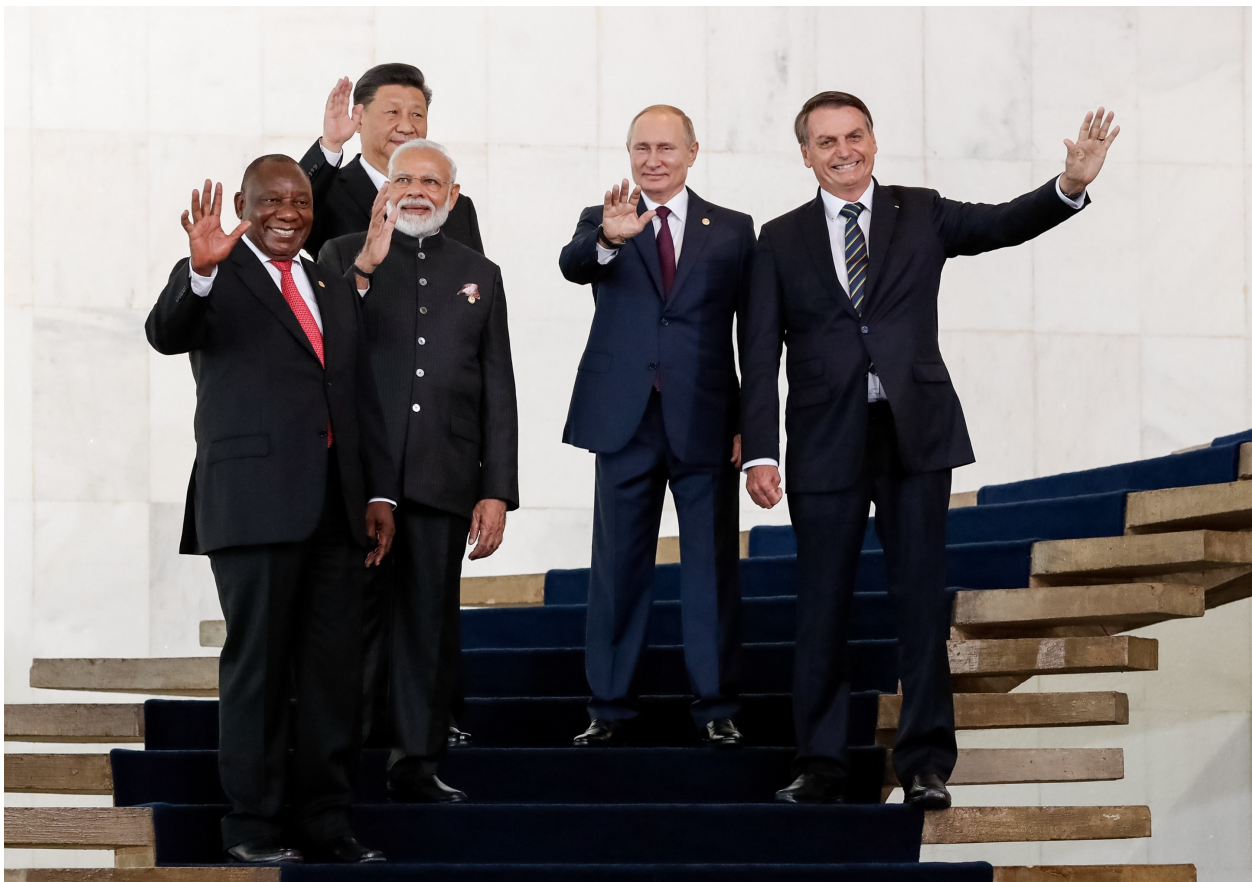


Democracy and Dictatorship

POSC 120

Professor: Eric Mosinger
Office: Corner of Rose and Lucy's playroom
Student Hours: Any time via Slack chat
Email: emosinger@carleton.edu

Fall 2020
Monday, Wednesday, & Friday
Class Time: MW 11:30am / F 11:20am
Zoom link: posted on Moodle



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			
		Grade	Range	Grade	Range
Assignment	% of Total	A	93–100	C	73–76.9
1) Participation	20%	A-	90–92.9	C-	70–72.9
3) Single-Point Paper	5%	B+	87–89.9	D+	67–69.9
4) Simulation Analysis	25%	B	83–86.9	D	63–66.9
5) Comparative Research Paper	50%	B-	80–82.9	D-	60–62.9
		C+	77–79.9	F	Below 60

4 Readings

You do not have to buy any books for this class. All of the readings will be posted on the class Moodle page as a PDF or a link. Make sure to read each article while taking careful notes filled with brilliant insights!

