



**SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL  
RELATIONS**

**POLITICAL SCIENCE AND INTERNATIONAL RELATIONS PROGRAMME  
POLS 209: DICTATORSHIPS AND REVOLUTIONS**

**2009 TRIMESTER 1**  
2 March to 5 June 2009

LECTURER: Dr Xavier Márquez  
ROOM: Murphy 541  
OFFICE HOURS: Wednesdays 2-4 pm  
PHONE: 463-5889  
EMAIL: [xavier.marquez@vuw.ac.nz](mailto:xavier.marquez@vuw.ac.nz)

LECTURE TIMES: Wednesday and Friday 10:00-10:50 AM  
VENUE: Hugh MacKenzie LT 105 (Kelburn Campus)  
COURSE WEBSITE: On blackboard  
COURSE WIKI: Through the Blackboard course website  
COURSE BLOG: <http://politicalpathologies.blogspot.com> (also accessible through Blackboard)

**Tutorials**

Tutorials will be scheduled during the first week of the term.

The following spaces are available now. Sign up through the wiki on blackboard!

Mondays 11:00-11:50 VZ108  
Mondays 13:10-14:00 KP22104  
Tuesdays 9:00-9:50 VZ108  
Tuesdays 14:10-15:00 MY403

TUTOR: Xavier Forde

Sign up for the most convenient time for you. Any changes to the tutorial programme will be announced in lectures, e-mailed to the class, and/or posted on Blackboard.

**Course Delivery**

This course is taught by means of two weekly lectures, a weekly tutorial, and an online component (primarily on the course website on Blackboard).

The lectures provide the theoretical background necessary for identifying, explaining, and evaluating dictatorships and revolutions generally.

The lectures include interactive exercises, including at least one mock trial and a simulation, and reasonable participation is expected.

Tutorials provide the opportunity to discuss how the theories introduced in lecture help us understand current events and historical cases. Participation in tutorials, though optional, is therefore highly encouraged.

The online component of the course consists of weekly participation in one or more of the following: a course blog, a course wiki, or a weekly course e-mail. Participation in any of these online activities ensures that the student will be generally engaged with the material covered in class and able to relate it to current events.

This course is internally assessed. There is no external final exam, though there is a final test on the last day (5 June).

### **Communication of additional information**

Information about any changes to the timetable or programme will be announced in lectures, posted on Blackboard, and/or e-mailed to the entire class.

### **Course content**

This introduces students to the nature and varieties of modern dictatorship and non-democracy, the causes of their emergence, and the processes that lead to their destruction and replacement. We will examine general theories about dictatorships and revolutions and employ these to understand and explore particular cases of dictatorship and revolution drawn from the politics of a variety of countries, including Nazi Germany, modern Venezuela, other Latin American countries, and some Eastern European countries. Our focus will be on developing concepts and tools that can then be applied to the analysis of dictatorship and revolution in a wide variety of cases.

We will begin by examining the nature and types of non-democratic government. We will then discuss some historically important arguments for and against various forms of non-democracy. After this, we will examine in some detail fascist, communist, and other 20<sup>th</sup> century political pathologies, focusing on the ideologies that made them possible, the institutions that they created, and the social contexts in which they were embedded. After the mid-semester break, we will look at the causes of regime change and the process of revolution, and end with a consideration of the meaning and desirability of revolution in the contemporary world.

### **Learning objectives**

Students passing the paper should be able to:

- Define and identify democracies and non-democracies
  - Articulate clear criteria for distinguishing democracies from non-democracies
  - Identify democracies, dictatorships and other non-democratic regimes in concrete cases
  - Articulate and identify systematic differences among non-democracies
- Critically evaluate the systematic advantages and evils of various forms of non-democracy

- Critically evaluate some historically important arguments for and against certain non-democratic forms of government.
  - Identify the institutional sources of the evils of the worst kinds of dictatorships
- Understand the processes leading to the emergence or overthrow of non-democratic regimes
  - Identify and describe the factors that have historically made dictatorships and other forms of non-democracy more or less likely to become established or survive.
  - Explain how these factors operate in concrete cases today.
  - Critically evaluate some general models of regime change.
  - Apply some of these models to explain specific cases or patterns of regime change.
  - Discuss and identify in concrete cases typical processes of revolution and regime change.
- Critically evaluate the perils and promise of political revolution
  - Critically evaluate some potential responses of newly democratic governments to the crimes of previous non-democratic regimes
  - Critically evaluate the feasibility and desirability, or lack thereof, of revolution as a means of achieving a just social and political order

In addition, the course also emphasizes the development of research and writing skills. Students passing the course should be able to formulate in writing clear arguments, supported with reasonable evidence, concerning the definition, identification, explanation, and critical evaluation of dictatorships and revolutions.

