



SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL RELATIONS

**POLITICAL SCIENCE AND INTERNATIONAL RELATIONS PROGRAMME
POLS209 DICTATORSHIPS AND REVOLUTIONS**

**TRIMESTER 1 2012
5 March to 4 July 2012**

Trimester dates

Teaching dates: 5 March to 8 June 2012

Mid-trimester break: 6–22 April 2012

Study week: 11–15 June 2012

Examination/Assessment Period: 15 June to 4 July 2012

Note: This course has an external examination. You must be able to attend an examination at the University at any time during the scheduled 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

ROOM: Murphy 541

OFFICE HOURS: Wednesdays 9am-11am or by appointment. You can always knock on my door as well if you want to chat.

PHONE: 463-5889

EMAIL: xavier.marquez@vuw.ac.nz

COURSE WEBSITE: On Blackboard

COURSE BLOG: <http://politicalpathologies.blogspot.com> (also accessible through Blackboard)

COURSE WIKI: <http://politicalpathologies.wikispaces.com>

You can also contact me via twitter [@marquezxavier](https://twitter.com/marquezxavier)

I often write on dictatorships, revolutions, and related matters at <http://abandonedfootnotes.blogspot.com>

Class times and locations

Lecture	COLT122	11:00	11:50	M		W
Tutorial	KK201	10:00	10:50	M		
Tutorial	KK204	15:10	16:00			W
Tutorial	VZ101	10:00	10:50			W
Tutorial	VZ104	15:10	16:00		T	
Tutorial	CO228	13:10	14:00	M		

Course delivery

This course is taught by means of two weekly lectures of one hour each and a weekly tutorial (starting the second week of term) of one hour as well. It also involves an online component, primarily on the course blog.

Though tutorials are not explicitly required (no roll is taken) you are VERY STRONGLY encouraged to attend; otherwise you will not be able to participate fully in the main class project (see assessment section below). Tutorials start the SECOND week of term.

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

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

Discussion activities in both lectures and tutorials provide students with the opportunity to examine how the theories introduced in lecture help us understand current events and historical cases. Activities in the tutorial are also designed to enable students to collaborate on the main project for the course, which will involve developing a worldwide regime classification system and using it to answer questions about dictatorships and revolutions.

The online component of the course consists of participation in the course blog and a few other ad-hoc activities. 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.

There is a final exam in this course, scheduled during the regular exam period (15 June – 4 July).

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. You are responsible for making sure that you have an accessible e-mail address on file and that you check it with some frequency.

Course Prescription

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 collapse and transformation. 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 modern Venezuela, Chile, Singapore, China, Malaysia, Congo, Romania, the former East Germany and Czechoslovakia, Ukraine, and several other 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.

Course content

We will begin by examining the nature and types of non-democratic government, as well as the strategies dictators use to maintain themselves in power, with examples from many parts of the world. We will then discuss how these strategies create incentives for dictators to act for or against the common good, and thus evaluate some historically important arguments for and against various forms of non-democracy. In particular, we will discuss whether dictatorships produce more prosperity than democracies, whether some cultures are prone to dictatorship, and whether some dictatorships make more intelligent decisions than democracies. We will next look at the causes of regime change (both to and from dictatorship) and the process of revolution, and examine the factors that lead to non-dictatorial outcomes in revolution. We end with a consideration of transitional justice after democratization.

For a full list of lecture topics and a schedule of meetings and deadlines, see the end of this outline.

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
- Identify the mechanisms by which dictators keep themselves in power
- Identify the mechanisms that constrain the use of power in 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

Graduate attributes

For more details regarding attributes gained by students who successfully complete a major in Political Science and/or International Relations please consult our website

<http://www.victoria.ac.nz/hppi/about/psir-overview.aspx>

Expected workload

Over the course of the trimester students are expected to spend 200 hours on work related to this course including class contact hours, preparation for tutorials, reading and revising, and completing assignments.

Group

This course requires some participation in a group project, though only 5% of your grade is based on group work. See details of assessment below.

Readings

Essential texts:

We will be reading most of the following book in the second half of the trimester:

- Sebestyen, Victor. 2010. *Revolution 1989: The Fall of the Soviet Empire*. Vintage. ISBN 0307387925 (Pbk).

