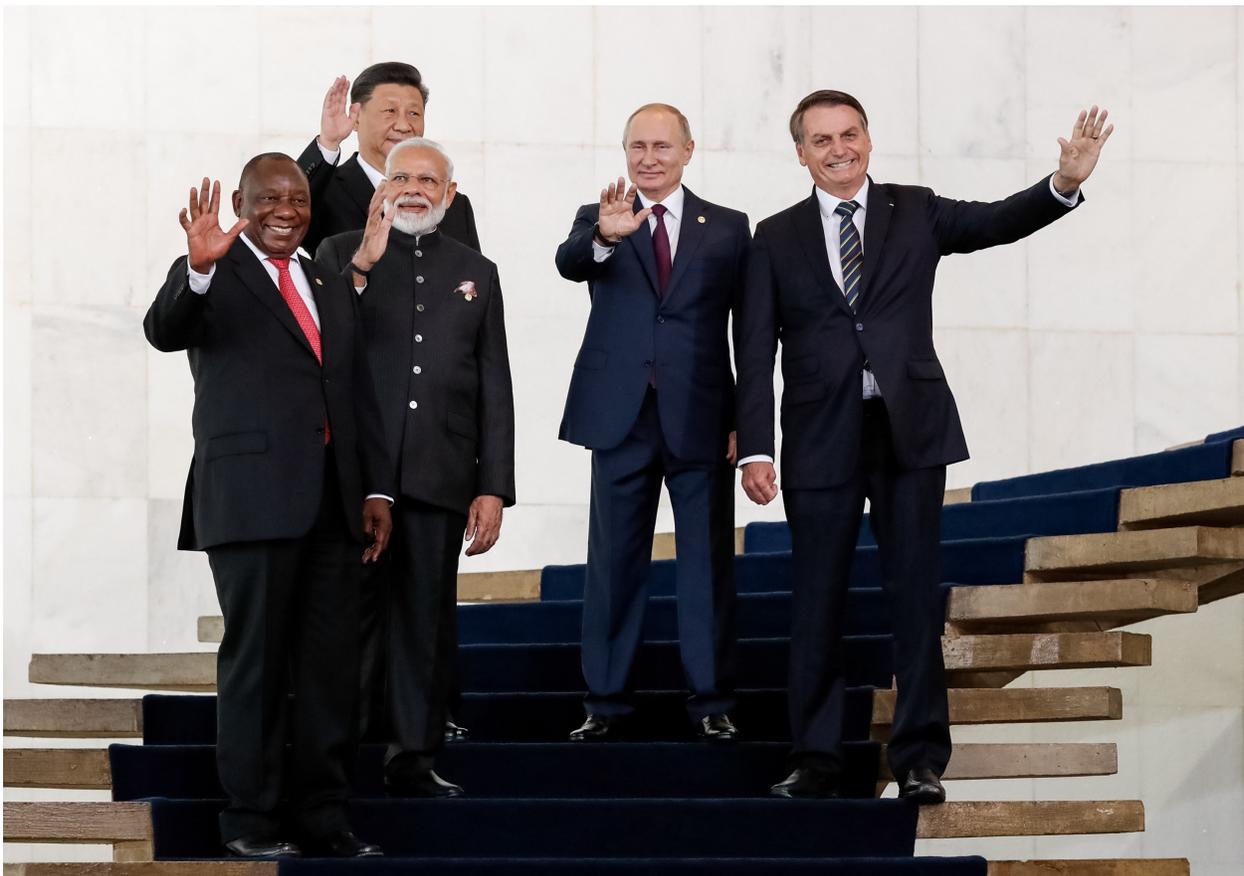


Democracy and Dictatorship

POSC 120

Professor: Eric Mosinger
Office: Willis 407
Student Hours: Monday & Wednesday 2–3:30pm
Email: emosinger@carleton.edu

Winter 2020
Monday, Wednesday, & Friday
Time: MW 12:30pm / F 1:10pm
Classroom: Willis 204



World leaders at 11th BRICS Summit in Brasília, Brazil, November 2019. Photo credit: Alan Santos/PR.

1 Course Summary

Welcome to Democracy and Dictatorship! In this course we will use the method of comparison to better understand the domestic politics of different societies. We will compare different trajectories of institutions, states, and economies; the characteristics and consequences of different regimes; and the causes of revolution and political violence.

