



SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL RELATIONS

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

TRIMESTER 1 2010
1 March to 4 July 2010

Trimester dates

Teaching dates: 1 March 2010 to 4 June 2010

Mid-trimester break: 5 April to 18 April 2010

This course is internally assessed. There is no final examination during the examination period.

Withdrawal dates

Information on withdrawals and refunds may be found at

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

Names and contact details

LECTURER: Dr Xavier Márquez

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Class times and locations

LECTURE TIMES: Tuesday and Thursday 9:00-9:50 AM

VENUE: Hunter LT 323 (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!

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 (3 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, Singapore, 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 20th 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 transitional justice after democratization.

Learning objectives

Students passing the course 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. For more details, please consult the Programme 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 approximately 200 hours to reading, writing, and researching material for this course. This includes 2 hours of lectures per week, and 1 hour of tutorials 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:

- Gandhi, Jennifer. 2008. *Political Institutions under Dictatorship*, chapter 1, pp. 1-41. Cambridge: Cambridge University Press. Electronic copy available at: <http://victoria.lconz.ac.nz/vwebv/holdingsInfo?bibId=1174304>.
- Tilly, Charles. 2007. *Democracy*, chapter 1, pp. 1-21. Cambridge: Cambridge University Press.
- Levitsky, Steven, and Lucan Way. 2002. "The Rise of Competitive Authoritarianism." *Journal of Democracy* 13(2):51-65. Available at: http://muse.jhu.edu/journals/journal_of_democracy/v013/13.2levitsky.html.
- Manuel Hidalgo. 2009. "Hugo Chávez's "Petro-socialism"." *Journal of Democracy* 20(2): 78-92. Available at: http://muse.jhu.edu/journals/journal_of_democracy/v020/20.2.hidalgo.html.
- Bueno de Mesquita, Bruce et al. 2001. "Political Competition and Economic Growth." *Journal of Democracy* 12(1):58-72. Available at: http://muse.jhu.edu/journals/journal_of_democracy/v012/12.1mesquita.html.
- Collier, Paul. 2009. *Wars, Guns, and Votes: Democracy in Dangerous Places*, chapters 1-2, pp. 15-73. 1st ed. New York: Harper.
- Marco Verweij, and Riccardo Pelizzo. 2009. "Singapore: Does Authoritarianism Pay?." *Journal of Democracy* 20(2): 18-32. Available at: http://muse.jhu.edu/journals/journal_of_democracy/v020/20.2.verweij.html.
- Dahl, Robert Alan. 1989. *Democracy and Its Critics*, chapters 4 and 5. New Haven: Yale University Press.
- John Stuart Mill, Considerations on Representative Government, chapter 3 and 4. Available at: http://ebooks.adelaide.edu.au/m/mill/john_stuart/m645r/index.html.
- Przeworski, Adam. 1998. "Culture and Democracy." In *World Culture Report: Culture, Creativity, and Markets*: UNESCO, pp. 125-146.
- Emerson, Donald K. 1995. "Singapore and the "Asian Values" Debate." *Journal of Democracy* 6(4): 95-105. Available at: http://muse.jhu.edu/journals/journal_of_democracy/v006/6.4emerson.html.
- Kausikan, Bilahari. 1997. "Governance That Works." *Journal of Democracy* 8(2): 24-34. Available at: http://muse.jhu.edu/journals/journal_of_democracy/v008/8.2kausikan.html.
- Thompson, Mark R. 2001. "Whatever Happened to "Asian Values"?" *Journal of Democracy* 12(4): 154-165. Available at: http://muse.jhu.edu/journals/journal_of_democracy/v012/12.4thompson.html.