This book will be available on reserve at the library, but you may wish to purchase a copy, and copies will be available in Vicbooks.

The following essential texts 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*. Cambridge University Press. <http://victoria.lconz.ac.nz/vwebv/holdingsInfo?bibId=1174304> Chapter 1, pp., 1-41
- Coppedge, Michael, John Gerring, David Altman, Michael Bernhard, Steven Fish, Allen Hicken, Matthew Kroenig, Staffan Lindberg, Kelly McMann, Pamela Paxton, Holli Semetko, Svend Skaaning, Jeffrey Staton, and Jan Teorell. 2011. Conceptualizing and Measuring Democracy: A New Approach. *Perspectives on Politics* 9 (2): 247-267. <http://dx.doi.org/10.1017/S1537592711000880>
- Levitsky, Steven, and Lucan Way. 2002. The Rise of Competitive Authoritarianism. *Journal of Democracy* 13 (2): 51-65. http://muse.jhu.edu/journals/journal_of_democracy/v013/13.2levitsky.html
- Corrales, Javier. 2011. A Setback for Chávez. *Journal of Democracy* 22 (1): 122-136. http://muse.jhu.edu/journals/journal_of_democracy/v022/22.1.corrales.html

- Ellner, Steve. 2010. Hugo Chavez's First Decade in Office: Breakthroughs and Shortcomings. *Latin American Perspectives* 37 (1): 77-96.
<http://lap.sagepub.com/cgi/content/abstract/37/1/77>
- Bueno de Mesquita, Bruce, James Morrow, Randolph Siverson, and Alastair Smith. 2001. Political Competition and Economic Growth. *Journal of Democracy* 12 (1): 58-72. http://muse.jhu.edu/journals/journal_of_democracy/v012/12.1mesquita.html
- Wrong, Michela. 2000. The Emperor Mobutu. *Transition* 9 (1): 92-112.
<http://muse.jhu.edu/journals/transition/v009/9.1wrong.html>
- McGregor, Richard. 2010. *The Party: The Secret World of China's Communist Rulers*. Harper. <http://victoria.lconz.ac.nz/vwebv/holdingsInfo?bibId=1287742>
- McNulty, Mel. 1999. The Collapse of Zaïre: Implosion, Revolution or External Sabotage? *The Journal of Modern African Studies* 37 (1).
<http://dx.doi.org/10.2307/161468>,
http://journals.cambridge.org/abstract_S0022278X99002979
- Magaloni, Beatriz, and Ruth Kricheli. 2010. Political Order and One-Party Rule. *Annual Review of Political Science* 13 (1): 123-143.
<http://dx.doi.org/10.1146/annurev.polisci.031908.220529>
- Pfaff, Steven. 2001. The Limits of Coercive Surveillance: Social and Penal Control in the German Democratic Republic. *Punishment Society* 3 (3): 381-407.
<http://dx.doi.org/10.1177/1462474501003003003>
- Havel, Vaclav. 1992. "The Power of the Powerless." In *Open letters: selected writings, 1965-1990*, ed. Paul Wilson. New York: Vintage Books. Pp. 125-153.
- Wedeen, Lisa. 1998. Acting : Symbolic Politics and Social Control in Syria. *Comparative Studies in Society and History* 40 (03): 503-523.
<http://dx.doi.org/10.1017/S0010417598001388>
- Demick, Barbara. 2009. *Nothing to Envy: Ordinary Lives in North Korea*. Spiegel & Grau. <http://victoria.lconz.ac.nz/vwebv/holdingsInfo?bibId=1257637>. Chapter 6, pp. 90-102
- Easterly, William. 2011. Benevolent Autocrats.
<http://williameasterly.files.wordpress.com/2011/05/benevolent-autocrats-easterly-2nd-draft.pdf>
- Roy, Denny. 1994. Singapore, China, and the "Soft Authoritarian" Challenge. *Asian Survey* 34 (3): 231-242. <http://www.jstor.org/stable/2644982>
- Verweij, Marco, and Riccardo Pelizzo. 2009. Singapore: Does Authoritarianism Pay? *Journal of Democracy* 20 (2): 18-32.
http://muse.jhu.edu/journals/journal_of_democracy/v020/20.2.verweij.html
- Haber, Stephen. 2006. "Authoritarian Government." In *The Oxford Handbook of Political Economy*, eds. Barry Weingast and Donald Wittman. Oxford: Oxford University Press. 693-707.
- Przeworski, Adam. 1998. "Culture and Democracy." In *World Culture Report: Culture, Creativity, and Markets*: UNESCO. 125-146.
- Inglehart, Ronald. 2003. How Solid Is Mass Support for Democracy: And How Can We Measure It? *PS: Political Science and Politics* 36 (1): 51-57.
<http://dx.doi.org/10.2307/3649345>
- Fish, M. Steven. 2002. Islam and Authoritarianism. *World Politics* 55 (1): 4-37.
<http://www.jstor.org/stable/25054208>