We will examine different theoretical approaches (Modernization, Marxist, cultural, institutionalist, and agency-centered) and apply them to cases across the world. Examples of questions in Comparative Politics are diverse. Does capitalism support or subvert democracy? What explains intercommunal conflict in Bosnia or India? Why do some authoritarian regimes survive and others fall? Which of today's political actors are revolutionary? Why do individuals mobilize to participate in protest, ethnic violence, revolution, and civil war? Though questions in comparative politics vary across broad substantive and geographical scopes, in this course we will learn to consider them all through the framework of the comparative method.

2 Learning Objectives

By the end of the course, you will be able to:

- Use the method of comparison to analyze divergent outcomes and their causes across cases.
- Define and identify different types of regimes, from totalitarian to democratic and everything in between.
- Gain an understanding of theories of regime change, democratic and authoritarian governance, civil society, revolution, civil war, ethnic conflict, and political economy.
- Independently investigate and write a research paper, comment intelligently on others' work, and revise your own work based on feedback.

3 Student Evaluation

Course Assessment		Grading Scale			
Assignment	% of Total	Grade	Range	Grade	Range
1) Participation	10%	A	93–100	C	73–76.9
2) Reading Notes	10%	A-	90–92.9	C-	70–72.9
3) Two Single-Point Papers	10%	B+	87–89.9	D+	67–69.9
4) Simulation Analysis	15%	B	83–86.9	D	63–66.9
5) Comparative Research Paper	30%	B-	80–82.9	D-	60–62.9
6) Final Exam	25%	C+	77–79.9	F	Below 60

4 Readings

You do not have to buy any books for this class. All of the readings are available in one of two places: either posted on the class Moodle page as a PDF, or (for academic articles) on Google Scholar. Carleton provides internet access to most academic journals, and if you don't already know how, I'd like you to learn how to search for them. So try this:

Step 1: Connect to Wi-Fi while you are on the Carleton campus (or through [Carleton's VPN service](#) if you are off-campus)

Step 2: Go to <http://scholar.google.com>.

Step 3: Search for the reading: e.g. "Schmitter and Karl What Democracy Is . . . and Is Not".

Step 4: Find our article and click on "Full View" or "Carleton Full Text."

Step 5: Read the article, while taking careful notes filled with brilliant insights.

5 Expectations

The most important expectation is simple: be respectful of everyone in the class, and of each other's views. In an environment as diverse as Carleton's, everyone has a different perspective to offer, to teach, and to learn. Engage with the course fully and listen as carefully to your fellow students as you would to your professor.

Although this is an introduction, this is not an easy class. There's plenty of reading and a lot of it is tough—but rewarding. I expect you to *leap* into the readings with enthusiasm from the very first class. If we all do that, we'll have a lively classroom discussion.

It's also essential to take notes as you read. Different methods work for different students: some try to create an outline of the main points, others may write a summary paragraph of the reading as soon as they finish it, while others might pull out five to seven quotes that capture key ideas. It would be a good idea to experiment with different styles throughout the course to learn what works best for you.

Arrive on time and ready to participate. **If you will be late or absent, please email me at least 30 minutes before class.** I will notice repeated absences and penalize your class participation grade.

I will ask a lot from you in this course, but you can expect to receive a lot from me in return. I hope that by the end of the semester, you will conclude that this was one of your most challenging courses at Carleton, and one of your best.

6 Evaluation

Format and Required Citation Style: Submit written work online through our Moodle (you will get my feedback through the Moodle as well) and use the [APSA style guide](#) to format citations and bibliography.

Language Options for Written Assignments: English or Spanish

On-Time Work Policy: My expectation is that you will complete your work by deadlines listed on this syllabus. When sufficiently compelling circumstances arise, I will grant students an extension without imposing a grade penalty. I will only grant extensions that students request *prior* to the original deadline. Students should tell me when they expect to complete their work and *communicate* with me about its progress.

