Course Description:

This course examines some of the most important and pressing questions in political science. Why do some countries possess a long-standing tradition of democracy while others continue to have authoritarian regimes? Under what conditions does regime change occur? What factors are most responsible for the successful implementation of democracy in the world, both historically and today? Over the course of the semester we will explore these questions by examining different theoretical accounts and case studies of regime change. By the end of the semester you will have expanded your understanding of both democratic and authoritarian governments and more importantly, how often there is a very thin line that separates the two. Moreover, we will explore the relationship between structure and agency in explaining social phenomena and develop your critical thinking and writing skills.

Requirements:

All assigned readings listed on the schedule below are required. In order to effectively understand and synthesize the material in the course it is imperative that you come prepared to participate in each class session. You should review the material before you come to class. Most of the lectures will not directly address the literature but rather use the analysis and information from the literature as a frame for our discussion. As a result, it is expected that everyone should be prepared to contribute and discuss the readings/topics each class.

Your grade in this course will consist of four main assignments over the course of the semester. Your first assignment will be to compose weekly summaries for the readings/topics that we are covering in class. This assignment is focused on helping you understand and synthesize the material for the course (since we will be covering a lot of material over the course of the semester), and assist you in developing a more theoretically-grounded research project. You will be required to compose a summary (approximately 2 pages long) for each of the chapters/articles assigned. The summaries of each week’s readings will be due via e-mail on each Friday. The summaries will be a guide for me to ensure that you understand the readings and also a useful resource for you in your own research endeavors. This assignment will count for 10 percent of your final grade.
The second major assignment for the course will be two exams. The mid-term exam will be administered in class on Oct. 11th. The final exam will be a take-home, comprehensive exam that will be distributed at the end of the semester. **These exams will constitute 45% (15% for mid-term, 30% for final) of your final grade.**

In addition, you will be assigned to write a research paper on the topic of your choosing. This paper should be 15-18 pages (double-spaced) and will be an examination of the regime structure (or regime change) in a given country or region. Please note that a prospectus of your topic (including a list of preliminary sources) is due by **October 6th**, so please begin thinking about what you would like to research and write on this semester. A preliminary draft of your final paper is due **November 10th**. Final papers are due in class on **December 1st**. Please feel free to discuss your research topics with your classmates but keep in mind that this is **NOT** a group project and it is expected that it will be your own work (see note on academic integrity below). **This assignment will count for a total of 45% of your final grade.**

**Grading (% of Overall Grade):**

- Reading Summaries/Participation-10% (**Each Friday**)
- Mid-term Exam- 15% (**Oct. 11th**)
- Research Prospectus- 10% (**Due Oct. 6th**)
- Preliminary Draft of Research Paper- 15% (**Due Nov. 10th**)
- Final Research Paper- 20% - (**Due Dec. 1st**)
- Final Exam- 30%

**Academic Integrity:**

While all students sign the honor code, there are still specific skills most students need to master over time in order to correctly cite sources, especially in this new age of the internet; as well as deal with the stress and strain of college life without resorting to cheating. Please know that as your professor I will notice instances of cheating on exams or plagiarizing on papers. General information about the honor code can be found at honorcode.byu.edu. Details about Academic Honesty are found at [http://honorcode.byu.edu/content/academic-honesty-details](http://honorcode.byu.edu/content/academic-honesty-details).

Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

The substitution of another person's work for the student's own or the inclusion of another person's work without adequate acknowledgment (whether done intentionally or not) is known as plagiarism. It is a violation of academic, ethical, and legal standards and can result in a failing grade not only for the paper but also for the course in which the paper is
written. In extreme cases, it can justify expulsion from the University. Because of the seriousness of the possible consequences, students who wonder if their papers are within these guidelines should visit the Writing Lab or consult a faculty member who specializes in the teaching of writing or who specializes in the subject discussed in the paper. Useful books to consult on the topic include the current Harbrace College Handbook, the MLA Handbook, and James D. Lester's Writing Research Papers.

All students in this class are expected to adhere to the University's Honor Code and Academic Honesty Policy. The availability and convenience of accessing information electronically has transformed the study of political phenomena but also requires more diligence on the part of scholars/students producing such work. Therefore, I consider it important to clarify the course policy regarding plagiarism and other forms of academic misconduct. Students must completely and unambiguously cite the sources that they use or draw upon in developing new ideas, theories and explanations that they present to their peers and the broader scholarly community (including this class). Failure to do so constitutes plagiarism and will result in a failing grade for the course and notification will be given to the University's Honor Code Office. In addition, other forms of academic misconduct (cheating, fabrication of material, etc.) outlined in the Academic Honesty Policy will also result in a possible failing grade for the assignment or course. If you have any concerns or remaining doubts regarding the different forms of academic misconduct please come and discuss them with me.

Research and Scholarly Work:

Since this is an upper-division course I have certain expectations about the type of research and written work that you complete for the course. Each of you will be conducting research and writing a 15-18 page research paper this semester. Here are a couple of points that will help you in producing this paper.

First, I would encourage you to select a topic/country early on in the course and begin to conduct your research. The more time that you have to think about your project and apply the lessons/theories from the course the more you will be able to polish and narrow your research question. Do not wait until the week that the research prospectus is due to start thinking about what puzzles interest you.

