



New Course

Catalog Course Title: GOVT-337 Authoritarianism in the Modern Era

Name and contact information for future correspondence:

Saul Newman, snewman@american.edu; Susan Glover, glover@american.edu

Academic Unit - School/College:

- CAS
- KSB
- SOC
- SIS
- SPA
- SPExS
- Other:

Teaching Unit - Department or Program: Department of Government

Date effective: Fall 2016

| Required Signatures | Name | Signature | Date |
|-----------------------------------|---------------|---------------|---------|
| Teaching Unit Chair or Director | Saul Newman | | 4/24/16 |
| EPC Chair | Susan Glover | S. Glover -BM | 5/24/16 |
| Primary Academic Unit Assoc. Dean | Jessica Wells | | 5/24/16 |
| Second Academic Unit Assoc. Dean | | | |
| Faculty Senate Chair | | | |
| Provost's Designee (VPUG or VPGR) | | | |

Date sent to the Office of the University Registrar:

Identifying Information

- a) Proposed effective date: Fall 2016
- b) Academic Unit: School of Public Affairs
- c) Teaching Unit: Government
- d) Course Title (Generally a limit of 30 characters including spaces):
Authoritarianism in the Modern Era
- e) Course Number: GOVT
- f) Credits: 3
- g) Prerequisites: GOVT-130
- h) Course description for University Catalog (Generally a limit of 50 words):
This course introduces students to modern authoritarian types—from fascism to bureaucratic authoritarianism to hybrid regimes that incorporate elements of democracy and autocracy. The course begins by examining theories of authoritarianism and then considers the myriad examples of states which have or still do hold to these systems of rule.
- i) Grade type
 - i. A/F only X
 - ii. Pass/Fail only
 - iii. A /F and Pass/Fail
- j) Expected frequency of offering
 - i. Every Fall
 - ii. Every Spring X
 - iii. Every Summer
 - iv. Alternate Falls
 - v. Alternate Springs
 - vi. Alternate Summers
 - vii. Every term
 - viii. Irregularly
 - ix. Other
- k) Note all that apply:
 - General Education course
 - Online course
 - Hybrid course
 - Rotating topics course
 - Individually supervised course, such as Internship, Independent Study, Research Course, Thesis, Dissertation
 - Research Methods course
 - AU Abroad Programs course
 - Other study abroad course (offered directly by Academic Unit, not through AU Abroad)

II. Rationale

- a) Please explain the main purpose of the new course, including whether it will be a requirement for an existing or proposed program or an elective, and how the new course relates to the existing courses in the program and department.

Note: if the course will be required for an existing program, submit a corresponding Minor Change to Program proposal.

The purpose of this course is to provide students with the tools to understand the scope of authoritarianism in the modern world. It is a Comparative Politics course that covers both theory and real-life cases, and serves to broaden the range of electives available for Political Science majors.

b) Will the course require students to pay a special fee associated with the course? If so, please provide a justification for this additional cost to students. NO

c) Has the course previously been offered under a rotating topics course or an experimental course number? YES, rotating topics

If so:

i. Semesters/year offered Spring 2016, Fall 2013, Spring 2012

ii. Course number GOVT-396

iii. Instructor Susan Glover

iv. Enrollment S16: 22; F13: 26; S12: 23

v. What observations and conclusions were derived from the previous offering(s) that now lead to proposing this course as a permanent part of the curriculum?

This course was offered three times as a rotating topics course, and was consistently very popular and evaluated highly by students. It has been a useful addition to the department's Comparative Politics electives, and fits well into the permanent course offerings.

d) Please indicate other units that offer courses or programs related to the proposed course and provide documentation of consultations with those units.

NONE

e) Estimate the enrollment per semester. 20-30

f) Does your teaching unit's classroom space allotment support the addition of this course? YES

g) Are present university facilities (library, technology) adequate for the proposed course? YES

h) Will the proposed course be taught by full-time or part-time faculty? Full-time

i) Will offering the new course involve any substantial changes to the scheduling of existing courses? NO

j) What are the learning outcomes for the course?

By the end of this course students will be able to:

1. Demonstrate familiarity with advanced concepts of authoritarianism;
2. Understand the differences in political and social culture that produce variations in political phenomena;
3. Apply theory to case studies, critically analyzing processes of comparative political change across regions and within states;
4. Use the appropriate sources of information to develop and answer research questions about authoritarianism;
5. Knowledgeably discuss and debate the topics of the course within class and in writing.

k) How will those outcomes be assessed?