Summary of Assignments

1. **Class Participation:** On some occasions I will lecture, but more often, we will engage in class and group discussions in which students are expected to share their thoughts, ideas, and questions with the class. We also will engage in a handful of classroom simulations, each of which is based on the theories covered in the readings. Don't worry! There will be lots of opportunities—and different ways—to be engaged with the class, and I am happy to give feedback and discuss your participation during office hours. 10% of course grade.
2. **Reading Responses:** Consistent reading and note-taking is among the most important skills you can develop in college. Once or twice a week, I will post short answer reading comprehension quizzes on Moodle for you to complete prior to class. For example, after reading a research article you might be asked to briefly describe its research question, main hypothesis / theory, methods used, and findings. 10% of course grade.
3. **Two Single-Point Papers:** These short papers should respond to an individual reading or set of readings. You will be able to choose between several prompts that I will provide, or you may create your own prompt. Think about the key ideas that you see emerging from your reading or your reading notes. Advance a single argument or assertion, which may be substantive, analytic, methodological, theoretic, or any combination of these. Please note that these are intended as low-stakes writing assignments: their goal is to give me a chance to read and workshop your writing before we move towards weightier assignments. First paper due on January 17, second paper due on January 27. 750 words *maximum*. 5% of course grade each.
4. **Simulation Analysis:** We will spend two class periods conducting a simulation of the Russian Revolution. Prior to the start of the simulation, you will write a 2 page strategy brief, in which you outline your character's positions and goals, and how you will bargain and negotiate. Following the simulation, you will submit a longer 3-4 page paper in which you evaluate the dynamics of the simulation, assess the success (or failure) of your initial strategy, and contrast the events of the simulation with class readings on how revolutions unfold. Simulation Strategy Brief due on February 14 (5% of course grad), Simulation Analysis due on February 21 (10% of course grade).

5. **Comparative Research Paper:** For this research paper, you will try to answer your ‘Why’ question about some aspect of world politics. Ask: How have political scientists tried to answer this question? What do you think is the answer to this question? What evidence would you need to collect to answer it? In order to develop your own argument, you will compare two (or more) cases in a most-similar-systems (MSS) or most-different-systems (MDS) research design. A template for these research designs is available on the Moodle. We will talk much more about how to conduct a comparative politics research project throughout the course. Rough draft due on March 6, final draft due on March 11 at 7pm. 9–12 pages (including literature review). 30% of course grade.

- **Your ‘Why’ Question:** On a single sheet of paper, write a single sentence asking a single question about some phenomenon covered in comparative politics. This question should start with ‘Why’ (I will also consider well-structured ‘How’ questions). Why do some democracies experience fierce class conflict while others don’t? Why have mass pro-democracy protests broken out in some longstanding African dictatorships (for example, Zimbabwe and Uganda), but not others (Angola and Mozambique)? Why do members of ethnic majorities sometimes support ethnic minority protest movements (as during the US civil rights movement)? Why do some civil wars end with peace treaties and others with military victories? Your question will form the core of your final research project. Due on January 31. 5% of Research Paper grade.
- **Literature Review:** How have previous scholars tried to answer your ‘Why’ question? *Identify, describe, and critique three distinct arguments* from a set of articles and book chapters on your research question of choice. A literature review does not only summarize arguments from the literature; it critiques them, identifying areas where they may fall short or cases they may not adequately explain. This paper will be graded on its argumentation and written communication. Due on February 7. 3–4 pages. 15% of Research Paper grade.
- **Most Similar Systems (MSS) or Most Different Systems Research (MDS) Design:** For this assignment, you will create a case comparative research design to test your ‘Why’ question. I will pass out a chart to help you design an MSS or MDS comparison. Based on three independent variables (IVs) *drawn from your literature review* and your dependent variable (DV), you will select two cases that meet the requirements of an MSS or MDS comparison. Due on February 28. 5% of Research Paper grade.
- **Peer Review:** For your Research Paper you will be paired with two “peer reviewers”—other students in the class who will give you a two-page written feedback on your paper (a Peer Review Memo). Using this feedback, you will revise the Research Paper, and along with the final draft, you will submit a Reviewer Response Memo, which explains how you addressed the Peer Review Memo’s comments in your revisions. Each memo you write—two Peer Reviews and one Reviewer Response—is worth 5% of the Research Paper grade.
- **Final Draft:** You will submit your final, revised Comparative Research Paper

on March 11. It is worth the remaining 60% of the Research Paper grade.

6. **Final Exam:** This will be a comprehensive, closed-book and closed-note final exam. You will be tested on your understanding of both factual and theoretical material taken from both readings and lectures. The exam will include IDs, multiple-choice questions, and short answer questions. At least one of the short answer questions will consist of the interpretation and critique of the results of a regression analysis. Self-scheduled during exam week. 25% of course grade.

7 Academic Integrity

The academy is an ancient tradition founded on the pursuit of truth at all costs. Honesty, personal responsibility, and integrity are therefore core values indispensable to any academic pursuit. You will be judged, justly, on the extent to which you uphold these values for the rest of your life, and your integrity is far more important than your final grade in this course.

