

Spring 2016
IS 487 –Authoritarianism

VMI Department of International Studies and Political Science

MAJ Brent Hierman

T/Thu:1:00-2:15

Classroom: SSH 448

Office Hours: M: 1300-1600, W: 0900-1100, 1300-1400

My office is 440 Scott Shipp. I maintain an open door policy. You are free to meet with me either during my office hours, at any time that my office door is open or at any other time that we schedule.

Contact Information:

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Course Description:

Authoritarian rule has been the norm throughout human history. Despite recent waves of democratization, today roughly half of the global population lives under non-democratic regimes. Therefore an understanding of how politics work in non-democratic regimes is fundamental in an interconnected world. In this course, we will investigate where and why these regimes are established, what sustains them, and when and how they decline. Our course will be divided into four unequal parts. Part 1, Understanding Authoritarianism, will focus on distinguishing how exactly non-democratic regimes differ from democratic regimes. Part 2 will distinguish between different types of authoritarian regimes. Part 3 will examine authoritarian rule and its evolution predominately through an extended case study of Stalin's USSR. Part 4 will conclude the course through an evaluation of various challenges to authoritarian rule.

Grading Procedure:

The requirements for this course include daily discussion questions, a book review, two reaction papers and presentations, a Midterm paper and a final exam.

The final grade for this course will be distributed in the following manner:

10% Participation
10% Daily Reading Questions
20% Reaction Papers/presentations
30% Midterm Paper
30% Final Exam

Participation and Daily Discussion Questions:

It is my expectation that everyone in this class will be an active participant. Before each class you are expected to have done the readings and to be prepared to discuss them. It is not possible to do well in

this course without keeping up with the reading. To encourage your engagement with the readings, you are required to submit two discussion questions on Canvas by noon *before* each class based on the assigned readings for that day. If two or more readings are assigned, the questions **cannot** be on only one reading. Be sure to include a “help received” statement on your questions.

You can talk with your fellow students about the readings, **but** you are not permitted to share your questions with classmates until after everyone has submitted their own.

Each set of questions will be scored according to the following scale:

“3” - superior discussion questions that either cut to the heart of an issue or tie a reading into the rest of the class.

“2” – good discussion questions that demonstrate comprehension of a reading and how it ties into the rest of the class.

“1” – discussion questions that suggest less complete comprehension of a reading or how it ties into the rest of the class.

“0” - no questions submitted.

I will drop the lowest three scores.

You are also expected to have copies of the readings with you in class. We will be making direct reference to the readings during class. Therefore, without the readings you cannot adequately participate in class discussion. Repeated failure to bring your copy of the reading with you to class will result in a 0% for your participation grade.

Reaction Papers/Presentation

Three times during the semester you are responsible for writing a short (~4 page) reaction paper to the readings. You will have signed up for your times in advance. These papers should briefly summarize the reading/readings for the particular class. This summary should not be more than a paragraph per reading. If there is more than one reading for the day that you are assigned, your paper should compare the two readings. The bulk of the paper should offer a critique of the argument(s). For social scientific pieces, you should attempt to answer the following: Do the arguments make sense? Are they supported by the data? How convincing are the data? Could more relevant data be found? How well do the arguments fit with previous readings from the semester or other material with which you are familiar? Finally, you should offer a set of questions that are developed out of your critique.

At the beginning of class for the particular day that you are assigned you will give a brief presentation on the readings and your questions in order to launch that day’s discussion. Your paper is due at the beginning of that day’s class. Combined the three papers/presentations are worth 20% of your final grade.

Midterm Paper

You are required to write a 8-12 page paper comparing *at least* two authoritarian regimes. These can be historical or contemporary regimes. You can select any aspect of authoritarianism that relates to the first half of the class (through March 15). This is a research oriented paper that requires you to incorporate conceptual issues covered in class readings. Your paper should attempt to answer a clearly articulated research question while critically engaging concepts covered in class. A good strategy is to focus on testing theories encountered in class. Your bibliography should include *at least* 3 sources from the course and 6 sources not found on the syllabus.

