

**Room:** 130 Gambrell Hall  
**Dates:** 01/17/19 - 04/25/19  
**Time:** Th 3:00 PM-5:45 PM

**Professor:** Matthew Wilson

**Email:** wilso929@mailbox.sc.edu  
**Office:** 337 Gambrell Hall  
**Office Hours:** Th 1:00 PM -2:30 PM  
*& by appointment*



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



Augusto Pinochet,  
 Chile 1973-1990

**COURSE DESCRIPTION:**

The graduate seminar on dictatorship provides an introduction to the dominant questions, theories, and empirical research on authoritarian regimes and democratization. The goals of the class are to differentiate among varieties of dictatorships, identify 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 has two primary goals: (i) to prepare students for a research career in comparative politics by providing a primer on the conceptualization and measurement of democracy and authoritarianism, and (ii) to prepare doctoral candidates for the comprehensive examination on dictatorship and democracy.

**EXPECTED LEARNING OUTCOMES:**

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

- Identify dominant debates in the literature 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 modern dictators

**GRADES:**

Attendance and participation	15%
Discussion leadership	25%
(5) Written assignments	5 @ 12% = 60%
<hr/> Total	<hr/> 100%

A: 90-100; B+: 87-89; B: 80-86; C+: 77-79; C: 70-76; D+: 67-69; D: 60-66; F: 0-59

**COURSE REQUIREMENTS:**

1. *Participation* (15%)  
 Each student is expected to attend every seminar, read the assigned material before each class, and be prepared to discuss assigned material. Grades will be based on knowledge of the material, and on the quality and the frequency of participation.

## 2. Discussion Leadership (25%)

Each student will be assigned two seminars to lead. As discussion leader, the student must submit notes for each of the readings to <http://goo.gl/forms/P2PQGxKwYi>; and give a presentation on the readings to the rest of the class (not to exceed 30 minutes). In the presentation, the discussant should address the following questions:

- What is the main question? What are the intellectual merits of the question?
- What are the theoretical assumptions? What are the key concepts/actors?  
Are the concepts in the theory clearly defined?
- Are the theoretical assumptions accurate?  
Are there circumstances under which they might not be true?
- What are the observable implications of the theory?
- Which implications does the researcher test?  
Does the research design strategy adequately test the theory?
- What is the unit of analysis? How are cases selected and what is the sample?
- Are the theoretical concepts validly measured? How could they be improved upon?
- How does the research address alternative explanations with the research design?  
Are there other potential alternative explanations?
- How does the reading connect to the broader literature?  
What is the next step in this research agenda?

The depth of preparation evidenced in the questions and recorded notes, along with the student's presentation of the material, will determine their grade.

## 3. Written assignments (5 @ 12% each = 60%)

Each student is expected to write a short paper (minimum seven double-spaced pages) for each of the following prompts:

- i. Outline a question in the literature on dictatorship and democratization. Explain the importance of the topic and provide a succinct synthesis of existing research on the issue. Use it to develop an original empirical argument.
- ii. Outline a research design for testing a specific question related to dictatorship and democratization. Be sure to identify the relevant variables, empirical strategy, case selection/data sources, and expected findings.
- iii. Demonstrate case-specific knowledge by describing background information for one or more real-world examples that validate or challenge a specific theoretical claim related to dictatorship and democratization. Discuss the strength of the evidence.
- iv. Compare and contrast three datasets related to dictatorship and democratization. Discuss sample coverage, coding rules, and conceptual overlap with other measures. Highlight strengths and weaknesses of each.
- v. Perform a preliminary analysis of a specific empirical claim related to dictatorship and democratization. Describe the results and potential extensions.

Students may submit papers in any order; see class schedule for due dates.

**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:**

Students are responsible for knowing both university and course schedules.

The academic calendar is available at: [https://www.sc.edu/about/offices\\_and\\_divisions/registrar/academic\\_calendars/2018-19\\_calendar.php](https://www.sc.edu/about/offices_and_divisions/registrar/academic_calendars/2018-19_calendar.php).

Information on graduate academic regulations is available at: [http://bulletin.sc.edu/content.php?catoid=78&navoid=2271#Graduate\\_Grading\\_Policies](http://bulletin.sc.edu/content.php?catoid=78&navoid=2271#Graduate_Grading_Policies).

[http://bulletin.sc.edu/content.php?catoid=78&navoid=2271#Graduate\\_Grading\\_Policies](http://bulletin.sc.edu/content.php?catoid=78&navoid=2271#Graduate_Grading_Policies).

Students are expected to be familiar with all books on the syllabus, which will not be provided. All other readings on the syllabus will be made available online or through the library.