One common form of academic dishonesty will result in an automatic failure of any assignment, or more likely, an F in the course along with a referral to the university honor board: plagiarism, presenting another person's words, ideas, or work as if it were your own. Plagiarism is more than simply copying and pasting language found on the internet into your paper (although this is certainly plagiarism). Plagiarism also consists of taking someone's ideas, or paraphrasing their language, without proper attribution. That is, you must always cite the original author, even when not using their original words. Citing your sources does not detract from the originality of your argument; rather, it situates your contribution within a long conversation with other scholars. This long conversation, including your contribution, is the academic pursuit.

As a final note, Carleton punishes academic dishonesty severely. Professors count on extremely sophisticated data analysis tools to detect most forms of plagiarism, and after thousands of exams and essays, most of us are able to spot plagiarism and other forms of cheating at a glance. The consequences may include expulsion from the college—a serious penalty in exchange for the possibility of a minor advantage on an assignment.

8 Laptop Policy

Students are permitted laptops in this course. However, I strongly discourage them. Electronic devices, with all their flashy lights and noises, distract your attention from where it belongs: your professor, your fellow students, and the incisive arguments flying around the classroom. It would be best to write notes in your notebook with pen and ink. If you would like your notes digitized, you can always photograph them after class. Your most important role in the classroom is not passive notetaker, but active interlocutor. **The best way to incorporate laptops into the classroom—if you must—is to tilt the screen down when you are not using it.** If you require the use of any electronic device for accessibility reasons, I'm more than happy to accommodate your needs in this regard.

9 Other Resources for Students

Writing Help

The Carleton Writing Center, located on the 4th floor of the library (also known as “4th Libe”), has peer tutors available for assisting students in all stages of their writing. You may drop in for help or [schedule an appointment](#).

Accommodations for Students with Disabilities

Carleton College is committed to providing equitable access to learning opportunities for all students. The Disability Services office (Henry House, 107 Union Street) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, autism spectrum disorders, chronic health, traumatic brain injury and concussions, vision, hearing, mobility, or speech impairments), please contact disability@carleton.edu or call Sam Thayer ('10), Accessibility Specialist (x4464) or Chris Dallager, Director of Disability Services (x5250) to arrange a confidential discussion regarding equitable access and reasonable accommodations.

Library Course Guide

Over the course of the trimester we will be working closely with our Library liaison, Sean Leahy (email: smleahy@carleton.edu), on the Comparative Research Paper. He's a great resource for any questions you might have about finding books, articles, data, and citation styles. He's also put together a useful course guide, which you can find here: <https://gouldguides.carleton.edu/posc120mosinger>.

Students Experiencing Challenge or Crisis

Carleton College is fortunate to have a full complement of professionally trained staff to support students that are experiencing a challenge or crisis in their lives. When a personal challenge or crisis occurs, it often has an academic impact and may require flexibility around course responsibilities. In such situations, talking to a trusted professor can also be helpful. It can be difficult to approach a faculty member about personal issues, but if I can be of help, please don't hesitate to come and talk.

Russian Revolution Podcast

Just over halfway through the course, we will be conducting a simulation of the Russian Revolution. Students who wish to dive into their roles with relish (and deep background knowledge) may enjoy listening to the ongoing Russian Revolution series of the [Revolutions Podcast by Mike Duncan](#). This is purely optional, but a great way to make your laundry folding fly by.

10 Schedule of Classes and Assignments

MODULE 1

COMPARATIVE POLITICS AND THE STATE

Monday, January 6 Introduction to the Course

No reading.

Wednesday, January 8 What is Comparative Politics?

Timothy C. Lim, *Doing Comparative Politics: An Introduction to Approaches and Issues* (Boulder, Colo: Lynne Rienner Publishers, 2006), Chapter 1: Getting into Comparative Politics.

Friday, January 10 Power and the State

Michael Mann, "The Autonomous Power of the State: Its Origins, Mechanisms and Results," *European Journal of Sociology / Archives Européennes de Sociologie* 25, no. 2 (1984): pp. 112–122 only.

Monday, January 13 War and the State

Charles Tilly, "War Making and State Making as Organized Crime," in *Bringing the State Back In*, ed. Peter B. Evans, Dietrich Rueschemeyer, and Theda Skocpol (Cambridge University Press, 1985).

Wednesday, January 15 The State Without War

Jeffrey Ira Herbst, *States and Power in Africa: Comparative Lessons in Authority and Control* (Princeton, N.J.: Princeton University Press, 2000), pp. 11–22, 35–57, 66–

80, and 97–106 only.