You will need to turn in a page long research proposal by CAD Friday 2/17. This will be graded. This proposal should clearly identify your research question, the regimes that you plan to compare, your anticipated thesis statement (this really should be the answer to your research question), and the sources that you plan to utilize.

After receiving my feedback on this proposal, you will need to meet with me before turning in your final paper. If you fail to meet with me, I will not accept the final paper. The final paper is due by CAD 3/16 (please note, this is the last day of class before spring break- plan accordingly)

The research proposal is worth 5% of your final grade and the final draft is worth 25% (for a total of 30%).

Final Exam

The final exam for this course is scheduled for Wednesday May 11 between 1400-1700.

A Few General Polices and Recommendations:

- We will be using the canvas page associated with this course for posting readings.
- Use of social media and text messaging is not permitted while class is in session. Use of social media or texting will result in an automatic 0% for your participation grade. I reserve the right to proscribe computer usage in class if I suspect that computers are being used for non-academic purposes.
- No tobacco products, food, beverages, or gum are allowed in the classroom.
- Exams will not be postponed except as provided by Institute regulations. Cadets must take each exam at the scheduled time; exceptions can only be made by the instructor no later than 48 hours before the scheduled exam. Failure to follow these rules will lead to a reduced grade to be determined by the professor. If you have an unexpected sickness at the time of a scheduled exam and miss it, you must contact your professor as soon as you are out of the hospital so that we can arrange a time for you to take it.
- Office hours are very helpful. I maintain an open door policy, either stop in when the door is open or contact me about setting up an appointment.
- Keep copies of all your work. (i.e. e-mail it to yourself, store it on multiple flash drives, use a service such as dropbox.com).
- I will only discuss grades in my office and never on the day that I have turned back an assignment.

- All work handed into me will be graded in a timely manner.

Students with Disabilities:

VMI abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 which mandate reasonable accommodations are provided for all cadets with documented disabilities. If you have a registered disability and may require some type of instructional and/or examination accommodations, please contact me early in the semester so that I can provide or facilitate provision of accommodations you may need. If you have not already done so, you will need to register with the Office of Disabilities Services, the designated office on Post to provide services for cadets with disabilities. The office is located on the 2nd floor of the VMI Health Center. Please call or stop by the office of LTC Jones, Director of Disabilities Services, for more information, 464-7667 or joness10@vmi.edu."

*****Note: A syllabus may be considered a contract between students and instructor. However, due to the nature of this course, this syllabus may be changed at any time. I shall give due notification before making any major changes to the readings, dates and requirements listed in the syllabus*****

Semester outline:

1/19-2/2	Part I: What is Authoritarianism?
2/4-2/23	Part II: Types of Authoritarianism
2/12	<i>Research Proposal Due CAD</i>
2/25-4/7	Part III: Authoritarian Change - Case Study: Stalin's Soviet Union
3/16	<i>Midterm Paper Due CAD</i>
4/12-5/3	Part IV: Challenges to Authoritarianism
5/11	<i>Final Exam, 1400-1700</i>

Daily Schedule/Readings:

There are two required books for this course:

Kapuscinski, Ryszard. *The emperor*. Penguin UK, 2006. (Hereafter **Kapuscinski**)

Fitzpatrick, Sheila. *On Stalin's Team: The Years of Living Dangerously in Soviet Politics*. Princeton University Press, 2015. (Hereafter **Fitzpatrick**)

Readings with * can be found on the associated canvas page for this course. Readings with a hyperlink can be found through following the associated link.

1/14: [Class Overview](#)

No Readings

Part I: Understanding Authoritarianism

1/19: What Is Authoritarianism?

*Linz, Juan José. *Totalitarian and authoritarian regimes*. Lynne Rienner Publishers, 2000. 58-63, pg 159, 175

*Gandhi, Jennifer. *Political institutions under dictatorship*. Cambridge: Cambridge University Press, 2008. pp. 1-21

Freedom House Release Book, 2015,

https://freedomhouse.org/sites/default/files/01152015_FIW_2015_final.pdf

Recommended: Schmitter, Philippe C., and Terry Lynn Karl. "What democracy is... and is not." *Journal of democracy* 2.3 (1991): 75-88.

