

**Room:** Ming Hsieh Hall 126  
**Dates:** 01/09/17 - 04/28/17  
**Time:** T & Th 11:30 AM-12:45 PM

**Professor:** Matthew Wilson

**Email:** mhwilson1@mix.wvu.edu  
**Office:** 315D Woodburn Hall  
**Office Hours:** T 1-2 PM & by appointment



Mao Tse-tung,  
(P. R.) China 1945-1976



Augusto Pinochet,  
Chile 1973-1990

### COURSE DESCRIPTION:

What explains the rise and fall of dictators? What, if anything can be learned from the ways they govern? Using theoretical approaches, case studies, and quantitative research, this course examines the politics of authoritarian rule by focusing on dictators and their demise. The goals of the class are to provide real-world accounts of a variety of dictatorships, differentiate among their governing strategies, and discern the long-term impacts of dictatorship on institutional and economic development. The course primarily focuses on broad differences in ruling styles and their relations to the survival of dictators and their regimes. The course also examines the impacts of dictatorship on human rights, economic growth, conflict, and political institutions.

### EXPECTED LEARNING OUTCOMES:

As a result of the class, students will be able to:

- Identify the major arguments in published research on dictatorships and democratization
- Critically evaluate the effects of institutions and strategies on the survival of dictatorship
- Distinguish between the ruling styles and consequences of a number of modern dictators

**COURSE REQUIREMENTS:** Students are expected to

- (1) read assigned materials before the start of each class (subject to quizzes);
- (2) attend all lectures and participate in in-class exercises;
- (3) complete two in-class exams;

*Exams will be a combination of multiple choice and short answer based on the readings, and matching information on specific dictators from students' presentations.*

- (4) produce an in-class presentation;

*Each student will be expected to research the political biographies of select dictators (background, how s/he obtained office, major events and ruling style, and how s/he left office) and give a presentation to the class on their assigned date. The student's grade will be determined by the amount of research done, and the student's presentation ability. (More information will be provided separately.)*

- (5) complete a written assignment;

*Using the same criteria as the in-class presentation (4), each student will be responsible for completing a written assignment comparing and contrasting the patterns of regime change, ruling styles, and consequences of three dictators of the student's choice. The student's grade will be determined by the amount of research done, the student's writing ability, and the relation to readings and lecture content. (More information will be provided separately.)*

<b>GRADES:</b> Attendance and participation	15%
Midterm exam	20%
Final exam	20%
In-class presentation	20%
Written assignment	25%
<hr/> Total	<hr/> 100%

A: 90-100; B: 80-89.9; C:70-79.9; D: 60 to 69.9; F: 0-59.9

### READING MATERIALS:

Students are not expected to purchase any books for the class. All required readings will be made available online or through the West Virginia University library.

### CLASS POLICIES:

*Failure to follow class rules will affect the student's participation grade.*

1. The use of cell phones is not permitted.
2. Computers are allowed to take notes only.
3. Please do not read outside materials.
4. Sleeping in class is not allowed.
5. Grades will not be changed if an issue is reported after two weeks have passed.

### ADDITIONAL INFORMATION:

Academic Integrity. The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the West Virginia University Academic Catalog at <http://catalog.wvu.edu/undergraduate/coursecreditstermsclassification/#academicintegritytext>. Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see me before the assignment is due to discuss the matter.

Adverse Weather Commitment. In the event of inclement or threatening weather, everyone should use his or her best judgment regarding travel to and from campus. Safety should be the main concern. If you cannot get to class because of adverse weather conditions, you should contact me as soon as possible. Similarly, if I am unable to reach our class location, I will notify you of any cancellation or change as soon as possible (at least one hour before class starts), using MIX to prevent you from embarking on any unnecessary travel. If you cannot get to class because of weather conditions, I will make allowances relative to required attendance policies, as well as any scheduled tests, quizzes, or other assessments.

Inclusivity. The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Accessibility Services (293-6700). For more information on West Virginia University's Diversity, Equity, and Inclusion initiatives, please see <http://diversity.wvu.edu>.

Sexual Misconduct and Resources. West Virginia University (WVU) does not tolerate sexual misconduct, including harassment, stalking, sexual assault, sexual exploitation, or relationship violence [BOG Policy 44]. It is important for you to know that there are resources available if you or someone you know needs assistance. You may speak to a member of university administration, faculty, or staff, but keep in mind that they have an obligation to report the incident to the Title IX Coordinator. If you want to speak to someone who is permitted to keep your disclosure confidential, please seek assistance from the Carruth Center, 304-293-9355 or 304-293-4431 (24-hour hotline), and locally within the community at the Rape and Domestic Violence Information Center (RDVIC), 304-292-5100 or 304-292-4431 (24-hour hotline).

Students are responsible for knowing both university and course schedules.

The academic calendar is available at:

<http://catalog.wvu.edu/undergraduate/westvirginiauniversitycalendar/>.

### CLASS SCHEDULE:<sup>‡</sup>

#### *Origins of Dictatorship and Democracy*

01/10 Introduction & Video 1;

Gandhi, J. (2008). *Political Institutions Under Dictatorship*. New York: Cambridge University Press.<sup>‡</sup>

01/12\* [No class]

01/17

North, D. C. (1981). *Structure and Change in Economic History*. Norton, New York.<sup>‡</sup>

Acemoglu, D., Johnson, S., and Robinson, J. (2004). Institutions as the fundamental cause of long-run growth. National Bureau of Economic Research Working Paper 18481.

