CPO 6056: Politics of Authoritarian Regimes

Fall 2021 - Wednesdays 6-8:50p

Instructor: Konstantin Ash (Konstantin.Ash@ucf.edu)

Office Hours: Wednesdays 3-5p and Thursdays 9-11a

Prerequisites: Admission to a graduate degree-seeking program or C.I. or instructor approval.

Course Description

More than half of the world's population is governed by authoritarian regimes in one form or another. The goal of this course is to understand how such regimes come about, how they stay in power and to clear up misconceptions about authoritarian government that may be advanced in the popular consciousness.

There are several additional learning goals for the course. **First,** the readings the readings are intended for you to gain a broad understanding of research on authoritarian regimes and be able to engage with the topic as fellow researchers. Many of the works we will read are either classics or represent the state-of-the-art in the field. **Second,** as graduate students and potential future practitioners in the field, it is vital for you to engage critically with the work already done, thus, we will do our best to not only understand the readings, but to find flaws in them and potential avenues for improvement in future research. **Third,** It is vital that, again, as researchers, you are able to produce your own research that both engages with prior work on authoritarian regimes AND clearly improves upon that work in some capacity. This is why you will be required to develop a research paper in this class through several set deadlines. As we are on a semester system, we have the advantage of being able to delve deeper and develop more complete research products.

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Assignments

Research Paper

Students will be expected to complete a research paper during the course. The research paper should take the form of an academic article that students could conceivably submit for publication and/or submit to a conference. In order to facilitate the smooth flow of research throughout the semester, there will be several deadlines for developing the paper:

- September 26 @ 11:59p. Submit research question and *at least* five articles or books that have answered the same research question or a similar question.

- October 17 @ 11:59p. Submit critical literature review that incorporates previous articles or books, as well as other relevant or suggested articles or books, along with your answer to your research question, which should take up the theory.
- November 7 @ 11:59p. Submit hypotheses based on your theory and ways you envision testing the hypotheses. This could include, but is not limited to, qualitative case study methods, survey methods or large-N statistical analysis. If using qualitative methods, please outline which cases you are selecting and why they are appropriate. If using quantitative methods, please identify potential data sources or feasible original ways of gathering data within the next month.

Please submit the above three assignments to me through e-mail. The only boundary for this article is that it must, in some conceivable fashion, fall in the realm of the study of authoritarian regimes.

Original work for this type of paper is preferred, but please talk to me if you would like to continue on working on a project you have submitted for a previous class (I will probably like to see what you have done in advance) or if you would like to continue on something you've been working on independently as a side project (this is more acceptable and even encouraged). I must approve the use of projects from a previous class *before* the research question deadline for the assignment.

Multiple submissions to this class and another class you're taking this semester are discouraged. More in-depth empirical work must be conducted (beyond the scope of the paper you would have written for just this class) for this to be acceptable. Please consult with me for further information before submitting a research question.

The research paper is due on **Saturday, December 11 @ 12:00p**. If you conduct empirical statistical tests (i.e. descriptive statistics, regressions, etc.) you must include the data you used and the regression code so I may replicate your analysis.

Discussion Papers

For **two** of the weeks after week 1, students are expected to submit discussion papers and then lead discussion that week. The discussion papers should be 4-5 page **critical analyses** of **at least** three of the required or recommended readings from the assigned week. As part of a critical analysis, students should include a **brief** summary of an author's argument or research design, a passage on how the papers fit together as part of the broader research agenda for that week and a broader passage on aspects of either/both the papers or the broader research agenda that the student believes could be improved upon.

In addition to the paper, students writing papers in a particular week are expected to write **3-5** questions that are intended to provoke discussion in the class and to briefly discuss their findings and present the discussion questions during class in the relevant week.

Summaries of the readings alone submitted as discussion papers will receive at least a letter grade penalty. Please coordinate with your classmates to ensure that you are not writing a paper on the same readings if two people are writing discussion papers on the same week.

Participation

Since this is a graduate seminar, participation is integral for the smooth flow of the course. My role is not to lecture or even present the readings to a great extent, but to facilitate discussion among yourselves. This means that your participation is necessary for the class, both in relaying the topics of the assigned readings and then analyzing and criticizing the arguments and empirical approaches in those readings.