**FINE PRINT:**

Academic Integrity. I will enforce rigorous standards of academic integrity in all aspects of this course. For the detailed policy of the University of South Carolina regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, see the University Honor Code: [https://www.sc.edu/about/offices\\_and\\_divisions/student\\_conduct\\_and\\_academic\\_integrity/documents/honor\\_code.pdf](https://www.sc.edu/about/offices_and_divisions/student_conduct_and_academic_integrity/documents/honor_code.pdf). Should you have any questions about possibly improper research citations or references, or any activity that may be interpreted as academic dishonesty, please see me before the assignment is due to discuss the matter.

Personal Integrity. I am committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion. I will not tolerate discrimination and harassment on the basis of identity or status, including race, color, national origin, religion, sex, gender, age, disability, sexual orientation, genetics, or veteran status. For more information on the University Student Non-Discrimination and Non-Harassment Policy, see [https://www.sc.edu/about/offices\\_and\\_divisions/equal\\_opportunities\\_programs/documents/student\\_non-discrimination\\_and\\_non-harassment\\_policy.pdf](https://www.sc.edu/about/offices_and_divisions/equal_opportunities_programs/documents/student_non-discrimination_and_non-harassment_policy.pdf). If you want to speak to someone about an incident involving harassment, sexual assault, or interpersonal violence, you can call 803-777-8248 to talk to a trained interpersonal violence advocate.

Accommodation. 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 Student Disability Resource Center (telephone: 803-777-6142, email: [sasds@mailbox.sc.edu](mailto:sasds@mailbox.sc.edu), or stop by LeConte College Room 112A). All accommodations must be approved through the Office of Student Disability Services. For more information, see [https://sc.edu/about/offices\\_and\\_divisions/student\\_disability\\_resource\\_center/](https://sc.edu/about/offices_and_divisions/student_disability_resource_center/).

Adverse Weather Commitment. In the event of inclement or threatening weather, everyone should use their 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 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 class activities. For weather-related news and announcements, see <https://sc.edu/uofsc/weather/>.

**CLASS SCHEDULE:**

‡ Books that students are expected to familiar with.

**Introduction**

01/17 *Origins of dictatorship*

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

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.

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

Pierson, P. (2000). The limits of design: Explaining institutional origins and change. *Governance*, 13(4):475–499.

**Conceptualizing dictatorship**

01/24 *What is democracy?*

Schmitter, P. C. and Karl, T. L. (1991). What democracy is... and is not. *Journal of Democracy*, 2(3):67–73.

Collier, D. and Levitsky, S. (1997). Democracy with adjectives: Conceptual innovation in comparative research. *World Politics*, 49(3):430–451.

Munck, G. L. and Verkuilen, J. (2002). Conceptualizing and measuring democracy : Evaluating alternative indices. *Comparative Political Studies*, 35(1):5–34.

Teorell, J., Coppedge, M., Lindberg, S., and Skaaning, S.-E. (2018). Measuring polyarchy across the globe, 1900-2017. *Studies in Comparative International Development*.

01/31 *Varieties of dictatorship*

Cheibub, J. A., Gandhi, J., and Vreeland, J. R. (2010). Democracy and dictatorship revisited. *Public Choice*, 143:67–101.

Geddes, B., Wright, J., and Frantz, E. (2014b). Autocratic breakdown and regime transitions: A new data set. *Perspectives on Politics*, 12(2):313–331.

Wilson, M. C. (2013). A discreet critique of discrete regime type data. *Comparative Political Studies*, 47(5):689–714.

Weeks, J. L. (2012). Strongmen and straw men: Authoritarian regimes and the initiation of international conflict. *American Political Science Review*, 106(2):326–347.

02/07 *Continuities of dictatorship* [one written assignment due by class via blackboard]

Bueno de Mesquita, B., Smith, A., Siverson, R. M., and Morrow, J. D. (2005). *The Logic of Political Survival*. Cambridge: MIT Press (Section I).‡

Wintrobe, R. (2000). *The Political Economy of Dictatorship*. New York: Cambridge University Press (Parts I–II).‡

Wright, J., Honaker, J., and Geddes, B. (2014). The latent characteristics that structure autocratic rule. American Political Science Association.

**Authoritarian institutions**02/14 *Personalism and monarchical rule*

Brownlee, J. (2007b). Hereditary succession in modern autocracies. *World Politics*, 59(4):595–628.

Kokkonen, A. and Sundell, A. (2014). Delivering stability—primogeniture and autocratic survival in european monarchies 1000-1800. *American Political Science Review*, 108(2):438–453.