- Arendt, Hannah. 1973. *Origins of Totalitarianism*, chapter 12. New York: Harcourt Brace Jovanovich.
- Boix, Carles. 2003. *Democracy and Redistribution*, chapter 1 (pages 19-59). Cambridge: Cambridge University Press.
- Acemoglu, Daron, and James Robinson. 2006. *Economic Origins of Dictatorship and Democracy*, chapter 2, pp. 15-47. Cambridge: Cambridge University Press. Available online at: <http://victoria.lconz.ac.nz/vwebv/holdingsInfo?bibId=1061045>.
- Goldstone, Jack A. 2001. "Toward a Fourth Generation of Revolutionary Theory." *Annual Review of Political Science* 4(1): 139-187. Available at: <http://arjournals.annualreviews.org/doi/abs/10.1146/annurev.polisci.4.1.139>.
- Geddes, Barbara. 2003. "What do we know about democratization after 20 years?" *Annual Review of Political Science* 2(1):115-144. Available at: <http://arjournals.annualreviews.org/doi/abs/10.1146/annurev.polisci.2.1.115>
- Tilly, Charles and Tarrow, Sydney. 2007. *Contentious Politics*, chapter 1, pp. 1-23, chapter 3, pp. 45-61, 66-67. Boulder, Colorado: Paradigm Publishers.
- Ash, Timothy Garton. 2009. "Velvet Revolution: The Prospects." *The New York Review of Books* 56(19). Available at: <http://www.nybooks.com/articles/23437>.
- 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. Available at: <http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=1020876>.
- Havel, Vaclav. 1992. "The Power of the Powerless" (in *Open Letters*), pp. 125-153. New York: Vintage Books.
- Kuran, Timur. 1991. "Now Out of Never: The Element of Surprise in the East European Revolution of 1989." *World Politics* 44(1): 7-48. Available at: <http://www.jstor.org/stable/2010422>.
- Karklins, Rasma, and Roger Petersen. 1993. "Decision Calculus of Protesters and Regimes: Eastern Europe 1989." *The Journal of Politics* 55(3):588-614. Available at: <http://www.jstor.org/stable/2131990>.
- Ash, Timothy Garton. 1998. "The Truth About Dictatorship." *The New York Review of Books* 45(3). Available at: <http://www.nybooks.com/articles/934>.

For the first two weeks of trimester all undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer, while postgraduate textbooks and student notes will be available from the top floor of vicbooks in the Student Union Building, Kelburn Campus. After week two all undergraduate textbooks will be sold from vicbooks and student notes from the Student Notes Distribution Centre on the ground floor of the Student Union Building.

Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or they can be picked up from the shop. Customers will be contacted when they are available.

Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). 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 (up to 2000 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., on or before 5 April).
2. Online assessment (25%). The online assessment occurs weekly, starting on the second week of the course, and is due every Thursday before the lecture (i.e., before 9 am). You may complete the online assessment in any of the following three ways (or a combination thereof):
 - Participation in the course wiki.
 - Participation in the course blog.
 - 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%).

Short essays

There is one possible short essay for each main topic of the course (up to 2000 words – 8 or 9 double-spaced pages **or fewer**). All essays are to be submitted via the appropriate link on Blackboard on or before the due date.

Each essay will be marked on a scale ranging from 0 to 100 points according to the following criteria:

- Structure (10 points): the essay addresses the topic question directly; has a clear thesis and an adequate introduction; connections between its parts are clear; its conclusions adequately summarize the argument; and in general makes good use of the form.
- Style and grammar (10 points): the essay is written in a clear, engaging style, with no grammatical or spelling errors.
- Scholarship (30 points): the essay displays evidence of actual research and relatively wide reading, cites authors correctly and relevantly, and clearly and accurately presents their views.

- **Argument (40 points):** the essay uses evidence well to support a clear thesis; it considers objections and alternatives; and its conclusions are logically connected to its other claims.
- **Originality (10 points):** the essay provides an interesting or unusual view, properly supported; it makes an insightful claim in a new form, or otherwise stands out from the pack.

The topics for the essays are described in detail on Blackboard. Detailed instructions and links to resources are also posted there; **make sure to look there before beginning to write your essay!**

Due dates are as follows:

- **The Nature of Dictatorship topics** (4 topics to choose from). **Due date: Thursday, 18 March 2010**, via appropriate link on Blackboard. Topics are described there.
- **Dictatorship vs. Democracy topics** (5 topics to choose from). **Due date: Monday 5 April 2010** via appropriate link on Blackboard. Topics are described there. **Note this is the first day of the midterm break; you may turn in the essay a bit earlier if you wish. Note also that you MUST turn an essay on either this topic or the topic on the nature of dictatorship.**
- **Extremes of Dictatorship topics: Fascism, Communism, and Dictatorship.** (3 topics to choose from). **Due date: Tuesday 27 April 2010** via appropriate link on Blackboard. Topics are described there.
- **Models of Regime Change topics** (3 topics to choose from). **Due date: Tuesday 11 May 2010** via appropriate link on Blackboard. Topics are described there.
- **The Process of Revolution topics** (5 topics to choose from). **Due date: Thursday 27 May 2010** via appropriate link on Blackboard. Topics are described there.
- **After the Revolution topics** (2 topics to choose from). **Due date: Thursday 3 June 2010** via appropriate link on Blackboard. Topics are described there.

