COURSE DESCRIPTION
This seminar introduces the nature and varieties of modern dictatorship and non-democracy, the causes of their emergence, and the processes that lead to their destruction and replacement. We will examine general theories about political regimes and employ these to understand and explore particular cases of dictatorship and democracy drawn from the politics of a variety of regions around the world. Our focus will be on developing concepts and tools that can then be applied to the analysis of the origins, structure, and practices of contemporary authoritarian regimes throughout the Middle East and North Africa, Asia, Eastern Europe, and Latin America.

We will begin by examining the nature and types of non-democratic government, as well as the strategies despots, dictators, and democrats use to maintain themselves in power. We will then discuss how these strategies create incentives for those in power to act for or against the common good, and thus evaluate some historically important arguments for and against various forms of non-democracy. In particular, we will discuss whether dictatorships produce more prosperity than democracies, whether some cultures are prone to dictatorship, and whether some authoritarian regimes make more intelligent decisions than democracies. We end with a discussion of the causes of regime change (both to and from dictatorship), and examine the factors that lead to non-dictatorial outcomes in revolution.

LEARNING OBJECTIVES
Students should be able to:
1. Define and identify democracies and non-democracies
   • Articulate clear criteria for distinguishing democracies from non-democracies
   • Identify democracies, dictatorships and other non-democratic regimes in concrete cases
   • Articulate and identify systematic differences among non-democracies
2. Identify the mechanisms by which dictators keep themselves in power
3. Identify the mechanisms that constrain the use of power in non-democracies
4. Critically evaluate the systematic advantages and evils of various forms of non-democracy
   • Critically evaluate some historically important arguments for and against certain non-democratic forms of government.
5. Understand the processes leading to the emergence or overthrow of non-democratic regimes
   • Identify and describe the factors that have historically made dictatorships and other forms of non-democracy more or less likely to become established or survive.
   • Critically evaluate some general models of regime change.
   • Apply some of these models to explain specific cases or patterns of regime change.
   • Discuss and identify in concrete cases typical processes of revolution and regime change.
6. Critically evaluate the perils and promise of political revolution
   • Critically evaluate some potential responses of newly democratic governments to the crimes of previous non-democratic regimes
   • Critically evaluate the feasibility and desirability, or lack thereof, of revolution as a means of achieving a just social and political order

**COURSE MATERIALS**
All required books are available at the UO bookstore and other course readings will be on the Blackboard (http://blackboard.uoregon.edu/) and through the library E-reserves. Copies of the required books are also on reserve at the Knight Library.


**COURSE FORMAT**
I expect each of you to be in class each week and to have done the readings. Second, I will open each class with some brief comments about the readings, with the purpose of those comments to provide some background on work in this area in general, as well as core terms and areas of debate. I will then turn the class over to two students, who will structure the discussion. These two students will also have provided their colleagues with a written, critical (and supportive!) overview of the readings. This “active” summary—that is, one that highlights the key issues in the readings, but also one that is reflective and that adds some new ideas-- should be approximately 4-5 double-spaced pages and distributed to the entire class by Sunday evening AT THE LATEST (noting here that the class meets on Mondays). Finally, our co-conveners should consider meeting with me on either before class.

**REQUIREMENTS AND EVALUATION**
Midterm – in-class essay examination during week 6 – 25%
Discussion Paper Overview – 4-5 pages, co-authored – 15%
Case Study Progress Reports – 10%
Case Study – Due Finals week – 35%
Class Participation – 15%

**ACADEMIC INTEGRITY**
Any form of plagiarism or cheating will not be tolerated. Plagiarism, or academic theft, is passing off someone else’s work as your own. When you hand in a paper, make sure that everything in it is your own work and that you have made the appropriate references where necessary. Please review the following UO websites for clarification: http://libweb.uoregon.edu/guides/plagiarism/students/http://studentlife.uoregon.edu/StudentConductandCommunityStandards/ConductCode/tabid/69/Default.aspx).

**SPECIAL NEEDS**
The University of Oregon is working to create inclusive learning environments. If there are aspects of
the instruction or design of this course that result in disability related barriers to your participation, please notify me as soon as possible. You may also wish to contact Disability Services in 164 Oregon Hall at 346-1155 or disabsrv@uoregon.edu.

**WEEKLY SCHEDULE & TENTATIVE READINGS**

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Week 3


**Choose at least two**:  


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**Recommended:**

**Case study progress report #2 due**

**Civil society and opposition in authoritarian regimes**

**Case Studies:** Yemen, Palestine, and China


Bunce, Valerie and Sharon Wolchik.

