

The Politics of Dictatorship

POSC 345 – Winter 2020
(M & W 10:10 - 11:55am)
Weitz 230

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Office Hours: Monday 10am - 11:45am. Thurs. 1-3pm, and by appt.

Course Description

With over half of the world's population living in non-democracies, understanding the nature of authoritarian regimes is a critical component of comparative political science. We will examine the variety of authoritarian regimes around the world, the nature of state-society relations in different authoritarian regimes, as well as the strategies employed by dictators to maintain stability and control. We will supplement the more general theories of authoritarian rule with detailed case studies of particular regimes.

Course Requirements and Expectations

Classroom discussion and participation will be a critical component of our classes. To facilitate insightful and interesting discussions, you are required to complete the assigned readings *before* each class and contribute to class discussions. Generally the reading load will be around 150 to 200 pages per week. There are no required texts for purchase – all readings will be made available electronically on Moodle.

Grading

Your grade will be based on the following:

Class Participation and Attendance	25%
Book Club	5%
Course Research Project	70%
Proposal (Due Jan. 16)	7%
Theory and Research Design Paper (Jan. 23)	7%
Analysis Paper (Due Feb. 13)	7%
Rough Draft Paper (for peer review) (Feb. 20)	7%
Peer Review of Draft Papers (Feb. 27)	5%
Class Presentation (Mar. 10 in class)	7%
Final Paper (Mar. 5)	30%
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Total	100%

Class Preparation, Attendance and Participation - 25%

Attendance and participation is required. In preparation for each class, you are expected to come to class having read and thought about the readings for the day.

Prior to each class, we will divide the readings for the next class session (with the exception of classes where there may not be an obvious division of readings). You will be expected to prepare discussion points and questions for those readings, but are expected to have done ALL the readings for the class. At the beginning of each class, we will give you time to discuss with your classmates who had primary responsibility for the same readings as you, and to prepare as a group the points you would wish to discuss.

In addition, many class sessions have countries to examine for that day. These are primarily to give us as a class to learn a little bit about the variety of authoritarian regimes around the world. In the class session preceding, we will randomly assign everyone to examine that country. Be prepared to come to class presenting some background on that regime, with particular attention to how the topic/readings for that day apply to the country you are examining.

Book Club Day - 5%

On Feb. 18, we will have a book club style class discussion. Pick one of the following books:

1. *Nothing to Envy: Ordinary Lives in North Korea*, Barbara Demick, 2010.
2. *The Third Reich in Power*, Richard Evans, 2005 (This is the second book in a trilogy - the others are also applicable to the class).
3. *The Feast of the Goat*, Mario Vargas Llosa, 2000 (English edition from 2001)

4. *The People's Republic of Amnesia: Tiananmen Revisited*, Louisa Lim, 2014.
5. *The Fear: Robert Mugabe and the Martyrdom of Zimbabwe*, Peter Godwin, 2010.
6. *It Can't Happen Here*, Sinclair Lewis, 1935.
7. *Orbán: Europe's New Strongman*, Paul Lendvai, 2018.

In addition, you can pick any other book which seems appropriate with my approval. In preparation for the class, you will prepare a very short memo, the form for which will be available on Moodle. Please bring this completed form to class (no electronic submission necessary).

Original Research Paper - 70%

Over the course of the semester, you will work on an original research paper in which you discuss and examine some topic relating to authoritarian regimes. The final paper will be between 15 and 20 double spaced pages (not including references).

Research Proposal - 7%

Prepare a research question that is of interest to you and formulate a hypothesis that can potentially answer the question. Your proposal will be 2 or 3 double spaced pages, and will outline what your proposed research is, and how you intend to carry it out.

Theory and Research Design Paper - 7%

In this paper of around 6 to 7 pages, you will explore the literature around your research topic, and outline your plans to answer your research questions.

Analysis Paper - 7%

The analysis paper will be the empirical findings of your independent research. This will become the results section of your final paper.

Rough Draft for Peer Review - 7%

Prepare a rough draft that matches the basic guidelines of the final paper. This will be graded on a pass/fail basis, and there will be NO EXCEPTIONS for late rough drafts.

Peer Review of Rough Drafts- 5%

Prepare a one or two page memo review of the rough draft for one of your peers, discussing the strengths and weaknesses of their paper project, as well as suggestions on how to improve it.

Class Presentation- 7%

In one of the final classes, you will present your research project to your peers.

Final Paper- 30%

The final paper should be a polished, finished project - perhaps something that you would feel comfortable submitting to an undergraduate research journal.

