Dealing with Dictators, POL466 H1F
University of Toronto
Tuesdays, September 12- December 5, 2021
9:00 AM to 11 AM

Location

Dr. Madison Schramm
Madison.schramm@utoronto.ca
Office Hours: Tuesdays, In-person, 11:30-12:30 PM; online 1:30 PM to 2:30 PM
Sign up: Create Google Sign-up sheet (locked on Monday at 9:00 AM)
https://docs.google.com/spreadsheets/d/1L0moMi96N1ZP_c3tZIVJ1QxMhpP6hW0fqf7FXRf1dql/edit?usp=sharing

Course Description
For years, policymakers in states like the US and the UK have described a world divided between democracies and autocracies. These political discussions, however, are rarely accompanied by a rigorous understanding of regime type or capture the variegate history between democracies and autocracies. This course will focus on examining American, Canadian, and British foreign policy toward autocratic regimes (both friends and foes) since World War II. We will explore different conceptualizations of regime type(s), and investigate how institutional, ideological, and political dynamics within and between different regimes affect relations and policy. The seminar will be focused on security and defense, and course readings and assignments will emphasize how these dynamics operate in cases where policies ranged from foreign-imposed regime change, sanctions, and war to patronage and security cooperation.

Learning Objectives
✱ Introduce students to different definitions and conceptualizations of regime type
✱ Develop students’ ability to think critically about the different variables affecting democracies’ foreign policies toward autocratic regimes
✱ Develop students’ ability to assess regimes' leadership, and institutional and ideological structures and the implications for foreign policy making Security
✱ Discern and explain patterns both in foreign policies toward particular states and patterns in relations between democracies and autocracies

STATEMENT ON ACKNOWLEDGEMENT OF TRADITIONAL LAND
This course takes place on land that has been in relation with Indigenous people and societies since time immemorial. The Elders Circle of the University of Toronto has provided the following statement on acknowledgement of traditional land: We would like to acknowledge this sacred land on which the University of Toronto operates. It has been a site of human activity for 15,000 years. This land is the territory of the Huron-Wendat and Petun First Nations, the Seneca, and most recently, the Mississaugas of the Credit River. The territory was the subject of the Dish with One Spoon Wampum Belt Covenant, an agreement between the Iroquois Confederacy and Confederacy of the Ojibwe and allied nations to peaceably share and care for the resources around the Great Lakes. Today, the meeting place of Toronto is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work in the community, on this territory.

Revised by the Elders Circle (Council of Aboriginal Initiatives) on November 6, 2014. Available at: https://www.studentlife.utoronto.ca/fnh

**Requirements**

*Attendance and Participation (15%)*

Attendance and active participation in all classes is required.

*Readings*

Students must complete all required readings before the lecture. All required readings will be available to students on Quercus.

*Reading Quizzes (2 in total): 15%, Posted Monday, October 23 and November 13*

Students must complete reading quizzes (posted Dates) via Quercus by Monday at 9 AM. Quizzes are open book and should take no more than ten minutes. Students must take quizzes independently and not allowed to work together. Students are responsible for tracking deadlines, requirements, and confirming submission of assignments.

*Intel Briefings (2): 30 each, Due Monday, October 30 and November 27 by 9 AM*

Students will write two brief intelligence memos to Canadian Minister of Foreign Affairs Melanie Joly applying lessons from the course to analyze a contemporary foreign policy toward an autocratic state. Detailed instructions forthcoming. Students are responsible for tracking deadlines, requirements, and confirming submission of assignments.

(Plagiarism or other acts of academic dishonesty will not be tolerated. See full statement below)

*Dictatorship Case 5%, Monday, October 16 9 AM*

Each student will sign up to study an represent an individual autocratic regime (sign up posted under announcements on Quercus). Students will independently study each regime, particularly with regard to its current leadership, history since World War II, institutional structures, political dynamics, geography, and foreign policy. Students will be responsible for submitting a one-pager on relevant detail available to the class on Monday October 16. Students will also be expected to discuss the applicability of readings and theories to their case in class.
Reading Presentation 5% (ongoing starting Sept 26)
Students will do an oral presentation (5-6 minutes) on one of the book chapters/articles assigned in the course. The presentation should include a summary of the articles/book chapter, including the author’s research question, theory, empirics, findings, and offer three discussion questions of their own to the class. Students will also be required to turn in a response to the reading via Quercus the night before their presentation. A sign-up sheet will be circulated. Slides are optional.