- Menaldo, Victor. 2011. Why an Arab Spring May Never Arrive: Political Culture and Stability in the Middle East and North Africa's Monarchies. *Social Science Research Network Working Paper Series*. <http://ssrn.com/abstract=1977706>
- Acemoglu, Daron, and James Robinson. 2006. *Economic Origins of Dictatorship and Democracy*. Cambridge: Cambridge University Press. <http://victoria.lconz.ac.nz/cgi-bin/Pwebrecon.cgi?BBID=1061045>
- Valenzuela, Arturo. 1989. "Chile: Origins, Consolidation, and Breakdown of a Democratic Regime." In *Democracy in Developing Countries*, eds. Larry Diamond, Juan Linz and Seymour Lipset: Lynne Rienner Publishers. 159-206.
- Kuran, Timur. 1991. Now Out of Never: The Element of Surprise in the East European Revolution of 1989. *World Politics* 44 (1): 7-48. <http://dx.doi.org/10.2307/2010422>
- Karklins, Rasma, and Roger Petersen. 1993. Decision Calculus of Protesters and Regimes: Eastern Europe 1989. *The journal of politics* 55 (3). <http://dx.doi.org/10.2307/2131990>
- Ash, Timothy. 2009. Velvet Revolution: The Prospects. *The New York Review of Books* 56 (19). <http://www.nybooks.com/articles/23437>
- Tilly, Charles, and Sidney Tarrow. 2006. *Contentious Politics*. Paradigm Publishers. <http://victoria.lconz.ac.nz/vwebv/holdingsInfo?bibld=1047406>. Chapter 1, pp. 1-23, chapter 3, pp. 45-67.
- Stephan, Maria, and Erica Chenoweth. 2008. Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict. *International Security* 33 (1): 7-44. <http://dx.doi.org/10.1162/isec.2008.33.1.7>
- Beissinger, Mark. 2007. Structure and Example in Modular Political Phenomena: The Diffusion of Bulldozer/Rose/Orange/Tulip Revolutions. *Perspectives on Politics* 5 (02): 259-276. <http://dx.doi.org/10.1017/S1537592707070776>
- O'Donnell, Guillermo and Philippe Schmitter. 1986. *Transitions from Authoritarian Rule: Tentative Conclusions about Uncertain Democracies*. The Johns Hopkins University Press. <http://www.amazon.ca/exec/obidos/redirect?tag=citeulike09-20&path=ASIN/0801826829>. Chapter 3, pp. 15-36
- Ulfelder, Jay. 2010. *Dilemmas of Democratic Consolidation: A Game-Theory Approach*. FirstForum Press. <http://victoria.lconz.ac.nz/vwebv/holdingsInfo?bibld=1330077>. Chapter 3, pp. 55-72; chapter 4, pp. 73-93.
- Ash, Timothy. 1998. The Truth About Dictatorship. *The New York Review of Books* 45 (3). <http://www.nybooks.com/articles/934>

All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 13 February to 16 March 2012, 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 of the trimester all undergraduate textbooks and student notes will be sold from vicbooks on Level 4 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 nominated collection points at each campus. 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:

I maintain a large bibliography of potentially useful resources, tagged by topic, here: <http://www.citeulike.org/group/13886>. You can sign up to CiteULike and contribute to this bibliography if you wish. (You will need to create an account, and then join the POLS209 group to do so; if you need help please let me know).

