

International Relations 206(W): Authoritarianism
University of Rochester
Monday, 2:00 PM – 4:40 PM
Fall 2015
LeChase 181

Instructor: Adam Cohon
Phone: 585-275-5466
Email: acohon@ur.rochester.edu
Office: Harkness 307

Office hours: Tuesday 2pm-4pm, or by prior appointment

Despite three waves of democratization, many countries around the world are still governed by leaders who hold power by means other than free and fair elections. In this course we will examine topics including the persistence of authoritarian regimes, sources of regime stability and instability, and the consequences of authoritarian regimes for social and economic growth. We will cover both historical authoritarian cases such as twentieth-century communist and fascist regimes, and current authoritarian regimes in China, Iran, and on the African continent. The course comes in three main sections: an introduction to concepts and types, an exploration of various historical types using country examples, and a discussion of authoritarian regime instability and transitions to competitive regimes. Class will be conducted in a weekly discussion format.

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 authoritarian regimes, their internal functioning and methods by which incumbents retain control, and trends toward regime transition. The course has two major components: an introduction to theoretical debates on authoritarian regimes, and an application of these theoretical pieces to a country or region of students' choice.

For IR 206:

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%), a sixty minute in-class midterm at the beginning of class on **November 9th** (10%), a five-page paper due at the beginning of class on **October 26th** (20%), a five-page paper due by email on **December 15th by 3:30 PM** (20%), and a brief (sixty minutes) final exam on **December 16, 2015 at 4:00 PM** (20%). Please consult *Writing with Sources* for proper indentation, formatting, and citation procedures. 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.

For IR 206W:

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 (25%), a sixty minute in-class midterm at the beginning of class on **November 9th** (10%), a five-page paper due at the beginning of class on **October 26th** (10%), a twelve to fifteen page independent research paper due in paper copy on **December 15th by 3:30 PM** (30%), and a brief (sixty minutes) final exam on **December 16, 2015 at 4:00 PM** (10%). Important: Students must meet with the instructor in office hours or by prior arrangement before October 26th to discuss their research project. Please consult *Writing with Sources* for proper indentation, formatting, and citation procedures.

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. 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. 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 <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-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 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.

1. August 31, 2015
Introduction

Gandhi, Jennifer. 2008. *Political Institutions under Dictatorship*. New York: Cambridge University Press. p. 1-34.

I. Theories of Authoritarianism

2. September 7
NO CLASS – LABOR DAY

3. September 14
Definitions and Conceptualizations

Geddes, Barbara. 1999. "What Do We Know About Democratization After Twenty Years?" *Annual Review of Political Science* 2:115-144.

Bueno de Mesquita, Bruce, Alastair Smith, Randolph Siverson, and James Morrow. 2003. *The Logic of Political Survival*. Cambridge, MA: MIT Press. Chapters [online at library website]

Schedler, Andreas. 2006. "The Logic of Electoral Authoritarianism," in Andreas Schedler, ed. *Electoral Authoritarianism: The Dynamics of Unfree Competition*. Boulder, CO: Lynne Reinner Publishers.

4. September 21
Why Authoritarian Regime Type Matters

Gandhi, Jennifer and Adam Przeworski. 2007. "Authoritarian Institutions and the Survival of Autocrats," *Comparative Political Studies* 40: 1279-1301.

Weeks, Jessica. 2008. "Autocratic Audience Costs: Regime Type and Signaling Resolve," *International Organization* 62(1): 35-64.

Wright, Joseph. 2008. "Do Authoritarian Institutions Constrain? How Legislatures Affect Economic Growth and Investment," *American Journal of Political Science* 52(2): 322-343.

II. Totalitarian Regimes

5. September 28
Totalitarian Regimes I

Arendt, Hannah. 1951. *The Origins of Totalitarianism*. New York: Harcourt, Brace. Part III: Totalitarianism. [on library reserve]

6. October 5
NO CLASS – Fall Break

7. October 12
Totalitarian Regimes II

Berman, Sheri. 1997. "Civil Society and the Collapse of the Weimar Republic," *World Politics* 49(3): 401-429.

Jowitt, Ken. 1983. "Soviet Neotraditionalism: The Political Corruption of a Leninist Regime," *Soviet Studies* 35(3): 275-297.

