CPO3055: Authoritarians and Democrats;
Section RVC 1221

FLORIDA INTERNATIONAL UNIVERSITY  SPRING, 2022  ONLINE
CLASS.GLOBAL LEARNING

Adjunct Prof. Mark Scheinbaum

This is a Discipline-specific Global Learning course that
counts towards your FIU Global Learning graduation
requirement.

Instructor Information

- Email: mscheinb@fiu.edu and please
  Cc: mbshine@aol.com (use CPO 3055 in the
  subject line)
- Phone: 561 371-9066
- Office: 561 613-4616
- Office Hours: By Appointment
- Additional Notes: Please add the course name in the
  subject line for all emails

Course Time Zone: Eastern Standard Time (EST). Course due dates are according to this
time zone.

Online: Zoom class meetings (recorded in the cloud) Wednesdays 7 to 9:30pm

Please be advised that class content may be subject to streaming or course
capture for future access by students in this course. Your
attendance/participation in this course constitutes consent to such recordings,
which will only be used by students in the course and only available on Canvas
during the semester.
Course Description and Purpose

Examines the collapse of democracy, rise of authoritarianism, the breakdown of authoritarian regimes, incipient processes of democracy and its challenges.

Course Objectives

To become familiar with, and develop inquisitive skills to evaluate systemic legislative and executive styles of government regarding authoritarian leaders and governments and what had been called “democratic” styles and regimes. This course is rooted in history but also as current as today’s headlines from the White House.

Upon completing this course, students will be able to:

• Identify regime styles from liberal democracy to totalitarian governments;
• Recognize traits common to non-liberal administrations and their clients;
• Describe the democratic institutions and checks and balances when in place;
• Classify republics, monarchies, semi-presidential and hybrid regime styles;
• Evaluate recent changes in nationalist and socialist movements in the news;
• Explain some erosion of post WWII liberal institutions in favor of authoritarians, and
• Define theocratic, secular, social media, and other factors of leadership.

Global Learning Objectives

This is a Discipline-specific Global Learning course that counts towards your FIU Global Learning graduation requirement. Upon completing this course, students will be able to:

• Global Perspective: Ability to conduct a multi-perspective analysis of local, global, international, and intercultural problems.
• Global Awareness: Knowledge of the interaction of local, global, international, and intercultural issues, trends, and systems
• Global Engagement: Willingness to engage in local, global, international, and intercultural problem solving.

Important Information

Policies
Before starting this course, please review the following pages:

- Policies
- Netiquette (Links to an external site.)
- Technical Requirements and Skills
- Accessibility and Accommodation
- Panthers Care & Counseling and Psychological Services (CAPS)
- Academic Misconduct Statement
- Weather Class Cancellation and other Emergencies
- Instruction of Student Evaluation

Textbook and Course Materials

Authoritarians and Democrats
Mark Scheinbaum
Cognella, Spring 2022:
SKU: 23911
Additional Textbook Information

**Authoritarians and Democrats:** (ed. Mark Scheinbaum) The textbook can be found in Cognella website in the link above. The 2020-22 editions are accepted from bookstore; online and discounted eBooks can also be found through Cognella University Readers online. If the Bookstore is closed you will find it cheaper and easier to go to the publisher for the Cognella book and Amazon or elsewhere for the Rice book.

**Democracy: Stories from the Long Road to Freedom:** (by Condoleezza Rice) Any edition new or used, hardcover or paperback, digital or print, in Bookstore or online Amazon, Books-a-Million, AbeBooks etc. is accepted.

**About Cognella:**

Cognella is committed to publishing affordable learning materials for students, so when you purchase directly through their student store, you'll always receive the lowest price possible. I have been told that Barnes & Nobles will match any text book price sold elsewhere, but sadly some students have reported back to me that there are so many “exclusions” for special editions, course packs, etc. that the prices are never lowered.

For print textbooks purchased from the Cognella student store, you’ll also receive a PDF file of the first 30% of the material so you can begin reading and studying right away. Ebooks will be immediately available upon purchase. Of course.

This course material includes information that we will reference and use in class regularly, so please purchase your own copy. Please keep in mind that our school is strict about copyright law and course material should never be copied or duplicated in any manner.