### **Graduate attributes**

As with all POLS and INTP courses, learning objectives of this course contribute to the attainment of specific attributes in the areas of critical thinking, creative thinking, communication and leadership. Please consult the Programme Prospectus 2009, p. 10, for more details or on our website: <http://www.victoria.ac.nz/pols/>

### **Expected workload**

In accordance with Faculty Guidelines, this course has been constructed on the assumption that students will devote 15 hours per week to reading, writing, and researching material for this course. This includes 2 hours of lectures per week.

### **Readings**

#### **Essential texts:**

We will be reading the following texts in their entirety:

- O'Donnell, Guillermo A., and Philippe C. Schmitter. 1986. *Transitions from Authoritarian Rule: Tentative Conclusions about Uncertain Democracies*. Baltimore: Johns Hopkins University Press. ISBN 0801826829 (Pbk).
- Paxton, Robert O. 2004. *The Anatomy of Fascism*. New York: Vintage. ISBN 1400033918 (Pbk).

### Recommended texts:

We will be reading relatively large selections from this text in class, which will be available on reserve. You may wish to buy it, though, and it will be available at VicBooks.

- Ash, Timothy Garton. 1999. *The Magic Lantern: The Revolution of '89 Witnessed in Warsaw, Budapest, Berlin, and Prague*. Reprint ed. New York: Vintage. ISBN 0679740481 (Pbk).

### Student notes and e-reserve:

Some required readings will be available as a book of readings and through [e-reserves](#), or you may be able to access them directly on the internet (I've linked all articles from Blackboard).

These are:

- Tilly, Charles. 2007. *Democracy*, chapter 1, pp. 1-24. Cambridge: Cambridge University Press. Reading for 6 March.
- At least two articles on Venezuela listed in the wiki page for *The Nature of Dictatorship* in Blackboard. Readings for 11 and 13 March.
- Levitsky, Steven, and Lucan Way. 2002. "The Rise of Competitive Authoritarianism." *Journal of Democracy* 13(2):51-65. Reading for 13 March.
- Bueno de Mesquita, Bruce et al. 2001. "Political Competition and Economic Growth." *Journal of Democracy* 12(1):58-72. Reading for 18 March.
- Dahl, Robert Alan. 1989. *Democracy and Its Critics*, chapters 4 and 5. New Haven: Yale University Press. Reading for 20 March.
- John Stuart Mill, *Considerations on Representative Government*, chapter 3 and 4. Reading for 20 and 25 March.
- Arendt, Hannah. 1973. *Origins of Totalitarianism*, chapter 12. New York: Harcourt Brace Jovanovich. Reading for 3 April.
- Havel, Vaclav. 1992. "The Power of the Powerless" (in *Open Letters*), pp. 125-153. New York: Vintage Books. Reading for 8 April.
- Boix, Carles. 2003. *Democracy and Redistribution*, chapter 1 (pages 19-59). Cambridge: Cambridge University Press. Reading for 29 April and 1 May.
- Geddes, Barbara. 2003. "What do we know about democratization after 20 years?" *Annual Review of Political Science* 2(1):115-144. Reading for 6 May.
- Tilly, Charles and Tarrow, Sydney. 2007. *Contentious Politics*, chapter 1, pp. 1-23, chapter 3, pp. 45-61, 66-67. Boulder, Colorado: Paradigm Publishers. Reading for 8 May.
- Beissinger, Mark R. 2007. "Structure and Example in Modular Political Phenomena: The Diffusion of Bulldozer/Rose/Orange/Tulip Revolutions." *Perspectives on Politics* 5: 259-276. Reading for 13 May.
- Karklins, Rasma, and Roger Petersen. 1993. "Decision Calculus of Protesters and Regimes: Eastern Europe 1989." *The Journal of Politics* 55(3):588-614. Reading for 20 May.
- Ash, Timothy Garton. 1998. "The Truth About Dictatorship." *The New York Review of Books* 45(3). Reading for 27 May.