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at https://scai.sdes.ucf.edu/student-rules-of-conduct/. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.

2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.

3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

4. Falsifying or misrepresenting the student's own academic work.

5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.

6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.

7. Helping another violate academic behavior standards.

8. Soliciting assistance with academic coursework and/or degree requirements.

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule https://goldenrule.sdes.ucf.edu. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

Course Accessibility

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) http://sas.sdes.ucf.edu/ (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at http://emergency.ucf.edu/emergency_guide.html.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see https://ehs.ucf.edu/automated-external-defibrillator-aed-locations.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (https://youtu.be/NIKYajEx4pk).

Deployed Active Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Make-Up Assignments for Authorized University Events or Co-curricular Activities

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at https://policies.ucf.edu/documents/4-401.pdf

Religious Observances

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservance

Required Statement Regarding COVID-19

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf. Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Course Accessibility and Disability COVID-19 Supplemental Statement

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

Grade Breakdown

Research Paper – 40%
Discussion Papers – 20% each
Participation – 20%

Course Schedule and Readings

Each week's courses will follow the same structure. There are required readings that should be done before each class and recommended readings that you should look at if you are either the discussant for that week or writing a research paper on a subject that broaches the week. This is also a good list to have for future literature reviews on papers related to politics of authoritarian regimes.

Week 1 (August 25) - Defining Authoritarianism

Required Reading:

- Geddes, Barbara. 1999. What do We Know about Democratization after Twenty Years. Annual Review of Political Science 2: 115-144.
- Juan J Linz and Alfred Stepan. 1996. Problems of democratic transition and consolidation: Southern Europe, South America, and post-communist Europe. 38-55
- Milan Svolik. 2012. The Politics of Authoritarian Rule. Cambridge University Press. Chapter 2.

Week 2 (September 1) - Types of Authoritarian Regimes: Single Party

Required Reading:

- Brownlee, Jason. Authoritarianism in an Age of Democratization. Cambridge University Press, 2007. Introduction and Chapter 1.
- Milan Svolik. 2012. The Politics of Authoritarian Rule. Cambridge University Press. Chapter 6.
- Magaloni, Beatriz. 2006. Voting for Autocracy: Hegemonic Party Survival and its Demise in Mexico. New York: Cambridge University Press: Introduction and Chapter 1.

- Meng, Anne. "Ruling parties in authoritarian regimes: rethinking institutional strength." British Journal of Political Science 51, no. 2 (2021): 526-540.

Recommended Reading:

- Smith, Benjamin, 2005. Life of the party: The origins of regime breakdown and persistence under single-party rule. World politics, 57(3), pp.421-451.
- Malesky, Edmund, and Paul Schuler. "The Single-Party Dictator's Dilemma: Information in Elections without Opposition." Legislative Studies Quarterly 36, no. 4 (2011): 491-530.
- Levitsky, Steven R., and Lucan A. Way. "Beyond patronage: Violent struggle, ruling party cohesion, and authoritarian durability." Perspectives on Politics 10, no. 4 (2012): 869-889.

Week 3 (September 8 - Zoom Class) - Types of Authoritarian Regimes: Personalist and Military Rule

Required Reading:

- Milan Svolik. 2012. The Politics of Authoritarian Rule. Cambridge University Press. Chapters 3 and 5.
- H. E. Chehabi and Juan J. Linz. 1998. A Theory of Sultanism: A Type of Nondemocratic Rule. In Sultanistic Regimes, eds. H. E. Chehabi and Juan J. Linz. pp 2-25
- Polese, Abel, and Slavomir Horak. "A tale of two presidents: personality cult and symbolic nation-building in Turkmenistan." Nationalities Papers 43, no. 3 (2015): 457-478.
- Powell, Jonathan. "Determinants of the Attempting and Outcome of Coups d'etat." Journal of Conflict Resolution 56, no. 6 (2012): 1017-1040.
- Remmer, K.L., 1989. Neopatrimonialism: The politics of military rule in Chile, 1973-1987. Comparative Politics, 21(2), pp.149-170.