If you need any help ordering from the Cognella student store, email orders@cognella.com or call 858-552-1120 x503.
Course Films and Videos

Some assignment will require students to watch specific films. For more information please click on the following link: Film Instructions. Some mini-video lectures will be assigned as they become available and you will be informed on Announcements.

Expectations of this Course

This is an online course, which means most (if not all) of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

Students are expected to:

- Review the How to Get Started information located in the course content;
- Purchase or obtain the two required textbooks, hard copies or online editions;
- Keep up to date with international and national news each day;
- Emphasize neutral investigative academic approaches to topic evaluations;
- Compose (the first week) a Self-Introduction to distribute to all members of the class for the appropriate discussion forum area;
- Read the entire Syllabus and carefully read all assignments in advance; make sure you have HonorLock web cam and other equipment with good batteries and in working order;
- Interact online with instructor and peers;
- Review and follow the HonorLock (might or might not be used this term) FAQs and the course calendar;
- Log into the course via Canvas checking Email, Announcements, Assignments and any special notifications at least three times per week;
- Respond to discussion boards within 3 days including information posted to you on nights or weekends;
- Respond to all emails as soon as possible but always within 24 hours and with CPO 3055 clearly posted in the “SUBJECT” box; check spam folders regularly for lost emails;
- Submit all assignments before the posted time deadlines, and
- Remember APA formats, careful proofreading, spell check and editing of all essays.

The instructor will:

- Log into the course at least six times per week;
- Respond to communications within one day in most cases;
- Respond to email messages within 24 hours and suggests CC to his personal email as a faster backup during some peak hours;
- Grade most assignments within 3 days of the assignment deadline, but in all case returned with ample review time prior to the next assignment;
• Frequently post breaking news stories, multi-media links, etc. via class-wide and/or personal emails; Canvas “Announcements” or other posts for information augmenting research and sources for your current study units.

Course Communication
Communication in this course will take place via the Canvas Inbox. Check out the Canvas Conversations Tutorial or Canvas Guide to learn how to communicate with your instructor and peers using Announcements, Discussions, and the Inbox. Your email to the professor must be to mscheinb@fiu.edu because this is the official record of all communications. This is mandatory, But--to insure fast response please also CC or BCC my personal email via mbshine@aol.com. Please add the course name in the subject line for all emails

Course Prerequisites
There are no prerequisites for this course.

Course Grades Distribution Table

<table>
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<th>Course Requirements</th>
<th>Number of Items</th>
<th>Points for Each</th>
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<td>Total</td>
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Assignments, Requirements and Course Structure: You arrive for the classroom session ready to discuss assignments, readings and media assignments, and actively discuss weekly topics. The classroom participation is a critical part of your work. The course will be taught with videos, newscasts, lectures, written assignments, and classroom exercises. Your assignments and reminders will be posted on Canvas. Except for the open Discussion Board forums, all Canvas submissions must be via Turn It In. Check Canvas ANNOUNCEMENTS daily. Discussions and questions and comments will be exchanged through Canvas. But, the only graded written work will be handed in before each class. (See General Policies)

Decorum, professionalism, and expectations: We will actively encourage the use of our electronic devices, case studies of recent domestic and global events, including
news coverage and policy-maker reactions to international crises. Lectures and discussions are rather informal, but respect for fellow classmates, and proper attire and demeanor especially when invited guests and observers join us, are in keeping with our FIU standards and the professional attitude expected by the instructor. Email and Canvas postings will have the course number in the Subject line. For extra security students may “cc” both the personal mbshine@aol.com and FIU email address of the professor at mscheinb@fiu.edu as needed.

**Individual ideas**—innovative and passionate when needed—are encouraged, and since the discipline we are studying evolves each day (or sometimes several times in one day!) your originality is part of the course. But in our respect for academic integrity we must deplore plagiarism. In written and quoted materials **you are expected to clearly and candidly credit, attribute and acknowledge your sources.** In an era of declining faith in the news media in some circles, the total accuracy of attribution is essential in our own academic assessment of things we critique. The Green Library writing clinic will help you with **APA format for editing, grammar, syntax, spelling, etc.** Certainly you are encouraged to share ideas with classmates, friends, and family and collaboration in team projects when assigned is essential. But even within a team setting there will be times when your own ideas must be clearly formed and expressed. And on occasions where the ideas of others are being incorporated into your views, you must clearly make your audience and readers aware of original content versus copied content. Sadly, the same electronic wizard which allows us to teach a modern course also creates opportunities for someone other than the actual student to submit and contribute work product. Thus, you may be called upon to address the class, at any time to expand upon and explain your written assignments. **It is your duty and responsibility to know the warning signs of intentional or even unintentional plagiarism.**

**Grades, tests and assignments:** **All reading assignments are expected to be completed, whether or not there is time to review the material in class.** The innovative structure of the class does not forget the need for source material and other readings for your basic work. Classroom participation, group reports, research pods and other class activities are part of your grade. The other parts are short quizzes or essays related to assigned readings, whether or not they are reviewed item per item in class.