Students will be graded on completion of homeworks connected to the course readings, on three papers which connect theories of authoritarianism to cases, and on their participation in daily class discussion.

l) What are the competencies that students are expected to demonstrate for the course? Please attach a draft syllabus.

Students must demonstrate development of critical analysis abilities in applying theory to reality.

III. Catalog Copy

a) Please attach a course description as it is to appear in the University Catalog, following the format of the current catalog.

GOVT-337 Authoritarianism in the Modern Era (3) This course introduces students to modern authoritarian types—from fascism to bureaucratic authoritarianism to hybrid regimes that incorporate elements of democracy and autocracy. The course begins by examining theories of authoritarianism and then considers the myriad examples of states which have or still do hold to these systems of rule. *Prerequisite:* GOVT-130, and minimum 2.5 GPA.

GOVERNMENT 3xx
AUTHORITARIANISM IN THE MODERN ERA
11:45-1 Monday and Thursday
Ward 105

Professor Susan K. Glover
Office: Hurst 206P
Phone: (202) 885-2674
Email: glover@american.edu
Office Hours: 5:30-7:00, every Monday and Thursday; or by appointment

“Forgive us, Comrade Lenin, for failing to live up to your expectations.” Anonymous woman at Lenin’s tomb

Ozymandius—Percy Bysshe Shelley
I met a traveler from an antique land
Who said: “Two vast and trunkless legs of
stone
Stand in the desert...Near them, on the sand,
Half sunk a shattered visage lies, whose
frown,
And wrinkled lip, and sneer of cold
command,
Tell that its sculptor well those passions read

Which yet survive, stamped on these lifeless
things,
The hand that mocked them and the heart
that fed;
And on the pedestal these words appear:
‘My name is Ozymandius, King of Kings,
Look on my works, ye Mighty, and despair!’
Nothing beside remains. Round the decay
Of that colossal wreck, boundless and bare
The lone and level sands stretch far away.”

“Everything within the state, nothing outside the state, and nothing against the state.” Mussolini

“It is enough that the people know there was an election. The people who cast the votes decide nothing. The people who count the votes decide everything.” Josef Stalin

CONTENT AND OBJECTIVES OF THE COURSE

Francis Fukuyama (in)famously declared that the fall of the Soviet Union would be the end of history—in other words, there could be no more autocracy in the new era—only forms of liberal democracy would be left. Authoritarianism, however, has remained a powerful model for states across the world. This course will introduce students to the different authoritarian types—from fascism to bureaucratic authoritarianism to the new hybrid regimes that incorporate elements of democracy and autocracy into their framework. We will begin by examining theories of authoritarianism and then consider the myriad examples of states which have or still do hold to undemocratic systems of rule.

By the end of this course students will be able to:

1. Demonstrate familiarity with advanced concepts of authoritarianism
2. Understand the differences in political and social culture that produce variations in political phenomena

3. Apply theory to case studies, critically analyzing processes of comparative political change across regions and within states
4. Use the appropriate sources of information to develop and answer research questions about authoritarianism
5. Knowledgeably discuss and debate the topics of the course within class and in writing.

Prerequisite: GOVT-130, GOVT-231, GOVT-232, or GOVT-235.

IMPORTANT NOTE ABOUT EMAILS: If you email me with questions you need me to answer along with your papers or homework, put something like: "READ ME!" in the subject line, otherwise I do not tend to read emails until I am ready to grade that assignment, which sometimes is days after it is due.

ACADEMIC SUPPORT

Support for undergraduate research can be found through this website:

<http://www.american.edu/provost/undergrad/research.cfm>

Additional sources for help:

The Academic Support and Access Center: <http://www.american.edu/ocl/asac/index.cfm>

The Counseling Center: <http://www.american.edu/ocl/counseling/index.cfm>

The Writing Center: <http://www.american.edu/cas/writing/index.cfm>

Center for Diversity and Inclusion: <http://www.american.edu/ocl/cdi/index.cfm>

The Office of Advocacy Services for Interpersonal and Sexual Violence:

<http://www.american.edu/ocl/wellness/sexual-assault-resources.cfm>

ACADEMIC INTEGRITY (AIC)

All students are required to follow the University's Academic Integrity Code. If you have not already done so, please familiarize yourself with the standards and requirements of the University's Academic Code of Conduct. Violations of the Code of Conduct will not be tolerated and will be reported appropriately. Please see me with any questions on the Academic Integrity Code.