Assessment requirements

Assessment for this course has four components:

1. Participation in the “Regime Classification Exercise,” including classifying a number of randomly selected countries according to criteria developed in class and writing a short essay of fewer than 2000 words, as described below (35%).
2. Production of a “case study” of a dictatorship and its breakdown. The final draft (or video; this can be done in a different format) is due at midnight on 8 June (30%).
3. Participation in the course blog (5%). You need to contribute between 2 and 5 posts or substantive comments over the course of the term to the course blog to achieve a full grade for this component. See details below.
4. A final exam (30%) during the exam period (15 June – 4 July 2012).

Regime Classification Exercise

The object of this project is to learn both about systematic differences among political regimes and about the difficulties and challenges of making judgments about such differences. While the case study will help you get acquainted in depth with a particular dictatorship, the regime classification exercise will help you understand some broad general differences between dictatorships and other political regimes, as well as provide you with some potentially useful research experience.

To that end, the class as a whole will develop a regime classification scheme and use it to consider some general questions about the systematic differences between dictatorships and other regimes. A previous class developed an index of democracy comparable in accuracy to the professionally used Freedom House index of “Freedom in the World”; but this year the class may decide to generate a somewhat different classification system, covering different periods of time or specific regions, and aiming at answering different questions. The RCE is an unusual assignment for a course, and it may at first feel confusing; nevertheless, the instructor will provide extensive guidance throughout the process, and the benefits of the exercise will eventually be clear. It is worth noting that one former student in this course got a coveted internship with the International Crisis Group working on the Failed States Index based on her participation in the regime classification exercise last year!

Each student will contribute to the project by 1) helping to develop a set of questions that the dataset could help to answer, as well as a list of classification criteria (most of this will happen in tutorials during the first half of the term; hence the importance of attending

tutorials!) 2) classifying a number of countries (selected by the instructor) based on these criteria (this will happen soon after the midterm break), and 3) writing a short essay critically evaluating the criteria used for classification and using the results of the classification to suggest some possible answers to the questions raised by the class.

The project has four stages.

In the **first stage** (during the first four weeks of the term), each tutorial group will develop a set of questions that a systematic classification of regimes could help answer, as well as a list of criteria for classifying regimes that would be helpful for answering those questions. Each tutorial group will be responsible for posting the consensus list in the course blog by midnight **5 April**, along with any other necessary information (e.g., a proposed procedure to classify regimes; a list of allowed sources; a justification for a particular regional or historical focus; etc.). This is worth 5% of the final grade for the course (16% of the grade for the project). Assessment will be on a coarse scale, from 0 points (no participation) to 5 points (insightful and relevant participation). To facilitate grading, you will submit a simple self-assessment e-mail to the instructor briefly summarizing your contributions to this stage of the project by midnight **5 April**.

In the **second stage**, the proposals developed in the first stage will now be open to comment and critique by everyone in the class until **27 April**, when the class will vote. Each tutorial group may wish to amend their proposal during this time. (Comments on the blog will count towards your grade for the online assessment component).

The instructor will then set up an electronic form where the actual classification can be made (the third stage of the project), provide the students with information on how to produce an accurate classification, and assign each student the countries that they are responsible for classifying. (The exact procedure for assigning countries depends on the number of people and the list of classification criteria, but each student will probably be responsible for about three countries at five different dates. Adjustments may be made, however, depending on which classification scheme the class ends up adopting.) The actual classification will be due (electronically, via the form) on **11 May**. This is worth 15% of your final grade.

In the final stage, the instructor will extract the information produced by the students, make it available in an accessible form (this may include comparing it to professionally produced indexes or regime classification systems), and help the students to make use of it. The students will then write an essay of about 2000-3000 words that attempts to use this information to answer the questions the dataset was initially designed to answer, and critically evaluates the results. This essay is due on **1 June**, and is worth 15% of your final grade.

More information about each of these stages and further guidance at each point in time will be given in class and posted on Blackboard.

The exercise represents a collective project by the entire class: the better everyone's contributions are, the better, more useful, and more interesting the final product will be.