Recommended Reading:

- Marinov, Nikolay, and Hein Goemans. "Coups and democracy." British Journal of Political Science 44, no. 4 (2014): 799-825.
- Geddes, Barbara, Erica Frantz, and Joseph G. Wright. "Military rule." Annual Review of Political Science 17 (2014): 147-162.
- McMahon, R. Blake and Branislav Slantchev. 2015. The Guardianship Dilemma: Regime Security through and from the Armed Forces. American Political Science Review.

Week 4 (September 15) - Types of Authoritarian Regimes: Competitive Authoritarianism

Required Reading:

- Steven Levitsky and Lucan Way. Competitive Authoritarianism. 2010. Chapters 1-2.
- Schedler, Andreas. "Electoral authoritarianism." The Dynamics of Unfree Competition. Ed. Andreas Schedler. Boulder: Lynne Rienner, 2006. 77-94.

- Lust-Okar, Ellen. "Elections under authoritarianism: Preliminary lessons from Jordan." Democratization 13, no. 3 (2006): 456-471.
- Menaldo, Victor. 2012. The Middle East and North Africa's Resiliant Monarchs. Journal of Politics. 74.3
- Truex, Rory. "Consultative authoritarianism and its limits." Comparative political studies 50, no. 3 (2017): 329-361.

Recommended Reading:

- Zakaria, Fareed. "The rise of illiberal democracy." Foreign Affairs. 76 (1997)
- Schedler, Andreas. "The menu of manipulation." Journal of democracy 13, no. 2 (2002): 36-50.
- Brownlee, Jason. "Portents of pluralism: How hybrid regimes affect democratic transitions." American Journal of Political Science 53, no. 3 (2009): 515-532.

Week 5 (September 22) - Regime Transition: When do Democracies become Autocracies

Required Reading:

- Kapstein, Ethan B., and Nathan Converse. Why democracies fail. Journal of Democracy 19, no. 4 (2008): 57-68.
- Houle, Christian. 2015. Ethnic Inequality and the Dismantling of Democracy: A Global Analysis. World Politics.
- Maeda, Ko (2010). Two modes of democratic breakdown: A competing risks analysis of democratic durability. The Journal of Politics 72(4), 1129-1143.
- Bermeo, Nancy. On democratic backsliding. Journal of Democracy 27.1 (2016): 5-19.
- Levitsky, Steven, and Lucan Way. The myth of democratic recession. Journal of Democracy 26, no. 1 (2015): 45-58.
- Slater, Dan. Democratic careening. World Politics 65, no. 4 (2013): 729-763.

Recommended Reading:

- Steven Levitsky and Daniel Ziblatt. How Democracies Die. New York: Crown, 2018.
- Gibler, Douglas M and Kirk A Randazzo (2011). Testing the effects of independent judiciaries on the likelihood of democratic backsliding. American Journal of Political Science 55(3), 696-709.

Week 6 (September 29 - Zoom Class) - Regime Transition: When do Autocracies become Democracies

Required Reading:

- Inglehart, Ronald, and Christian Welzel. Modernization, cultural change, and democracy: The human development sequence. Cambridge University Press, 2005. Chapter 1.

- Luebbert, G.M. 1987. "Social Foundations of Political Order in Interwar Europe." World Politics.
- Daron Acemoglu and James A. Robinson. Economic Origins of Dictatorship and Democracy Cambridge: Cambridge University Press, 2006, chs. 1-2.
- Bruce Bueno de Mesquita, Alastair Smith, Randolph M. Siverson, and James D. Morrow, The Logic of Political Survival. Cambridge, MA: MIT Press, 2003. Chapter 3.
- Bratton, M. and Nicolas van de Walle. 1997. Democratic Experiments in Africa. Regime Transitions in Comparative Perspective. New York: Cambridge University Press. Chapter 1.
- Przeworski, A. Democracy and the Market: Chapter 2.

