

SYLLABUS: Pol 417 – Dictatorship: Could it Happen Here?

Course Title and Number

Pol 417 – Dictatorship: Could it Happen Here?

Description of Course

This course will examine the causes and consequences of dictatorships. It will then consider different types of dictatorship and the conditions under which they may be more durable. It will also discuss how dictatorships use repression, censorship and social media to maintain control and how dissidents fight back. In assessing these different factors, the course will then assess the conditions under which existing democracies like the United States might revert to dictatorship. In short – could it happen here?

Course Objectives and Expected Learning Outcomes

Students will be expected to learn the distinctions between democracies and dictatorships as well as the distinctions within dictatorships. Students will also be required to think critically about the conditions under which autocracies may be beneficial – if at all. To that end, students will be required to engage in structured debates and engage the readings in class. Students will also have the opportunity to study a single dictatorship – past or present – in detail.

Some questions we will address: Could the US become an autocracy? What would be the consequences? Is autocracy ever justified? What are the costs?

Locations and Times

MWF 3:30-4:45 Harville 204

Instructor Information

Paul Schuler
Social Sciences Building 318C
pschuler@email.arizona.edu
Office Hours: Monday 11-12

Course Format and Teaching Methods

This course will primarily be lecture based. However, the instructor will call on students to participate in the lectures.

Required Texts

- Mounk, Yasha. *The People vs. Democracy*.
- Levitsky, Steven and Daniel Ziblatt. *How Democracies Die*.
- Dikotter, Frank. *How to be a Dictator: The Cult of Personality in the 21st Century*
- Rossiter, Clinton. *Constitutional Dictatorship*.
- Frantz, Erica. *Authoritarianism: What Everyone Needs to Know*

Grading Policy

University policy regarding grades and grading systems is available at:
<http://catalog.arizona.edu/2014-15/policies/grade.htm>

Grade Distribution for this Course:

- A: Excellent
- B: Good
- C: Satisfactory
- D: Poor
- E: Failure

Requests for incompletes (I) and withdrawal (W) must be made in accordance with university policies which are available at <http://catalog.arizona.edu/2014-15/policies/grade.htm#I> and <http://catalog.arizona.edu/2014-15/policies/grade.htm#W> respectively.

Honors Credit

Students wishing to contract this course for Honors Credit should email me to set up an appointment to discuss the terms of the contract and to sign the Honors Course Contract Request Form. The form is available at <http://www.honors.arizona.edu/documents/students/ContractRequestFrom.pdf>.

Late Work Policy

As a rule, work will not be accepted late except in case of documented emergency or illness. You may petition the professor in writing for an exception if you feel you have a compelling reason for turning work in late.

Attendance Policy

The UA's policy concerning Class Attendance and Administrative Drops is available at:
<http://catalog.arizona.edu/2014-15/policies/classatten.htm>

The UA policy regarding absences on and accommodation of religious holidays is available at
<http://deanofstudents.arizona.edu/policies-and-codes/accommodation-religious-observance-and-practice>.

Absences pre-approved by the UA Dean of Students (or Dean designee) will be honored. See:
http://uhap.web.arizona.edu/chapter_7#7.04.02

Participating in course and attending lectures and other course events are vital to the learning process. As such, attendance is required at all lectures and discussion section meetings. Students who miss class due to illness or emergency are required to bring documentation from their healthcare provider or other relevant, professional third parties. Failure to submit third-party documentation will result in unexcused absences.

Assignment Format

20% Discussion Posts: Each week will feature an online discussion where the student will be asked to address one of the questions posed in the class that week. We will discuss the posts on Fridays so they will be due by 5pm on Thursdays.

10% Attendance: Students will be granted two absences. Any additional absence will require a note.

20% Mid-Term 1

30% Paper and Presentation. More details later in the semester.

20%: Final exam

Classroom Behavior

To foster a positive learning environment, students may not text, chat, make phone calls, play games, read the newspaper or surf the web during lecture and discussion. Students are asked to refrain from disruptive conversations with people sitting around them during lecture. Students observed engaging in disruptive activity will be asked to cease this behavior. Students who continue to disrupt the class will be asked to leave lecture or discussion and may be reported to the Dean of Students.