You will learn more about political regimes and their classification by collaborating with others in this sort of project than by working alone. Nevertheless, it should be stressed that assessment is strictly individual: I will only take into consideration the quality of *your* individual classifications and *your* essay in assigning a grade and giving feedback to you.

Case Studies

The second component of assessment is the production of a “case study” of a dictatorship and its breakdown. Here, you will study the development of a dictatorship in depth, and present your findings either as an essay or in some other form – for example, a video documentary, a radio programme, or a page in the course wiki with pictures or multimedia components (some examples from previous years are posted on the wiki). The case study is NOT necessarily an essay, though you may produce an essay if you wish. (If you have doubts about what formats are appropriate, please consult the lecturer). The best and most innovative case studies may be showcased on the course wiki if students agree, but a presentation is not required.

The case study is due in two parts. In the first part (due at midnight on **27 April**), you will select a case of a dictatorship and discuss, in light of the theories presented in the course, how the dictator or ruling group came to power, how he or they maintained himself or themselves in power, and what consequences the institutions of the regime had for the country. In particular, the first part of the case study should:

- Describe the strategies used by the dictator or ruling group to maintain power, and consider whether these mechanisms of control are illuminated by the theories discussed in the course (and/or by comparisons to other dictatorships discussed in the course). For example, you may need to provide detail on which groups the dictator relied on for support and the means by which they were kept loyal, and note whether or not these means differ from what the theories described in the course would suggest.
- Indicate whether the strategies used by the dictator to retain power had important economic or other effects on the welfare of the population, and determine whether these effects are consistent with what we would expect from the theories discussed in the course.
- Describe the way in which the dictatorship first emerged, and assess whether the theories of regime change discussed in the course can account for its rise. In particular, the case study should assess critically whether the country’s culture can account for the rise and maintenance of the dictatorship, or whether economic or other factors better account for this.
- Discuss any other aspects of the case that appear especially important, contribute to our understanding of dictatorships more generally, or put in doubt some of the theories discussed in the course.

The instructor will provide some comments on this first part of the case study and return it to you. (Not submitting this first draft may result in a failing grade for the case study). You will then *revise* the first part of the case study and add further discussion of how the dictatorship came to an end (or if it has not come to an end, why not and whether it is likely to do so) in light of the theories discussed in the course. In particular, you should consider:

- Whether the breakdown of the regime followed the basic patterns of collective mobilization and diffusion we will study during the course
- The forms of collective contentious action that brought about its end, and how they interacted with divisions within the regime
- Whether any of the economic theories of regime change discussed in the course can explain why the breakdown happened. In particular, the case study should consider whether economic factors were especially important in the revolution, or whether other factors were more important
- Critically assess the role of violent contention for the breakdown of the dictatorship. Was there violent contention? Did repression “work”? Did violence by challengers achieve its objectives? (And was it justified?)

As stated above, you do *not* need to do the case study as an essay. If you do write an essay, however, it should probably be about 2000-3000 words long, though exceptions can be negotiated on a case by case basis. Case studies done in other formats (e.g., videos, wiki pages, etc.) should be comparable to a 2000-3000 word essay. For example, a 15-20 minute video is approximately comparable to a 2000-3000 word essay; for more guidance, consult the lecturer.

The final case study (in whatever format) will be assessed on a 0-100 point scale according to the following criteria:

- Structure and clarity (20 points): Is the material presented in a logical way? Is the material presented clearly (with few grammatical errors or typos, for example)? Is the format chosen (essay, wiki, video, etc.) used in an appropriate way given the material presented?
- Research (40 points): Does the essay present the details of the case fairly and accurately? Does it use the theories discussed in the course to understand and evaluate it? Does it show evidence of additional research? Are the sources used accurately summarized and presented? Are the sources used properly acknowledged and cited? (For non-essay formats, it may be necessary to supply a list of sources along with the final product).
- Argument (30 points): Does the case study have a clear thesis? Does it make a sharp case for understanding the particular dictatorship or revolution in accordance with one or another theory studied in the course, or against the applicability of some particular theory in the case in question? Does it appropriately marshal evidence in support of its thesis?
- Originality (10 points): Is the case study presented in an innovative format, well used? Does it present data in innovative and interesting ways? Does it make an interesting case, or present an interesting interpretation of the facts?