1/21: The Appeal Of Authoritarianism

*Buruma Ian, "The Indiscreet Charm of Tyranny" *New York Review of Books*, May 12 35-37

*Zamyatin, Evgeny Ivanovich (translated by Mirra Ginsburg). 1972. *We*. Toronto, Canada Bantam Books. pp 10-14

*Kubicek, Paul. "Authoritarianism in Central Asia: Curse or Cure?." *Third World Quarterly* 19.1 (1998): 29-43.

1/26: Why Does It Matter? The Developmental Gap Between Regime Types

*Bueno de Mesquita, Bruce, and George W. Downs. "Development and democracy." *Foreign Affairs*. 84 (2005): 77.

*Blaydes, Lisa, and Mark Andreas Kayser. "Counting Calories: Democracy and Distribution in the Developing World1." *International Studies Quarterly* 55.4 (2011): 887-908.

Recommended:

Lake, David A., and Matthew A. Baum. 2001. "The Invisible Hand of Democracy: Political Control and the Provision of Public Services." *Comparative Political Studies* 34 (6): 587-621

Ross, Michael. "Is democracy good for the poor?." *American Journal of Political Science* 50.4 (2006): 860-874.

1/28: Why Does It Matter? Land Distribution And Regime Type

*Albertus, Michael. "Explaining Patterns of Redistribution Under Autocracy: The Case of Peru's Revolution from Above." *Forthcoming, Latin American Research Review* 50, 2 (2015).

*Ziblatt, Daniel. "Does Landholding Inequality Block Democratization?: A Test of the "Bread and Democracy" Thesis and the Case of Prussia." *World Politics* 60.04 (2008): 610-641.

Recommended:

Tsai, Lily L. "Solidary groups, informal accountability, and local public goods provision in rural China." *American Political Science Review* 101.02 (2007): 355-372.

Sievers, Eric W. "Uzbekistan's mahalla: from Soviet to absolutist residential community associations." *The journal of international and comparative law at Chicago-Kent* 2.91-158 (2002). Selections

2/2: Why Does It Matter? Predation And Its Consequences

*Gebreluel, Goitom "Out of Eritrea: The Real Story about One of Europe's Largest Group of Asylum Seekers" *Foreign Affairs* October 26, 2015

*Guest, Robert. *The shackled continent: Africa's past, present and future*. Pan Macmillan, 2013. Chapter 1

*Berkeley, Bill "Zaire: An African Horror Story" *The Atlantic Monthly* August 1993

Recommended:

Goldsmith, Arthur A. "Predatory versus developmental rule in Africa." *Democratization* 11.3 (2004): 88-110.

Part II: Types of Authoritarian Regimes

2/4: Disaggregating Authoritarianism

*Geddes, Barbara. "What do we know about democratization after twenty years?." *Annual review of political science* 2.1 (1999): 115-144.

2/9: Personalist Regimes

*Chehabi, Houchang E., and Juan J. Linz. *Sultanistic regimes*. JHU Press, 1998. selections

Kapuscinski, 4-56

2/11: Military Rule

*Svolik, Milan W. "Contracting on Violence: The Moral Hazard in Authoritarian Repression and Military Intervention in Politics." *Journal of Conflict Resolution* 57.5 (2013): 765-794.

*Slater, Dan. "The elements of surprise: assessing Burma's double-edged détente." *South East Asia Research* 22.2 (2014): 171-182.

Recommended:

*Barros, Robert. "Personalization and institutional constraints: Pinochet, the military junta, and the 1980 constitution." *Latin American Politics and Society* 43.1 (2001): 5-28.

Geddes, Barbara, Erica Frantz, and Joseph G. Wright. "Military Rule." *Annual Review of Political Science* 17 (2014): 147-162.

Barany, Zoltan. "The role of the military." *Journal of Democracy* 22.4 (2011): 24-35.

Research Proposal Due CAD 2/12

2/16: Hybridity -Between Democracy and Authoritarianism

*Hale, Henry E. "Eurasian polities as hybrid regimes: the case of Putin's Russia." *Journal of Eurasian studies* 1.1 (2010): 33-41.