<http://www.american.edu/ocl/studentguide/Student-Policies.cfm>

SHARING OF COURSE CONTENT

Students are not permitted to make visual or audio recordings, including live streaming, of classroom lectures or any class related content, using any type of recording devices (e.g., smart phone, computer, digital recorder, etc.) unless prior permission from the instructor is obtained, and there are no objections from any of the students in the class. If permission is granted, personal use and sharing of recordings and any electronic copies of course materials (e.g., PowerPoints, formulas, lecture notes and any classroom discussions online or otherwise) is limited to the personal use of students registered in the course and for educational purposes only, even after the end of the course.

Exceptions will be made for students who present a signed Letter of Accommodation from the Academic Support and Access Center. See: How Do I Request Accommodations?

<http://www.american.edu/ocl/asac/Accommodations.cfm>

To supplement the classroom experience, lectures may be audio or video recorded by faculty and made available to students registered for this class. Faculty may record classroom lectures or discussions for pedagogical use, future student reference, or to meet the accommodation needs of

students with a documented disability. These recordings are limited to personal use and may not be distributed (fileshare), sold, or posted on social media outlets without the written permission of faculty.

Unauthorized downloading, file sharing, distribution of any part of a recorded lecture or course materials, or using information for purposes other than the student's own learning may be deemed a violation of *American University's Student Conduct Code* and subject to disciplinary action (see Student Conduct Code VI. Prohibited Conduct).

EMERGENCY PREPAREDNESS

In an emergency, AU will use the communication tools the university has at its disposal in as timely a manner as possible using *AU Alerts*. These messages will provide information on what is happening, what to do, and links to available additional information.

Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence due to illness. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies.

Our communication tools include text and email alerts, the university's home page, Facebook, and Twitter, the general information line 202-885-1100, indoor yellow AlertUs emergency beacon boxes and outdoor speakers located throughout campus.

You can customize whether you receive alerts as e-mail and/or text messages. Add additional work or home phone numbers and e-mail addresses so AU Alerts reach you no matter where you are when an emergency occurs <http://www.american.edu/emergency/>

GRADING SCALE This class uses the following grading scale:

| | |
|--------------|----------|
| 93% - 100% A | 77-79 C+ |
| 90-92 A- | 73-76 C |
| 87-89 B+ | 70-72 C- |
| 83-86 B | 65-69 D |
| 80-82 B- | 0-64 F |

GRADING

Homework Assignments: 50%

Papers: 35%

Participation and Attendance: 15%

HOMEWORK ASSIGNMENTS

As you can see from the grading breakdown, homework assignments provide 50% of your grade, and are in lieu of exams. The point of these assignments is to ensure you do the readings, acquire knowledge about the subject, and as such are able to participate in our class discussions.

Assignments will be posted on Blackboard under “Assignments,” and will test your understanding of the readings. There are 25 assignments in all—you are responsible for handing in 15, which means that you can skip 10 of them. **Every student** is required to hand in the first or second assignment, due January 21 and January 25, respectively. Each assignment will cover one day of the reading, and is due the day that those readings are listed in the syllabus.

Assignments must be type-written, and should be emailed to me before class. If you are not in class that day and/or I receive an email from you with a time indicating it was sent after class began, I will consider that assignment to be late. Late assignments are marked two grades down the first day and will not be graded after that.

Usually the questions can be answered in 2-5 pages, with excellent answers containing good explanations and some examples or added information from the reading.

STUDENTS: YOU ARE RESPONSIBLE FOR KEEPING TRACK OF HOW MANY ASSIGNMENTS YOU HAVE DONE—MISSING EVEN ONE WILL NEGATIVELY IMPACT YOUR GRADE!!!

PAPER GUIDELINES

Quantity: Three papers, 5-7 pages, double-spaced. By 5 pages, I do not mean 4 pages plus a paragraph—please give me at least 5 full pages. If you go over the 7 page limit that won't bother me, but under 5 pages will garner you a big drop in your paper grade. Your bibliography doesn't count toward the page limit.

