“Those who have been once intoxicated with power, and have derived any kind of emolument from it, even though but for one year, can never willingly abandon it.”
   —Edmund Burke (Irish/United Kingdom)

Days and Times: TR 3:30pm-4:45pm
Location: HB 3023

Professor: Paige Johnson Tan, Ph.D.
E-mail: etan3@radford.edu
Office Hours: M 11am-3pm
Office Location: CHBS 5307

Course Introduction:

Twenty-five years ago as the Soviet Union crumbled, it appeared that democracy was triumphant. The number of democracies rose, and the number of autocracies plummeted. Since 2000, that wave has been reversed, however. Breaths of seeming democracy like the Arab Spring have often resulted in civil war, chaos, and authoritarian reversals.

This course is focused on dictators and dictatorships, particularly in the contemporary period, though we will look back at earlier archetypes as well.

Student Learning Outcomes:

- In this course, students will acquire foundational knowledge in the subfield of Comparative Politics with a particular focus on the literature on democracy, authoritarianism, and democratization.
- Students will develop their abilities to find information and apply it effectively.
- Students will demonstrate the ability to express their ideas both orally and in writing.

“If you tell a big lie and tell it frequently enough, it will be believed.”
   —Adolf Hitler (Germany)
Gene Sharp, *From Dictatorship to Democracy*, East Boston: Albert Einstein Institute, 2002 (free online and in D2L).

Aleksandr Soltzhenitsyn, *The Gulag Archipelago*, Harper Perennial, 2007. We will read the following selections in the book: Part I (except chs 8-9), Part II (entire), Part III (omit chs 6-7, 9-11, 15, 17-19, 22), Part IV (entire), Part V (ch 6 only), Part VI (ch 5 only).


Additional reading, either online or on reserve through D2L, as assigned in the course schedule.

In addition to the required course books and online readings, students should read at least one QUALITY international news source, such as the *New York Times*, *Washington Post*, *BBC*, *Al Jazeera*, *Wall Street Journal*, or *the Economist*. We will discuss current developments in authoritarian regimes as the semester progresses.

Several podcasts are useful for following dictator news. Try:
- China Power and Russian Roulette from the Center for Strategic and International Studies
- Global News Podcast from the BBC.
- Pod Save the World (This is from a Democratic perspective).
- Weekend Warriors (This is from a Republican perspective).
- The President’s Inbox from the Council on Foreign Relations.

“Nature has left this tincture in the blood, that all men would be tyrants if they could.”
—Daniel Defoe (English writer of *Robinson Crusoe*)

Course Requirements:

Students will be evaluated on the basis of the following grades. The distribution of the final course grade from the various assignments is:

- Class participation: 10%
- Map quiz: 5%
- Media analysis: 10%
- Book quizzes (3): 15%
- Book review: 10%
- Annotated bibliography: 5%
- Oral presentation: 10%
- Policy memo: 20%
- Final exam: 15%

This course operates on the principle of “continuous assessment.” This means that students are not placed in the difficult position of having their entire course grades riding on the grade of any one particular assignment (like a “make-or-break” final exam). Instead, students’ grades are determined on a broader basis in terms of the students’ overall work throughout the semester. A description of the various assignments on which students will be assessed follows.

“Let none at this festive table forget that political prisoners are on hunger strike this very day in defense of rights that have been curtailed or trampled underfoot.”
—Aleksandr Solzhenitsyn in his statement to the Nobel Prize ceremony

Class participation. In the old days, students were seen to be an empty vessel into which the professor poured his or her knowledge (more than likely, it was “his”—since it was the old days!). However, this old-model of education has come under severe challenge in recent years. Rote memorization is now seen to offer little to
students. How often have you “crammed” for a test and then forgotten everything you learned within a few weeks (or, gasp, days)?