*Levitsky, Steven, and James Loxton. "Populism and competitive authoritarianism in the Andes." *Democratization* 20.1 (2013): 107-136.

Recommended:

Levitsky, Steven, and Lucan Way. "The rise of competitive authoritarianism." *Journal of democracy* 13.2 (2002): 51-65.

Levitsky, Steven, and Lucan A. Way. *Competitive authoritarianism: Hybrid regimes after the cold war*. Cambridge University Press, 2010.

2/18: Single/Dominant Party Regimes I: Stable Rule

Reuter, Ora John. "The politics of dominant party formation: United Russia and Russia's governors." *Europe-Asia Studies* 62.2 (2010): 293-327.

Brownlee, Jason. *Authoritarianism in an Age of Democratization*. Cambridge University Press, 2007. Pp Selections

Recommended:

Huntington, Samuel P. *Political order in changing societies*. Yale University Press, 2006. 397-412

Magaloni, Beatriz. "Credible power-sharing and the longevity of authoritarian rule." *Comparative Political Studies* (2008).

2/23: Single/Dominant Parties II: Forged in Fire

Smith, Benjamin. "Life of the party: The origins of regime breakdown and persistence under single-party rule." *World Politics* 57.03 (2005): 421-451.

Levitsky, Steven R., and Lucan A. Way. "Beyond patronage: violent struggle, ruling party cohesion, and authoritarian durability." *Perspectives on Politics* 10.04 (2012): 869-889.

Part III: Authoritarian Change - Case Study: Stalin's Soviet Union

2/25: Totalitarianism

*Arendt, Hannah. *The origins of totalitarianism*. Houghton Mifflin Harcourt, 1973. pp. 460-479

Fitzpatrick 1-42

3/1: The Appeal Of Utopian Schemes

*Scott, James C. *Seeing like a state: How certain schemes to improve the human condition have failed*. Yale University Press, 1998. Pp. 1-6, 193-222

Fitzpatrick: 44-63

3/3: Ideology and legitimation

*Armstrong, Charles K. "Ideological Introversion and Regime Survival: North Korea's 'Our-Style Socialism'" in Martin K. Dimitrov (ed) *Why Communism Did Not Collapse: Understanding Authoritarian Regime Resilience in Asia and Europe*. Cambridge University Press (New York, NY) 2013. pp. 99-122

Fitzpatrick 71-113 (Start at, "In the real world" Skim 64-70)

3/8: No Class: Leadership Conference

3/10: Repression and Coercion

*Bellin, Eva. "The robustness of authoritarianism in the Middle East: Exceptionalism in comparative perspective." *Comparative politics* (2004): 139-157.

Fitzpatrick, 114-142

Recommended:

Slater, Dan, and Sofia Fenner. "State Power and Staying Power: Infrastructural Mechanisms and Authoritarian Durability." *Journal of International Affairs* 65.1 (2011): 15.

Bellin, Eva. "Reconsidering the robustness of authoritarianism in the Middle East: Lessons from the Arab Spring." *Comparative Politics* 44.2 (2012): 127-149.

3/15: Coercion, Control, and Spectacles

*Wedeen, Lisa. "Acting 'As If': symbolic politics and social control in Syria." *Comparative Studies in Society and History* 40.03 (1998): 503-523.

*Adams, Laura L., and Assel Rustemova. "Mass spectacle and styles of governmentality in Kazakhstan and Uzbekistan." *Europe-Asia Studies* 61.7 (2009): 1249-1276.

Fitzpatrick 143-170

3/16: Catch-Up Day

No readings

MIDTERM PAPER DUE CAD

3/17-3/28 Spring Furlough

3/29: Personalization Versus Power Sharing

*Slater, Dan. "Iron cage in an iron fist: authoritarian institutions and the personalization of power in Malaysia." *Comparative Politics* (2003): 81-101.

*Svolik, Milan W. "Power sharing and leadership dynamics in authoritarian regimes." *American Journal of Political Science* 53.2 (2009): 477-494.

Fitzpatrick 171-223

3/31: Leadership Succession

*Brownlee, Jason. "Hereditary succession in modern autocracies." *World Politics* 59.04 (2007): 595-628.