Topic: You are required to write each paper on one or more cases of modern authoritarianism—i.e. Nazi Germany, Argentina under Peron compared to Chile under Pinochet, North Korea under the Kim family, etc. You can do a single case study or a comparative analysis, using both theory and fact to construct your argument. The states currently considered authoritarian can be found in the 2015 Freedom in the World Report, listed by Freedom House as “Not Free:” <https://freedomhouse.org/report/freedom-world/freedom-world-2015#.VnM3u-ODGko>

Hybrid regimes will (mostly) fall under the “Partly Free” listing, and are fair game for paper subjects, too. I have also posted a summary of the three categories (free, not free, partly free) on Blackboard under “Course Documents.”

Thesis: You absolutely need to have a thesis statement clearly stated in your introduction and then you will defend and elaborate upon the argument you present throughout the rest of the essay. Therefore, I do not want papers that are exclusively fact-based; instead I would like you to take your topic, do some research on it, and then process that information into a paper that poses and answers intelligent questions, gives a thoughtful analysis, presents and addresses an argument. Again, I want an argument, not just a statement, or a “I will try to figure out what is going on...”

Questions that will be most useful to you to ask are things like: what type of state was/is this—is it easily classifiable into a particular sub-type? How did the state become authoritarian? In other words, what were the forces, personalities and circumstances that drove the state to autocracy? Latin American autocracies are particularly interesting in this sense—many of them came out of colonization as democracies but then eventually fell into authoritarianism. On the other side of

things, if you are researching a state which has never known pluralism, or hadn't during the time period you are focused on, you might ask questions about why that was/is the case.

As we shall see in this course authoritarianism and democracy are parts of many states' political development, which goes in sometimes erratic cycles. Many of the cases that fall under Freedom House's Partly Free category are what we call semi-democracies, hybrid states, stalled democracies, or semi-authoritarian states. Good questions for these cases include: why has democracy stalled or even failed? What will it take for democracy to embed itself within the political culture, or is authoritarianism here to stay? For those states which have been continuously authoritarian—do we see openings or possibilities for political liberalization?

Finally, in all of your papers, I would like to see some comparative analysis, in the sense that you view each case in the larger framework of authoritarianism. Is today's Russia similar to Nazi Germany, as some scholars claim? Is China slipping toward a sort of neo-fascist regime? Turkmenistan seems caught between old and new forms of despotism—where can we place it on the autocratic spectrum?

Again, if you need help with coming up with cases or good questions to ask and try to answer, get in touch with me and I will help you sort it out.

Sources: You need at least **three** written sources that are scholarly in nature. If you give me only one or two you will get a low or even failing grade for the paper. For clues to this type of literature most of what we are reading are articles from peer-reviewed journals. You may use the assigned reading as an extra source, but it does not count as one of the three sources. You can find your sources in books and journal articles, as long as they are scholarly in nature and not "Democratization for Dummies," or something like that. More than three scholarly sources is going to be even better in terms of the depth of knowledge you will be able to call upon to help you answer your question.

As for newspaper or magazine articles—they need to be longer than one or two pages—if it is some short little summation of a news item it isn't acceptable. If it is an investigative article that seriously addresses the topic over several pages, you may use it, but in general *The Economist* or *Newsweek* isn't going to count as a scholarly source. Online sources are ok, but again—they need to be scholarly in nature, not some guy's blog about his Peace Corps experiences in the Sudan.

Neither Encyclopedia.com nor Wikipedia.com **count as a scholarly source!** However, you may use those sites (or anything else you choose) in addition to your three scholarly sources. What sources to use is something that is up to you to judge, but if you are not sure whether something is acceptable ask me.

Additional links for help with sources:

Go to this page to see which databases of journal articles are the most useful for political science research: <http://subjectguides.library.american.edu/content.php?pid=120697&sid=1039050>

I'm a fan of the Worldwide Political Science Abstracts, although I usually go wider and use the Proquest Social Sciences Index, which includes the WPSA. Google Scholar is not very good for the type of research you will be doing—using the library databases will be much more useful to you. The

reference librarians are also an incredible resource! Don't be shy—your tuition helps pay for their services.

Please note that not all sources which come up in the databases are scholarly! If in doubt, look for peer-reviewed journals only, which will weed out magazines and other news/information sources.