You are also encouraged to meet with the instructor to discuss your case study, especially if you are trying to use a non-traditional format.

If you write an essay, it should be submitted **electronically** via Blackboard on **8 June** (no paper submissions required). For details of how to submit case studies in other formats, please consult the instructor.

Course blog

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, rather than cram for an exam at the end of the term. In order to further these objectives, 5% of your final grade will depend on your participation in the course blog (<http://politicalpathologies.blogspot.com>, also accessible through Blackboard, though you will need to register separately for it).

You will need to contribute between 2 and 5 posts or substantive comments throughout the course of the term (between **5 March and 8 June**) to obtain the full 5% of the grade. It is up to you when to contribute, but it is best to do so earlier rather than later, and to participate in ongoing discussions. (I will also send annoying reminders every so often).

The blog requires separate 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.

Take a look at what former students have contributed to the blog in the past for inspiration about the sorts of things you may wish to contribute. 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

I will be contributing to the blog frequently, posting links to articles I find interesting, cross-posting material from my research blog that may be relevant, and participating in discussions, but the main responsibility is on the students to make the blog a useful learning resource. The instructor will also use the issues raised in the blog for tutorial discussions or address them in lecture.

A good contribution to the blog should:

- Be clearly written and formatted
- Do more than simply link to other sources on the internet
- Raise an interesting question or problem or comment on some theme discussed in class
- Acknowledge its sources clearly (by linking to them)

Assessment of blog postings will be on a coarse scale. 5 points will go to contributions over the course of the term (ending on **8 June**) that demonstrate genuine insight into course

ideas, make interesting connections, are substantive, and show care and attention. No *specific* number of contributions for getting 5 points is required (though at least two is the minimum – these can be in comments). A series of contributions that make sense, raise useful questions, and are generally clearly written will garner between 2-4 points. Poorly written contributions, unclearly connected to the themes of the course, should get between 0 and 1 point(s). (Failure to contribute anything during the course of the term will result in a final grade of 0 for this component of assessment).

Final exam

The final exam is cumulative, integrative, and closed book, and will last 120 minutes at some date during the exam period.

Penalties

Students will be penalised for late submission of essays or other work – 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 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 exam

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, tutors 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. 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.

WHERE TO FIND MORE DETAILED INFORMATION

Find key dates, explanations of grades and other useful information at www.victoria.ac.nz/home/study. Find out how academic progress is monitored and how enrolment can be restricted at www.victoria.ac.nz/home/study/academic-progress. Most statutes and policies are available at www.victoria.ac.nz/home/about/policy, except qualification statutes, which are available via the *Calendar* webpage at www.victoria.ac.nz/home/study/calendar.aspx (See Section C).

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at www.victoria.ac.nz/home/about_victoria/avcacademic.

Proposed schedule of lectures

A fuller, annotated reading list, with suggestions for further reading, will be available on Blackboard.