Fitzpatrick 224-278

4/7: No Class, Make-up TBA

Part IV: Challenges to Authoritarianism

4/12: What triggers a coup?

Kapuscinski, 57-104

*Wig, Tore, and Espen Geelmuyden Rød. "Cues to Coup Plotters Elections as Coup Triggers in Dictatorships." *Journal of Conflict Resolution* (2014): 0022002714553106.

4/14: Coup proofing and outcomes of coups

*Albrecht, Holger. "Does coup-proofing work? Political–military relations in authoritarian regimes amid the Arab uprisings." *Mediterranean Politics* 20.1 (2015): 36-54.

Kapuscinski, 105-164

Recommended:

Albrecht, Holger. "The myth of coup-proofing risk and instances of military coups d'état in the Middle East and North Africa, 1950–2013." *Armed Forces & Society* (2014): 0095327X14544518.

*Powell, Jonathan. "Determinants of the Attempting and Outcome of Coups d'état." *Journal of Conflict Resolution* 56.6 (2012): 1017-1040.

Geddes, Barbara, Joseph Wright, and Erica Frantz. "Autocratic breakdown and regime transitions: A new data set." *Perspectives on Politics* 12.02 (2014): 313-331.

4/19: Protest And Repression

*Koesel, Karrie J., and Valerie J. Bunce. "Diffusion-Proofing: Russian and Chinese Responses to Waves of Popular Mobilizations against Authoritarian Rulers." *Perspectives on Politics* 11.03 (2013): 753-768.

*Boudreau, Vincent. "State repression and democracy protest in three Southeast Asian countries." *Social movements: Identity, culture, and the state* (2002): 28-46.

Recommended:

Boudreau, Vincent. *Resisting dictatorship: Repression and protest in Southeast Asia*. Cambridge University Press, 2009

Robertson, Graeme B. "Strikes and labor organization in hybrid regimes." *American Political Science Review* 101.04 (2007): 781-798.

4/21: Cyber Activism And Networked Authoritarianism

*Pearce, Katy E., and Sarah Kendzior. "Networked authoritarianism and social media in Azerbaijan." *Journal of Communication* 62.2 (2012): 283-298.

*MacKinnon, Rebecca. "China's" networked authoritarianism." *Journal of Democracy* 22.2 (2011): 32-46

4/26: Protest And Breakdown

*Ulfelder, Jay. "Contentious collective action and the breakdown of authoritarian regimes." *International Political Science Review* 26.3 (2005): 311-334.

*Goldstone, Jack A. "Understanding the Revolutions of 2011." *Foreign Affairs* 90.3 (2011): 8-16.

Recommended:

Hale, Henry E. "Regime change cascades: What we have learned from the 1848 revolutions to the 2011 Arab uprisings." *Annual Review of Political Science* 16 (2013): 331-353.

Howard, Marc Morjé, and Philip G. Roessler. "Liberalizing electoral outcomes in competitive authoritarian regimes." *American Journal of Political Science* 50.2 (2006): 365-381.

4/28: The Authoritarian Phoenix

*Hale, Henry E. "Regime cycles: democracy, autocracy, and revolution in post-Soviet Eurasia." *World Politics* 58.01 (2005): 133-165.

*Boudreau, Vince. "Elections, repression and authoritarian survival in post-transition Indonesia and the Philippines." *The Pacific Review* 22.2 (2009): 233-253

*Yom, Sean L., and F. Gregory Gause III. "Resilient royals: How Arab monarchies hang on." *Journal of Democracy* 23.4 (2012): 74-88.

Recommended

Wright, Joseph, Erica Frantz, and Barbara Geddes. "Oil and autocratic regime survival." *British Journal of Political Science* 45.02 (2015): 287-306.

Slater, Dan, Benjamin Smith, and Gautam Nair. "Economic Origins of Democratic Breakdown? The Redistributive Model and the Postcolonial State." *Perspectives on Politics* 12.02 (2014): 353-374.