This is a good site for figuring out the difference between scholarly or not: <http://pegasus.cc.ucf.edu/~janzb/courses/scholarly1.htm>

And here is a useful little chart for checking whether or not your print sources are popular in nature: <http://library.ucf.edu/Reference/Guides/ScholarlyvPopular.asp>

Citation: I also expect everyone to use proper citation—Chicago/Turabian or APA is your best bet for political science, but I am fine with other styles, done properly. You can find myriad online guides to help you figure out how to use the style you choose. Here is AU's library guide: <http://subjectguides.library.american.edu/citation>

Improper citing or lack of citation—i.e. giving me a bibliography at the end but not citing any of your information within the paper itself—will be severely penalized. You need to format your bibliography properly, too. Journal titles and books are in italics or underlined, and article names are in quotes: (*The Journal of Southern African Studies*, or: "Soweto Undone: The Political Costs of the ANC-SACP Split"). Make sure that you do not simply cut and paste from the texts you use for your bib—all of your sources should be properly listed and this needs to be done in the same style. Again, I will lower your grade for not taking a few extra minutes and making sure everything is formatted correctly.

Paper Due Dates: February 8, March 17, April 28

ALL ASSIGNMENTS AND PAPERS ARE TO BE EMAILED TO ME!

PARTICIPATION and ATTENDANCE:

Participation and attendance are worth 15% of your grade. I take attendance every day, so if you know in advance you absolutely cannot make it to a class you **must** talk to me about it beforehand. If you don't make it to class one or two days, it isn't a big deal, but if you regularly skip class it will drastically affect your grade. If you have particular problems or extra stresses, please come talk to me early on in the semester and we can discuss how to deal with these issues.

This is a class based on discussion and lectures, which means that not only do you need to do the reading for each section, you need to be prepared to talk about it. As mentioned above, the homework is designed to give you something to talk about, so take advantage of that! You are also welcome to bring in news and comment on events that touch on the topic we are discussing on a particular day. The quality of your participation is more important than quantity, in that interesting insights, questions, ideas, and criticisms every few days are much better than inane comments every class.

I have only a few criterion by which to grade your progress—papers, homework, and class discussions—so they are all very important. If you are pathologically shy or feel nervous about speaking up in class please come talk to me about it and we will discuss it. You may have perfect

attendance and excellent written work but if you do not participate you will not earn an A. To reiterate—if you hand in everything and get As on it, and you come to class every day BUT you do not participate you will not get an A as your final grade.

I do not allow phones, laptops, or notepad computers to be used in class (unless the student has documented dispensation for use of a laptop or other device from Academic Support). I really do not enjoy watching students dork around on the internet and find it distracting and rude. Your education is in your hands so if you cannot pay attention for 75 minutes without needing to email or text your friends or play solitaire please do not bother coming to my class.

AGAIN: NO PERSONAL COMPUTERS ARE ALLOWED IN CLASS!

REQUIRED TEXTS

All of the readings are available online from Blackboard under “E-Reserves,” listed by the author’s last name, or there will be an online link in the syllabus. Please notify me as soon as possible if you find a non-working link so I can fix it!!

If we get behind on the readings I will adjust the syllabus as necessary, but please always plan to have the readings done by their scheduled dates.

SCHEDULED TOPIC SECTIONS AND ASSIGNMENTS

Note: if bad weather or illness prevents us from holding class in real time I will exercise my option to move class online to Blackboard, at which point I will send out an email notice.

SECTION I. THEORY AND TYPES OF DOMINATION

January 11: Introduction to the class

January 14: Introducing Authoritarian Types—Criss-Crossing Categories

NO CLASS MONDAY, JANUARY 18: DR. MARTIN LUTHER KING, JR. DAY

January 21: Totalitarianism—An Exception? **HW 1**

Griender, "In Defence of Totalitarianism Theory as a Tool of Historical Scholarship," *Totalitarian Movements & Political Religions*; Sep2007, Vol. 8 Issue 3/4, p563-589

January 25: A Question of Longevity **HW 2**

Collier, "The Dictator's Handbook," *Foreign Policy*, May/Jun2009, Issue 172, p146-149

Slater and Fenner, "State Power and Staying Power: Infrastructural Mechanisms and Authoritarian Durability," *Journal of International Affairs* 65. 1 (Fall 2011): 15-XVI

****At least one homework assignment due on January 25 from all students****

SECTION II: FASCISM AND NAZISM

January 28: Theory and Germany **HW 3**

Moore, "Revolution from Above and Fascism," *Social Origins of Dictatorship and Democracy*, pp. 433-452

Kershaw, "Hitler and the Uniqueness of Nazism," *Journal of Contemporary History*, 2004; vol 39, pp. 239-254

February 1: Spain and Italy **HW 4**

Saz Campos, "Fascism, Fascistization and Developmentalism in Franco's Dictatorship," *Social History*, Vol 29, 2004.