Yom, S. L. and III, F. G. G. (2012). Resilient royals: How arab monarchies hang on. *Journal of Democracy*, 23(4):74–88.

Bratton, M. and van de Walle, N. (1994). Neo-patrimonial regimes and political transitions in africa. *World Politics*, 46(4):453–489.

02/21 *Military regimes*

Nordlinger, E. A. (1977). *Soldiers in Politics: Military Coups and Government*. Prentice-Hall, Englewood-Cliffs.‡

Cohen, Y. (1987). Democracy from above: The political origins of military dictatorship in brazil. *World Politics*, 40(1):30–54.

Geddes, B., Frantz, E., and Wright, J. G. (2014a). Military rule. *Annual Review of Political Science*, 17:147–162.

02/28 *Party-based regimes* [one written assignment due by class via blackboard]

Magaloni, B. (2006). *Voting for Autocracy: Hegemonic Party Survival and its Demise in Mexico*. Cambridge: Cambridge University Press.‡

Gandhi, J. and Lust, E. (2009). Elections under authoritarianism. *Annual Review of Political Science*, 12:403–422.

Levitsky, S. and Way, L. (2002). The rise of competitive authoritarianism. *Journal of Democracy*, 13(2):51–65.

**Strategies of control**03/07 *Problems of authoritarian rule*

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

## 03/14 [Spring Recess]

03/21 *Economic co-optation* [one written assignment due by class via blackboard]

Reuter, O. J. and Gandhi, J. (2010). Economic performance and elite defection from hegemonic parties. *British Journal of Political Science*, 41:83–110.

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

Blaydes, L. (2011). *Elections and Distributive Politics in Mubarak's Egypt*. New York: Cambridge University Press (Chapter 5).‡

LaPorte, J. (2017). Foreign versus domestic bribery: Explaining repression in kleptocratic regimes. *Comparative Politics*, 50(1):83–102.

03/28 *Coercion*

Bove, V. and Rivera, M. (2015). Elite co-optation, repression, and coups in autocracies. *International Interactions*, 41:453–479.

Frantz, E. and Kendall-Taylor, A. (2014). A dictator's toolkit: Understanding how co-optation affects repression in autocracies. *Journal of Peace Research*, 51(3):332–346.

King, G., Pan, J., and Roberts, M. E. (2013). How censorship in china allows government criticism but silences collective expression. *American Political Science Review*, 107(2):2.

04/04 *Institutional co-optation*

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

Brownlee, J. (2007a). *Authoritarianism in an Age of Democratization*. Cambridge, UK: Cambridge University Press.‡

Truex, R. (2014). The returns to office in a “rubber stamp” parliament. *American Political Science Review*, 108(2):235–251.

Jensen, N. M., Malesky, E., and Weymouth, S. (2014). Unbundling the relationship between authoritarian legislatures and political risk. *British Journal of Political Science*, 44(3):655–684.

**Outcomes**04/11 *War and survival* [one written assignment due by class via blackboard]

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.

Debs, A. and Goemans, H. (2010). Regime type, the fate of leaders, and war. *American Political Science Review*, 104(3):430–445.

Bak, D. (2017). Autocratic political cycle and international conflict. *Conflict Management and Peace Science*, pages 1–21.

04/18 *Growth and modernization*

Haber, S. (2008). *Authoritarian Government (In The Oxford Handbook of Political Economy)*, pages 693–707. Oxford: Oxford University Press.

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

Boix, C. (2011). Democracy, development, and the international system. *American Political Science Review*, 105(4):809–828.

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.

Tang, M., Huhe, N., and Zhou, Q. (2015). Contingent democratization: When do economic crises matter? *British Journal of Political Science*, 47:71–90.

04/25 *Democratization and Autocratization* [last written assignment due via blackboard]

Acemoglu, D. and Robinson, J. A. (2006). *Economic Origins of Dictatorship and Democracy*. New York: Cambridge University Press (Chapters 2–6).‡

O’Donnell, G. and Schmitter, P. (1986). *Transitions from Authoritarian Rule: Tentative Conclusions about Uncertain Democracies*. Baltimore, MD: Johns Hopkins University Press.‡

Przeworski, A. (2008). Conquered or granted? a history of suffrage extensions. *British Journal of Political Science*, 39:291–321.

Strand, H., Hegre, H., Gates, S., and Dahl, M. (2011). Democratic waves? global patterns of democratization, 1816-2008. (<http://privatwww.essex.ac.uk/~ksg/bcw2011/strandetal.pdf>).

Gandhi, J. (2018). The institutional roots of democratic backsliding. *Journal of Politics*, 81(1).