The philosophy behind this course is that students learn better when that learning is active. Students are expected to attend class (with a maximum of two absences for the semester). They are also expected to participate in class discussions, considering, manipulating, testing, and questioning the topics presented in class in order to develop their knowledge of the field of Comparative Politics and their familiarity with the tools and concepts of Political Science more broadly. Active class participation by all students has the advantage of helping to foster tolerance for divergent viewpoints and developing students’ abilities to formulate arguments in a well-reasoned manner.
“Political power grows out of the barrel of a gun.”
–Mao Zedong (China)

Mao Zedong (rt) with other founding fathers of Communism

Map quiz. In 2016, a report from the Council on Foreign Relations and National Geographic found Americans in the 18-to-26 age group who had had at least some college could score just 55% on a geographic literacy quiz. This course aims to tackle this problem by encouraging students’ awareness of and familiarity with authoritarian and semi-authoritarian nations around the world.

Media analysis. For this assignment, students should write 4-5 pages after analyzing online media over a two-month period from an authoritarian or semi-authoritarian state. Make sure that the country/media outlet you choose has sufficient content and updates to enable a thorough analysis. Talk to Dr. Tan if you’re not sure.

For the analysis, students may consider the following:

- What is the relationship of the media outlet to the government?
- What do you notice by reading the media in contrast to US media?
- If government controlled, what is the narrative the government is playing up via the media?
- Why/does this media outlet spend time showing the country’s leader meeting with other leaders?
- Does the government attack opposition figures via the media? If yes, how? If not, why not, do you suppose?
- What do you learn of the country’s relationship with the United States?
- What do outside analysts say about your media outlet? (This requires library research beyond your reading of your media source.)
- If you were a citizen of the country whose media you are studying, how would you feel reading this type of media every day?
- Reflect on what you’ve learned by conducting this review of two months of news from an authoritarian/semi-authoritarian nation.

To score well on this assignment, you MUST use lots of juicy examples from the media to illustrate your points. Simply asserting that the media outlet carries a specific sort of content is not enough. You must demonstrate your points with evidence!

Consider some of the following countries/media. You are not limited to the list below.

China’s Global Times
Cuba’s Granma
Iran’s Press TV
Malaysia’s The Star
Russia’s RT
Saudi Arabia Arab News
Singapore’s Straits Times
Turkey’s Hurriyet
Vietnam Vietnam News
Media analysis papers will be evaluated on the quality of the writing of the paper, the paper’s organization, the thoroughness of the research, and the insightfulness of the analysis.

Book quizzes. In order to assure students have done their reading, students will have in-class quizzes to test their knowledge of the required books. There will be one quiz each on the Gulag Archipelago, In the Footsteps of Mr. Kurtz, and From Dictatorship to Democracy.

“Those who believe that after I have left the government as prime minister, I will go into a permanent retirement, really should have their heads examined.”
--Lee Kuan Yew (PM of Singapore, 1959-1990, subsequently Senior Minister and Minister Mentor), above

Book Review. Students are asked to compose a six-to-eight page essay reviewing the assigned book In the Footsteps of Mr. Kurtz: Living on the Brink of Disaster in Mobutu’s Congo by Michaela Wrong (Harper Perennial, 2002). This assignment is not a book report. Students are asked to interact with and evaluate the book, rather than merely describing its contents. Students should offer insights into how the book teaches us about authoritarianism. There is a book review tip sheet in our class D2L under Resources. Additional help can be found at Purdue OWL at: https://owl.english.purdue.edu/owl/resource/704/1/.

Annotated Bibliography: In order to complete the oral presentation and policy memo (below), students must conduct extensive research. An annotated bibliography will be due prior to the oral presentation date. In this annotated bibliography, students will highlight important research resources they have uncovered and summarize the key relevant components as they pertain to the research for this class. Students should have a minimum of twenty resources for this assignment, at least five of which (better if more) should be books or peer-reviewed scholarly articles. Notations on each resource should summarize (what is the content?), assess (is this a quality source?), and reflect (how useful is this for your research?). For information on annotated bibliographies, see Purdue OWL at: https://owl.english.purdue.edu/owl/resource/614/01/.

Oral Presentation on Research on an Authoritarian Regime/Ruler. In order to develop their mastery of a specific authoritarian regime/ruler as well as their abilities in public speaking, students/student teams will give a ten-to-fifteen-minute oral presentation to the class.

