

**PLSC 414: Sec 001
Dictators and Their Demise
Spring 2018
Tuesdays & Thursdays
12:05 PM – 1:20 PM
Thomas Building 217**

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Office Hours: T.TH 4:30 PM – 5:30 PM, Pond Lab 217

This syllabus is subject to changes throughout the semester.

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 including but not limited to Mexico, China, North Korea, Sub-Saharan African countries, Chile, and Serbia.

COURSE MATERIALS

The assigned reading is a vital part of this class. In some cases, we will spend a class period discussing a specific book or a set of articles. In other cases, the readings have been selected to complement material presented in lecture (i.e., I may not go over assigned reading from head to toe. Most of the reading consists of articles and excerpts from books. It is just as important to read them as it is to read the books. These readings are available through Canvas for this course (Files tab > Readings folder).

COURSE POLICIES

1. Assignments and Grading. Your grade in this class will be based on attendance and participation, three (of five) writing assignments, midterm exam, and a take-home final exam.

Grading Scale (in rounded numbers):

A = 93-100; A- = 90-92;
B+ = 87-89; B = 83-86; B- = 80-82;
C+ = 76-79; C = 70-75; D=60-69; F = Below 60.

Grading components:

Attendance.....10%
Participation.....10%
3 Short Assignments (out of 5)....10% each
Midterm Exam (in class)....25%
Final Exam (take home).....25% (cumulative)

YOU MUST BRING BLUE BOOKS AND PENS TO CLASS FOR YOUR EXAMS

Attendance: An attendance sheet will be distributed at the beginning of each class for you to sign. More than 2 unexcused absences will begin to count negatively toward your attendance grade (i.e., total 3 unexcused absences = 9% points). Notify me by email if you will be unable to attend class.

Participation: As this class is a 400-level course, participation in the discussion is essential. During the lectures I will occasionally ask you questions (marked with “Q” in the slides) that may ask you to think beyond the assigned reading or lecture materials (and these questions will be the basis for short answer exam questions). If I can match your face with your name and remember you participating frequently, you will get 10% points; if I remember you participating occasionally, then 6% points; if I really really cannot remember who you are at the end of the semester, then probably somewhere near 0% point. Please let me know of your name when you participate at the beginning of the semester.

Short Assignments: Each student will write **THREE** (not more than three) 2-page MAX essays, each responding to the topic of the week. You may use outside sources or do more research on the topic if you wish, but they are not required. Each assignment is due at 12:05 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 12:05 PM) cannot hand in assignments without accruing the late penalty. It is your responsibility to make sure you submit the essays on time, and that I receive them in a readable form. **All assignments must be submitted in Times New Roman (12pt.), 1-inch margins, and single-spaced.** Failure to follow these standards will result in a lower grade (3 pts. per violation).

Midterm Exam: It will be administered in the class. It will consist of definitions and short answers. This is a pick/choose exam. For example, I may list 10 terms in the definitions section and you have to answer 6 of your choosing. The same procedure will be followed with short answer questions. Students will be responsible for bringing a blue book to class. A review day will be held during the class just prior to the exams. Additional details to follow.

Final exam: Final exam will be comprehensive in nature and take-home. Additional details to follow.

2. Missed/Late Assignments and Extensions. In principle, makeup exams and due date extensions for assignments should be granted **BEFORE** the exam/due dates unless you can provide me documentation that you were (1) unconscious or (2) have had family or medical emergencies. There are no exceptions to this rule: (1) I will NOT grade your exams and (2) impose the late-submission penalty on the assignments without prior arrangements or supporting

documentation. All makeup exam/extension requests should be done in writing and I will not discuss this decision with you in person.

3. Grade Appeals. If you are unsatisfied with the grade you received on an assignment, you may appeal your grade. To do so, you should submit a brief memorandum explaining your concerns. All grade appeals must be handled in writing. I will not discuss your grade with you in person. Please refer to the grade appeal process documentation on Canvas.

4. Electronic Devices. Students may use electronic devices of any kind (phones, laptops, tablets, etc.) during class **only for the purpose of note-taking**.

5. Cheating and Plagiarism. All the assignments you complete in this class must be your own work. The sources you use must be properly cited using a recognized citation system of your choice (I have uploaded APSA Citation and Reference Guidelines on Canvas). If you have any doubt about the propriety of what you are doing, please consult me or review Penn State's rules on academic honesty (you can find these at the bottom of this syllabus) Anyone caught cheating or plagiarizing will be dealt with as harshly as University policies permit. No excuses for this behavior will be accepted. Also, lying to the instructor or purposely misleading any Penn State administrator shall also constitute a violation of academic integrity (for example, faking a relative's death to receive an excused absence).

6. Classroom Decorum. First, do not bring food to the class unless you have enough for everyone in the class (drinks are OK).

Second, if you are ill, to prevent infection to others, stay home. As soon as possible, notify me by e-mail that you are ill and will not be present in class.

Last, I encourage you to express your views on the course material. You are free to disagree with me or with your fellow students, just as others are free to disagree with you. In doing so, however, please refrain from personal insults or inflammatory remarks that may disrupt the class. Those who do not follow this rule will be asked to leave the class.

TENTATIVE SCHEDULE

Introduction

- 01/08: Syllabus

1. What are Dictatorships?

- 01/10: Clark, Golder, and Golder. "Three Measures of Democracy."