Textbooks can be purchased from Vicbooks located on the top floor of the Student Union Building, Kelburn Campus. Books of Reading are distributed from the Student Notes Shop on the ground floor of the Student Union Building.

Customers can order textbooks and student notes online at [www.vicbooks.co.nz](http://www.vicbooks.co.nz) or can email an order or enquiry to [enquiries@vicbooks.co.nz](mailto:enquiries@vicbooks.co.nz). Books can be couriered to customers or they can be picked up from the shop the day after placing an order online.

Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays) 10.00 am – 1.00 pm Saturdays. Phone: 463 5515

### **Recommended Reading:**

Other recommended readings will be listed either in the schedule or in the bibliography in the respective pages of the wiki on Blackboard. These will be either available through closed reserves or e-reserves, or they will be linked directly from the course website in blackboard.

### **Assessment requirements**

Assessment for this course has three major components:

1. Two out of six possible short essays (1000-1700 words), due on the dates specified in the schedule (50%, or 25% each). You may submit all six essays (or however many you wish to submit); your grade for this component will consist of the grades for your two best essays. **One of the essays MUST be turned in before the midterm break** (i.e., before 13 April).
2. Online assessment (25%). The online assessment occurs weekly, starting on the second week of the course, and is due every Friday before the lecture (i.e., before 10 am). You may complete the online assessment in any of the following three ways (or a combination thereof):
  - o Participation in the course wiki.
  - o Participation in the course blog.
  - o Weekly e-mail with a short (1-2 paragraphs) summary of one of the readings for the week, plus a critical question about it.
3. A final in-class test (25%).

Your grade may also be ultimately adjusted upwards for enthusiastic participation in course activities or discussions, either in lecture or during tutorials.

### **Short essays**

There is one possible short essay for each main topic of the course (1000-1700 words – 4-8 double-spaced pages or fewer). The topics listed below are described in more detail on Blackboard. Detailed instructions and links to resources are also posted there; **make sure to look there before beginning to write your essay!**

### **The Nature of Dictatorship**

**Due date: Friday, 20 March 2009, via [e-mail](#) before lecture**

Choose one of the following four topics (see detailed descriptions and instructions on blackboard):

- Is Hugo Chavez' regime a dictatorship? Is it non-democratic? (This essay is to be done in conjunction with the mock trial activity).

- Non-democracies in the world today. Design appropriate criteria for classifying countries as democracies or non-democracies, and classify the following countries accordingly: China, Peru, Italy, Poland, Kuwait, Vietnam, Russia, Norway, Portugal, Israel, Ireland, Czech Republic, Costa Rica, Pakistan, Bangladesh, Philippines, Kazakhstan, Spain, Cuba, Qatar.
- Are existing definitions of non-democracy adequate? Critically evaluate the criteria used by Freedom House to determine whether a particular country is to be considered an electoral democracy.
- Kinds of dictatorship. Design appropriate criteria for distinguishing among different types of non-democratic regimes, and classify the following countries accordingly: Pakistan, Myanmar (Burma), North Korea, China, Nigeria, and Russia. (Note that not all of these countries may turn out to be non-democratic.)

### **Is Dictatorship Bad?**

**Due date: Wednesday 1 April 2009 via [e-mail](#) before lecture**

Choose one of the following three topics (see detailed descriptions and instructions on blackboard):

- Can there be “good” dictatorships? Is there some type of non-democratic regime that would be *systematically* better than a democracy in some important respect?
- Economic growth and dictatorship. Critically evaluate the theory of Bruce Bueno de Mesquita and his collaborators concerning the relationship between democracy, dictatorship, and economic growth by examining in detail a particular low-growth democracy or a high-growth non-democracy.
- Democracy and culture. Are there cultural conditions that justify non-democratic forms of government, including dictatorship?