5/3: Catch-up day

No Readings

5/11: Final Exam

WORK FOR GRADE POLICY

Development of the spirit as well as the skills of academic inquiry is central to the mission of VMI's Academic Program. As a community of scholars, posing questions and seeking answers, we invariably consult and build upon the ideas, discoveries, and products of others who have wrestled with related issues and problems before us. We are obligated ethically and in many instances legally to acknowledge the sources of all borrowed material that we use in our own work. This is the case whether we find that material in conventional resources, such as the library or cyberspace, or discover it in other places like conversations with our peers.

Academic integrity requires the full and proper documentation of any material that is not original with us. It is therefore a matter of honor. To misrepresent someone else's words, ideas, images, data, or other intellectual property as one's own is stealing, lying, and cheating all at once.

Because the offense of improper or incomplete documentation is so serious, and the consequences so potentially grave, the following policies regarding work for grade have been adopted as a guide to cadets and faculty in upholding the Honor Code under which all VMI cadets live:

1) Cadets' responsibilities

"**Work for grade**" is defined as any work presented to an instructor for a formal grade or undertaken in satisfaction of a requirement for successful completion of a course or degree requirement. All work submitted for grade is considered the cadet's own work. "**Cadet's own work**" means that he or she has composed the work from his or her general accumulation of knowledge and skill except as clearly and fully documented and that it has been composed especially for the current assignment. No work previously submitted in any course at VMI or elsewhere will be resubmitted or reformatted for submission in a current course without the specific approval of the instructor.

In all work for grade, failure to distinguish between the cadet's own work and ideas and the work and ideas of others is known as **plagiarism**. Proper documentation clearly and fully identifies the sources of all borrowed ideas, quotations, or other assistance. The cadet is referred to the VMI-authorized handbook for rules concerning quotations, paraphrases, and documentation.

In all written work for grade, the cadet must include the words "**HELP RECEIVED**" conspicuously on the document, and he or she must then do one of two things: (1) state "none," meaning that no help was received except as documented in the work; or (2) explain in detail the nature of the help received. In oral work for grade, the cadet must make the same declaration before beginning the presentation. Admission of help received may result in a lower grade but will not result in prosecution for an honor violation.

Cadets are prohibited from discussing the contents of a quiz/exam until it is returned to them or final course grades are posted. This enjoinder does not imply that any inadvertent expression or behavior that might indicate one's feeling about the test should be considered a breach of honor. The real issue is whether cadets received information, not available to everyone else in the class, which would give them an unfair advantage. If a cadet inadvertently gives or receives information, the incident must be reported to the professor and the Honor Court.

Each cadet bears the responsibility for familiarizing himself or herself thoroughly with the policies stated in this section, with any supplementary statement regarding work for grade expressed by the academic department in which he or she is taking a course, and with any special conditions provided in writing by the professor for a given assignment. If there is any doubt or uncertainty about the correct interpretation of a policy, the cadet should consult the instructor of the course. There should be no

confusion, however, on the basic principle that it is never acceptable to submit someone else's work, written or otherwise, formally graded or not, as one's own.

The violation by a cadet of any of these policies will, if he or she is found guilty by the Honor Court, result in his or her being dismissed from VMI. Neither ignorance nor professed confusion about the correct interpretation of these policies is an excuse.

2) Faculty members' responsibilities

Each academic department will publish an official statement of supplementary departmental policies regarding work for grade, titled "Departmental Statement Concerning VMI's Policies Regarding Work for Grade." Each departmental statement will include explicit policies on the following: **(a)** tutoring* [e.g., Writing Center, Learning Center, athletic tutors, private tutors], **(b)** peer collaboration*, and **(c)** computer aids, including calculators, translators, spelling, style, and grammar checkers. Individual course assignments that deviate from the departmental work for grade policies must be approved by the department head in advance and must be explained to cadets in writing.

No departmental or individual assignment policies may contradict or compromise the Institutional principles expressed in the Academic Regulations, particularly notions of academic integrity and the requirement to document borrowed material and help received. Each departmental statement must be approved by the Deputy Superintendent for Academics and Dean of the Faculty following review by the Academic Policy Committee of the Academic Board. A copy of the document must be filed with the Superintendent, the Deputy Superintendent for Academics and Dean of the Faculty, and the Superintendent's Representative to the Honor Court. Such a statement must be signed by the department head and must be posted in each classroom used by the department.