2. How are Dictatorships Different from Democracies?

- 01/15: Zakaria. "The Rise of Illberal Democracy." Pp. 22-43.
- 01/15: Levitsky and Way. "The Rise of Competitive Authoritarianism." Pp. 51-64
- 01/17: Slater and Way. "Was the 2016 U.S. Election Democratic? Here are 7 Serious Shortfalls" (https://www.washingtonpost.com/news/monkey-cage/wp/2017/01/12/was-the-2016-u-s-election-democratic-we-see-7-serious-shortfalls/?utm_term=.286d453d0058).

- 01/17: Berman. “Populists Have One Big Thing Right: Democracies are Becoming Less Open” (https://www.washingtonpost.com/news/monkey-cage/wp/2018/01/08/populists-have-one-big-thing-right-democracies-are-becoming-less-open/?utm_term=.58557c946b42).

- **Assignment 1: Is the U.S. a Dictatorship? (due 12:05 PM 01/17)**

3. Origin and Types of Dictatorships

- 01/22: Geddes, Wright, and Frantz. “Autocratic Seizures of Power.” *How Dictatorships Work*. Pp. 1-18.
- 01/22: Wright, Geddes, Frantz, and Derpanopoulos. “Are Coups Good for Democracy?” *Washington Post*.
- 01/24: Geddes. “What Do We Know about Democratization after Twenty Years?”

4. Authoritarian Rule: How to Stay in Power?

- 01/29: Clark, Golder, and Golder. “Selectorate Theory.” Pp. 331-344.
- 01/31: Geddes, Wright, and Frantz. “Power Concentration.” *How Dictatorships Work*. Pp. 1-33.

5. Good Dictatorships?

- 02/05: Olson. “Dictatorship, Democracy, and Development.”
- 02/05: Sen. “Famine and Other Crisis.” in *Development as Freedom*. Pp. 160-188.
- 02/07: Demick. Letter from Yanji, “Nothing Left.” *The New Yorker*, July 12, 2010. Pp. 44-49.
- 02/07: Subramanian. “The Inevitable Superpower.” Pp.. 66-78.
- **Assignment 2: Comparing Economic Growths of Different Dictatorships (due 12:05 PM 02/07)**

6. Midterm Exam

- 02/12: Midterm Review and Q&A Session in Class
- 02/14: Midterm Exam (Bring Blue Books and Pens!)

7. Communist Party Rule in China

- 02/19: *The Economist*. “The Second Long March.”
- 02/19: McGregor. “China Inc.” pp. 827-854.
- 02/21: Wallace. “Return to Sender.” Pp. 159-185.
- 02/21: Johnson. “Dynasty of Different Order is Reshaping China.” *The New York Times*.
- 02/21: Frantz and Kendall-Taylor. “The Move to One-Man Rule in China and Beyond.”

8. Dominant Party Rule in Mexico

- 02/26: Magaloni. *Voting for Autocracy*. Pp. 28-42; 44-55; 63-76.
- 02/28: Magaloni. *Voting for Autocracy*. Pp. 28-42; 44-55; 63-76.
- **Assignment 3: Why Did Mexico Democratize in 2000? (due 12:05 PM 02/28)**

Spring Break, No Classes

- 03/05: Fun

- 03/07: Fun

9. The Kim Family Rule in North Korea

- 03/12: Kristof. "From North Korea, With Dead." *The New York Times*.
- 03/14: Lankov. "Kim Jong Un is a Survivor, Not a Madman."
- 03/14: Cha. "North Korea's Weapons of Mass Destruction: Badges, Shields, or Swords?"
- **Assignment 4: Classifying the North Korean Regime (due 12:05 PM 03/14)**

10. Personalist Regimes in Sub-Saharan Africa

- 03/19: TBD
- 03/21: TBD

Research Conference, No Classes

- 03/26
- 03/28

11. Military Rule in Chile and Egypt

- 04/02: Geddes, Frantz, and Wright. "Military Rule."
- 04/04: Masoud. "The Road to (and from) Liberation Square."

12. Dictatorships and International Conflict

- 04/09: Frantz and Ezrow. "'Yes Men' and the Likelihood of Foreign Policy Mistakes Across Dictatorships."

13. Anti-Regime Protests in Dictatorships

- 04/11: Clark, Golder, and Golder. "Tipping models." Pp. 271-276.
- 04/11: Barany. "The Role of the Military." Pp. 28-38.

Research Conference, No Classes

- 04/16
- 04/18

14. Post-Regime Transitions and Democratization

- 04/23: Geddes. "What Causes Democratization"
(<http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199604456.001.0001/oxfordhb-9780199604456-e-029#oxfordhb-9780199604456-div1-164>).
- 04/23: Frantz and Kendall-Taylor. "Pathways to Democratization in Personalist Dictatorships."
- **Assignment 5: Where Does Democratization Come From? Elites or People? (due 12:05 PM 04/23)**

15. Final Exam Review

- 04/25

*****Final Exam is Due by 11:59 PM, April 30*****

UNIVERSITY POLICY STATEMENTS

1) 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.

2) 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.

3) 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

Counseling and Psychological Services at Commonwealth Campuses

[\(http://senate.psu.edu/faculty/counseling-services-at-commonwealth-campuses/\)](http://senate.psu.edu/faculty/counseling-services-at-commonwealth-campuses/)

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

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

4) 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/>).

5) A NOTE FOR ESL STUDENTS

I would like to personally welcome you to my course and to make sure that you know that your presence is both wanted and valued. If at any time you encounter any language, reading, or communication issue during this course (classroom, readings, papers, exams, etc.) please inform me as soon as possible.