### **Extremes of Dictatorship**

**Due date: Monday 13 April 2009 (first day of mid-trimester break) via [e-mail](#) before 5pm**

Choose one of the following four topics (see detailed descriptions and instructions on blackboard):

- Is “Islamism” a form of fascism? Are modern “Islamist” movements and regimes usefully compared to early 20<sup>th</sup>-century fascist movements and regimes?
- Were 20<sup>th</sup> century fascist and communist regimes both equally totalitarian, as Hannah Arendt argued?
- How worried should we be about neo-fascist parties in democratic or quasi-democratic regimes today? Compare modern extremist parties and their chances of taking power today with earlier fascist parties in Europe.

### **Models of Regime Change**

**Due date: Wednesday 13 May 2009 via e-mail before lecture**

Choose one of the following two topics (see detailed descriptions and instructions on blackboard):

- Can Carles Boix’s model explain regime change? Critically evaluate whether Carles Boix’s model of regime change can explain the broad outlines of regime change and

stability in a given country over a certain period of time. (Check Blackboard for cases to use).

- Alternative models of regime change. Propose and defend an alternative model of regime change, taking Boix's model as a starting point.

### **The Process of Revolution**

**Due date: Wednesday 27 May 2009 via e-mail before lecture**

Choose one of the following four topics (see detailed descriptions and instructions on blackboard):

- Variation in contentious politics. Choose two episodes of contentious politics concerning similar issues in different countries, and explain why their repertoires are similar or different.
- The failure of the colour revolution model. Focusing on a recent instance of claimed electoral fraud in a specific country that did not result in regime change, explain (using Beissinger's model of "modular" revolution) why a "colour"-style revolution likely did not happen.
- The revolutions of 1989. Determine in what ways the revolutions of 1989 followed or deviated from the patterns of democratization described in O'Donnell and Schmitter. Critically evaluate O'Donnell and Schmitter's theories about democratization in light of those determinations.
- Given what we know about the process of regime change, can economic or political sanctions help to democratize dictatorships?

### **After the Revolution**

**Due date: Friday 5 June 2009 via e-mail before final test**

Choose one of the following two topics (see detailed descriptions and instructions on blackboard):

- Transitional justice. How should newly democratic regimes deal with the crimes of the previous regime?
- Is violent revolution ever justified? Taking into account the empirical record of violent revolutions, discuss whether such revolutions are justified.

Essays are to be turned in electronically before the lecture on the date they are due, via [e-mail](#), unless otherwise noted. If I have not replied to you within a reasonable time, **you need to assume I have not received your essay**.

If you prefer to turn in a hard copy, you may do so by notifying the lecturer in advance. Hard copies of essays may be turned in at the beginning of the lecture on the date they are due, but you **MUST** also turn in an electronic copy. Essays may be checked against the Turnitin database to identify plagiarism.

### **Online assessment**

Studies show that the best ways to learn are active, participatory and social, rather than passive and purely individual. Studies also show that the best way to learn course material and participate effectively in class discussions is to remain engaged with such material over the



course of the term. In order to further these objectives, this course has a weekly form of online assessment.

You can fulfil the requirements for this component of the course by doing any of the following three things starting the second week of the term:

- Contributing to the course wiki (on Blackboard).
- Contributing to the course blog (<http://politicalpathologies.blogspot.com>, also accessible through blackboard, though you will need to register separately for it).
- Sending the instructor a weekly e-mail summarizing the reading for the week and raising a critical question (discouraged; it is preferred that everyone contribute to either the wiki or the blog).

You can participate in the wiki one week, contribute to the blog on another, or to both; or you may start by participating in the blog, and on some weeks send an e-mail. So long as you contribute weekly – by participating in the wiki, the blog, or by sending an e-mail – you will accumulate the points required for this part of the assessment. Each contribution (wiki contribution, blog post, or e-mail) will be due every Friday before the lecture (before 10am). If you miss one week you can always contribute the next week, but no late contributions will be accepted.