Students will choose an authoritarian regime/ruler who is currently in power (semi-authoritarian regimes are possible as well) and outline how they came to power, how they rule, and any signs of cracks in the regime or manifestations of continuing strength. It is preferable that students NOT choose Russia for this report, as we will spend time on Russia in class. In addition, I would like you to stretch yourself to learn about a regime you were previously unfamiliar with. It is best to choose countries which are “not free” according to Freedom House rankings, but some “partly free” countries will work as well, so talk to the instructor if you’re not sure whether your country will make a good choice.

Presentations will be evaluated on the quality of the thesis and outline of the presentation; the effectiveness of the PowerPoint; the speakers’ adherence to the time limit; the speakers’ style, mastery of the material, use of quality sources (you must include a detailed bibliography—website addresses alone are not enough—at the end of your PowerPoint/Prezi), and coverage of the mandated content above; and the speakers’ critical engagement with the issue.

Note: You must provide your PowerPoint/Prezi to me one week before you present. It is strongly advised that you incorporate my feedback into a revision. Please submit the final PowerPoint/Prezi to me electronically on the day you present before you present.
“The great questions of the day will not be settled by speeches and majority decisions . . . but by blood and iron.”
- Otto von Bismarck (Germany), pictured above
Policy Memo. This assignment builds on your oral presentation research and gives you several options.

1) Students/student teams may develop a policy document advising the United States government under President Trump how it should pursue relations with the regime you studied for your oral presentation.

As part of this research, students must investigate:
- Past US relations with the country.
- How relations with the country fit into President Trump’s/Secretary of State Pompeo’s evolving foreign policy.
- How relations with the country may most profitably be arranged for the US (considering human rights, economic interests, national security interests, geopolitical rivalries, and more).
- Consideration of alternative futures for the regime (in particular, what happens if the authoritarians are overturned) and how relations with the US shake out under different scenarios.

2) Students/student teams may advise the dictator on how to remain in power in a changing world.

As part of this research, students must bring together research from the oral presentation as well as thinking about further and future threats to the regime. This assignment must be bigger and deeper than what you had presented in the oral presentation. Learn more about potential opposition threats, the global diffusion of counter-authoritarian strategies (CANVAS’ Core Curriculum and 50 Points books—available in our class D2L), and how the dictator might see them off.

3) Students/student teams may advise oppositionists in the country concerned how to strategize and carry out a campaign to bring down the dictator.

As part of this research, students must examine CANVAS’ Core Curriculum and 50 Points books (two books available in our class D2L) and develop strategy, tactics, and messages for the opposition.

For all of the options above, the memo should present an abstract of one paragraph summing up recommended courses of action at the beginning. In the text of the memo, remember potential courses of action must be weighed and evaluated.

The memo will be assessed based on the quality and comprehensiveness of the research, the clarity and thoroughness of the analysis, the crispness and error-free nature of the writing, and the political sensitivity of the recommendations.

Final exam. Students will have an in-class final exam.

“This is genuine democracy, but realistically, the strong always rule.”
–Libya’s Muammar Qaddafi

Getting Help

Students are encouraged to talk to me if they feel they need assistance with the course material. I can be reached by e-mail at etan3@radford.edu. Dedicated office hours are listed at the top of the syllabus.

Additional offices on campus exist to help you succeed in your classwork. The instructional librarians run information sessions designed to help you improve your citations. Find more info at the library: http://library.radford.edu/.

Course Policies

Academic Honesty

This instructor believes academic honesty is the foundation of the entire enterprise of a university. Only in an environment of honesty can genuine learning occur and good citizenship be fostered. Students should also
feel free to ask the instructor any questions they may have about academic honesty. Because academic honesty is treated as a serious matter, the course policy is one of zero tolerance for academic dishonesty.

The core principle of the Academic Honor Code is that student work represents the original work of the student. For this reason, plagiarism, using the work of another without proper citation, and cheating, the unauthorized use of information during an examination, are prohibited.

The Academic Honor Code works for both students and teachers. Students can expect that the instructor will treat them in a fair, honest, and impartial manner. The instructor also expects students to deal with her and with one another honestly. Plagiarism and cheating are violations of academic honesty because they steal from the original creator of the work. In addition, they violate the relationship of honesty between student and teacher as the student attempts to pass off work as his or her own which was produced by another. Further, plagiarism and cheating violate the bond of honesty among students themselves. Students who produce their assignments through long, hard work are being violated by those taking a shortcut through the misappropriation of another’s work or knowledge. Most sadly, students who violate academic honesty cheat themselves of the chance to learn.
Please note two particular policies the instructor follows:

1) Work for this course must be yours, and it must be original. If you wish to work on a project you have previously worked on for another class, you must add at least as much content as the assignment requires that is new and original for this class.