5 Expectations

I'm sad that I won't get to meet most of you in person this fall, but I've been working hard to design a course that transports you to different times, places, and political struggles around the world. From me you can expect a great deal of understanding and flexibility: I know that each of you will be facing different challenges in this strange, alternate reality version of a college trimester. You can expect total honesty from me as well, and let me begin like this: I'm deeply worried—on some days scared—for my family's health and safety, for my colleagues' health and safety, for *your* health and safety, and for democracy's health and safety. It's absolutely ok if you feel that way too, and if you'd like to talk about it with me I will commiserate. This will be a fraught trimester in which human concerns, rather than academic concerns, must always be our first priority.

What you should *not* expect from me during this course: unflinching professionalism. Look, I don't have a home office. I managed to claim a small corner of my 4-year-old daughters Rose and Lucy's playroom. So get used to seeing their dollhouse behind me, filled with a rotating cast of My Little Ponies, Playmobil sets, and Star Wars figurines.

My most important expectation of you 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—even over Zoom.

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.

Though this class will be taught online, it has the same attendance requirements as an in-person class. That is, do attend, and please join in the Zoom call on time (barring the inevitable technical difficulties, naturally). Regular attendance will make up a large part of your participation grade for the course. That said, due the global pandemic and all that, I am giving you each *three no-questions-asked, no-need-to-email-the-prof absences* to use over the course of the trimester. *Note:* You can't use these on October 23 or 26, when we conduct our Russian Revolution simulation. If you need to take a fourth or fifth or twelfth absence, **you must email me at least 30 minutes before class.**

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. I accept papers written in **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.

Grading: Please note that all assignments are graded pass/fail this trimester *except* for class participation and the final paper. Why? So that you don't need to freak out about writing a perfect 500 word essay every couple of weeks. Just worry slightly about writing a fairly decent one!

Summary of Assignments

1. **Class Participation:** This is a **synchronous** class taught over Zoom. 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 to be engaged with the class, either during class sessions, on the class Slack, or in my Student Drop-In hours. If you contribute to discussions in any one of these fora at least a couple of times a week, you're in good shape. I am happy to give feedback and discuss your participation during office hours. 20% of course grade.
2. **A Single-Point Paper:** 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 this is intended as a low-stakes writing assignment: its goal is to give me a chance to read and workshop your writing before we move towards weightier assignments. Due on September 28. **Hard, non-negotiable maximum** of 500 words. 5% of course grade (graded pass/fail).
3. **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 October 23 (graded pass/fail, 5% of course grade), Simulation Analysis due on November 2 (graded pass/fail, 20% of course grade).

4. **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 November 16, final draft due on November 23 at 7pm. 9–12 pages (including literature review). 50% 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 October 10. 5% of Research Paper grade (graded pass/fail).
 - **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. Due on October 21. 3–4 pages. 15% of Research Paper grade (graded pass/fail).
 - **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 November 9. 5% of Research Paper grade (graded pass/fail).
 - **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 (graded pass/fail).

- **Final Draft:** You will submit your final, revised Comparative Research Paper by November 23. It is worth the remaining 60% of the Research Paper 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 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.

9 Schedule of Classes and Assignments

MODULE 1

COMPARATIVE POLITICS AND THE STATE

Week 1, 9/14 - 9/18

Monday: Introduction to the Course

No reading.

Wednesday: 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: 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. 185–194 only**.

Week 2, 9/21 - 9/25

Monday: 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: The State Without War

Kwame Nkrumah, *Africa Must Unite*. (London: Heinemann, 1963), **read Introduction and Chapters 1–2, 19, and 21**.

In-class simulation: Mapping Post-Colonial Africa.