Your contributions will be assessed on a weekly basis, according to the following scheme:

- 0 points. No contribution to either the wiki or the blog, or no e-mail sent
- 1 point. Minimal contribution (e.g., proofreading a wiki page, minimal comment on another person's post in the blog, an e-mail that does not show that you have done the reading)
- 2-3 points. Regular contributions (e.g., contributing study questions, answers to study questions, and other substantial additions to the wiki, linking to and commenting on interesting articles about dictatorship in the blog, raising or answering interesting questions in the blog, an e-mail showing that you have done the reading for the week even if you do not understand it, etc.)
- 4 points. Exceptional contributions (e.g., major contributions to the wiki, excellent study questions or answers, outstanding participation in the blog, an e-mail making an unusually perceptive point about one of the readings for the week, etc.)

You need to accumulate 25 points over the course of the trimester to obtain your full 25% mark for this assessment component, starting in the second week of the term. On average, therefore, you need to be accumulating 2.5 points per week, though you may miss a week occasionally.

More specific guidelines for the weekly contributions follow.

### **Contributing to the course wiki**

The course wiki is your friend: think of it as collaborative study guide, prepared over the course of the trimester. You may contribute to it in a variety of ways:

- Add new pages with content related to the themes of the course, such as the pages on Chile under Pinochet and Hitler created by students in previous terms
- Post study questions in the pages for each theme discussed in the course
- Provide links to external sources
- Add multimedia content related to the course (pictures, illustrative video, etc.)



- Answer study questions or discuss possible answers in the discussion pages
- Add entries to the bibliography and comment on those already there
- Summarize the readings in the pages for each particular theme discussed in the course
- Provide background information necessary for fully understanding the readings
- Proofread, correct, clarify, or reformat other's contributions

The lecturer will be an active participant in the wiki, posting material (including study questions) and helping to format it, as well as commenting on material posted there, but the wiki is ultimately a resource for the students to learn, and it will be only as good as you make it.

### **Contributing to the course blog**

Alternatively, you may prefer to contribute to the class blog at <http://politicalpathologies.blogspot.com> (the blog is also accessible through Blackboard, after registration). You can contribute to both the wiki and the blog, and you are encouraged to check both when studying or preparing for class.

The blog requires registration. I will send an e-mail early in the term with instructions for signing up; if you miss this e-mail or never receive it, e-mail me from the e-mail address you normally use and I will resend the information to you.

Like any blog, the course blog is fairly informal. Not every posting needs to raise a question, though you may wish to raise questions about class content; and your contributions can be in comments to other people's postings. You can, for example:

- Raise questions about issues that are unclear from the class
- Comment on, and link to, articles in the international press about dictatorships or revolutions
- Raise issues that you think ought to be discussed in class
- Have a little fun at the expense of dictators everywhere
- Use it to coordinate activities in the wiki

As with the wiki, the instructor will be contributing to the blog frequently, posting links to news articles and participating in discussions, but again the main responsibility is on the students to make it a useful learning resource. The instructor will also use the issues raised in the blog for tutorial discussions or address them in lecture.

### **Weekly e-mail**

You may decide that neither the wiki nor the blog are for you, though I prefer that you participate in either of them. In that case, you may complete the online assessment by sending me a weekly e-mail about the readings before each Friday's lecture, starting the second week of the term. You may decide at any point to do this; for example, you may start out by contributing to the blog or the wiki, and then decide that you prefer to do a course e-mail, or (conversely) you may start out by doing a weekly e-mail, and then decide that you prefer to participate in either the wiki or the blog.

This e-mail should summarize one of the readings (in 2-3 paragraphs) for the week and raise some critical question about them.

I will acknowledge receipt of the e-mail, but may not answer your critical question (at least

not right away); instead, I will either direct you to the blog or the wiki or else try to address the question in lectures or tutorials.

### **Final test**

The final test is cumulative, integrative, and closed book, and will last 50 minutes on Friday 5 June. The students will answer 2 out of 5 short answer questions, and 1 out of 4 longer essay questions. Questions will be based on material posted on the course wiki, including study questions posted by students.

### **Return of assignments**

All essays will be returned *electronically* with comments within a reasonable time. It is your responsibility to make sure I have a *valid e-mail address* for you where you can receive these. Marks and comments for online assessment will be made available via e-mail and on blackboard.