Byman, Daniel and Jennifer Lind. 2010. "Pyongyang's Survival Strategy: Tools of Authoritarian Control in North Korea," *International Security* 35(1): 44-74.

III. Maintenance of Power and Regime Types

8. October 19
Military Regimes: Bureaucratic Authoritarianism in Latin America

O'Donnell, Guillermo. 1978. "Reflections on Patterns of Change in the Bureaucratic Authoritarian State," *Latin American Research Review* 13(1): 3-38.

Epstein, Edward C. 1984. "Legitimacy, Institutionalization, and Opposition in Bureaucratic-Authoritarian Regimes: The Situation of the 1980s," *Comparative Politics* 17(1): 37-54.

Stepan, Alfred C. 1988. *Rethinking Military Politics: Brazil and the Southern Cone*. Princeton, NJ: Princeton University Press. Ch. 1-3.

9. October 26
First five-page paper due
Personalist Regimes: Congo and the Dominican Republic

Chehabi, Houchang E. and Juan Linz. 1998. *Sultanistic Regimes*. Baltimore: Johns Hopkins University Press. Ch. 1, 4.

Acemoglu, Daron, James Robinson, and Thierry Verdier. 2004. "Kleptocracy and Divide-and-Rule: A Model of Personal Rule," *Journal of the European Economic Association* 2(2-3): 162-192.

10. November 2
Bureaucratic Regimes: The People's Republic of China

Saich, Anthony. 2011. *Governance and Politics of China*. New York: Palgrave-Macmillan. Ch. 5-6.

Wang, Yuhua. 2014. "Empowering the Police: How the Chinese Communist Party Manages its Coercive Leaders," *The China Quarterly* 219: 625-648.

Lorentzen, Peter. 2014. "China's Strategic Censorship," *American Journal of Political Science* 58(2): 402-414.

11. November 9

In-class midterm at beginning of class

Authoritarian Political Parties: Egypt under the NDP

Brownlee, Jason. 2007. *Authoritarianism in an Age of Democratization*. New York: Cambridge University Press. Ch. 1-3.

Greene, Kenneth. 2010. "The Political Economy of Authoritarian Single-Party Dominance," *Comparative Political Studies* 43(7): 807-834.

IV. Paths out of Authoritarianism

12. November 16

Electoral Authoritarian Regimes: Why hold elections?

Levitsky, Steven and Lucan Way. 2002. "The Rise of Competitive Authoritarian Regimes," *The Journal of Democracy* 13(2): 51-65.

Slater, Dan. 2012. "Strong-state Democratization in Singapore and Malaysia," *The Journal of Democracy* 23(2): 19-33.

Howard, Marc Morjé and Philip Roessler. 2006. "Liberalizing Electoral Outcomes in Competitive Authoritarian Regimes," *American Journal of Political Science* 50(2): 365-381.

13. November 23

Electoral Authoritarian Regimes: Opposition Strategies

Arriola, Leonardo. 2013. "Capital and Opposition in Africa: Coalition Building in Multiethnic Societies," *World Politics* 65(2): 233-272.

Magaloni, Beatriz. 2010. "The Game of Electoral Fraud and the Ousting of Authoritarian Rule," *American Journal of Political Science* 54(3): 751-765.

Bunce, Valerie and Sharon Wolchik. 2006. "Favorable Conditions and Electoral Revolutions," *Journal of Democracy* 17(4): 5-18.

14. November 30

Transitions out of Communism: Eastern Europe and the Soviet Union

McFaul, Michael. 2002. "The Fourth Wave of Democracy And Dictatorship: Noncooperative Transitions in the Post-Communist World," *World Politics* 54(2): 212-244.

Kramer, Mark. 2013. "The Dynamics of Diffusion in the Soviet Bloc and the Impact on Regime Survival" in Martin K. Dimitrov, ed. *Why Communism Did Not Collapse: Understanding Authoritarian Regime Resilience in Asia and Europe*. New York: Cambridge University Press. Ch. 6.

Bunce, Valerie and Sharon Wolchik. 2011. *Defeating Authoritarian Leaders in Postcommunist Countries*. New York: Cambridge University Press. Ch. 7-8.