As an essential part of the duty of teaching and a matter of professional citizenship, faculty members are expected to adhere to established work for grade policies and to communicate clearly and regularly with their cadets about the values and practices of academic honesty and integrity. Each faculty member must therefore include work for grade policies in a syllabus for every course he or she teaches. Each syllabus must include an exact transcription of the section titled "Cadets' Responsibilities" from "Work for Grade Policies" in the VMI Academic Regulations and a full statement of the established departmental policies regarding work for grade, plus any approved course-specific policies.

Furthermore, all faculty members are responsible for discussing with all of their students the details, definitions, and implications of (1) the entire section of the Academic Regulations entitled "Work for Grade Policies"; (2) the relevant sections on quotations, paraphrasing, and documentation in the current VMI authorized handbook; and (3) the departmental and any approved course-specific policies regarding Work for Grade. This discussion must take place before any work is submitted for grade, and it should be treated with the gravity and level of detail that it merits.

Faculty must also review the Institute policy regarding the discussion of quizzes and exams with their classes. Specifically, faculty must remind cadets that they are prohibited from discussing the contents of a quiz/exam with anyone except the professor until it is returned to them or final course grades are posted.

If a member of the faculty believes that a cadet has violated one or more of VMI's, the department's, or the instructor's work for grade policies, he or she should report the evidence to the head of the department. The department head will decide whether the collected evidence justifies referral to the Deputy Superintendent for Academics and Dean of the Faculty. If the department head decides that the evidence does not justify referral, then he or she will conclude the investigation. Otherwise, the department head will submit a written report to the Deputy Superintendent for Academics and Dean of the Faculty. The report must contain both a recommendation for action and all relevant documents, including a statement signed by the faculty member who reported the violation.

The instructor will assign a grade of "I" following a formal charge of an Honor Court academic violation in his or her course until the issue is resolved.

* Departmental policies must include a statement on whether tutors and peers may offer cadets **critical comments** on their papers. Offering **critical comments** means giving general advice on such matters as organization, thesis development, support for assertions, and patterns of errors. It does not include proofreading or editing.

Proofreading means correcting errors (e.g., in spelling, grammar, punctuation). It is the last step taken by the writer in the **editing** process. In addition to the corrections made in proofreading, **editing** includes making such changes as the addition, deletion, or reordering of paragraphs, sentences, phrases, or words. **A cadet may not have his or her work proofread or edited by someone other than the instructor. [Instructors may grant exceptions to this rule only if they have received written permission from the department head for a particular assignment.]**

Department of International Studies & Political Science

Work for Grade Policy

Work for Grade in this department is generally of the following types.

1. Written quizzes, tests, or examinations
2. Book reviews
3. Research Papers, policy memoranda, briefing papers, and discourse analysis--

identification and analysis of the critical differences in the findings and opinions of scholars on issues of interest to the discipline.

Cadets are permitted and encouraged to study with their peers to prepare for quizzes, tests and exams. However, when a cadet takes either written or oral quizzes, tests, and examinations, answers must be his/her own work without help from any other source including notes or consultation with others.

In the case of book reviews, research and other papers, as described in "2" and "3" above, research and composing of such works must be done by the cadet alone. Cadets are permitted to use spell and grammar-checking facilities.

IS cadets are encouraged to make use of all VMI tutoring services to receive critical comments (defined above). Cadets who do so and mark "Help Received" will not receive a lower grade on an assignment. Cadets are also permitted to seek critical comments on their written work from their peers. However, proof-reading and editing (**defined above**) of a cadet's written work is not permitted.

Any exceptions to these rules, including the use of tutors, collaboration among cadets, and the use of computer style, spell and grammar checkers; must be explained in writing by the course instructor. Instructors are at liberty to stipulate exceptions only with the written approval of their department head.

If you have any questions about the application of these rules, consult your instructor. Do not leave anything to chance.

Colonel James J. Hentz

Professor and Head