2) You may receive help on your written assignments (not tests) from your roommate, significant other, parents, the LARC, or a passerby on the street. The process of reading and revising your work based on the comments of others is an important part of how we learn and improve.

“Liberty is so precious that it must be rationed.”
– Vladimir Lenin, Russia

Late Papers

PLEASE PAY ATTENTION TO THIS POLICY!

Students are encouraged to plan in advance to make time to complete assignments. Things come up during the semester; relatives require our attention, cars break down, and students get sick. Students should begin their assignments early enough to allow for these foreseeable and unforeseeable eventualities. The instructor does not wish to receive any late assignments during the semester.

Assignments are due in the D2L Dropbox at the start of class on the due date listed on the syllabus. Each twenty-four hours that a paper is late may result in a penalty of one letter grade. Late papers must be submitted by e-mail. Late assignments will not be graded on the same schedule as assignments submitted on time. Under no circumstances should students miss class to complete an assignment.

Extra Credit

Students are invited to attend lectures, panels, and movies on campus or at Virginia Tech that deal with international affairs. Just check with the instructor beforehand as to whether you’ve picked a good event. After the event, submit a one- to two-page single-space write-up that deals with your reactions to the presentation. How does it relate to what we are doing in class? How does it relate to other things you've studied? Did you agree or disagree with the speaker/s’ argument? What did the presentation make you think about? This extra credit will be used toward class participation or in the calculation of final grades in borderline cases.

“Poverty is not socialism. To be rich is glorious.”
– Deng Xiaoping (China), pictured above fitting in on a visit to Texas

Tardiness

Students are strongly encouraged to show respect for fellow students and the instructor by arriving for class on time. Late arrivals disturb fellow students and disrupt the learning process. It is better to come in late than not to come at all, but try to be respectful of classmates by making arrangements to be in class and in your seat at the start of class. That is called adulting.

Excused Absences

For your two absences allowed during the semester, it doesn’t matter whether these are excused (doctor’s visit) or unexcused (I was sleepy). Whether the absence is excused only comes into play when a student misses a class assignment (presentation, test, due date). An excused absence is one that is discussed with the professor IN ADVANCE and for which documentation can be provided. Only for excused absences will the professor allow work to be made up. All make-up work will be done at the instructor’s convenience. Please do
not ask the instructor for two unexcused absences and then further excused absences. Students get two absences for the semester PERIOD.

**Disabilities**

The instructor understands that some students may have need of accommodation (for example, extended testing time or a quiet testing locale) due to a disability. If you feel that you are in need of an accommodation, please contact the Center for Accessibility Services at http://www.radford.edu/content/cas/home.html.

**Electronic Devices**

Students are permitted to use laptop computers during class to access PowerPoints, online notes, or to type their own course notes. **Laptops are not to be used for surfing the internet or checking e-mail. During periods of class discussion, computers should be closed to ensure adequate attention and participation.** Obviously, when tests and quizzes are being administered, laptops are not permitted. Use of cellphones, including texting, is never permitted. **PLEASE NOTE: If students are found to be using electronic devices in a manner inconsistent with the professor’s assessment of the best environment for group learning, they may be penalized by being marked absent for the day.**

“There is freedom of speech, but I cannot guarantee freedom after speech.”
-Idi Amin (Uganda), pictured right (this is one of my very favorite quotes ever)

**World Wide Web Resources**

The web has a bounty of information for research on authoritarian politics (not all of it credible—be a careful consumer!!!). Below, students will find a selection of websites. Students should consult the instructor if they require any assistance in finding additional web resources on particular topics or countries.