Late Assignments
Students are responsible for tracking deadlines and requirements. Late work (without a granted extension) will be reduced by 5 percentage points for every day late. Students must request extensions at least 24-hours before assignments are due and will only be granted extensions with documentation and under extenuating circumstances. Other coursework and other forseen circumstances are not grounds for an extension.

Students requesting an extension after the deadline are required to have their registrar contact their TA and confirm the need. Students will not be granted an extension requested more than one week after the deadline under any circumstances.

Appeals and Re-Grading Policy
The first thing to do is to wait. I will not discuss your assignment for at least 48 hours after the assignment has been returned to you. You may ask for a re-grade of your paper, but be aware, that this does not guarantee your mark will be raised. It could go up, down, or remain the same.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Grade</th>
<th>Due Date</th>
<th>Submitted through</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and participation</td>
<td>15%</td>
<td>Throughout semester</td>
<td>n/a</td>
</tr>
<tr>
<td>Reading Quizzes</td>
<td>15%</td>
<td>Posted Mon Oct 23, and Nov 13</td>
<td>Via Quercus</td>
</tr>
<tr>
<td>Intelligence Brief 1</td>
<td>30%</td>
<td>Monday October 30 by 9 AM</td>
<td>Via Quercus</td>
</tr>
<tr>
<td>Intelligence Brief 2</td>
<td>30%</td>
<td>Monday November 27 by 9 AM</td>
<td>Via Quercus</td>
</tr>
<tr>
<td>Reading presentation</td>
<td>5%</td>
<td>Ongoing</td>
<td>In-person/via Quercus</td>
</tr>
<tr>
<td>Dictator Presentation</td>
<td>5%</td>
<td>Monday, October 16 by 9 AM</td>
<td>In-person/via Quercus</td>
</tr>
</tbody>
</table>
**Course Policies and Procedures:** This course will use Quercus to disseminate all course-related information and assignments. It is your responsibility to log on to Quercus regularly and obtain relevant information. All written assignments must be submitted through Quercus.

**Communication Information**
You are responsible for checking Quercus and your UofT e-mail regularly. When corresponding by e-mail, please put “Dealing with Dictators” at the beginning of the subject line, followed by the subject of your e-mail (for example: “Dealing with Dictators: Question about intel memo”). I will not respond to emails over the weekend or after 5PM during weekdays. Unless an emergency, responses will take 48-72 hours.

**Accessibility**
Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability or health consideration that may require accommodations, please contact Accessibility Services at accessibility.services@utoronto.ca http://www.studentlife.utoronto.ca/as/contact-us

**Academic Integrity**
Please refer to the Seven Grandfathers of Academic Integrity: https://studentlife.utoronto.ca/wpcontent/uploads/Seven_Grandfathers_in_Academic_Integrity.pdf The University of Toronto treats cases of academic misconduct very seriously. Academic integrity is a fundamental value of learning and scholarship at the UofT. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that your UofT degree is valued and respected as a true signifier of your individual academic achievement.

**Use of Artificial Intelligence (ChatGPT, GitHub Copilot, and open-source models that you have trained and/or deployed yourself.)**
The use of generative artificial intelligence (AI) tools is strictly prohibited in all course assessments unless explicitly stated otherwise by the instructor. This includes, but is not limited to, ChatGPT, GitHub Copilot, and open-source models that you have trained and/or deployed yourself. You may not interact with, nor copy, paraphrase, or adapt any content from any generative AI for the purpose of completing assignments in this course. Use of generative AI will be considered use of an unauthorized aid, which is a form of academic misconduct under the Code of Behavior on Academic Matters.

This course policy is designed to promote your learning and intellectual development and to ensure that our evaluations are a fair and accurate assessment of your learning. You should aim to understand course content at a level that far exceeds what an automated tool can achieve. Our course—and in particular, each assignment—is designed to help you attain true mastery of the course content.