### **Penalties**

Students will be penalised for late submission of essays – a deduction of 5% for the first day late, and 2% per day thereafter, up to a maximum of 8 days. Work that is more than 8 days late can be accepted for mandatory course requirements but will not be marked. However, penalties may be waived if there are valid grounds (for example, illness or similar other contingencies). In all such cases, prior information will be necessary.

### **Mandatory course requirements**

To gain a pass in this course each student must:

- a) Submit the written work specified for this course, on or by the specified dates (subject to such provisions as are stated for late submission of work)
- b) Sit the final in-class test and obtain at least a 40% mark in it.

### **Statement on legibility**

Students are expected to write clearly in the final test. Where work is deemed 'illegible', the options are:

- the student will be given a photocopy of the work and asked to transcribe it to an acceptable standard (preferably typed) within a specified time frame after which penalties will apply
- the student will be given a photocopy of the work and asked to transcribe it to an acceptable standard (preferably typed) and lateness penalties apply
- if the student does not transcribe it to an acceptable standard, the work will be accepted as 'received' (so any associated mandatory course requirements are met) but not marked.

### **Statement on the use of Turnitin**

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an online plagiarism prevention tool which identifies material that may have been copied from other sources including the Internet, books, journals, periodicals or the work of other students. Turnitin is used to assist academic staff in detecting misreferencing, misquotation, and the inclusion of unattributed material, which may be forms of cheating or plagiarism. At the discretion of the Head of School, handwritten work may be copy typed by the School and subject to checking

by Turnitin. You are strongly advised to check with your tutor or the course coordinator if you are uncertain about how to use and cite material from other sources. Turnitin will retain a copy of submitted material on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

### **Academic integrity and plagiarism**

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism.aspx>

### **GENERAL UNIVERSITY POLICIES AND STATUTES**

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* or go to the Academic Policy and Student Policy sections on:

<http://www.victoria.ac.nz/home/about/policy>

This website also provides information for students in a number of areas including Academic Grievances, Student and Staff conduct, Meeting the needs of students with impairments, and student support/VUWSA student advocates.

## Schedule of Lectures and Readings

### 1. The Nature of Dictatorship and Non-democracy

#### Wednesday 4 March

- Introduction. Organizational matters.
- What is a dictatorship? What is a non-democratic regime? Why should we be interested in them?

#### Friday 6 March

- What are political regimes? How do we distinguish democratic from non-democratic regimes? Reading: Tilly, *Democracy*, chapter 1, pp. 1-23. Available through Blackboard link, in book of readings, or through e-reserves. See also recommended readings in the course wiki.

#### Wednesday 11 March

- Hard cases and new forms of authoritarianism: when is a democracy not a democracy?
- Mock trial activity on Venezuela. To prepare, look at some news articles tagged “Chavez” here: <http://del.icio.us/xmarquez/chavez>. Also look at the bibliography on Venezuela in the Chavez era.

#### Friday 13 March

- Continuation of Mock Trial Activity on Venezuela. Reading: Levitsky and Way, “The Rise of Competitive Authoritarianism.” Available through Blackboard link, in book of readings, or through e-reserves.

### 2. Is Dictatorship Bad?

#### Wednesday 18 March

- Wrap-up and discussion of mock trial activity, if necessary.
- Dictatorship and Economic Growth. Are non-democracies better or worse than democracies at producing broad-based prosperity? Reading: Bueno de Mesquita, “Political Competition and Economic Growth.” Available through Blackboard link, in book of readings, or through e-reserves.

#### Friday 20 March

- Dictatorship and Knowledge. Is “enlightened absolutism” possible and desirable? Reading: Mill, *Considerations on Representative Government*, chapter 3; Dahl, *Democracy and Its Critics*, chapters 4 and 5. Available through Blackboard link, in book of readings, or through e-reserves.
- **First Short Essay Opportunity Due via [e-mail](#) before lecture.**

### Wednesday 25 March

- Dictatorship and Culture. Are non-democratic regimes appropriate for some cultures? Reading: Mill, *Considerations on Representative Government*, chapter 4. Available through Blackboard link, in book of readings, or through e-reserves.