Amnesty International http://www.amnesty.org
BBC http://www.bbc.co.uk/worldservice/
Brookings Institution http://www.brookings.edu
China Daily http://www.chinadaily.com
China Embassy to the United States http://www.china-embassy.org/
China Human Rights in China http://www.hrichina.org
China Ministry of Foreign Affairs http://www.fmprc.gov.cn
Committee to Protect Journalists http://www.cpj.org
Foreign Affairs http://www.foreignaffairs.org/
Foreign Policy http://www.foreignpolicy.com/
Freedom House (NGO) http://www.freedomhouse.org/
Human Development Index http://hdr.undp.org/en/content/human-development-index-hdi
Human Rights Watch http://www.hrw.org
International Foundation for Election Systems http://www.ifes.org
International IDEA http://www.idea.int
International Monetary Fund http://www.imf.org
Inter-Parliamentary Union—IPU http://www.ipu.org/
Missions to the UN (with links to missions’ websites) http://www.un.int/index-en/webs.html
One death is a tragedy; one million is a statistic.

—Joseph Stalin (USSR)

Scholarly Journals

As wonderful as the web is for finding information, scholarly journals still form the backbone of our academic work. Some journals helpful for the study of international affairs are listed below:

Comparative Political Studies
Comparative Politics
Current History
Foreign Affairs
Foreign Policy
International Security
Journal of Democracy

Course Schedule:

INTRODUCTION

JAN 22 01 Introduction/Types of Authoritarian Regimes

Reading: HEAVY LIFT READING ASSIGNMENT. ALL SELECTIONS COMPLETE BY CLASS 05. Aleksandr Solzhenitsyn, *Gulag Archipelago*, Part I (except chs 8-9), Part II (entire), Part III (omit chs 6-7, 9-11, 15, 17-19, 22), Part IV (entire), Part V (ch 6 only), Part VI (ch 5 only).

Recommended: To learn more about Venezuela, listen to a short podcast about how an economist had to develop a wholly new indicator to capture Venezuela’s recent tragedy: [http://podbay.fm/show/290783428/e/1545082080](http://podbay.fm/show/290783428/e/1545082080) (about 10 minutes).

Examine Venezuela since 1998, including current crisis. There is an excellent article from *Foreign Affairs* in our D2L on “Venezuela’s Suicide.” See Moises Naim and Francisco Toro, “Venezuela’s Suicide: Lessons from a Failed State,” *Foreign Affairs*, November/December 2018 (D2L as Venezuela Failed).

**JAN 24 02** Causes of Authoritarianism
Examine democratic gridlock and interruptions by military rule in Bangladesh.
Research Resources: Pew, World Values Survey, -barometros, Levada Center, Social Weather Stations. **Pass out map quiz materials (these are also on D2L).**

**JAN 29 03** Course Assignments, Research Resources, and the Future
Reading: Aleksandr Solzhenitsyn, *Gulag Archipelago*.
In class today: Introduce major assignments for the course and quality research resources. Talk about student plans for the future.
Research Resources: International Monetary Fund, OECD, World Bank, United Nations Development Program and Human Development Index, Transparency International, IPU Parline, Digital Evolution Index.

**JAN 31 04** Important Totalitarian/Authoritarian Regimes in History
Reading: Finish Aleksandr Solzhenitsyn, *Gulag Archipelago*. If you have time and are interested in learning more about Soviet/Eastern European Communism, please read Vaclav Havel, “The Power of the Powerless,” 1978 (D2L). We will discuss this in class.
Examine Soviet Union/Eastern Europe.
Research Resources: President's official website, party sites, parliament, official electoral laws.

*Above: Alexksandr Solzhenitsyn*
**FEB 05 05** Important Totalitarian/Authoritarian Regimes in History

**Reading:** *Gulag Archipelago* due today.

Book discussion.

Examine Soviet Union in more depth.


To learn more: Some Czechs have been traveling the old Soviet Union documenting what remains of the gulag. See [https://www.rferl.org/a/the-gulag-hunters-recording-what-remains-of-stalins-labor-camps/29574803.html?fbclid=IwAR3YTY-SEHSdmWB7c863lpthCHEFZTZNOrhf8btR9nSXK3DNF4zmM0bVP0U](https://www.rferl.org/a/the-gulag-hunters-recording-what-remains-of-stalins-labor-camps/29574803.html?fbclid=IwAR3YTY-SEHSdmWB7c863lpthCHEFZTZNOrhf8btR9nSXK3DNF4zmM0bVP0U).