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 Thursday before the lecture (before 9am). 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 (see the contributions of previous students in this course for inspiration). 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 Thursday'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 Thursday 3 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.

Class Representative

A class representative will be elected in the first or second class, and that person's name and contact details will be available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

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.

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>

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 compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. 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 is not made available to any other party.

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>

The AVC(Academic) 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. This website can be accessed at:

http://www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx

Schedule of Lectures and Readings

1. Definitions: The Nature of Dictatorship and Non-democracy

Tuesday 2 March

- Introduction. Organizational matters.
- Why should we be interested in dictatorship?

Thursday 4 March

- What is a dictatorship? What is a non-democratic regime? What are political regimes? How do we distinguish democratic from non-democratic regimes?

Readings:

- Gandhi, Jennifer (2008). *Political Institutions under Dictatorship*, pp. 1-41. Cambridge: Cambridge University Press. Available through Blackboard link, in book of readings, or through e-reserves.
- Tilly, Charles (2007). *Democracy*, chapter 1, pp. 1-21. Cambridge: Cambridge University Press. Available through Blackboard link, in book of readings, or through e-reserves.
- See also recommended readings in the course wiki.

Tuesday 9 March

- Hard cases and new forms of authoritarianism: when is a democracy not a democracy?
- Mock trial activity on Venezuela (see description on Blackboard for details). If you are a part of the defense or the prosecution, you should look beyond the assigned and recommended readings; use the resources listed in the wiki. Readings (for 11 and 13 March):
 - Manuel Hidalgo (2009). "Hugo Chávez's "Petro-socialism"." *Journal of Democracy* 20(2): 78-92. Available through Blackboard link, in book of readings, or through e-reserves.
 - Levitsky, Steven, and Lucan Way (2002). "The Rise of Competitive Authoritarianism." *Journal of Democracy* 13(2): 51-65. Available through Blackboard link, in book of readings, or through e-reserves.
 - **Recommended:** Corrales, Javier, and Michael Penfold-Becerra (2007). "Venezuela: Crowding Out the Opposition." *Journal of Democracy* 18(2): 99-113. Available through Blackboard link or through e-reserves.

Thursday 11 March

- Continuation of mock trial activity on Venezuela.

2. Democracy vs. Dictatorship

Tuesday 16 March

- Wrap-up and discussion of mock trial activity, if necessary.
- Are non-democracies better or worse than democracies at producing broad-based prosperity? Readings:
 - Bueno de Mesquita, Bruce et al. (2001) "Political Competition and Economic Growth." *Journal of Democracy* 12(1): **58-72**. Available through Blackboard link, in book of readings, or through e-reserves.
 - Collier, Paul (2009). *Wars, Guns, and Votes: Democracy in Dangerous Places*. 1st ed. New York: Harper. Chapters 1 and 2, pp. **15-73**. Available in book of readings or through regular reserves.
 - Marco Verweij, and Riccardo Pelizzo (2009). "Singapore: Does Authoritarianism Pay?" *Journal of Democracy* 20(2): **18-32**. Available through Blackboard link, in book of readings, or through e-reserves.
 - **Recommended:** Haber, Stephen. 2006. "Authoritarian Government." In *Oxford Handbook of Political Economy*, ed. B. R. Weingast and D. A. Wittman. Oxford: Oxford University Press. Available through e-reserves.