**Portions of Film: The Orange Chronicles (2007)**

Or *Bringing Down a Dictator.*

**Contentious politics and protest**

**Case study: the Orange revolution (Ukraine)**
### Week 8


Case study progress report #3 due

Portions of the Film: *The Square*

Case Study: the Arab Spring Revolution and democratization, violence and revolution

### Week 9


Authoritarian regime breakdown

Case studies: Egypt, Chile, Argentina, South Africa
**Week 10**

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**PS 410 Despots, Dictators and Democrats Case Study Guidelines**

One component of assessment for this seminar is the production of a “case study” of a dictatorship. Here, you will study an authoritarian regime in depth of your choice, and present your findings either as an essay or in some other form – for example, a video documentary, a radio program, or a page in the course Blackboard with pictures or multimedia components. The case study is NOT necessarily an essay, though you may produce an essay if you wish. (If you have doubts about what formats are appropriate, please consult with Professor Koesel). The best and most innovative case studies may be showcased on the course website and presented in class if time allows (and students agree), but a presentation is not required.

The case study should examine a particular country in light of the theories discussed in the course. Specifically, the case study of a dictatorship should, at its best:

- Argue that the chosen case is in fact a dictatorship in light of some specific definition and classification criteria
• Describe the strategies used by the dictator(s) to maintain power, and consider whether these mechanisms of control are illuminated by the theories discussed in the course (and/or by comparisons to other dictatorships discussed in the course)
• Indicate whether the strategies used by the dictator to retain power have important economic or other effects on the welfare of the population, and determine whether these effects are consistent with what we would expect from the theories discussed in the course
• Describe the way in which the dictatorship first emerged, and assess whether the theories of regime change discussed in the course can account for its rise. In particular, the case study should assess critically whether the country’s culture can account for the rise and maintenance of the dictatorship, or whether economic or other factors better account for this
• If necessary, discuss how and why the dictatorship ended, and whether democracy resulted
• Discuss any other aspects of the case that appear especially important, contribute to our understanding of dictatorships more generally, or put in doubt some of the theories discussed in the course

As stated above, you do not need to do the case study as an essay. If you do write an essay, however, it should probably be about 2000-3000 words long, though exceptions can be negotiated on a case-by-case basis. Case studies done individually may wish to focus on only some of the themes noted above to keep the word count and research manageable; consult the lecturer for guidance. Case studies done as group projects can be longer. Case studies done in other formats (e.g., videos, wiki pages, etc.) should be comparable to a 2000-3000 word essay. For example, a 20 minute video is approximately comparable to a 2000-3000 word essay; for more guidance, consult Professor Koesel.

The final case study (in whatever format) will be assessed on a 0-100 point scale according to the following criteria:

• Structure and clarity (20 points): Is the material presented in a logical way? Is the material presented clearly (with few grammatical errors or typos, for example)? Is the format chosen (essay, wiki, video, etc.) used in an appropriate way given the material presented?
• Research (40 points): Does the case study present the details of the dictatorship in question fairly and accurately? Does it show evidence of evaluating the particular case in the light of the theories discussed in the course? Does it show evidence of additional research? Are the sources used accurately summarized and presented? Are the sources used properly acknowledged and cited? (For non-essay formats, it may be necessary to supply a list of sources along with the final product).
• Argument (30 points): Does the case study have a clear thesis? Does it make a sharp case for understanding the particular dictatorship in accordance with one or another theory studied in the course, or against the applicability of some particular theory in the case in question? Does it appropriately marshal evidence in support of its thesis?
• Originality (10 points): Is the case study presented in an innovative format, well used? Does it present data in innovative and interesting ways? (E.g., does it use maps, animations, etc.?) Does it make an interesting case, or present an interesting interpretation of the facts?

A good case study can be a daunting project. But you can divide the work, and enjoy yourself more, if you work as a group (of 2-5 people). In fact, studies show that the best ways to learn are active, participatory and social, rather than passive and purely individual, so you will learn more if you work in a group. So consider doing the case study as a group project!
Group work is OPTIONAL, but if you do choose to work in a group you should notify Professor Koesel in the first “progress report,” listing the other group members as well (see below; the first progress report is due during Week 3). The criteria for assessment of a group project are the same as those for an individual project (though a group project can be longer and more complex than an individual essay).

In order to keep people on track with the project, students will submit a weekly “progress report” starting during Week 3. The progress report will be a short e-mail to Professor Koesel that indicates the topic of the case study, the format you plan to use, and describes in a few short sentences what you have done that week for the project, including readings you have looked at and research you have completed. It is also an opportunity to raise questions and ask for feedback; I will read the reports and, if necessary, suggest potential avenues for research, recommend sources, correct misconceptions, and in general provide guidance. People working in groups should also note who is in the group, whether you have met or plan to meet that week, or whether you are coordinating your work by other means (e.g., electronically). There are only three progress reports in the term (Week 3, Week 6, and Week 8; the final version of the case study is due on XXX); nevertheless, failure to submit them may reduce your case study grade by up to 5%. (A sample progress report will be posted on Blackboard).

You are also encouraged to meet with the instructor to discuss your case study, especially if you are trying to use a non-traditional format.

If you write an essay, it should be submitted electronically via Blackboard on XXX (no paper submissions required). For details of how to submit case studies in other formats, please consult with Professor Koesel.