15. December 7
The Arab Spring

Goldstone, Jack A. 2011. "Understanding the Revolutions of 2011: Weakness and Resilience in Middle Eastern Autocracies," *Foreign Policy* 90(8): 8-16.

Hale, Henry E. 2013. "Regime Change Cascades: What Have We Learned from the 1848 Revolutions to the 2011 Arab Uprisings," *Annual Review of Political Science* 16: 331-353.

Student presentations

Final paper due by 3:30 PM on December 15, 2015 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

	A (Above Standards)	B (Meets Standards)	C (Approaching Standards)	D (Below Standards)	E (No credit)
	100%	90%	80%	70%	0%
Reading (50 points)	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.	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.	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.	Student comes to class unprepared, as indicated by unwillingness or inability to answer basic questions or contribute to discussion.	Non-attendance
Listening (50 points)	Always attends to what others say as evidenced by regularly building on, clarifying, or responding to their comments.	Generally attends to what others say as evidenced by periodically building on, clarifying, or responding to their comments.	Does not regularly listen well as indicated by the repetition of comments or questions presented earlier, or frequent non sequiturs.	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.	Non-attendance

Grading rubric for final presentations, April 21 and April 28

	A (Above Standards)	B (Meets Standards)	C (Approaching Standards)	D (Below Standards)
	100%	90%	80%	70%
Completeness (10 points)	All parts of the assignment are addressed.	A minor part of the assignment is unaddressed or it is unclear how the speaker is addressing it.	A major part of the assignment is unaddressed or it is unclear how the speaker is addressing it.	Two or more major parts of the assignment are unaddressed or it is unclear how the speaker is addressing them.
Clarity (10 points)	Ideas are provided in a logical order that makes it easy to follow the speaker's train of thought.	Ideas are provided in a fairly logical order that makes it reasonably easy to follow the speaker's train of thought.	A few ideas are not in an expected or logical order, making the presentation a little confusing.	Many ideas are not in an expected or logical order, making the presentation confusing.
Point of view (30 points)	The presentation has an argument and a thorough discussion of accurate, relevant evidence and examples bolstering that argument.	The presentation has an argument. There is discussion of accurate, relevant evidence and examples bolstering that argument but key evidence is missing or inaccurate.	An argument and at least one piece of accurate, relevant evidence is offered.	There is no argument in the presentation or the evidence and examples are inaccurate, vague and/or irrelevant and/or are not explained.
Creativity and energy (40 points)	The presentation engages the audience and highlights all important facts and ideas in a memorable manner.	The presentation mostly engages the audience and highlights many important facts and ideas in a memorable manner.	The presentation does not engage the audience, although it does present information.	The presentation is unengaging and uninformative.
Q&A (10 points)	Provides thoughtful answers to audience questions.			Provides inadequate answers to audience questions.

Grading rubric for five-page papers

	A (Above Standards)	B (Meets Standards)	C (Approaching Standards)	D (Below Standards)
	100%	90%	80%	70%
Completeness (25 points)	All parts of the assignment are addressed	A minor part of the assignment is unaddressed or it is unclear how the author is addressing it.	A major part of the assignment is unaddressed or it is unclear how the author is addressing it.	Two or more major parts of the assignment are unaddressed or it is unclear how the author is addressing them.
Clarity (25 points)	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.	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.	Ideas are not presented in an organized or logical order, making the argument difficult to follow. Grammatical and spelling errors occur.	Many ideas are not in an expected or logical order, making the essay confusing. Grammatical and spelling errors are frequent.
Support (20 points)	Every point in the argument is supported with valid inferences from evidence or logic.	Minor points are unsupported or supported with invalid or tendentious inferences from evidence or logic.	At least one major point is unsupported or supported with invalid or tendentious inferences from evidence or logic.	Many major points are unsupported or supported with invalid or tendentious inferences from evidence or logic.
Research (20 points)	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.	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.	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.	Fewer than five sources are used, or fewer than two of the minimum five sources used are peer-reviewed journal articles or scholarly books.
Source Documentation (10 points)	Correct attributions are provided for all quotations, esoteric facts, and original research.			Correct attributions are not provided for quotations, non-trivial facts, and original research.