
<td>The presentation does not engage the audience, although it does present information.</td>
<td>The presentation is unengaging and uninformative.</td>
</tr>
<tr>
<td><strong>Q&amp;A</strong></td>
<td>Provides thoughtful answers to audience questions.</td>
<td></td>
<td></td>
<td>Provides inadequate answers to audience questions.</td>
</tr>
</tbody>
</table>
### Grading rubric for five-page papers

<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>
</thead>
<tbody>
<tr>
<td>Completeness</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>(25 points)</td>
<td>100%</td>
<td>90%</td>
<td>80%</td>
<td>70%</td>
</tr>
<tr>
<td></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></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(25 points)</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. 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>
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<tr>
<td>Support</td>
<td></td>
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<tr>
<td>(20 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>
</tr>
<tr>
<td>Research</td>
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<tr>
<td>(20 points)</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>Source</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Documentation</td>
<td>Correct attributions are provided for all quotations, esoteric facts, and original research.</td>
<td></td>
<td></td>
<td>Correct attributions are not provided for quotations, non-trivial facts, and original research.</td>
</tr>
</tbody>
</table>