Second, I strongly encourage you to visit the College's Writing Lab in 1051 JFSB for assistance with this project. You can either schedule an appointment with a writing tutor or just drop-in for writing assistance. The lab assistants will help you with the structure of your argument and provide suggestions in how you might simplify your thesis and sub-arguments. Using the Writing Lab also requires you to work on the paper before it is actually due which forces you to more thoroughly examine your argument and the evidence you have found.

Finally, just a reminder that online sources (such as Wikipedia, about.com, etc.) are not typically considered academic sources and are NOT sufficient for you to use in conducting scholarly research. They may be useful starting points for your work but DO NOT attempt
to cite those types of sources as scholarly work that supports your arguments. If you have questions about conducting research or where to look for sources on your topic, please come talk to me and I will be happy to provide assistance.

Class Conduct:

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU’s policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to an administrative official and contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Special Assistance:

Brigham Young University is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895, D-282 ASB.

Required Texts:

Brownlee, Jason, Authoritarianism in an Age of Democratization, Cambridge University Press, 2008
Huntington, Samuel, Political Order in Changing Societies, Yale University Press, 1996
Brooker, Paul, Non-Democratic Regimes, Palgrave Macmillan, 2009
Dahl, Robert, Polyarchy: Participation and Opposition, Yale University Press, 1972

All other texts listed will be available via databases located through the Library’s website (i.e. JSTOR, EBSCOHOST, etc.) and the class website on Blackboard.

Reading and Assignment Schedule (Subject to Change):

8/30- Introduction and Class Overview
No Assigned Reading
**Section I: Basic Concepts**

9/1- Basic Concepts and Definitions

Assigned Reading:


9/6- No Class (Labor Day Holiday)

Assigned Reading:


9/8- Paradoxes in the Study of Democracies

Assigned Reading:

Stephanie Lawson, "Conceptual Issues in the Comparative Study of Regime Change and Democratization," *Comparative Politics* 25 (1993), 183-205

Larry Diamond, “Three Paradoxes of Democracy,” Ch. 8 in *The Global Resurgence of Democracy* (pp. 111-123).


9/13- Waves of Democratization

Assigned Reading:

Samuel Huntington, *The Third Wave: Democratization in the late twentieth century*, (University of Oklahoma Press), Ch. 2, pg. 31-71


9/20- Understanding and Examining Non-Democratic Regimes

Assigned Reading:
Paul Brooker, *Non-Democratic Regimes*, (Palgrave Macmillan), Introduction and Ch. 1, pg. 1-45


**9/22- Different Types of Non-Democratic Rule**

**Assigned Reading:**

Paul Brooker, *Non-Democratic Regimes*, (Palgrave Macmillan), Ch. 2-4, pg. 46-129

**Section II- Explaining Different Regime Types**

**9/27- Introducing Structure vs. Agency**

**Assigned Reading:**


**9/29- Economic Development and Regime Outcomes**

**Assigned Reading:**


**10/4- Economic Development and Democracy**

**Assigned Reading:**


**10/6- Economic Development and Dictatorship**

**Assigned Reading:**


**10/11- Midterm (in class)**

**10/13- Modernization and Regime Change**

**Assigned Readings:**


**10/18- Influence of Political Culture**

**Assigned Reading:**

Robert Putnam, *Making Democracy Work: Civic Traditions in Modern Italy*, (Princeton University Press), Ch. 4-5

**10/20- Rational Choice Perspectives**

**Assigned Reading:**


**Section III- Examining Transitions**

**10/25- Understanding Transitions**

**Assigned Reading:**


**10/27- Democratic Transitions in Comparative Perspective**

**Assigned Reading:**


**11/1- Democratization in Europe**

**Assigned Reading:**


**11/3- Democracy and Dictatorship in Latin America/Africa**

**Assigned Reading:**


11/8- Comparing Regime Outcomes in Asia

Assigned Readings:


11/10- Explaining Democratic Breakdown
*Preliminary Draft Due

Assigned Reading:

Juan Linz, \textit{The Breakdown of Democratic Regimes: Crisis Breakdown and Equilibrium}, (Johns Hopkins University Press), pg. 3-49.


11/15- Authoritarianism in an Age of Democratization

Assigned Reading:

Jason Brownlee, \textit{Authoritarianism in an Age of Democratization}, (Cambridge University Press), Ch. 2-3 (also select one case from chapters 4-6)

11/17- Examining Electoral Authoritarianism in Post-Socialist Russia

Assigned Reading:

M. Steven Fish, \textit{Democracy Derailed in Russia: the failure of open politics}, (Cambridge University Press), Ch. 2-3.

11/22- No Class (Research/Writing Day)

11/29- Explaining Authoritarianism Today

Assigned Reading:

Juan Linz, \textit{Totalitarian and Authoritarian Regimes}. Boulder, Colorado: Lynne Rienner, TBA

Paul Brooker, Non-Democratic Regimes (Palgrave Macmillan), Ch. 8-9, pg. 233-277
12/1- Democratization in Today’s Globalized World
*Final Papers Due

Assigned Readings:


12/6- Is There A Backlash against Democratization?

Assigned Reading:


12/8- Conclusion/Review for the Final Exam