**Grading criteria:** **English counts...** While we are not a literature course, in politics as in life, clear thoughts and clear communication allow people to better evaluate your ideas and perceptions. Students must use MS Word/Spell-check or some other electronic editing tool for proper syntax, spelling, and punctuation. In the past non-Native English-Speakers and/or students who are fluent in several languages find it helpful to seek the help of FIU resources for research papers, essays, improved writing skills etc. For in-class written assignments neat and well organized paragraphs help to convey your ideas. Following these rules can make a good paper a GREAT paper!

**Textbooks, course materials and resources:**
Your lap top, Smartphone, or other electronic device, connected to Wi Fi are part of your required resource for class at all times.

DISCUSSION BOARD OPEN SOURCE, ENTIRE SEMESTER

Discussion Forums

Keep in mind that your discussion forum postings will likely be seen by other members of the course. Care should be taken when determining what to post.

**Discussion Forum Expectations:** (100 points/Participation grade factor)

The discussion forum will some suggested prompt for students to complete. In general posts should relate to current Week and module assignments or personal observations or topics inspired by these topics. Personal notes and comments are always welcome, but they do not rise to the level of an INTERACTIVE thread, comment, or inquiry, generally ten lines or more. Students' original post should be no less than 10 lines. Responses can be of any length. From time to time the instructor will inject some links or comments, but students are welcome to choose their own moderator, facilitator, Discussion leaders etc. This is YOUR forum and although it is **100 points maximum** (10% of the grade) it allows some discretion on grading for the professor. Just throwing in some posts the last week or two will usually result in zero or few extra points. *This is your board to use or ignore, per your desire. Every few modules you will see tentative interim discussion grades posted.*

All proper syntax, spelling and grammar apply students original post and their two comments in these forums.

Note: that here again, in this course we embrace Global Learning, which we define as the process of diverse people collaboratively analyzing and addressing complex problems that transcend borders.

**ESSAY GUIDE**

A short academic essay can actually be accomplished with four main paragraphs. At the end of this syllabus is the full Essay Guide with a sample essay. Keep in mind that in person or online the Writing Lab of the Green Library provides free proofreading, editing, organizational, grammatical, and other help on your papers. They will not write the paper for you but they will do lots of mentoring to turn a C into a B+ or
higher. Your research can be in any language, but your writing and citations are in English. No cover page is needed in a short 2-3 page max essay. Do NOT repeat the entire prompt, it is a waste of space. Make sure your name, university an other data are atop the paper. Submit on Canvas ONLY with Turn It In not an email or a pdf attachment. AP Style is our FIU style for capitalization, titles, paragraph indentations etc. APA 7 (American Psychological Association, 7th edition) is the mandatory format for references of books, movies, podcasts, articles, etc. An easy way to get a free APA7 format is to go to Google Scholar and put in a search phrase for books and articles, and click on the big quotation marks ("{ } for citations, and select APA and cut and paste into your reference list. Purdue University (purdue.edu) has many free tutorials for academic writing,

Be aware that all essays must have a mandatory Cognella and Rice reference, plus two outside references. The use of Wikipedia, dictionary definitions, encyclopedia articles and high school style “dot com” book report cites result in a zero. YOU are defining what you read and what you learn, not unrefereed posts on social media sites.

(see Essay Guide Helpful Hints at end of Syllabus)

**Essay Paper Grading Rubric**

**SPECIAL NEEDS STUDENTS, COMFORT PETS, INDIVIDUAL STUDY ISSUES MUST BE COMMUNICATED TO THE INSTRUCTOR IN PERSON OR VIA PRIVATE EMAIL PRIOR TO THE FIRST CLASS SESSION.** (See ADA info below).