Recommended Reading:

- Mancur Olson, "Dictatorship, Democracy, and Development," American Political Science Review 87: 567-76.
- Moore Jr., B. 1966. Social Origins of Dictatorship and Democracy. Boston: Beacon Press: Chapters 7-9
- Boix, C. Democracy and Redistribution (Cambridge) Chs 1-2.
- Paul Dower, Evgeny Finkel, Scott Gehlbach, Steven Nafziger. 2018. "Collective Action and Representation in Autocracies: Evidence from Russia's Great Reforms" American Political Science Review. 112 (1): 125-147.
- Samuel P. Huntington. The Third Wave: Democratization in the Late Twentieth Century. Norman: University of Oklahoma Press, 1991.
- Mancur Olson, Power and Prosperity. New York: Basic Books, 2000.
- Hirschman, A. 1978. "Exit, Voice, and the State." World Politics 31(1): 90-107.

Week 7 - (October 6) Repression in Authoritarian Regimes

Required Reading:

- Gerschewski, J., 2013. The three pillars of stability: legitimation, repression, and co-optation in autocratic regimes. Democratization, 20(1), pp.13-38.
- Wedeen, Lisa. 1998. Acting "As If": Symbolic Politics and Social Control in Syria, Comparative Studies in Society and History, 40(3): 503-523
- Chestnut Greitens, Sheena. Dictators and their secret police: Coercive institutions and state violence. Cambridge University Press, 2016. Chapter 2.
- Escriba-Folch, Abel. "Repression, political threats, and survival under autocracy." International Political Science Review 34, no. 5 (2013): 543-560.
- Arturas Rozenas and Yuri Zhukov. 2019. Mass Repression and Political Loyalty: Evidence from Stalin's 'Terror by Hunger' American Political Science Review.
- Bishara, Dina. "The politics of ignoring: Protest dynamics in late Mubarak Egypt." Perspectives on Politics 13, no. 4 (2015): 958-975.

Recommended Reading:

- Fariss, Christopher. 2014. Respect for Human Rights has Improved Over Time: Modeling the Changing Standard of Accountability. American Political Science Review.
- Hassan, Mai. "The strategic shuffle: Ethnic geography, the internal security apparatus, and elections in Kenya." American Journal of Political Science 61, no. 2 (2017): 382-395.

Week 8 - (October 13) Political Institutions in Authoritarian Regimes

Required Reading:

- Gandhi, Jennifer 2008, Political Institutions Under Dictatorship. Cambridge University Press. Chapters 2 and 3
- Lust-Okar, Ellen. 2005. Structuring Conflict in the Arab World: Chapters 2-3
- Boix, Carles and Milan Svolik. 2013. "The Foundations of Limited Authoritarian Government: Institutions and Power-sharing in Dictatorships." Journal of Politics
- Tsai, Lily L. "Solidary groups, informal accountability, and local public goods provision in rural China." American Political Science Review 101, no. 2 (2007): 355-372.

Recommended Reading:

- O'Donnell, G. 1973. Modernization and Bureaucratic Authoritarianism. Berkeley: University of California Berkeley.
- Meng, Tianguang, Jennifer Pan, and Ping Yang. "Conditional receptivity to citizen participation: Evidence from a survey experiment in China." Comparative Political Studies 50, no. 4 (2017): 399-433.
- Bellin, Eva. 2004. "The Robustness of Authoritarianism in the Middle East: Exceptionalism in Comparative Perspective," Comparative Politics vol. 36, no. 2 (January): 139- 157
- Malesky, Edmund and Paul Schuler. 2010. Nodding or Needling: Analyzing Delegate Responsiveness in an Authoritarian Parliament. American Political Science Review, 104(3): pp. 482-502.

Week 9 - (October 20) Economic Development in Authoritarian Regimes

Required Reading:

- Wintrobe, Ronald. 1998. The Political Economy of Dictatorship. Cambridge University Press. Chapters 6 and 14.
- Wright, Joseph, 2008. Do authoritarian institutions constrain? How legislatures affect economic growth and investment. American Journal of Political Science, 52(2), pp.322-343.
- McFaul, M. and Stoner-Weiss, K., 2008. The Myth of the Authoritarian Model-How Putin's Crackdown Holds Russia Back. Foreign Affairs, 87, p.68.
- Haber, Stephen and Victor Menaldo. 2010. "Do Natural Resources Fuel Authoritarianism? a Reappraisal of the Resource Curse" American Political Science Review. 105(1).

- Bruce Bueno de Mesquita, Alastair Smith, Randolph M. Siverson, and James D. Morrow, The Logic of Political Survival. Cambridge, MA: MIT Press, 2003. Chapter 4.