Date of lecture or deadline	Topic and Reading	Assignments due	Notes
Monday, March 05, 2012	No reading due, though you can start with Gandhi's piece.		
Wednesday, March 07, 2012	<p>Defining and Measuring dictatorship. What is a dictatorship? How do we tell?</p> <p>Essential readings: Gandhi, Jennifer (2008). Political Institutions under Dictatorship, pp. 1-41. Chapter 1, pp., 1-41 Coppedge, Michael, John Gerring, David Altman, Michael Bernhard, Steven Fish, Allen Hicken, Matthew Kroenig, Staffan Lindberg, Kelly McMann, Pamela Paxton, Holli Semetko, Svend Skaaning, Jeffrey Staton, and Jan Teorell. 2011. Conceptualizing and Measuring Democracy: A New Approach. Perspectives on Politics 9 (2): 247-267.</p>	Ranking exercise on democracy (online, ungraded), web survey on definition of dictatorship (ungraded)	
Monday, March 12, 2012	<p>Difficult cases and hybrid regimes.</p> <p>Essential: Levitsky, Steven, and Lucan Way (2002). "The Rise of Competitive Authoritarianism." Journal of Democracy 13(2): 51-65. Highly recommended: you may wish to begin reading Magaloni, Beatriz, and Ruth Kricheli. 2010. Political Order and One-Party Rule. Annual Review of Political Science 13 (1): 123-143.</p>		Tutorial discussions of regime classification project begin this week.
Wednesday, March 14, 2012	<p>Venezuela under Chavez: is it democratic? What does it matter?</p> <p>Essential: Ellner, Steve (2010). "Hugo Chavez's First Decade in Office." Latin American Perspectives 37(1):77-96. Corrales, Javier (2011). "A Setback for Chavez." Journal of Democracy 22(1): 122-136.</p>		Mock trial of Chavez
Monday, March 19, 2012	<p>Power in dictatorships: a simple theory</p> <p>Essential: Bueno de Mesquita, Bruce et al. (2001) "Political Competition and Economic Growth." Journal of Democracy 12(1): 58-72.</p>		
Wednesday, March 21, 2012	<p>Power in dictatorships: China and the Congo, a study in contrasts</p> <p>Choose at least one: Wrong, Michela. 2000. The Emperor Mobutu. Transition 9 (1): 92-112. http://muse.jhu.edu/journals/transition/v009/9.1wrong.html or McGregor, Richard. 2010. The Party: The Secret World of China's Communist Rulers, chapter 1. Harper.</p> <p>Recommended: McNulty, Mel. 1999. The Collapse of Zaïre: Implosion, Revolution or External Sabotage? The Journal of Modern African Studies 37 (1).</p>		

Monday, March 26, 2012	<p>Power in dictatorships: what are unfair elections for?</p> <p>Essential: Magaloni, Beatriz, and Ruth Kricheli. 2010. Political Order and One-Party Rule. Annual Review of Political Science 13 (1): 123-143.</p>		
Wednesday, March 28, 2012	<p>Power in dictatorships: fear and surveillance. The case of the GDR</p> <p>Essential: Pfaff, Steven. 2001. The Limits of Coercive Surveillance: Social and Penal Control in the German Democratic Republic. Punishment Society 3 (3): 381-407. It is also worth looking at the early chapters on the GDR in the Sebestyen book.</p>		
Monday, April 02, 2012	<p>Power in dictatorships: cults of personality</p> <p>Essential: Havel, Vaclav. 1992. "The Power of the Powerless." In Open letters: selected writings, 1965-1990, ed. Paul Wilson. New York: Vintage Books. Pp. 125-153. Wedeen, Lisa. 1998. Acting : Symbolic Politics and Social Control in Syria. Comparative Studies in Society and History 40 (03): 503-523. Demick, Barbara. 2009. Nothing to Envy: Ordinary Lives in North Korea. Spiegel & Grau. Chapter 6, pp. 90-102. Highly recommended: Chapter 16 in the Sebestyen book, is very good on the Ceausescu cult. It is also worth looking at the reading by Kuran from later in the term ("Now out of Never") for a bit of additional theory.</p>		
Wednesday, April 04, 2012	<p>"Benevolent despots": myth or reality?</p> <p>Essential: Easterly, William. 2011. Benevolent Autocrats. http://williameasterly.files.wordpress.com/2011/05/benevolent-autocrats-easterly-2nd-draft.pdf</p> <p>Roy, Denny. 1994. Singapore, China, and the "Soft Authoritarian" Challenge. Asian Survey 34 (3): 231-242.</p>		
Thursday, April 05, 2012		Tutorial groups post their proposed classification systems to the blog; people can then comment on them	
Friday, April 06 to Sunday, April 22	Midterm break		
Monday, April 23, 2012	<p>"Benevolent despots": myth or reality? The case of Singapore</p> <p>Essential: Verweij, Marco, and Riccardo Pelizzo. 2009. Singapore: Does Authoritarianism Pay? Journal of Democracy 20 (2): 18-32. Highly recommended: Haber, Stephen. 2006. "Authoritarian Government." In The Oxford Handbook of Political Economy, eds. Barry Weingast and Donald Wittman. Oxford: Oxford University Press. 693-707.</p>		