Thursday 18 March

- Dictatorship and Knowledge. Is "enlightened absolutism" possible and desirable? Readings:
 - Mill, John Stuart (1861). *Considerations on Representative Government*, chapter 3. Available through Blackboard link, in book of readings, or through e-reserves.
 - Dahl, Robert (1989). *Democracy and Its Critics*, chapters 4-5, pp. **52-79**. New Haven: Yale University Press. Available through Blackboard link, in book of readings, or through e-reserves.
 - **Recommended:** Mill, John Stuart (1861). *Considerations on Representative Government*, chapter 8. Available through Blackboard link.
- **First short essay opportunity (the Nature of dictatorship topics) due via Blackboard link.**

Tuesday 23 March

- Dictatorship and Culture. Are non-democratic regimes appropriate for some cultures? (With reference to the "Asian Values" debate). Readings:
 - Mill, John Stuart (1861). *Considerations on Representative Government*, chapter 4. Available through Blackboard link, in book of readings, or through e-reserves.
 - Przeworski, Adam (1998). "Culture and Democracy." In *World Culture Report: Culture, Creativity, and Markets*. UNESCO, pp. **125-146**. Available through Blackboard link, in book of readings, or through e-reserves.
 - Emerson, Donald K. (1995). "Singapore and the "Asian Values" Debate." *Journal of Democracy* 6(4): **95-105**. Available through Blackboard link, in book of readings, or through e-reserves.
 - Kausikan, Bilahari (1997). "Governance That Works." *Journal of Democracy* 8(2): **24-34**. Available through Blackboard link, in book of readings, or through e-reserves.

- Thompson, Mark R. (2001). "Whatever Happened to "Asian Values"?" *Journal of Democracy* 12(4): **154-165**. Available through Blackboard link, in book of readings, or through e-reserves.

Thursday 25 March

- Democracy vs. dictatorship, continued. (Readings are the same as for 16, 18, and 23 March).

3. Extremes of Dictatorship: Fascism, Communism, Totalitarianism

Tuesday 30 March

- Fascism as a disease of democracy. How did fascist movements emerge in democratic countries? Readings:
 - Paxton, Robert (2004). *The Anatomy of Fascism*, chapters 1-2, pp. **3-53**. New York: Vintage. Available on regular reserve.
 - **Recommended:** Mussolini, "The Doctrine of Fascism." Available from Blackboard link.

Thursday 1 April

- The Roots of Fascism. How did fascism take root? How did it gain power? Readings:
 - Paxton, Robert (2004). *The Anatomy of Fascism*, chapters 3-4, pp. **54-118**. New York: Vintage. Available on regular reserve.

Monday 5 April

- **Mid-trimester break begins**
- **Second short essay opportunity (Democracy vs. Dictatorship topics) due via Blackboard link. Note that you MUST turn in an essay for either this topic or for the "Nature of Dictatorship" topics.**

Tuesday 20 April

- Fascism, Communism, and Totalitarianism. Are fascism and communism ultimately the same thing? Readings:
 - Paxton, Robert. *The Anatomy of Fascism*, chapters 5-6, pp. **119-171, as well as pp. 211-213**. New York: Vintage. Available on regular reserve.
 - Arendt, Hannah (1973). *Origins of Totalitarianism*, chapter 12, pp. **389-459**. New York: Harcourt, Brace, Jovanovich. **Warning: hard and long - be prepared to skim**. Available through Blackboard link, in book of readings, or through e-reserves.

Wednesday 21 April

- **Optional movie screening (tentative):** The Lives of Others (2006), room TBA.

4. Regime Change

Thursday 22 April

- Theories of regime change. Regime change simulation exercise (see Blackboard for details). Readings:
 - Acemoglu, Daron, and James Robinson (2006). *Economic Origins of Dictatorship and Democracy*, chapter 2, pp. **15-47**. Cambridge: Cambridge University Press. Available in book of readings, via link on Blackboard, or through e-reserves.
 - Boix, Carles (2003). *Democracy and Redistribution*, Chapter 1, pp. **19-59**. **Warning: contains maths. Be prepared to skim the maths.** Available in book of readings, regular reserves, or through e-reserves.
 - **Recommended:** Acemoglu and Robinson, chapter 1, pp. **1-14**, for context on Britain, Argentina, Singapore, and South Africa; chapter 3, pp. **48-75** on the evidence on democracy and inequality. Available via link on Blackboard or through e-reserves. See also Boix, chapter 3, pp. **110-129** on Switzerland and the USA, available through regular reserves. For an alternative theory (critical of Acemoglu and Robinson and Boix), see also Ansell, Ben and David Samuels (2009) "Inequality and Democratization" (unpublished manuscript, available at <http://www.polisci.umn.edu/~dsamuels/documents/AnsellSamuelsInequalityandDemocratisationMarch09.pdf>), especially pp. **1-15**. Also available via Blackboard link.