Course Policies

Grading Policies

I will assign grades using the following scale : A (93.33), A- (90), B+ (86.67), B (83.33), B- (80), C+ (76.67), C (73.33), C- (70), D+ (66.67), D(63.33) D- (60) F (Below 60). I do not round your final grade up or down (so if you receive a 93.327, you will receive an A- for a final grade).

Here are several important details regarding my policy on course grades

1. I will not receive grade complaints if more than two weeks have passed after the assignment has been returned. Before I review your grade you must first:
 - Wait 24 hours.
 - Schedule a time to meet with me to discuss your grade.
 - Submit a formal appeal in writing (email is sufficient—but be clear that it is the appeal in the subject heading) that clearly identifies content in the assignment and the reasons why you think your grade should be changed. These appeals should refer to specific things in the assignment, and not to vague reasons like “I worked really hard.”

The second grade, whether higher or lower, will become your grade on the assignment.

2. Late assignments are not tolerated. Your grade will be lowered 5 points for each day it is late (the exception is for the reading questions/comments, which will not be accepted if late). That is if the assignment is due on Wednesday and you complete it on Thursday, the highest grade you can make is 95. If you complete it on Friday, the highest grade possible will be a 90. And so forth.

3. The **ONLY** acceptable (not penalized) excuses for not completing an assignment on time are family emergencies or illnesses. However, in these cases, I will arrange to give you extra time **ONLY** if you communicate with me **BEFORE** the assignment is due and you provide **DOCUMENTATION** of the circumstance.

Electronics in Class Policy

You are welcome to bring digital equipment (laptop, ebook reader, etc.) to class. However, I expect you to be responsible in your use of electronic equipment: please avoid visiting social networking sites, or otherwise browsing the internet on sites unrelated to the course. Individuals who abuse this privilege will be asked to turn off their computer. Please turn off all cell phones during class. If I notice that the use of an electronic device is distracting you in class, your participation grade will suffer.

Academic Honesty

You are expected to abide by fundamental standards of academic honesty. A discussion of plagiarism can be found at: <https://apps.carleton.edu/campus/doc/integrity/>. All work is expected to be your own. Cheating, plagiarism (using someone else's words or ideas without properly citing them), and all forms of academic misconduct will not be tolerated and will be strictly handled according to university policy. If you are uncertain, cite your sources!

Disability-Related Accommodations

It is the policy of Carleton College to provide reasonable accommodations to students with documented disabilities. Students, however, are responsible for registering with Disabilities Services, in addition to making requests known to me in a timely manner. If you require accommodations in this class, please make an appointment with me as soon as possible (during the 1st week of the semester), so that appropriate arrangements can be made. The procedures for registering with Disabilities Services can be found at <http://apps.carleton.edu/disabilityservices/>.

Course Schedule

Readings should be completed prior to class. I reserve the right to make changes to the course schedule. I will alert you to any changes made in class, via email, and I will post the updated syllabus on Moodle.

Jan. 7: Introduction and Overview

- Introduction to the Course

Jan. 9: The Dictator's Dilemma

- Johannes Gerschewski. The three pillars of stability: legitimation, repression, and co-optation in autocratic regimes. *Democratization*, 20(1):13–38, 2013
- Ronald Wintrobe. *The political economy of dictatorship*. Cambridge University Press, 1998, Chapter 2: The Dictator's Dilemma
- Milan W Svoblik. *The politics of authoritarian rule*. Cambridge University Press, 2012, Chapters 1 and 2, pgs. 1-50.

Jan. 14: Repression and Violence

- Christian Davenport. State repression and political order. *Annu. Rev. Polit. Sci.*, 10:1–23, 2007
- Mirjam Edel and Maria Josua. How authoritarian rulers seek to legitimize repression: Framing mass killings in Egypt and Uzbekistan. *Democratization*, 25(5):882–900, 2018
- Countries to examine: Iran, Eritrea, Zimbabwe.

Jan. 16: Cooptation and Power-Sharing

- Erica Frantz and Andrea Kendall-Taylor. A dictators toolkit: Understanding how co-optation affects repression in autocracies. *Journal of Peace Research*, 51(3):332–346, 2014
- Bruce J Dickson. *Red capitalists in China: The party, private entrepreneurs, and prospects for political change*. Cambridge University Press, 2003, Chapter 4: The Politics of Co-optation
- Countries to examine: Morocco, Syria, Singapore

Jan. 21: Leadership Succession

- Andrea Kendall-Taylor and Erica Frantz. When dictators die. *Journal of Democracy*, 27(4):159–171, 2016
- Jason Brownlee. Hereditary succession in modern autocracies. *World Politics*, 59(4):595–628, 2007
- Andrej Kokkonen and Anders Sundell. Delivering stability: primogeniture and autocratic survival in European monarchies 1000–1800. *American Political Science Review*, 108(2):438–453, 2014
- Countries to examine: Eswatini, Saudi Arabia, Mexico under the PRI (1934-2000)

Jan. 23: Parties

- Beatriz Magaloni and Ruth Kricheli. Political order and one-party rule. *Annual review of political science*, 13:123–143, 2010

- Dmitriy Gershenson and Herschel I Grossman. Cooption and repression in the Soviet Union. *Economics & Politics*, 13(1):31–47, 2001
- Countries to examine: Botswana, China, Tanzania.