In-class simulation: Mapping Colonial Africa.

Friday, January 17 The Comparative Method

Lim, *Doing Comparative Politics*, Chapter 2: Comparing to Learn, Learning to Compare.

Assignment: First Single-Point Paper due before class.

Monday, January 20 The State and Revolution

Theda Skocpol, "France, Russia, China: A Structural Analysis of Social Revolutions," *Comparative Studies in Society and History* 18, no. 2 (1976): 175–210.

MODULE 2

FOUNDATIONS OF DEMOCRACY

Wednesday, January 22 What is Democracy?

Philippe C Schmitter and Terry Lynn Karl, "What Democracy Is. . . and Is Not," *Journal of Democracy* 2, no. 3 (1991): 75–88.

Zachary Elkins, "Gradations of Democracy? Empirical Tests of Alternative Conceptualizations," *American Journal of Political Science* 44, no. 2 (2000): 293–300.

Amartya Kumar Sen, "Democracy as a Universal Value," *Journal of Democracy* 10, no. 3 (1999): 3–17.

Friday, January 24**Origins of Democracy: Modernization Theory**

Seymour Martin Lipset, "Some Social Requisites of Democracy: Economic Development and Political Legitimacy," *American Political Science Review* 53, no. 01 (1959): pp. 75–84 only.

Ronald Inglehart and Christian Welzel, "How Development Leads to Democracy," 2009, pp. 39–46 only.

Joseph T. Siegle, Michael M. Weinstein, and Morton H. Halperin, "Why Democracies Excel," *Foreign Affairs* 83, no. 5 (2004): 57–71.

Monday, January 27**Origins of Democracy: Distributive Conflict**

Daron Acemoglu and James A. Robinson, *Economic Origins of Dictatorship and Democracy* (Cambridge; New York: Cambridge University Press, 2006), pp. 1–47.

In-class simulation: Democracy, Dictatorship, and Redistribution.

Assignment: Second Single-Point Paper due before class.

Wednesday, January 29**Origins of Democracy: Elite-Led Transitions**

Stephan Haggard and Robert R. Kaufman, "Inequality and Regime Change: Democratic Transitions and the Stability of Democratic Rule," *American Political Science Review* 106, no. 03 (2012): 495–516.

Dorothy J. Solinger, "Ending One-Party Dominance: Korea, Taiwan, Mexico," *Journal of Democracy* 12, no. 1 (2001): 30–42.

Friday, January 31**Social Capital in Democratic Civil Society**

Robert D. Putnam, Robert Leonardi, and Raffaella Nanetti, *Making Democracy Work: Civic Traditions in Modern Italy* (Princeton, N.J.: Princeton University Press, 1993), pp. 3–16, 83–120, 163–86 only.

Assignment: 'Why' Question due before class.

Monday, February 3**Social Capital and Ethnic Riots**

Barbara Geddes, "How the Cases You Choose Affect the Answers You Get: Selection Bias in Comparative Politics," *Political Analysis* 2, no. 1 (1990): pp. 131–3 and 141–146 (and Figure 10 on p. 147) only.

Ashutosh Varshney, "Ethnic Conflict and Civil Society: India and Beyond," *World Politics* 53, no. 03 (2001): 362–398.

Wednesday, February 5**Democratic Stability: Institutions**

Juan J. Linz, "The Perils of Presidentialism," *Journal of Democracy* 1, no. 1 (1990): 51–69.

Scott Mainwaring and Matthew S. Shugart, "Juan Linz, Presidentialism, and Democracy: A Critical Appraisal," *Comparative Politics* 29, no. 4 (1997): 449–471.

Friday, February 7
Democratic Stability: Parties

Daniel Ziblatt, *Conservative Parties and the Birth of Democracy* (2017), Chapter 1.

Assignment: Literature Review due before class.

Monday, February 10

Midterm Break.

MODULE 3
REGIME TRANSITIONS

Wednesday, February 12
Explaining Sudden Revolutions

Timur Kuran, "Now out of Never: The Element of Surprise in the East European Revolution of 1989," *World Politics* 44, no. 01 (1991): 7–48.

In-class simulation: Threshold Models of Revolution.

Friday, February 14
Simulation: The Russian Revolution I

Sheila Fitzpatrick, *The Russian Revolution, 1917-1932* (Oxford; New York: Oxford University Press, 1984), pp. 15–67 only.