**The University of Toronto’s Code of Behaviour on Academic Matters**
(http://www.governingcouncil.utoronto.ca/policies/behaveac.htm) outlines the behaviours that constitute academic misconduct, the processes for addressing academic offences, and the penalties that may be imposed. You are expected to be familiar with the contents of this document. All suspected cases of academic dishonesty will be investigated following the
procedures outlined in the Code of Behaviour on Academic Matters. If you have any questions about what is or is not permitted in this course, please do not hesitate to contact me. If you have questions about appropriate research and citation methods, you are expected to seek out additional information from me or other available campus resources: Normally, students will be required to submit their course essays to the University’s plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool’s reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University’s use of this tool are described on the Centre for Teaching Support & Innovation web site (https://uoft.me/pdt-faq). You may opt out of this tool by contacting the instructor as early as possible in the semester to make alternative arrangements. Writing Centres: http://writing.utoronto.ca/writing-centres/ Academic Success: http://www.studentlife.utoronto.ca/asc How not to Plagiarize: http://advice.writing.utoronto.ca/using-sources/how-not-to-plagiarize/ RESOURCES Writing

Normally, students will be required to submit their course essays to the University’s plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool’s reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University’s use of this tool are described on the Centre for Teaching Support & Innovation web site (https://uoft.me/pdt-faq).

Support
Students can visit www.writing.utoronto.ca for information and advice on all aspects of academic writing. Students are encouraged to make use of the college writing centers for individualized consultations on their written assignments. Interested students should book their appointments with the writing centers early, as they fill up fast. Information about the writing centers is available at http://www.writing.utoronto.ca/writing-centres/arts-andscience. Students can also take advantage of the Library’s free “Writing Plus” academic skills workshop series, described at http://www.writing.utoronto.ca/writing-plus. International students can find information about the English Language Learning program (ELL), which includes practice opportunities for improving oral communication and critical reading skills, at http://www.artsci.utoronto.ca/current/advising/ell. Registrar Support: Students are encouraged to contact their registrar promptly if they experience unexpected challenges during the course that may require accommodations.

Health and Wellness:
Students can access a wide range of programs and services to support their health and wellbeing. Many of these programs are listed at: https://studentlife.utoronto.ca/department/health-wellness/ 6 Crisis Support: Students in distress can access a range of free crisis lines available from the University of Toronto and the City of Toronto, as listed below: • University of Toronto: https://studentlife.utoronto.ca/task/support-when-you-feel-distressed/ • City of Toronto: https://www.toronto.ca/311/knowledgebase/kb/docs/articles/311- toronto/information-and-business-development/crisis-lines-suicide-depression-telephonesupport-lines-non-crisis-mental-health-services.html Most of these crisis lines are available 24 hours a day and some address specific problems that students may be experiencing. Immediate assistance is available as
follows: • My SSP for University of Toronto Students: 1-844-451-9700. • Good 2 Talk Student Helpline: 1-866-925-5454 • Gerstein Crisis Centre: 416-929-5200 • Distress Centres of Greater Toronto: 416-408-HELP (4357) • The Centre for Addiction and Mental Health (CAMH): 250 College Street (walk-in)

You are not alone: please get help if you’re experiencing difficulties or are in distress.

---

**Reading and Schedule**

**September 12, Class 1: Introduction: Concepts, carrots, and coercion**

**Part I: Regime Type and Dictators**

**September 19, Class 2: Institutions**


**Recommended**


**September 26, Class 3 Removed, Ousted, and Exit**


**Recommended**


**October 3, Class 4: Ideology and Rule (Reading Presentations start)**


**Recommended**

**October 10, Class 5:** Dr. Daniel Rio Tinto Guest Lecture—Fragile States (dictator brief due)

**Reading TBD**

**October 17, Class 5, Psychology**


**Recommended**

Part II. Dealing

October 24, Class 7 Covert Action (Quiz One Due via Quercus 8 AM)


Recommended


Intelligence Brief 1 Due Monday, October 30, 9 AM

October 31, Class 8 Overt Action


Recommended


**READING WEEK NO CLASSES**

**November 14, Class 9 “Soft Power” and Diplomacy” (Quiz 2 Due via Quercus 8 AM)**


**Recommended**


**November 21, Class 10: With Friends Like these**


Recommended


**Brief 2 Due, Monday November 27, 9 AM**

---

**Part III: Cases in Action**

**November 28, Class 11 US/Iran 2011-2014**


**December 5, Class 11, UK Egypt-1956 (brief 2 due end of week)**
Ernest May and Zelikow Chapters from UK, Intro pg 11-30; 70-87; 206-222

**Recommended**