Friday: The Comparative Method

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

Week 3, 9/28 - 10/2**Monday:** 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.

Assignment: Single-Point Paper due before class.

MODULE 2**FOUNDATIONS OF DEMOCRACY**

Wednesday: 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.

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

Friday: 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**.

Sheri Berman and Maria Snegovaya, "Populism and the Decline of Social Democracy," *Journal of Democracy* 30, no. 3 (2019): 5–19.

Week 4, 10/5 - 10/9**Monday:** 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.

Wednesday: Origins of American Democracy: The Civil Rights Movement

Omar Wasow, "Agenda Seeding: How 1960s Black Protests Moved Elites, Public Opinion and Voting," *American Political Science Review*, 2020, 1–22.

Friday: Social Capital in Democratic Civil Society

Robert D. Putnam, "Bowling Alone: America's Declining Social Capital," *Journal of Democracy* 6, no. 1 (1995): 65–78.

Thomas H. Sander and Robert D. Putnam, "Still Bowling Alone?: The Post-9/11 Split," *Journal of Democracy* 21, no. 1 (2009): 9–16.

Assignment: 'Why' Question due before class.

Week 5, 10/12 - 10/16**Monday:** Democratic Stability: Institutions

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

Wednesday: Democratic Stability: Parties

Daniel Ziblatt, *Conservative Parties and the Birth of Democracy* (2017), **pp. 1-37 and 48-53 only**.

Friday: Democracy in Tunisia

Rached Ghannouchi, "Islam and Democracy in Tunisia," *Journal of Democracy* 29, no. 3 (2018): 5–8.

Mounira M. Charrad and Amina Zarrugh, "Equal or Complementary? Women in the New Tunisian Constitution after the Arab Spring," *The Journal of North African Studies* 19, no. 2 (2014): 230–243.

Week 6, 10/19 - 10/23

Monday: Midterm Break.

MODULE 3
BETWEEN DEMOCRACY AND DICTATORSHIP

Wednesday: Simulation Preparation

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

Assignment: Literature Review due before class.

Friday: Simulation: The Russian Revolution I

No reading.

Simulation: Dual Power in Revolutionary Russia

Assignment: Simulation Strategy Brief due before class.

Week 7, 10/26 - 10/30**Monday:** Simulation: The Russian Revolution II

No reading.

Simulation: Dual Power in Revolutionary Russia

Wednesday: Competitive Authoritarianism

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

Steven Levitsky and Lucan Way, "The New Competitive Authoritarianism," *Journal of Democracy* 31, no. 1 (2020): **pp. 59–63 only**.

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

Friday: The Rise and Fall of Venezuelan Democracy

Javier Corrales and Michael Penfold-Becerra, *Dragon in the Tropics: Hugo Chávez and the Political Economy of Revolution in Venezuela* (Washington, D.C.: Brookings Institution Press, 2011), Chapter 2.

In-class exercise: Historical Case Study

MODULE 4 FOUNDATIONS OF DICTATORSHIP

Week 8, 11/2 - 11/6

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

Monday: Authoritarian Stability: Institutions

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

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.**

Assignment: Simulation Analysis due before class.

Tuesday: ⇒ ⇒ **ELECTION DAY. GO VOTE!!!!!!!!!!!!** ⇐ ⇐

Wednesday: Authoritarian Civil Society

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

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

MODULE 5
MOBILIZATION AND VIOLENCE

Friday: Explaining Sudden Revolution

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.

Week 9, 11/9 - 11/13**Monday:** 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: MSS or MDS Research Design due in class.

Wednesday: Causes of Mobilization: Networks

Omar Shahabudin McDoom, "Antisocial Capital: A Profile of Rwandan Genocide Perpetrators' Social Networks," *Journal of Conflict Resolution* 58, no. 5 (2014): 865–893.

Friday: Causes of Mobilization: Profit

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

Week 10, 11/16 - 11/20**Monday:** Causes of Mobilization: Protection

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

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

Wednesday: Conclusion and Wrap-up

No reading.

Assignment: Peer Review Memos due Wednesday before class. Final Draft of Comparative Research Paper due Monday, November 23 before 7pm.