Tuesday 27 April

- Simulation exercise continued. (Readings are the same as for 22 April).
- **Third short essay opportunity (Extremes of Dictatorship: Fascism, Communism, and Totalitarianism topics) due via Blackboard link.**

Thursday 29 April

- Simulation exercise wrap-up and discussion of theories of regime change. (Readings are the same as for 22 April).

5. Revolution and contentious politics

Tuesday 4 May

- More complex theories of regime change. Readings:
 - Goldstone, Jack A. (2001) "Toward a Fourth Generation of Revolutionary Theory." *Annual Review of Political Science* 4(1): **139-187**. Available in book of readings, via link on Blackboard, or through e-reserves.
 - Geddes, Barbara (2003) "What do we know about democratization after 20 years?" *Annual Review of Political Science* 2(1): **115-144**. Available in book of readings, via link on Blackboard, or through e-reserves.

Thursday 6 May

- Repertoires of contention: making claims short of revolution. Reading:
 - Tilly, Charles and Tarrow, Sydney (2007). *Contentious Politics*, chapter 1, pp. **1-23**, chapter 3, pp. **45-61, 66-67**. Boulder, Colorado: Paradigm Publishers. Available on regular reserve, e-reserve and in book of readings.

Tuesday 11 May

- Regimes, revolutions, and the international diffusion of repertoires. Reading:
 - 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**. Available in book of readings, via link on Blackboard, or through e-reserves.
 - Ash, Timothy Garton (2009) "Velvet Revolution: The Prospects." *The New York Review of Books* 56(19): **1-8**. Available in book of readings, via link on Blackboard, or through e-reserves.
- **Fourth short essay opportunity (regime change topics) due via Blackboard link.**

Thursday 13 May

- The beginning of revolutions. Readings:
 - O'Donnell, Guillermo A., and Philippe C. Schmitter (1986). *Transitions from Authoritarian Rule: Tentative Conclusions about Uncertain Democracies*, pp. 3-36. Baltimore: Johns Hopkins University Press. Available on regular reserve.
 - Havel, Vaclav (1992). "The Power of the Powerless" In *Open Letters*, pp. **125-153**. New York: Vintage Books. Available in book of readings or through e-reserves.
 - **Recommended:** Ash, Timothy Garton (1999). *The Magic Lantern: The Revolution of '89 Witnessed in Warsaw, Budapest, Berlin, and Prague*, chapter 1, pp. **11-46** for context on the Polish revolution of 1989. Reprint ed. New York: Vintage. Available on regular reserve. The remainder of the Havel essay (to p. **214**) is also recommended.

Tuesday 18 May

- Overcoming collective action problems. Readings:
 - O'Donnell, Guillermo A., and Philippe C. Schmitter (1986). *Transitions from Authoritarian Rule: Tentative Conclusions about Uncertain Democracies*, pp. **37-47**. Baltimore: Johns Hopkins University Press. Available on regular reserve.
 - Kuran, Timur. (1991) "Now Out of Never: The Element of Surprise in the East European Revolution of 1989." *World Politics* 44(1): **7-48**. Available in book of readings, via link on Blackboard, or through e-reserves.
 - Karklins, Rasma, and Roger Petersen (1993). "Decision Calculus of Protesters and Regimes: Eastern Europe 1989." *The Journal of Politics* 55(3): **588-614**. Available in book of readings, via link on Blackboard, or through e-reserves.

- See also other recommended readings on Blackboard, especially Ash, Timothy Garton (1999). *The Magic Lantern*, pp. **78-130** for context on the revolution in Czechoslovakia.

Thursday 20 May

- Overcoming collective action readings, continued. (Readings are the same as for 13 May).

6. Transitional Justice

Tuesday 25 May

- How do (successful) revolutions end? Reading:
 - O'Donnell and Schmitter, to end.
 - Ash, Timothy Garton "The Truth About Dictatorship." *The New York Review of Books* 45(3). Available through Blackboard link, on e-reserve, and in book of readings.

Thursday 27 May

- Transitional Justice continued. Readings are the same as for 20 May.
 - **Recommended:** Garton Ash, pp. 131-167 (on reserve)
- **Fifth short essay opportunity due (revolution and contentious politics) via Blackboard link.**

Tuesday 1 June

- Conclusion and Review

Thursday 3 June

- **Final Test**
- **Sixth short essay opportunity due via Blackboard link.**