

Tuesday/Thursday 1:35PM–2:50PM

Thomas Bldg 122

Professor Wright

Pond Lab 233

Office Hours: Wednesday 1:30-3:00 PM (except October 10 and November 7)

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COURSE DESCRIPTION: This course examines the politics of authoritarian rule: the conditions that give rise to authoritarianism; the variety of authoritarian regimes; the strategies authoritarian leaders use to retain power; the consequences of different forms of authoritarianism for economic growth and human development; and the domestic and international sources of authoritarian demise. The course covers current and historical cases of authoritarian rule in China, Dominican Republic, Mexico, North Korea, Serbia, and the former Zaire (now Democratic Republic of Congo). Educational materials include: a novel, a short story, documentary film, articles and books written by journalists, policy articles, theoretical studies of authoritarian rule, and empirical political science research.

REQUIREMENTS: Students are expected to: (a) attend all lectures; (b) read assigned materials BEFORE the start of each class; (c) complete three (of four) assignments; (d) complete a research note and revision; (e) complete a midterm exam; (f) complete a final exam.

GRADING: Three assignments @10% (30%); Two research notes @10% (20%); One midterm exam (25%); One final exam (25%)

GRADE SCALE: A: 95-100; A-: 90-94.9; B+: 87.9-89.9; B: 83.33-87.8; B-: 80-83.32; C+: 75-79.9; C: 70-74.9; D: 60 to 69.9; FAIL: 0-59.9

LATE ASSIGNMENTS/EXAMS: Each assignment and research note is due at 1:35 PM (a paper copy in person) on the assigned date. Late assignments and research notes accrue a penalty of one letter grade (e.g. B+ becomes C+) each 24-hour period until the assignment is given to the instructor. After 96 hours, no late assignment is accepted. Students who arrive late to class (after 1:35 PM) cannot hand in assignments without accruing the late penalty. Students who miss the mid-term and final exams will be required to take alternative exams at a later date agreed upon with the instructor.

LECTURE & DISCUSSION: Classes each week will be devoted to lecture and discussion. Lectures notes will be posted on CANVAS at the beginning of each week.

EXAMS: The midterm exam will take place in-class and will consist of short answer questions and one essay. The final exam will be conducted during final exam week at the assigned time and location.

EXAM & ASSIGNMENT DATES :

Assignment 1: available on CANVAS August 28; due September 4 (1:35 PM)

Research Note 1: available on CANVAS September 6; due September 13 (1:35 PM)

Assignment 2: available on CANVAS September 18; due September 20 (1:35 PM)

Assignment 3: available on CANVAS October 9; due October 18 (1:35 PM)

Midterm exam: October 4 (1:35 PM)

Assignment 4: in-class quiz November 1 (1:35 PM)

Research Note 2: available on CANVAS November 6; due November 15 (1:35 PM)

Final exam: to be scheduled during the final exam period

CONTENTS OF SYLLABUS ARE SUBJECT TO CHANGE : The instructor retains the rights to change the contents of this syllabus during the semester, including the date for assignments and the assigned readings.

READING MATERIALS: Book chapters and articles are on CANVAS. A few readings have direct urls embedded in the syllabus.¹ I recommend you buy two books prior to Spring Break (not on CANVAS):

- Mario Vargas Llosa (2000) *The Feast of the Goat* (Picador USA)
- Michela Wrong (2000) *In the Footsteps of Mr. Kurtz* (Perennial)

SCHEDULE

Week 1: What are dictatorships?

(8-21) No readings; first day of class.

(8-23) Clark, Golder, & Golder. "Three Measures of Democracy." (pp. 154-166) CANVAS

Week 2: How are dictatorship different from democracies?

(8-28) Zakaria. "The Rise of Illiberal Democracy." (pp. 22-43) CANVAS

(8-28) Levitsky & Way. "The Rise of Competitive Authoritarianism." (pp. 51-64) CANVAS

(8-30) Slater & Way. *Washington Post*. "Was the 2016 U.S. election democratic? Here are 7 serious shortfalls."

(8-30) Berman. *Washington Post*. "Populists have one big thing right: Democracies are becoming less open."

(8-30) **NO CLASS: Research Conference**

Week 3: How do dictatorships come to power?

(9-4) Kendall-Taylor & Frantz. "How Democracies Fall Apart." *Foreign Affairs*.

(9-4) Levitsky & Ziblatt. "Fateful Alliances." (pp. 11-32) from *How Democracies Die*. CANVAS

Assignment 1: Dictatorship in the U.S.?

(9-6) Geddes, Wright, & Frantz. "Autocratic Seizures of Power." (pp. 25-42) from *How Dictatorships Work*. CANVAS

Week 4: Are all dictators the same? How do they differ?