Wednesday, April 25, 2012	No class. ANZAC day		
Friday, April 27, 2012		Vote on classification proposals. First draft of case study: the rise of a dictatorship	
Monday, April 30, 2012	Culture and dictatorship Essential: Przeworski, Adam. 1998. "Culture and Democracy." In World Culture Report: Culture, Creativity, and Markets: UNESCO. 125-146. Inglehart, Ronald. 2003. How Solid Is Mass Support for Democracy: And How Can We Measure It? PS: Political Science and Politics 36 (1): 51-57. http://dx.doi.org/10.2307/3649345		
Wednesday, May 02, 2012	Culture and dictatorship Essential: Fish, M. Steven. 2002. Islam and Authoritarianism. World Politics 55 (1): 4-37. Menaldo, Victor. 2011. Why an Arab Spring May Never Arrive: Political Culture and Stability in the Middle East and North Africa's Monarchies. Social Science Research Network Working Paper Series. http://ssrn.com/abstract=1977706		
Monday, May 07, 2012	Regime change: Economic Explanations Essential: Acemoglu, Daron, and James Robinson. 2006. Economic Origins of Dictatorship and Democracy. Chapters 1-3. Cambridge: Cambridge University Press.		Regime change simulation. Start reading the Sebestyen book, if you have not yet started.
Wednesday, May 09, 2012	Regime change: The Rise and Fall of Pinochet Valenzuela, Arturo. 1989. "Chile: Origins, Consolidation, and Breakdown of a Democratic Regime." In Democracy in Developing Countries, eds. Larry Diamond, Juan Linz and Seymour Lipset: Lynne Rienner Publishers. 159-206.		
Friday, May 11, 2012		Classifications due via electronic form.	
Monday, May 14, 2012	How do people revolt? Contentious politics Essential: Ash, Timothy. 2009. Velvet Revolution: The Prospects. The New York Review of Books 56 (19). Tilly, Charles, and Sidney Tarrow. 2006. Contentious Politics. Paradigm Publishers. Chapter 1, pp. 1-23, chapter 3, pp. 45-67.		
Wednesday, May 16, 2012	Violence in revolution: does it "work"? Essential: Stephan, Maria, and Erica Chenoweth. 2008. Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict. International Security 33 (1): 7-44.		
Monday, May 21, 2012	Mass mobilization: how does it happen? Essential: Kuran, Timur. 1991. Now Out of Never: The Element of Surprise in the East European Revolution of 1989. World Politics 44 (1): 7-48.		

	Karklins, Rasma, and Roger Petersen. 1993. Decision Calculus of Protesters and Regimes: Eastern Europe 1989. <i>The journal of politics</i> 55 (3).		
Wednesday, May 23, 2012	International diffusion: how does it happen? Essential: Beissinger, Mark R. (2007) "Structure and Example in Modular Political Phenomena: The Diffusion of Bulldozer/Rose/Orange/Tulip Revolutions." <i>Perspectives on Politics</i> (5): 259-276. <i>The Orange Chronicles</i> (movie, 2007).		We will be watching the <i>Orange Chronicles</i> outside of regular class times this week; times and dates will be posted as the time approaches. You can also view the movie in the audiovisual reserve room at the library.
Monday, May 28, 2012	Regime divisions, mass mobilization, and democratization Essential: O'Donnell, Guillermo and Philippe Schmitter. 1986. <i>Transitions from Authoritarian Rule: Tentative Conclusions about Uncertain Democracies</i> . The Johns Hopkins University Press. Chapter 3, pp. 15-36		
Wednesday, May 30, 2012	How fragile are new democracies? Essential: Ulfelder, Jay. 2010. <i>Dilemmas of Democratic Consolidation: A Game-Theory Approach</i> . FirstForum Press. Chapter 3, pp. 55-72; chapter 4, pp. 73-93.		
Friday, June 01, 2012		Final regime classification project essay due	
Monday, June 04, 2012	Queen's Birthday. No class.		
Wednesday, June 06, 2012	Transitional justice Ash, Timothy Garton "The Truth About Dictatorship." <i>The New York Review of Books</i> 45(3).		
Friday, June 08, 2012		Final draft of case study: the fall of a dictatorship	