Recommended Reading:

- Michael L. Ross, 2001. Does Oil Hinder Democracy?, World Politics 53 (April 2001), 325-61
- Olson, M. 2000. Power and Prosperity New York: Basic Books: Chapters 1-4

Week 10 (October 27 - ZOOM Class) - Politics of Patronage in Authoritarian Regimes

Required Reading:

- Magaloni, Beatriz. 2006. Voting for Autocracy: Hegemonic Party Survival and its Demise in Mexico. New York: Cambridge University Press: Chapters 3 and 4.
- Blaydes, Lisa. 2011. Elections and Distributive Politics in Mubarak's Egypt. Cambridge University Press. Chapters 1 and 6.
- Van de Walle, Nicolas. 2007. "Meet the new boss, same as the old boss? The evolution of political clientelism in Africa." In Patrons, Clients, and Politics: Patterns of Democratic Accountability and Political Competition, edited by Herbert Kitschelt and Steven I. Wilkinson. Cambridge: Cambridge University Press.
- Shih, Victor, Christopher Adolph, and Mingxing Liu. "Getting ahead in the communist party: explaining the advancement of central committee members in China." American Political Science Review 106, no. 1 (2012): 166-187.

Recommended Reading:

- Geddes, Barbara and John Zaller. 1989. Sources of Popular Support for Authoritarian Regimes. American Journal of Political Science 33(2): 319-347
- Susan Rose-Ackerman, Corruption and Government. Cambridge: Cambridge University Press, 1999.

Week 11 - (November 3) Media in Authoritarian Settings

Required Reading:

- Pearce, K.E. and Kendzior, S., 2012. Networked authoritarianism and social media in Azerbaijan. Journal of Communication, 62(2), pp.283-298.
- 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), pp.326-343.
- Gunitsky, Seva. "Corrupting the cyber-commons: Social media as a tool of autocratic stability." Perspectives on Politics 13, no. 1 (2015): 42-54.
- Peisakhin, Leonid, and Arturas Rozenas. "Electoral effects of biased media: Russian television in Ukraine." American Journal of Political Science 62, no. 3 (2018): 535-550.
- Kern, Holger Lutz, and Jens Hainmueller. "Opium for the masses: How foreign media can stabilize authoritarian regimes." Political Analysis 17, no. 4 (2009): 377-399.

- Enikolopov, Ruben, Maria Petrova, and Ekaterina Zhuravskaya. "Media and political persuasion: Evidence from Russia." American Economic Review 101, no. 7 (2011): 3253-85.

Recommended Reading:

- King, G., Pan, J. and Roberts, M.E., 2017. How the Chinese government fabricates social media posts for strategic distraction, not engaged argument. American Political Science Review, 111(3), pp.484-501.
- Rod, Espen Geelmuyden, and Nils B. Weidmann. "Empowering activists or autocrats? The Internet in authoritarian regimes." Journal of Peace Research 52, no. 3 (2015): 338-351.

Week 12 - (November 10) Protest in Authoritarian Regimes

Required Reading:

- Rasler, Karen. "Concessions, repression, and political protest in the Iranian revolution." American Sociological Review (1996): 132-152.
- Lohmann, Susanne. 1994. "Dynamics of informational cascades: the monday demonstrations in Leipzig, East Germany, 1989-1991." World Politics 47: 42-101.
- Kuran, Timur (1991). "Now Out of Never: The Element of Surprise in the East European Revolution of 1989." World Politics 44: 7-48.
- Brancati, Dawn. 2014. Pocketbook Protests: Explaining the Emergence of Pro-Democracy Protests Worldwide. Comparative Political Studies
- Lorentzen, Peter L. Regularizing rioting: Permitting public protest in an authoritarian regime. Quarterly Journal of Political Science 8, no. 2 (2013): 127-158.
- Beissinger, Mark. 2013. "The Semblance of Democratic Revolution: Coalitions in Ukraine's Orange Revolution." American Political Science Review, 107(3), 574-592.
- Rosenfeld, Bryn, 2017. Reevaluating the Middle-Class Protest Paradigm: A Case-Control Study of Democratic Protest Coalitions in Russia. American Political Science Review, 111(4), pp.637-652.