(9-11) Clark, Golder, & Golder. "Credible Commitment Problems." (pp. 185-188) CANVAS

(9-11) Haber. "The Logic of Authoritarian Government." (pp. 2-23) CANVAS

(9-13) Geddes. "What Do We Know About Democratization?" (pp. 121-138) CANVAS

Research Note 1: Personalist parties

Week 5: How do dictators rule? How do they stay in power?

(9-18) Clark, Golder, & Golder. "Selectorate Theory." (pp. 331-344) CANVAS

(9-20) Geddes, Wright, & Frantz. "Power Concentration." (pp. 61-94) from *How Dictatorships Work*. CANVAS

Assignment 2: Median voters, inequality, and the prospects of democratization

Week 6: Are dictatorships good for economic growth and human development?

(9-25) Olsen. "Dictatorship, Democracy, and Development." (pp. 567-576) CANVAS

(9-25) Sen. "Famine and Other Crisis." in *Development as Freedom*. (pp. 160-188) CANVAS

(9-27) Demick. Letter from Yanji, "Nothing Left." *The New Yorker*, July 12, 2010, (pp. 44-49) CANVAS

(9-27) Subramanian. "The Inevitable Superpower" (pp. 66-78) CANVAS

¹Some readings are from the *Monkey Cage*, a feature of the *Washington Post*. This blog publishes short articles written by political scientists for a general audience. The articles are summaries of peer-reviewed articles published in political science journals. In the words of one of its founders, the *Monkey Cage* is intended as a place where "political scientists draw on their own expertise and the discipline's research to illuminate the news, inform civic discussion, and make some sense of the circus that is politics." The editors of the *Monkey Cage* are political scientists, not editorial staff or journalists employed by the *Washington Post*.

Week 7: Review & Midterm exam

- (10-2) Midterm review session in-class
- (10-4) **Midterm exam**

Week 8: Revising Research Notes

- (10-9) Revising Research Notes
- (10-11) **NO CLASS: Research Conference**

Week 9: Dominant party rule in Mexico

- (10-16) Magaloni. *Voting for Autocracy*. (pp. 28-42, 44-55, 63-76) CANVAS
- (10-18) Magaloni. *Voting for Autocracy*. (pp. 82-108, 117-131) CANVAS
- Assignment 3: Why did Mexico democratize in 2000?**

Week 11: Communist party rule in China

- (10-23) *The Economist*. "The Second Long March." CANVAS
- (10-23) McGregor. "China Inc." (pp. 827-854) CANVAS
- (11-25) Wallace. "Return to Sender." (pp. 159-185) CANVAS
- (11-25) *The Economist*. "Apartheid with Chinese characteristics: China has turned Xinjiang into a police state like no other." CANVAS
- (11-25) Frantz & Kendall-Taylor. "The Move to One-Man Rule in China and Beyond."

Week 13: Trujillo's dictatorship in the Dominican Republic

- (10-30) Vargas Llosa. *The Feast of the Goat*. Chapters 1-2, 5-9
- (11-1) Vargas Llosa. *The Feast of the Goat*. Chapters 12-14, 18-22
- Assignment 4: In-class quiz on *The Feast of the Goat***

Week 12: NO CLASS

- (11-6) **NO CLASS: Research Conference**
- (11-8) **NO CLASS: Research Conference**

Week 13: Kim family rule in North Korea

- (11-13) Bandi. "City of Specters." Short story from *The Accusation* (pp. 35-60) CANVAS
- (11-15) Lankov. *Foreign Policy*. "Kim Jong Un Is a Survivor, Not a Madman."
- (11-15) Fearon. *Washington Post*. "The big problem with the North Koreans..."
- (11-15) Horowitz & Saunders. *Washington Post*. "Why nuclear war with North Korea ..."
- Research note 2: Personalist parties**

Week 14: THANKSGIVING BREAK

- (11-20) **NO CLASS: THANKSGIVING**
- (11-22) **NO CLASS: THANKSGIVING**

Week 15: Personalist power in the former Zaire

- (11-27) Wrong. *In the Footsteps of Mr. Kurtz*. (pp. 70-85, 89-108, 112-130, 137-141, 195-215, 219-237)
- (11-29) Wrong. *In the Footsteps of Mr. Kurtz*. (pp. 241-248, 251-267, 271-274, 293-309)
- Documentary film: *Mobutu, King of Zaire*

Week 16: Protests in dictatorships

- (12-4) Clark, Golder, & Golder. "Tipping models." (pp. 271-276) CANVAS
- (12-4) Barany. "The Role of the Military." (pp. 28-38) CANVAS
- (12-6) Chenoweth. *Foreign Policy*. "Think Again: Nonviolent Resistance."
- Documentary film: *Bringing Down a Dictator* (Serbian President Slobodan Milošević)

Week 17: Finals week

- (TBA) **Final exam**

Research note

This course incorporates a research component. Students are expected to write short case studies (Research Notes) of the origins of political parties affiliated with democratically-elected leaders. These case studies will be incorporated into the instructor's research on the political origins of dictatorships in the post-1989 era. Students are expected to research the political party origins, using published books and articles in history and political science, as well as biographies and news articles. Student then write a short case study identifying the key information necessary to systematically code data for the concept of *Personalist political parties*.