01/19

Olson, M. (1993). Dictatorship, democracy, and development. *American Political Science Review*, 87(3):567–576.

Acemoglu, D. and Robinson, J. A. (2006). *Economic Origins of Dictatorship and Democracy*. Cambridge University Press, New York.<sup>‡</sup>

01/24

Moore, B. (1966). *Social Origins of Democracy and Dictatorship: Lord and Peasant in the Making of the Modern World*. Beacon Press, Boston.<sup>‡</sup>

Huntington, S. P. (1968). *Political Order in Changing Societies*. New Haven, CT: Yale University Press.<sup>‡</sup>

01/26 Thought experiment 1

01/31 In-class presentation 1

#### *Rules of Dictatorship*

02/02

Bueno de Mesquita, B., Smith, A., Siverson, R. M., and Morrow, J. D. (2005). *The Logic of Political Survival*. Cambridge: MIT Press, (paperback) edition.<sup>‡</sup>

Wintrobe, R. (1998). *The Political Economy of Dictatorship*. New York: Cambridge University Press.<sup>‡</sup>

02/07 In-class presentation 2

02/09

Wiarda, H. J. and Kryzaneck, M. J. (1992). Trujillo and the caudillo tradition. In (Ed.), H. M. H., editor, *Caudillos: Dictators in Spanish America*. Norman, OK: University of Oklahoma Press.

Magaloni, B. (2008). *Voting for Autocracy: Hegemonic Party Survival and its Demise in Mexico*. Cambridge: Cambridge University Press.<sup>‡</sup>

02/14 In-class presentation 3

02/16

Wintrobe, R. (1998). *The Political Economy of Dictatorship*. New York: Cambridge University Press.<sup>‡</sup>

Ross, M. (2001). Does oil hinder democracy? *World Politics*, 53:325–361.

02/21 In-class presentation 4

02/23 Video 2

02/28 In-class presentation 5; Study session

03/02\* Midterm exam

03/07 [Spring Recess]

03/09 [Spring Recess]

03/14\* In-class presentation 6

03/16\* In-class presentation 7

***Institutions and Outcomes***

03/21

Tsebelis, G. (2002). *Veto Players: How Political Institutions Work*. Princeton, N.J.: Princeton University Press.‡

Svolik, M. W. (2009). Power sharing and leadership dynamics in authoritarian regimes. *American Journal of Political Science*, 53(2):2.

Svolik, M. (2012). *The Politics of Authoritarian Rule*. New York: Cambridge University Press.‡

03/23

Wilson, M. C. (2014). A discreet critique of discrete regime type data. *Comparative Political Studies*, 47(5):689–714.

Gandhi, J. and Przeworski, A. (2007). Authoritarian institutions and the survival of autocrats. *Comparative Political Studies*, 40(11):1279–1301.

Magaloni, B. (2008). *Voting for Autocracy: Hegemonic Party Survival and its Demise in Mexico*. Cambridge: Cambridge University Press.‡

03/28 *In-class presentation 8*

03/30

Weeks, J. L. (2008). Autocratic audience costs: Regime type and signaling resolve. *International Organization*, 62((Winter)):35–64.

Fjelde, H. (2010). Generals, dictators, and kings: Authoritarian regimes and civil conflict, 1973–2004. *Conflict Management and Peace Science*, 27(3):195–218.

Wilson, M. and Piazza, J. (2013). Autocracies and terrorism: Conditioning effects of authoritarian regime-type on terrorist attacks. *American Journal of Political Science*, 57(4):941–955.

04/04

Whitten-Woodring, J. (2009). Watchdog or lapdog? media freedom, regime type and government respect for human rights. *International Studies Quarterly Journal of Economics*, 53:595–625.

Helmke, G. and Rosenbluth, F. (2009). Regimes and rule of law: Judicial independence in comparative perspective. *Annual Reviews in Political Science*, 12:345–366.

Wright, J. (2008). Do authoritarian institutions constrain? how legislatures affect economic growth and investment. *American Journal of Political Science*, 52(2):322–343.

04/06 *In-class presentation 9*04/11 *In-class presentation 10*

04/13

Albertus, M. and Menaldo, V. (2012). If you're against them you're with us: the effect of expropriation on autocratic survival. *Comparative Political Studies*, 45(8):973–1003.

Miller, M. K. (2012). Economic development, violent leader removal, and democratization. *American Journal of Political Science*, 56(4):1002–1020.

Goemans, H. (2008). Which way out? the manner and consequences of losing office. *Journal of Conflict Resolution*, 52(6):771–794.

04/18 *In-class presentation 11****Democratic 'Springs' and Authoritarian 'Autumns'***04/20 *Thought experiment 2*

Brumberg, D. (2002). The trap of liberalized autocracy. *Journal of Democracy*, 13(4):56–68.

04/25 *Thought experiment 3*04/27 *Study session & course conclusion [Writing assignment due]*05/04 *Final exam @ 8am*

† Many of these readings contain statistical analyses and equations that may be difficult to comprehend. Students are not expected to review the portions with statistics/analyses/equations, nor will they be tested on them. Students are *only* expected to understand broad concepts and questions raised in the assigned material.

‡ Refers to selected portions that will be made available online.