Recommended Reading:

- Steinert-Threlkeld, Zachary. 2017. Spontaneous Collective Action: Peripheral Mobilization During the Arab Spring. American Political Science Review
- Hollyer, James R., Rosendorff, B. Peter and James Vreeland. 2015. Transparency, Protest, and Autocratic Instability. American Political Science Review.
- Scott, James. 1985. Weapons of the Weak. Yale University Press: Chapter 8
- Idean Salehyan and Brandon Stewart. 2016. Political Mobilization and Government Targeting: When Do Dissidents Challenge the State? Comparative Political Studies
- Radnitz, Scott, 2010. Weapons of the wealthy: Predatory regimes and elite-led protests in Central Asia. Cornell University Press.
- Tucker, Joshua A. (2007) Enough! Electoral Fraud, Collective Action Problems, and PostCommunist Colored Revolutions. Perspectives on Politics, 5(3), pp. 535- 551.

- Pearlman, Wendy. "Emotions and the Microfoundations of the Arab Uprisings." Perspectives on Politics 11, no. 2 (2013): 387-409.
- Ulfelder, Jay. "Contentious collective action and the breakdown of authoritarian regimes." International Political Science Review 26, no. 3 (2005): 311-334.
- Hellmeier, Sebastian, and Nils B. Weidmann. "Pulling the strings? The strategic use of pro-government mobilization in authoritarian regimes." Comparative Political Studies 53, no. 1 (2020): 71-108.

Week 13 (November 17 - ZOOM Class) - Authoritarian Governments and Political Violence

Required Reading:

- Fjelde, Hanne. "Generals, Dictators, and Kings: Authoritarian Regimes and Civil Conflict, 1973–2004." Conflict Management and Peace Science 27, no. 3 (2010): 195-218.
- Zhukov, Yuri M."Population resettlement in war: Theory and evidence from Soviet archives." Journal of Conflict Resolution 59, no. 7 (2015): 1155-1185.
- Petersen, Roger D. Resistance and Rebellion: Lessons from Eastern Europe. Cambridge University Press. Chapter 2.
- Wilson, Matthew C., and James A. Piazza. "Autocracies and terrorism: Conditioning effects of authoritarian regime type on terrorist attacks." American Journal of Political Science 57, no. 4 (2013): 941-955.
- Aksoy, Deniz, David B. Carter, and Joseph Wright. "Terrorism in dictatorships." The Journal of Politics 74, no. 3 (2012): 810-826.

Recommended Reading:

- Fearon, James and David Laitin. 2003. "Ethnicity, Insurgency and Civil War" American Political Science Review: 475-90.
- Aksoy, Deniz, David B. Carter, and Joseph Wright. "Terrorism and the Fate of Dictators." World Politics 67, no. 3 (2015): 423-468.
- Hegre, Havard. "Toward a democratic civil peace? Democracy, political change, and civil war, 1816–1992." American political science review 95, no. 1 (2001): 33-48.

No class November 24, work on final papers

Week 15 - (December 1) Student Presentations?

Research Paper due Saturday December 11 @ 12:00p through WebCourses

Questions to answer while reading an academic article or book (maybe in this order)[1]

- What is the point of the article?
- What is the author's agenda?
- Is the author trying to explain something? What is it?
- What have other people said about the subject the author is trying to explain?
- Does the author contribute anything beyond what these other people have said?
- What broader research agenda is the author adding to?
- What broader research agenda is the author trying to get rid of?
- What is the author's argument to explain this outcome?
- What claims does the author use to bridge his/her explanation of the outcome with the outcome itself?
- What assumptions does the author make in making these claims?
- How does the author test the claims that he/she made?
- Is this the best possible way to test these claims? Why or why not?
- Does the author test the theory in the appropriate place/time?
- Does the author's test adequately take alternative explanations into account?
- Does the author's test adequately account for biases, such as endogeneity, selection or ecological inference?
- What are the author's findings?
- Are the findings generalizable to other cases?
- How do the findings affect our understanding of the author's research agenda? Other research agendas?
- Has the author convinced you that his/her explanation for the chosen outcome is better than what others have done?

[1] It's also good practice to do this with your own work.