The use of personal electronics such as laptops, iPads and other such mobile devices is distracting to the other students and the instructor. Their use can degrade the learning environment. Therefore, students are not permitted to use these devices during the class period.

The Arizona Board of Regents' Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the University community, including to one's self. See: <http://policy.arizona.edu/threatening-behavior-students>.

Accessibility and Accommodations

It is the University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations. For additional information on Disability Resources and reasonable accommodations, please visit <http://drc.arizona.edu/>.

If you have reasonable accommodations, please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

Student Code of Academic Integrity

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: <http://deanofstudents.arizona.edu/codeofacademicintegrity> <http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>.

The University Libraries have some excellent tips for avoiding plagiarism available at: <http://www.library.arizona.edu/help/tutorials/plagiarism/index.html>.

Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor's express written consent. Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA email to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student email addresses. This conduct may also constitute copyright infringement.

Additional Resources for Students

UA Non-discrimination and Anti-harassment policy:

<http://policy.arizona.edu/sites/default/files/Nondiscrimination.pdf>

UA Academic policies and procedures are available at:

<http://catalog.arizona.edu/2014-15/policies/aaindex.html>

Student Assistance and Advocacy information is available at:

<http://deanofstudents.arizona.edu/student-assistance/students/student-assistance>

Confidentiality of Student Records

<http://www.registrar.arizona.edu/ferpa/default.htm>

Subject to Change Statement

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.

Assignments and Schedule:

January 15: Introduction

Introduce course and the potential for backsliding. Could it happen here?

January 20: Martin Luther King Day

January 22: Autocracies versus Democracies

How do autocracies differ from democracies? What are some differences in outcomes?

Readings: Przeworski, Adam, Michael Alvarez, Jose Antonio Cheibub and Fernando Limongi. 2000. *Democracy and Development: Political Institutions and Well-Being in the World, 1950-1990*. Chapter 1; Joseph Schumpeter, *Capitalism, Socialism, and Democracy*. Pages 232-283

January 27: Democracy and Dictatorship

Can democracies be dictatorships? What are the different types of autocracy? What are the impacts of the different types of authoritarianism? What are the most prevalent ones today?

Readings: Democracy and Dictatorship? Clinton Rossiter. *Constitutional Dictatorship*. 1948 3-73

January 29: Democracy and Dictatorship

Can democracies be dictatorships? What are the different types of autocracy? What are the impacts of the different types of authoritarianism? What are the most prevalent ones today?

Readings: Democracy and Dictatorship? Clinton Rossiter. *Constitutional Dictatorship*. 1948 207-313

February 3: Types of Autocracies

How do authoritarian regimes maintain control and govern? What are the different arrangements?

Readings: Haber, Stephen. 2008. "Authoritarian Government." *Oxford Handbook of Political Economy*. Frantz, Erika. 2018. *Authoritarianism*. Chapter 5

February 5: Types of Autocracies

How do authoritarian regimes maintain control and govern? What are the different arrangements? Lessons from Italy and Nazi Germany

Readings: Dikotter, Frank. Chapters 1 and 2

February 10: Totalitarian Regimes, Monarchies, and Personal Rule

What is the defining feature of a totalitarian regime?

Readings: Arendt, Hannah. 1948. *The Origins of Totalitarianism*. Chapter 13 (pages 460-482); Frantz, Erika. 2018. *Authoritarianism*. Chapter 3

February 12: Totalitarian Regimes, Monarchies, and Personal Rule

North Korea and Dominican Republic examples

Readings: Dikotter, Chapters 5 and 6

February 17: Military and Party Based Regimes

Where do single-party regimes and military come from? What are their defining features?

Reading: Geddes, Barbara. 1999. "What do we know about Democratization after 20 Years?" *Annual Review of Political Science*

February 19: Military and Party Based Regimes

Where do single-party regimes and military come from? What are their defining features? Cases: Soviet Union and Myanmar.