Jan. 28: Legislatures

- Carles Boix and Milan W Svobik. The foundations of limited authoritarian government: Institutions, commitment, and power-sharing in dictatorships. *The Journal of Politics*, 75(2):300–316, 2013
- Rory Truex. *Making Autocracy Work: Representation and Responsiveness in Modern China*. Cambridge University Press, 2016, Chapters 1, 7, and 8.
- Countries to examine: Vietnam, Rwanda, Kazakhstan

Jan. 30: Elections

- Edmund Malesky and Paul Schuler. The single-party dictator’s dilemma: Information in elections without opposition. *Legislative Studies Quarterly*, 36(4):491–530, 2011
- Beatriz Magaloni. *Voting for autocracy: Hegemonic party survival and its demise in Mexico*. Cambridge University Press, 2006, Introduction (pgs. 1-43.)
- Countries to examine: Bangladesh, Uzbekistan, Ethiopia

Feb. 4: Information Control

- Lisa Blaydes. *State of Repression: Iraq under Saddam Hussein*. Princeton University Press, 2018, Chapter 8 on Rumors.
- Gary King, Jennifer Pan, and Margaret Roberts. How censorship in China allows government criticism but silences collective expression. *American Political Science Review*, pages 1–18, 2013

Feb. 6: Game Day

- Come to class prepared to play the game of “Autocracy”.

Feb. 11: Propaganda and Cults of Personality

- Haifeng Huang. Propaganda as signaling. *Comparative Politics*, 47(4):419–444, 2015
- Lisa Wedeen. Acting as if: symbolic politics and social control in Syria. *Comparative Studies in Society and History*, 40(03):503–523, 1998
- Countries to examine: North Korea, Turkmenistan, Equatorial Guinea.

Feb. 13: Coups and the Military

- Barbara Geddes, Joseph George Wright, Joseph Wright, and Erica Frantz. *How dictatorships work: Power, personalization, and collapse*. Cambridge University Press, 2018, Chapters 3 and 5 (pgs. 44-57, 95-125).
- Nam Kyu Kim and Alex M Kroeger. Regime and leader instability under two forms of military rule. *Comparative Political Studies*, 51(1):3–37, 2018
- Countries to examine: Pinochet’s Chile, Myanmar,

Feb. 18: Book Club Day

- Come prepared to discuss your book club choice.

Feb. 20: Authoritarian Survival

- Jennifer Gandhi and Adam Przeworski. Authoritarian institutions and the survival of autocrats. *Comparative Political Studies*, 40(11):1279–1301, 2007
- Andrea Kendall-Taylor and Erica Frantz. Mimicking democracy to prolong autocracies. *The Washington Quarterly*, 37(4):71–84, 2014

Feb. 25: Protests and Democratization

- Timur Kuran. Now out of never. *World politics*, 44(1):7–48, 1991
- Jay Ulfelder. Contentious collective action and the breakdown of authoritarian regimes. *International Political Science Review*, 26(3):311–334, 2005

Feb. 27: Authoritarian Responsiveness

- Jidong Chen, Jennifer Pan, and Yiqing Xu. Sources of authoritarian responsiveness: A field experiment in China. *American Journal of Political Science*, 60(2):383–400, 2016
- Edmund Malesky and Paul Schuler. Nodding or needling: Analyzing delegate responsiveness in an authoritarian parliament. *American Political Science Review*, 104(3):482–502, 2010

Mar. 3: Economic Outcomes

- Jennifer Gandhi. Dictatorial institutions and their impact on economic growth. *European Journal of Sociology/Archives Européennes de Sociologie*, 49(1):3–30, 2008
- Edmund Malesky, Regina Abrami, and Yu Zheng. Institutions and inequality in single-party regimes: A comparative analysis of Vietnam and China. *Comparative Politics*, 43(4):409–427, 2011

Mar. 5: Democratic Collapse

- Steven Levitsky and Daniel Ziblatt. *How democracies die*. Crown, 2018, Chapters 1, 4 and 5.
- Countries to examine: Hungary, Nicaragua, Turkey, The United States???????

Mar. 10: Student Presentations