**Book Quiz on Gulag Archipelago.**

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**FEB 07 06** Monarchies/Theocratic Authoritarianism in the Middle East


Focus on Saudi Arabia and Iran.

To learn more: If you just can’t get enough on absolute monarchs, please watch this video on the King of Swaziland: [https://www.youtube.com/watch?v=aX8QgaLbYsw](https://www.youtube.com/watch?v=aX8QgaLbYsw). It’s long, but you’ll learn a lot about a place you probably only vaguely knew existed. Highly recommended.

**FEB 12 Class cancelled for Poli Sci Days.**

You should attend one Poli Sci Days session in place of our class. Return your admissions ticket to me during our next regular class session. Be sure to write your name on your ticket! I’ll be showing a documentary on North Korea during Poli Sci Days. I hope you can catch it if it fits your schedule.

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**FEB 14 and 19 07/08** Coups d'Etat and Military Dictatorships in Latin America (also Transitional Justice)

**TRIGGER WARNING!** Be aware that *The Pinochet Case* includes victims of violence during Pinochet’s dictatorship as well as their family members describing torture and other forms of violence, including rape, to which they were subjected.

**Reading:** Start working on *Wrong, In the Footsteps of Mr. Kurtz*, first third.

**Video:** *The Pinochet Case*.

Focus on the dictatorship of Augusto Pinochet in Chile.

Research Resources: Library books, interlibrary loan, articles.

Choose teams/countries for oral presentation/policy memo project.

You should be starting your two months of observation of an authoritarian country’s media.

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**FEB 21 and 26 09/10** Single Party and Personalistic Dictatorships in Asia

**Reading:** Continue Wrong, *In the Footsteps of Mr. Kurtz*, second third.

Focus on China, Singapore, and North Korea.

**Video:** *Kimjongilia* (75 minutes)


For more on North Korea, Seoul-based Daily NK at [http://www.dailynk.com/english/index.php](http://www.dailynk.com/english/index.php) which uses clandestine reporters in North Korea for information about politics, the economy, and culture. To see a more propagandistic take on North Korea, see RT’s North Korea documentary at: [https://www.youtube.com/watch?v=MPGIVH8VNm4](https://www.youtube.com/watch?v=MPGIVH8VNm4). For an excellent updated documentary of North Korea see *Frontline’s North Korea’s Deadly Dictator* (November 2017) at [https://www.pbs.org/wgbh/frontline/film/north-koreas-deadly dictator/](https://www.pbs.org/wgbh/frontline/film/north-koreas-deadly-dictator/).
Draw dates for oral presentations.

FEB 28 11 Personalistic Dictatorships in Sub-Saharan Africa
Reading: Wrong, In the Footsteps of Mr. Kurtz, finish.
Research Resources: Declaration of Principles, Ace Project, Carter Center, Golos, OSCE E-learning course, Behind OSCE Missions, EU Election Observation.

MAR 05 12 Personalistic Dictatorships in Sub-Saharan Africa: Zaire/Congo
Reading: Make sure you are done with Wrong, In the Footsteps of Mr. Kurtz. Quiz today.

MAR 07 13 Survival Strategies: Communist Party of China
Reading: “In China, Big Brother Moves into Chinese Homes,” Associated Press, November 30, 2018 (D2L as Uighurs Meet Big Brother).
**This was a five-hour long address. You don’t have to read the entire thing. But, please take a look to see how dictator’s sell their case to their country.
In class today: Explore how the Communist Party of China is trying to make its authoritarian regime defy the modernization hypothesis.
Book review due today.

MAR 12, MAR 14 Class cancelled for Spring Break

MAR 19 and 21 14/15 Personalistic Dictatorships in Sub-Saharan Africa: Uganda
Reading: Justin Rohrlich, “This Man I Call Father,” Foreign Policy, April 7, 2015, http://foreignpolicy.com/2015/04/07/this-man-i-call-father/.
Video: The Last King of Scotland.
[TRIGGER WARNING] This film includes graphic violence and sexual content.