Further Reading

The Accusation: Forbidden Stories from Inside North Korea, Bandi (North Korea)

The Art of Political Murder, Francisco Goldman (Guatemala)

The Autumn of the Patriarch, Gabriel García Márquez (Colombia)

Blindness, José Saramago (Portugal)

The Collapse, Mary Elise Sarotte (East Germany)

The Comedians, Graham Greene (Haiti)

Dinner with Mugabe, Heidi Holland (Zimbabwe)

Dogeaters, Jessica Hagedorn (Philippines)

The Emperor, Ryszard Kapuscinski (Ethiopia)

Exit the Colonel, Ethan Chorin (Libya)

The Fear, Peter Godwin (Zimbabwe)

The Gun Dealer's Daughter, Gina Apostol (Philippines)

The Hunger Angel, Herta Müller (Romania)

"*I Didn't Do It For You*", Michela Wrong (Eritrea)

In the Time of Butterflies, Julia Alvarez (Dominican Republic)

It's Our Turn to Eat: The Story of a Kenyan Whistle-Blower, Michela Wrong (Kenya)

Journey Into the Whirlwind, Eugenia Semyonavna Ginzburg (Soviet Union)

A Man of the People, Chinua Achebe (Nigeria)

The Man without a Face, Masha Gessen (Putin, Russia)

The Mantle of the Prophet, Roy Mottahedeh (Iran)

The President (El Señor Presidente), Miguel Ángel Asturias (Guatemala)

Reading Lolita in Tehran, Azar Nafisi (Iran)

Sardines, Nuruddin Farah (Somalia)

Shah of Shahs, Ryszard Kapuscinski (Iran)

ACADEMIC INTEGRITY STATEMENT: Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts.

Academic integrity includes a commitment by all members of the University community not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

DISABILITY ACCOMMODATION STATEMENT: Penn State welcomes students with disabilities into the University's educational programs. Every Penn State campus has an office for students with disabilities. Student Disability Resources (SDR) website provides contact information for every Penn State campus (<http://equity.psu.edu/sdr/disability-coordinator>). For further information, please visit the Student Disability Resources website (<http://equity.psu.edu/sdr/>).

In order to receive consideration for reasonable accommodations, you must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation.

See documentation guidelines at: <http://equity.psu.edu/sdr/guidelines>.

If the documentation supports your request for reasonable accommodations, your campus disability services office will provide you with an accommodation letter. Please share this letter with your instructors and discuss the accommodations with them as early as possible. You must follow this process for every semester that you request accommodations.

COUNSELING AND PSYCHOLOGICAL SERVICES STATEMENT: Many students at Penn State face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients' cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

Counseling and Psychological Services at University Park (CAPS)

(<http://studentaffairs.psu.edu/counseling/>): 814-863-0395

Penn State Crisis Line (24 hours/7 days/week): 877-229-6400

Crisis Text Line (24 hours/7 days/week): Text LIONS to 741741

EDUCATIONAL EQUITY/REPORT BIAS STATEMENT : Penn State takes great pride to foster a diverse and inclusive environment for students, faculty, and staff. Consistent with University Policy AD29, students who believe they have experienced or observed a hate crime, an act of intolerance, discrimination, or harassment that occurs at Penn State are urged to report these incidents as outlined on the University's Report Bias webpage (<http://equity.psu.edu/reportbias/>)

RECOMMENDATION LETTERS: Per University Policy AD-35, the following items are considered University Records: Examination and answer sheets (1 year); Grade books, grade sheets, grade appeals (5 years); Search committee meeting minutes, correspondence with candidates. Thus one year after administration of examinations, instructors are required to destroy all examination materials (including graded papers, assignments, and exams). As your instructor, I cannot write a positive recommendation letter without these materials. Therefore I cannot write a recommendation letter for any student **after one year from the administration of the first assignment of the semester** because I am required to destroy all examination materials at this point. If you find the consequences of the AD-35 policy troublesome, as I do, please contact the Liberal Arts Dean's Office.