Any student who is unable to attend Monday classes due to a work or personal time conflict should contact the instructor during the first week of class. Also, any student who is unable to attend a particular class should contact the instructor prior to that class. When a student is unable to attend a live class, the student must obtain notes and view URL’s of any media materials from their partners in class.

**Medical Emergencies:**

During Covid we are all tuned to stressful experiences and outcomes in our private and academic lives. A doctor’s note will NOT automatically excuse students from assignments, discussion posts, examinations, and class archives. Students must have a true medical emergency before the excuse will be considered. Colds, coughs, and bellyaches are generally NOT medical emergencies. The instructor must be contacted as soon as possible regarding the situation. Additionally, the acceptance of the medical excuse is at the complete discretion of the instructor. For reasons of privacy and lack of medical training, the instructor will NOT open or attempt to read any medical reports or communications related to medical issues. They will be forwarded to the DRC office,
FIU Online Policies:

Please review the FIU's Policies (Links to an external site.) webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

Social Justice Statement:

Florida International University is committed to social justice. The instructor concurs with that commitment and expects to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. Florida International University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin. Any suggestion as to how to further such a positive and open environment in this class will be appreciated and given serious consideration. Please visit Canvas Commitment Accessibility (Links to an external site.) webpage for more information. Any student with a disability that anticipates needing any type of accommodation in order to participate in this class should advise the instructor within the first week of class to make appropriate arrangements.

Please visit the ADA Compliance (Links to an external site.) webpage for information about accessibility involving the tools used in this course.

For additional assistance please contact FIU’s Disability Resource Center (DRC) (Links to an external site.) or contact them at (305) 348-3532 with any questions.

Class Cancellation for Weather and Other Emergencies:

At some point during the semester, it may be necessary for the University to cancel all or some classes due to poor weather, power failures, or other emergencies. Because of the very nature of an online class in which students are participating from all over the world, a University class cancellation or closure will not automatically apply in this course. The FIU eCampus will still be operational in times of a University shutdown. In times of a power outage or system wide failure, the instructor will make an announcement in the FIU eCampus classroom as soon as information becomes available. Assignment due dates are firm and will not automatically change if the University is closed. Always check the FIU Online classroom for updates and announcements concerning the class.
Student Evaluation of Instruction:

Effective teaching is a primary mission of Florida International University. Student evaluation of instruction provides the university and the instructor with feedback about the student’s experience in the course for review and course improvement. Student participation in the evaluation of course instruction is both strongly encouraged and highly valued. Results are strictly confidential, anonymous, and not available to the instructor until after final grades are released by Admissions and Records. Information about the evaluation will be provided towards the end of the semester.

Helpful Hints: ESSAY GUIDE (READ, PRINT AND SAVE)

NO LATE ESSAYS ARE ACCEPTED. THERE ARE NO MAKE-UPS. WITHOUT DISABILITY OR SPECIAL NEED LETTERS FILED. THE INSTRUCTOR DOES NOT READ MEDICAL NOTES.

DO NOT WAIT UNTIL THE LAST HOUR OR SO TO SUBMIT ESSAYS ON CANVAS!!

UPDATE: SEVERAL STUDENTS HAVE RECEIVED AN AUTOMATIC “ZERO” GRADE FROM CANVAS FOR LATE ENTRIES. IF YOU WAIT FOR THE LAST HOUR OR HALF HOUR TO HIT “SUBMIT” THAT DOES NOT REPEAT IT DOES NOT GUARANTEE IT WILL BE RECEIVED AND RECORDED. BY TURN IT IN OR CANVAS BY THE DEADLINE, DO NOT WAIT UNTIL THE LAST HOUR TO SUBMIT ASSIGNMENTS. THIS IS NOT A JOKE.

ESSAY GUIDE 101 THE EASY WAY:

It might be an old, simple formula, but when asked to produce a short essay there used to be an easy guide. For FOUR sections.

1. TELL US WHAT YOU ARE GOING TO TELL US (the intro)

2. NOW START TELLING US (exposition of your topic)

3. TELL US A BUT MORE (expand and support)
4. **TELL US WHAT YOU JUST TOLD US** (summary of your position)

Amazingly, even on short exam essays where each of the above sections is just one paragraph, the system will work.