Reading: Dikotter, Frank. Chapter 3; Huang, Robert Lee. "Rethinking Myanmar's Political Regime." *Contemporary Politics*.

February 24: Dictatorship and Development

Does dictatorship inhibit or enhance development? How does it impact redistribution?

Reading: Przeworski, Adam, Michael Alvarez, Jose Antonio Cheibub and Fernando Limongi. 2000. *Democracy and Development: Political Institutions and Well-Being in the World, 1950-1990*. Chapters 2 and 3; October 14 – Carothers, Thomas. 2007. "The 'Sequencing' Fallacy." *Journal of Democracy*; Mansfield, Edward and Jack Snyder. 2007. "The Sequencing 'Fallacy.'" *Journal of Democracy*.

February 26: Dictatorship and Development

Does dictatorship inhibit or enhance development? How does it impact redistribution?

Reading: Kim, Byung-Kook and Ezra Vogel. *The Park Chung Hee Era*. Chapters 18.

March 2: Dictatorship and War

Are dictatorships more likely to go to war?

Reading: Ezrow, Natasha and Erika Frantz. *Dictators and Dictatorship*. Chapter 8; Paine, S.C.M. *The Japanese Empire*. Chapter 4.

March 4: Midterm I**March 9-13 Spring Break (No Class)****March 16: Where do Autocracies Come From?**

What leads to the emergence of authoritarian rule?

Reading: Frantz, Erika. 2018. *Authoritarianism*. Chapter 3; Historical Roots Acemoglu, Daron and James Robinson. 2005. *Economic Origins of Dictatorship and Democracy*; Fukuyama, Francis. 1995. "Confucianism and Democracy." *Journal of Democracy*;

March 18: No Class**March 23-March 27: No Class****March 30: Sustaining Autocracy Through Repression, Elections, and Legislatures**

How do autocracies use elections and repression to enhance rule?

Reading: Davenport, Christian and David Armstrong. "Democracy and the Violation of Human Rights." *American Journal of Political Science*.

April 1: Sustaining Autocracy Through Repression, Elections, and Legislatures

Reading

Schedler, Andreas. 2002. "Elections Without Democracy: Menu of Manipulation" *Journal of Democracy*; Tucker, Joshua. 2007. "Enough! Electoral Fraud, Collective Action Problems, and Post-Communist Color Revolutions." *Perspectives on Politics*.

April 6: Sustaining Autocracy Through Repression, Elections, and Legislatures

How do some autocracies remain popular?

Reading: Dimitrov, Martin. "Popular Autocrats." *Journal of Democracy*; Frye, Timothy et al. "Is Putin's Popularity Real?" *Post-Soviet Affairs*

April 8: Sustaining Autocracy Through Repression, Elections, and Legislatures

How do some autocracies remain popular?

Reading: Kim, Byung-Kook and Ezra Vogel. *The Park Chung Hee Era*. Chapters 18

April 13: Promotions, Meritocracy and the China Model

Are autocracies doomed to promote incompetents or can they outperform democracies?

Reading: Egorov and Sonin. "Dictators and their Viziers." 2011.

April 15: Promotions, Meritocracy and the China Model

Are autocracies doomed to promote incompetents or can they outperform democracies?

Reading: Bell, Daniel. *The China Model*. Pages 1-61.

April 20: Could it Happen Here?

How do regimes backslide into authoritarianism?

Reading: Weingast, Barry. 1997. "The Political Foundations of Democracy and the Rule of Law." *American Political Science Review*; Frantz, Erika. 2018. *Authoritarianism*. Chapter 6;

April 22: Could it Happen Here?

How do regimes backslide into authoritarianism?

Readings: Levitsky, Steven and Daniel Ziblatt. *How Democracies Die*.

April 27 –Could it Happen Here?

How do regimes backslide into authoritarianism?

Reading: Mounk, Yasha. *The People vs. Democracy*. Pages 1-182

April 29 – How do they End?

Reading: Frantz, Erika. 2018. *Authoritarianism*. Chapter 8

May 4: Student Presentations and Review

May 6: Students Presentation and Review