### 3. Extremes of Dictatorship

#### Friday 27 March

- Fascism. What is fascism? How do we study it? How did it start? Paxton, chapters 1-2 (pp. 3-54). Recommended: Mussolini, "The Doctrine of Fascism." Available from Blackboard link.

#### Wednesday 1 April

- The Roots of Fascism. How did fascism take root? How did it gain power? The case of fascism, cont. Paxton, chapters 3-4 (pp.54-118).
- **Second Short Essay Opportunity Due via [e-mail](#) before lecture.**

#### Friday 3 April

- Fascism, Communism, and Totalitarianism. Are fascism and communism merely variants of totalitarianism? Paxton, chapters 5-6 (pp. 119-171); also pp. 211-213; Arendt, *Origins of Totalitarianism*, chapter 12. The Arendt reading is available through Blackboard link, in book of readings, or through e-reserves (warning: hard and long - be prepared to skim).

#### Monday 6 April

- **Optional** movie showing, *The Lives of Others*.

#### Wednesday 8 April

- Post-totalitarianism. How do post-totalitarian regimes function? What is the fundamental problem facing such regimes? Reading: Havel, "The Power of the Powerless" (in *Open Letters*, pp. 125-154; the entire essay [to 214] is recommended). Available in book of readings, or through e-reserves. Excerpts are also available directly from blackboard link.

#### Friday 10 April

- No class - University Holiday (Good Friday).

#### Monday 13 April

- **Third Short Essay Opportunity Due via [e-mail](#) before 5pm.**
- **Mid-Trimester Break begins**

## 4. Models of Regime Change

### Wednesday 29 April

- The conditions of revolution: what are the conditions under which regimes change?
- Simulation exercise. Reading: Boix, *Democracy and Redistribution*, Chapter 1 (pages 19-59). Available in book of readings or through e-reserves.

### Friday May 1

- Simulation exercise, continued.

### Wednesday May 6

- Wrap-up and discussion of simulation exercise. Can economic variables explain regime change? Reading: Geddes, "What do we know about democratization after 20 years?" Available through Blackboard link, in book of readings, or on e-reserves. See also the recommended readings on blackboard.

## 5. Revolution and contentious politics

### Friday May 8

- Repertoires of contention: making claims short of revolution. Reading: Tilly and Tarrow, *Dynamics of Contention*, chapter 1, pp. 1-23, chapter 3, pp. 45-61, 66-67. Available on e-reserve and in book of readings.

### Wednesday May 13

- What are revolutions? What is the repertoire of modern revolutions? Reading: Beisinger, "Structure and Example in Modular Political Phenomena: The Diffusion of Bulldozer/Rose/Orange/Tulip Revolutions." Available through Blackboard link, on e-reserve, and in book of readings.
- **Fourth Short Essay Opportunity Due via [e-mail](#) before lecture.**

### Friday May 15

- How do revolutions happen? Reading: O'Donnell and Schmitter, pp. 3-36. Recommended: Garton Ash, pp. 11-46, Havel, "The Power of the Powerless" (in *Open Letters*, pp. 154-214; Havel is available on e-reserve).

### Wednesday May 20

- How do revolutions happen? What problems must they surmount? Reading: O'Donnell and Schmitter, pp. 37-47; Karklins and Petersen, "Decision Calculus of Protesters and Regimes: Eastern Europe 1989." Available through Blackboard link, on e-reserve, and in book of readings. Recommended: Garton Ash, pp. 78-130.

## 6. After the Revolution

### Friday May 22

- How do (successful) revolutions end? Reading: O'Donnell and Schmitter, to end.

### Wednesday May 27

- Transitional Justice. Reading: Ash, Timothy Garton "The Truth About Dictatorship." Available through Blackboard link, on e-reserve, and in book of readings.
- **Fifth Short Essay Opportunity Due via [e-mail](#) before lecture.**

### Friday May 29

- What can revolutions accomplish and what should they accomplish?  
Recommended reading: Garton Ash, pp. 131-167 (on reserve) and Arendt, *On Revolution*, ch. 6 (pp. 215-281 in the Penguin edition; on e-reserve).

### Wednesday 3 June

- Review

### Friday 5 June

- **Final Test**
- **Sixth Short Essay Opportunity Due via [e-mail](#) before test.**