**WRITING STYLE: AP STYLE**

**ACADEMIC REFERENCES: APA FORMAT**

**EACH ESSAY REFERENCE WILL INCLUDE AT LEAST ONE COGNELLA ns ONE DR. RICE REFERENCE FROM THE MODULES STUDIED PLUS TWO OUTSIDE SOURCES.**

**DETAILS:**

2-page min and 3-page max plus an extra reference page. Strict APA style format. Double-space 12pt type. I suggest Calibri, Arial, Palatino, Times Roman, -- always spellcheck, edit and Proofread!

Read the assignment question carefully. If your opinion is sought you still must provide “ammunition” for your argument with articles, books, broadcasts, etc.

A Source List, Bibliography, Resource List, etc. is required at the end of each essay. Footnotes should be used, and “ibid” used for repeat references, but all footnote references are again part of your “sources” at the end of your work.

In your narrative, you must fully identify your supporting material. Something such as:

“Thailand is the worst basket case in Asia (JONES 2018)” is not acceptable.

The correct narrative is something such as;

Economist Phillip Jones, writing in The Guardian in 2018, pointed out that among Asian economies, Thailand is a “basket case) .... etc...and a footnote.

Copying just a “URL” or pasting a blue “hyperlink” is not a footnote or an academic reference (even though this shorthand format is gaining popularity in some academic circles).

Wikipedia and other encyclopedias, dictionaries, history.com abstracts, and short YouTube or thumbnail sketch sites are not academic references for this course. They are superficial and can be altered in some cases by un-monitored contributors. You are required to do your own original research to define and analyze a topic.

**Thus: Our goal is to find original articles and source materials for your own understanding and definition of complex issues.**
Grammar and syntax count, especially when problems prevent your message from being easily understood. For those who are on campus from time to time, the Green Library has a writing coaching team willing to help you, BUT NOW THEY ARE ALL AVAILABLE ONLINE. Many students who speak many languages might want to do research and citations in another language other than English. This is up to you, but your writing and citations must be in English and in formats we can check for plagiarism. Proofreading to yourself or a friend, reading out loud, or using the FREE review from our Writing Lab online (Links to an external site.) from the Green Library are all available.

**FINAL CHECKS:**

Microsoft Word, spellcheck, proofreading, and READING YOUR WORK ALOUD OR TO A FRIEND often eliminate many errors and improves your writing.

Of course, I give a bit of leeway on the first submission, but be sure that as the course progresses, format and proof-reading errors will impact your grade.

*Required heading and mandatory topic or subject matter atop P.1 of all reports:* 

CPO 3055  Authoritarians and Democrats  online

Florida International University

STUDENT: PALMER GOLDSTONE  Prof. M Scheinbaum

ID 123456                    Date______    SPRING 2021

**Essay 1: How Monarchies Survive in the Kardashian Age**

Sample essay from another class....we would include Cognella, Rice and at least one additional source in your Source list....etc...

*Insert Name Here*

*Florida International University*

*Professor Mark Scheinbaum*

*CPO3055 – Authoritarians and Democrats*

*08 October, 20*

*Constructed Realities*
We are living in an age where truth is no longer synonymous with reality 100% of the time. It is a digital era, highly critiqued for false facades, personas, and photoshop. If we stick with the old adage “seeing is believing” we are only inviting ourselves to be fooled.

Though highly critiqued on social media, we are seeing fallacies on almost every platform that are weaving together to create our reality. Advertising/sales are always easy sectors to pick on because the power of a spun narrative is palpable. We expect it, it can feel intrusive, and there is a general disdain for it among the population, especially when accompanied by pushy salespeople. We approach them with uncertainty, cautious not to be conned. Others gripe about ‘slimy’ lawyers doing anything they can to turn a case in their favor. While the jobs are totally different, public perception towards them is the same. People do not like to trust someone who can easily pull the rug out from under them.