Mallett, "Consent or Dissent? Territorial Expansion and the Question of Political Legitimacy in Fascist Italy." *Totalitarian Movements & Political Religions*, Autumn 2000, Vol. 1 Issue 2, p27

SECTION III: COMMUNISM AND ITS VARIANTS

February 4: Beat the Whites with the Red Wedge! The Rise of the Soviet Union **HW 5**

Pipes, "Did the Russian Revolution Have to Happen?" *American Scholar*, Spring94, Vol. 63 Issue 2,

McDermott, "Stalinism 'From Below'? Social Preconditions of and Popular Responses to the Great Terror," *Totalitarian Movements & Political Religions*; Sep2007, Vol. 8 Issue 3/4, p609-622

February 8: End of the 'Evil Empire': The Fall of the Soviet Union **HW 6**

Aron, "The Mystery of the Soviet Collapse," *Journal of Democracy*, Volume 17, Number 2, April 2006

Lane, "The Gorbachev Revolution: The Role of the Political Elite in Regime Disintegration," *Political Studies*; Mar96, Vol. 44 Issue 1, p4-23

PAPER 1 DUE FEBRUARY 8th, EMAILED TO ME BEFORE CLASS

February 11: “Communism is a hammer which we use to crush the enemy”—China’s Path **HW 7**
Meisner, “China’s Communist Revolution: A Half-Century Perspective,” *Current History*, Sep 1999;
98, 629

Lu Xiuyuan, “A Step Toward Understanding Popular Violence in China’s Cultural Revolution,”
Pacific Affairs. Vancouver: Winter 1994/1995. Vol. 67, Iss. 4

February 15: Seeking Utopia in Cambodia and Ethiopia **HW 8**

Locard, “State Violence in Democratic Kampuchea (1975–1979) and Retribution (1979–2004),”
European Review of History; Spring 2005, Vol. 12 Issue 1, p121-143

Clapham, “Ethiopian Development: The Politics of Emulation,” *Commonwealth & Comparative Politics*;
Mar. 2006, Vol. 44 Issue 1, p108-118

SECTION IV: PERSONAL RULE, OR: L’ÉTAT C’EST MOI!

February 18: Theory **HW 9**

Guliyev, “Personal Rule, Neopatrimonialism, and Regime Typologies: Integrating Dahlian and
Weberian Approaches to Regime Studies,” *Democratization* Volume 18, Issue 3, 2011

Brooks, “Stalin’s Politics of Obligation,” *Totalitarian Movements & Political Religions*; Summer 2003, Vol.
4 Issue 1, p47-68

Cancelled February 22:

February 25: Ideology of the Will to Power: North Korea and Romania **HW 10**

Byman and Lind, “Pyongyang’s Survival Strategy: Tools of Authoritarian Control in North Korea,”
International Security; Summer 2010, Vol. 35 Issue 1, p44-74

Tismaneanu, “Understanding National Stalinism: Reflections on Ceaușescu’s Socialism,” *Communist
and Post-Communist Studies* Volume 32, Issue 2, June 1999, Pages 155–173

February 25: **HW 11**

Ogbazghi, “Personal Rule in Africa: The Case of Eritrea,” *African Studies Quarterly* Volume 12, Issue
2, Winter 2011

Ravenhill, “Military Rule in Uganda: The Politics of Survival,” *African Studies Review*, 17, 1 (Apr.,
1974)

SECTION V: POPULISM, PATRIMONIALISM AND THE ONE-PARTY STATE

February 29: Patrimonialism to Predation in Africa **HW 12**

Daloz, “‘Big Men’ in Sub-Saharan Africa: How Elites Accumulate Positions and Resources,”
Comparative Sociology; Feb 2003, Vol. 2 Issue 1

Wood, “Business and Politics in a Criminal State: the Case of Equatorial Guinea,” *African Affairs*;
2004, 103(413):547-567

March 3: Informal Politics of Corruption **HW 13**

Lollar and Hamilton, “Patronage or Prebendalism? The Mishu/Shouzhang Relationship and
Corruption in Chinese Politics,” *China Review* 10. 1 (Spring 2010): 157-182