In-class simulation: Dual Power in Revolutionary Russia.

Assignment: Simulation Strategy Brief due before class.

Monday, February 17
Simulation: The Russian Revolution II

No reading.

In-class simulation: Dual Power in Revolutionary Russia.

Wednesday, February 19
Competitive Authoritarianism

Steven Levitsky and Lucan Way, "The Rise of Competitive Authoritarianism," *Journal of Democracy* 13, no. 2 (2002): 51–65.

Ashutosh Varshney, "India Defies the Odds: Why Democracy Survives," *Journal of Democracy* 9, no. 3 (1998): 36–50.

Arundhati Roy, "[India: Intimations of an Ending](#)," *The Nation* (November 22, 2019).

Friday, February 21
Criminal Violence in Democracies and Dictatorships

Angelica Duran-Martinez, *The Politics of Drug Violence: Criminals, Cops and Politicians in Colombia and Mexico*. (Oxford: Oxford University Press, 2017), Chapter 3.

Assignment: Simulation Analysis due before class.

Speaker: Dr. Duran-Martinez will be visiting Carleton in order to present her research. Please attend her presentation on Friday afternoon with excellent questions prepared for the post-talk Q&A.

MODULE 4

FOUNDATIONS OF AUTHORITARIANISM

Required this week: Student Hours meeting to discuss MSS or MDS Research Design.

Monday, February 24

Authoritarian Stability: Institutions

Jennifer Gandhi and Adam Przeworski, "Authoritarian Institutions and the Survival of Autocrats," *Comparative Political Studies* 40, no. 11 (2007): 1279–1301.

Wednesday, February 26

Can Authoritarianism Be Good?

Daniel Bell, *The China Model: Political Meritocracy and the Limits of Democracy* (2016), pp. 14–62 only.

David Stavrou, "A Million People Are Jailed at China's Gulags. I Managed to Escape. Here's What Really Goes on Inside," *Haaretz* (October 7, 2019).

Austin Ramzy and Chris Buckley, "'Absolutely No Mercy': Leaked Files Expose How China Organized Mass Detentions of Muslims," *The New York Times* (November 16, 2019).

Friday, February 28

Authoritarian Civil Society

Lisa Wedeen, *Ambiguities of Domination: Politics, Rhetoric, and Symbols in Contemporary Syria* (Chicago: University of Chicago Press, 1999), Chapter 1.

Assignment: MSS or MDS Research Design due before class.

Monday, March 2

Putinism: A New Model of Authoritarian Rule?

M. Steven Fish, "The Kremlin Emboldened: What Is Putinism?," *Journal of Democracy* 28, no. 4 (2017): 61–75.

Graeme Robertson and Samuel Greene, "The Kremlin Emboldened: How Putin Wins Support," *Journal of Democracy* 28, no. 4 (2017): 86–100.

Lilia Shevtsova, "The Kremlin Emboldened: Paradoxes of Decline," *Journal of Democracy* 28, no. 4 (2017): 101–109.

Vladislav Inozemtsev, "The Kremlin Emboldened: Why Putinism Arose," *Journal of Democracy* 28, no. 4 (2017): 80–85.

MODULE 5

MOBILIZATION AND VIOLENCE

Wednesday, March 4

The Causes of Civil War

James D. Fearon and David D. Laitin, "Ethnicity, Insurgency, and Civil War," *American Political Science Review* 97, no. 01 (2003): 75–90.

Assignment: Rough Draft of Comparative Research Paper due before class.

Friday, March 6**Causes of Mobilization: Grievances**

Elisabeth Jean Wood, *Insurgent Collective Action and Civil War in El Salvador* (Cambridge: Cambridge University Press, 2003), Chapter 1.

In-class exercise: Interview Field Notes.

Assignment: Peer Review Memos due Saturday, March 7 before 7pm.

Monday, March 9**Causes of Mobilization: Protection and Profit**

John Mueller, "The Banality of "Ethnic War"," *International Security* 25, no. 1 (2000): 42–70.

Aisha Ahmad, "The Security Bazaar: Business Interests and Islamist Power in Civil War Somalia," *International Security* 39, no. 3 (2015): 89–117.

Wednesday, March 11**Conclusion and Wrap-up**

No reading.

Assignment: Final Draft of Comparative Research Paper due Wednesday, March 11 before 7pm.

Saturday to Monday, March 14–16

Final Exam: Closed-book, closed-note, and self-scheduled during exam week.