But what about the people you are supposed to trust? Journalists, news anchors, government officials, elected representatives. Our present political climate has us grasping at any semblance of truth. Currently the speculation is on President Donald J. Trump’s health. Our news seems to get hazier and hazier, devoid of necessary facts, clouded by speculation, lingering only until the next “news” fog rolls in. This is well illustrated in Director Berry Levinson’s entertainment film *Wag the Dog* produced in 1997. Though a fictional film, it paints a jarring representation of the alleged invisible hands that manipulate our realities from behind the scenes. It is easy to see how the movie holds water to today’s world. An article from the Harvard Business Review entitled *Why the News is Not the Truth*, published in May – June 1995 argues: “journalists and politicians have become ensnared in a symbiotic web of lies that misleads the public” (Vanderwicken, 1995). Quite the statement for 1995, but fitting for the timeframe of the movie *Wag the Dog* and illustrative that this is also not a new sentiment. This article sums up the issue well – the Press is meant to be a check on governmental power, but both sides have come to rely on one another. One needs headlines, the other an illustration of competency. An example they pose is that of Ronald Reagan and his campaign to reduce the federal budget. Through clever reporting, the Press and Government worked together to continuously write positive news on the budget reduction, while characterizing additional programs that were actually adding to the deficit as Reagan fighting back the nation’s problems (Vanderwicken, 1995). To Peter Vanderwicken’s point, these mindful partnerships form in a way to add some razzle-dazzle to the more mundane acts of the government.

Sometimes the partnership between Press and Government are on less equal or harmonious grounds. The alleged media manipulation for the Iran Deal was obviously not a two-way street. The article by Mark Heminway “The Selling of the Iran Deal”, published by the Weekly Standard, depicts Ben Rhodes with an almost arrogant attitude toward intentional misdirection of the media. Though we may not know to what depths the manipulation or collusions go, it appears logical to assume there are both mutually beneficial and nefarious relationships between the Press and the Government.
References


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COURSE OUTLINE (Cognella pages may differ with your edition)

ALSO LISTED IN MODULES, ASSIGNMENTS, ANNOUNCEMENTS ETC.

Week 1 Outline

Topics Covered

• Introduction to Authoritarian Tendencies, Text chapters 5 and 8 are long, you have two weeks to study these chapters.
• Hollywood’s Take

Learning Objectives

• Evaluate fictional black comedy which identifies current authoritarian leadership traits in the United States
• Analyze Orvis and Drogus and look at the growth of democracies after the Cold War and rising shifts away from some of these liberal models into more authoritarian leadership

Required Reading

• Authoritarians and Democrats
Watch

- Film: Wag the Dog 1997, R (1hr 37min) (Links to an external site.) (Links to an external site.)
- Wag the Dog (1997) - IMDb (Links to an external site.)
- https://www.imdb.com/title/tt0120885
- 9/1/1998 · Wag the Dog: Directed by Barry Levinson. With Dustin Hoffman, Robert De Niro, Anne Heche, Woody Harrelson. Shortly before an election, a spin-doctor and a Hollywood producer join efforts to fabricate a war in order to cover up a Presidential sex scandal.

Week 2 Outline

Topics Covered

- Basic Authoritarian Structures and Features. Core material on AUTHORITARIAN REGIMES.

Learning Objectives

- Explain characteristics of an authoritarian regime; identify two main problems the leadership of these regimes face; examine the four major authoritarian regime types and how they are managed
- Analyze special attention on Middle Eastern and North African regimes
- Evaluate regime types and capabilities and analyze perceptions from former Sec. of State Rice

Required Reading

- Democracy (Rice)
  - pp 5-67 The background and perceptions of former Sec. of State Condoleezza Rice are important for your essay analyses.
  - Special attention to discussion of Authoritarians and contrast with the “American Experience.”
- Authoritarians and Democrats
Week 3 Outline

Topics Covered

- Societal Pressures Weakening Democracies. Jackson bio test material.

Learning Objectives

- Examine the unintended consequences of unfulfilled political promises and societal wants and needs
- Explore the management style and organizational theory applied to Donald Trump’s admiration for, and alleged fixation with, Andrew Jackson.

Required Reading

- Democracy (Rice)
  - Ch. 8, “Are Authoritarians So Bad?”
- Authoritarians and Democrats
  - Cognella Text Chapters 2, 3, and 4

Lecture Videos

- Lecture: “Prof John C. Davies’ J-Curve Theory of Revolution’ and practical applications, pre- and post- Arab Spring (Links to an external site.) (Links to an external site.).”
- Video: History of Andrew Jackson (Links to an external site.) (Links to an external site.) (1:55:00)
Learning Objectives

- Critically analyse and review a defense of Democracy and absorb an overview of elites sometimes using clientelism, chaos, and media suppression to erode liberal democracies and promote authoritarian rule.
- Surf the Web for information on the recent death of Mandela cohort Bishop Desmond Tutu and global reactions and funeral eulogies for additional discussion thoughts.
- If you have not done so, begin active posting and commenting on the Discussion Board. They are not individually graded or censored and are a key to your building collaborative work habits.