Isaacs, “Informal Politics and the Uncertain Context of Transition: Revisiting Early Stage Non-
Democratic Development in Kazakhstan,” *Democratization*; Feb 2010, Vol. 17 Issue 1, p1-25

NO CLASS MARCH 6-14: SPRING BREAK

March 17: The Persistence of Single Party Hegemony—Coercion or Cooptation? **HW 14**
Levitsky and Way, “Beyond Patronage: Violent Struggle, Ruling Party Cohesion, and Authoritarian Durability,” *Perspectives on Politics*, 10 (4), p. 869
George, “Consolidating Authoritarian Rule: Calibrated Coercion in Singapore,” *The Pacific Review* Volume 20, Issue 2, 2007

PAPER 2 DUE MARCH 17th, EMAILED TO ME BEFORE CLASS

SECTION VI: AUTOCRATIC MILITARISM

March 21: Enduring Militarism in Africa **HW 15**

Mama and Okazawa-Rey, “Militarism, Conflict and Women’s Activism in the Global Era: Challenges and Prospects for Women in Three West African Contexts,” *Feminist Review*, 101 (2012)
N’Diaye, “To ‘midwife’ - and abort - a democracy: Mauritania's transition from military rule, 2005-2008,” *The Journal of Modern African Studies* 47.1 (Mar 2009): 129-152.

March 24: The Military Dictatorships of Latin America **HW 16**

Epstein, “Legitimacy, Institutionalization, and Opposition in Exclusionary Bureaucratic-Authoritarian Regimes: The Situation of the 1980s,” *Comparative Politics*, Vol. 17, No. 1 (Oct., 1984), pp. 37-54
Schamis, “Reconceptualizing Latin American Authoritarianism in the 1970s: From Bureaucratic-Authoritarianism to Neoconservatism,” *Comparative Politics*, Vol. 23, No. 2 (Jan., 1991), pp. 201-220

March 28: Turkey and Burma/Myanmar **HW 17**

Alemdar, “‘Modelling’ for Democracy? Turkey’s Historical Issues with Freedom of Speech,” *Middle Eastern Studies*, Volume 50, Issue 4, 2014
Macdonald, “From Military Rule to Electoral Authoritarianism: The Reconfiguration of Power in Myanmar and its Future,” *Asian Affairs: An American Review*, Jan 2013, 40:1, 20-36

SECTION VII: CONTINUITY AND CHANGE IN THE MIDDLE EAST

March 31: Egypt **HW 18**

Readings TBA

April 4: Iran **HW 19**

Tezcür, “Democracy promotion, authoritarian resiliency, and political unrest in Iran,” *Democratization*, 19:1 (2012): 120-140
Hen-Tov and Gonzalez, “The Militarization of Post-Khomeini Iran: Praetorianism 2.0,” *Washington Quarterly*, Winter2010/2011, Vol. 34 Issue 1, p45-59

April 7: Saudi Arabia and Syria **HW 20**

Readings TBA

SECTION VIII: DEVELOPMENTAL DICTATORSHIPS, HYBRIDS AND BEYOND...

April 11: The Resource Curse? **HW 21**

Singh, “Nigeria's Elusive Quest for Democracy: Multinational Corporations and Sustenance of Authoritarianism,” *African and Asian Studies*, Volume 10, Numbers 2-3, 2011 , pp. 209-233

April 14: China's Post-Communist State **HW 22**

Li, "The End of the CCP's Resilient Authoritarianism? A Tripartite Assessment of Shifting Power in China," *The China Quarterly*, 211 (2012): 595-623

April 18: Rwanda and Zimbabwe **HW 23**

Desrosiers and Thomson, "Rhetorical legacies of leadership: projections of 'benevolent leadership' in pre- and post-genocide Rwanda," *Journal of Modern African Studies*, 49, 3 (2011): 429-453

Masunungure, "Zimbabwe's Militarized, Electoral Authoritarianism," *Journal of International Affairs* 65. 1 (Fall 2011): 47

April 21: Russia **HW 24**

Ljubownikow, Crotty, and Rodgers, "The state and civil society in Post-Soviet Russia: The development of a Russian-style civil society," *Progress in Development Studies* 13, 2 (2013) pp. 153-166

April 25: Film **HW 25**

Putin's Kiss

PAPER 3 DUE APRIL 28, EMAILED TO ME BY 5pm EST