Required Reading

- Democracy (Rice)
  - pp. 402-444
  - Note: includes chapters 9 and 10 and Epilogue and 2016 (update in some editions)

- Authoritarians and Democrats
  - Ch. 15, pp. 167-171 (but try to view entire lecture video, worth your trouble)
    - Note: Article is in Cognella Course Pack Chapter 15, pp 167-170, “Mandela Lecture: Five Things Obama Said.”
  - President Obama's Mandela Memorial Lecture (Links to an external site.) (Links to an external site.)
    - See final page of article for The Guardian link to the complete broadcast of the lecture.

Watch

- Film: All the Way, (2h 12m) (Links to an external site.) (Links to an external site.)

All the Way (TV Movie 2016) - IMDb
https://www.imdb.com/title/tt3791216

21/5/2016 · All the Way: Directed by Jay Roach. With Bryan Cranston, Anthony Mackie, Melissa Leo, Frank Langella. Lyndon B. Johnson becomes the President of the
United States in the chaotic aftermath of John F. Kennedy's assassination, and spends his first year in office fighting to pass the Civil Rights Act.

**Week 5 Outline**

**Topics Covered**

- Case Studies: **Hispaniola**—Trujillo's Parsley Massacre and Duvalier's Reign of Terror

**Learning Objectives**

- Analyze the “Dictator’s Dilemma” in the academic literature with dynastic brutality in Haiti and the Dominicans Republic.
- Recognize that some tendencies or “traits” of Authoritarianism are not necessarily Forecasts for totalitarians or failed states.

**Required Reading**

- Authoritarians and Democrats
  - Cognella Text Ch. 8 (Bearing Witness) pp 123-134
  - Ch 7 (Trujillo/WWII Jewish Refugees)
  - Bibliography, note 8, page 193 (Paulino & Garcia)

**Lecture Videos**

- **Bearing Witness to the 1937 Haitian Massacre** (Links to an external site.) (1:34:52)
  - Uploaded by CLAS Berkeley Professor Edward Paulino will examine the 1937 Haitian Massacre and how Dominicans both inside and outside the country have reacted.
    - See special report with Prof. Edward Paulino from University of California
- SEE: https://youtu.be/mSlqmTHsFRc (Links to an external site.)

or other source

**Week 6 Outline**

**Topics Covered**

- Case Study - Russia - Semi-Presidential?

**Learning Objectives**

- Identify what some call “an electoral authoritarian” regime, and its influence on a civil society.
- Recognize one-party dominance in different regimes and consider comparisons with Mexico’s PRI and similar one-party regimes.

**Required Reading**

- *Democracy* (Rice)
  - Ch. 3 “Russia and the Weight of History”
- Authoritarians and Democrats
  - Cognella, Review pp. 59 - 63 Russian Case Study.

**WEEK 7      SPRING BREAK**

**Week 8 Outline**

**Topics Covered**

- Republics and Monarchies: Mideast Examples

**Learning Objectives**
• Analyze the “Dictator’s Dilemma” in the academic literature with dynastic brutality in Haiti and the Dominicans Republic.
• Recognize that some tendencies or “traits” of Authoritarianism are not necessarily Forecasts for totalitarians or failed states.

Required Reading and Movie

• **Democracy** (Rice)
  o Ch. 7 (Middle East)
    ▪ Special attention to Libya-Tunisi-Egypt visits and her view of some monarchies offering more stability and liberal traits than “Arab Republics.”

• **Authoritarians and Democrats**
  o **Cognella**, Review pp. 41-46 and 63-68 on Mideast and Iran
  o Study pp. 85-90
  o Note Mideast map on p. 88

Watch Movie: “King Ralph”
[King Ralph (1991) - IMDb](https://www.imdb.com/title/tt0102216)

15/2/1991 · **King Ralph**: Directed by David S. Ward. With John Goodman, Peter O’Toole, John Hurt, Camille Coduri. A regular guy from America becomes ...

Week 9 Outline

Topics Covered
• Turkey Case Study: Democracy to What?

Learning Objectives
• Recognize the domestic client constituencies transforming a liberal candidate and election winner, into a more theocratic authority leader operating in a dangerous geopolitical area
• See how rampant inflation creates unintended consequences for reform or entrenchment of administrative ideas.

Required Reading
• Authoritarians and Democrats
Week 10 Outline

Topics Covered

- Colombia as a Venezuelan Neighbor

Learning Objectives

- Contrast the elite liberal leadership, with serious challenges, to socialist rule in a neighboring country, and political pressures on each

Required Reading

- Democracy (Rice)
  - Chapter 7 (Colombia)
  - Research Pres. Ivan Duque’s domestic problems and pressures from refugees from Venezuela

- Authoritarians and Democrats
  - Review the Turkish chapters 9 and 10, pp135-150.
  - Cognella, Text p 193 bibliography

Week 11 Outline

Topics Covered

- The Benevolent Despot? Omar Torrijos?
Learning Objectives

- Discover the evolution of the Syrian refugee crisis and how repression of Civil Society results in unintended regime style changes

Required Reading

- Authoritarians and Democrats
  - *Cognella, Omar Torrijos* pp 159-170
  - *Cognella, Text Ch. 16 (Cyberspace C’Est Moi)*
  - Research news stores on Pres. Duterte controlling social media in the Philippines

Watch

- Three successive Views of Lebanon by the same reporter
  - *Anthony Bourdain, Beirut 2006, “No Reservations”* (Links to an external site.) (Links to an external site.)
  - *Anthony Bourdain: Parts Unknown*, CNN, BEIRUT Aired 21 June 2015, TV-PG, 43 min Documentary, episode (Links to an external site.) these two are easy to find, but also for all three try:
    - 2006 episode at *“Anthony Bourdain: No Reservations” Beirut (TV Episode 2006) - IMDb* (Links to an external site.)
    - 2010? *Back to Beirut | Anthony Bourdain: No Reservations | Travel Channel* (Links to an external site.)
    - 2015 *“Anthony Bourdain: Parts Unknown” Beirut (TV Episode 2015) - IMDb* (Links to an external site.)

Week 12 Outline

Topics Covered

- Case Study, Beirut and Lebanon for Discussion/ Continue Omar Torrijos

Learning Objectives

- Compare and contrast theocratic authoritarian traits of an oligarch/military leadership from an escalation to totalitarian rule.

Required Reading

- Authoritarians and Democrats
Week 13 Outline

Topics Covered

• Case Study: Nicaragua and the Ortegas
• Updated analyses on November, 2021 Nicaragua election

Learning Objectives

• Analyze how to track liberal populists who morph into authoritarians with nepotistic and client priorities emphasizing the “dictator’s dilemma”
• Determine Chinese hegemony as a possible new Cold War in terms of economic control of developing nations, fragile states, and failed states.

Required Reading

• Authoritarians and Democrats
  o **Cognella**, EXPANDED Text Ch 11 on Daniel Ortega
  o Review in Cognella pp.46-51 with special attention to “clientelism.”
• Creating Order and Cooperation between Divergent Regime Styles

Learning Objectives

• Evaluate new technology, surveys, and advances in polling, public opinion, and information storage and retrieval with traditional forms of diplomacy in the formulation of foreign policy

Required Reading

• Authoritarians and Democrats
  
  o Cognella, Text Ch 17  open source
  o Reprinted from The Fletcher School of World Affairs, vol. 39 no. 1, pp 99-104 (Links to an external site.) (Links to an external site.)

Watch

• Video: Mark Thompson: Duterte’s Violent Populism in the Duterte Philippines (Links to an external site.) (49:18)

Week 15 Outline

Topics Covered

• Course Review and Discussion

Learning Objectives

• Exam review
Complete open threads in Discussion Board
View documentary made in Denmark regarding the “Boys of Sudan” below and the short film dealing with problems facing girls in similar circumstances:
See:

**Required Reading**

- Review of all previous materials with special concentration on the core material in Cognella chapters 5 and 6
  - Note: Review all previews assignments and pay special attention to your wrong answers on previous exam and quizzes.

**Watch**

- Lecture: Discussion of key concepts (TBA)

**WEEK 16**

**EXAM TWO**

**Course Summary:**

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<thead>
<tr>
<th>Date</th>
<th>Details</th>
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<tr>
<td>Wed Jan 17, 2022</td>
<td>Calendar Event <strong>CPO3055 RVC 1221</strong></td>
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