“His Excellency, President for Life, Field Marshal Al Hadji Doctor Idi Amin Dada, VC, DSO, MC, Lord of All the Beasts of the Earth and Fishes of the Seas and Conqueror of the British Empire in Africa in General and Uganda in Particular.”

- The official title of the dictator Idi Amin (Uganda)

HOW AUTHORITARIAN REGIMES SURVIVE
MAR 26 and APR 02 16/17 Survival Strategies: Massacre

With a focus on Suharto’s thirty year dictatorship in Indonesia, we watch The Act of Killing in which actual killers from the time (!) re-enact their murders. To today, Indonesia has failed to acknowledge the bloodletting or to apologize to the victims.

**The second film in Oppenheimer’s series, The Look of Silence, is available on Netflix. It is not as surreal as The Act of Killing but includes an intimate look at family members of victims of the 1965-66 violence confronting their loved ones’ murderers.**

(Class cancelled 03/28 for Dr. Tan’s trip to the Southern Regional Model United Nations).

Annotated bibliography due MAR 26.
Note: Map quiz next class.

APR 04 18 Semi-authoritarian Regimes: Malaysia
Reading: None for today.
Student Presentations
Map quiz.

APR 09 19 Electoral Authoritarianism: Russia
Reading: Anne Garrels, Putin Country: A Journey into the Real Russia, selections. This is easy reading, but the page total is a bit, so make time to do this reading. You must learn about contemporary Russia.

Student Presentations

APR 11 20 Electoral Authoritarianism: Russia
Reading: Anne Garrels, Putin Country: A Journey into the Real Russia, complete the selections.
Discuss Putin Country.

Student Presentations
Media analysis due in one week.

CHALLENGES TO AUTHORITARIAN REGIMES

APR 16 21 Elites and the Fall of Authoritarian Regimes

Student Presentations

“I vote, therefore I am.”
—Slogan from democratization campaign in Slovakia 1998
APR 18 22 Bringing Down a Dictator: Serbia
Reading: Jon Henley, “Meet Srdja Popovic,” The Guardian, March 8, 2015 (D2L as Meet Srdja Popovic).
Video: Bringing Down a Dictator [56 minutes]
To learn more: Popovic has a book, Blueprint for Revolution, and a website: http://www.blueprintforrevolution.com/. He is also a leader of CANVAS, a group that advises people around the world on non-violent resistance to dictators. You can get the CANVAS Core Curriculum book and 50 Points from the Canvas website. http://canvasopedia.org/. These can also be found in our class D2L.
All groups must meet with Dr. Tan on Monday next week (4/22). Have an extensive outline of your policy memo as a basis for discussion. This should show significant development as a result of your presentation feedback.
Media analysis due.

APR 23 23 How Do Authoritarian Regimes Fall? How Should the United States Deal with Dictators?
Book Quiz on From Dictatorship to Democracy.
Dictators ride to and fro upon tigers upon which they dare not dismount.
And the tigers are getting hungry.
–Winston Churchill

APR 25 24 Revolutions: Color and Aborted
Reading: None for today. Work on your policy memos.
Case Studies on Ukraine, Azerbaijan, and Belarus.
Random fact: In 2015, the Uzbek President banned the teaching of Political Science, supposedly a Western pseudo-science because it didn’t take the “Uzbek model” into account. Political Science has got to be useful if a dictator doesn’t want you to study it!
For the future: To learn more about the dictatorship of Qaddafi, his fall in the wake of the Arab Spring, and the slide of Libya into anarchy/civil war watch the documentary “The Lust for Libya: How a Nation Was Torn Apart,” Al Jazeera, October 18, 2018, https://www.aljazeera.com/programmes/the-big-picture/2018/10/lust-libya-181001072826305.html. The documentary takes 1:34. But should help you to understand the trajectory of this important country.

APR 30 25 Even after Democracy Comes: Authoritarian Party Survival
Reading: None for today. Work on your policy memos.
Focus on the Partido Revolucionario Institucional (PRI) of Mexico.

MAY 02 26 Review/Conclusion
Topic: Is Democracy Losing? Could the US Fall to Authoritarianism?
Policy Memo Due
TBA Final Exam
“Gurbansoltan.”
The month of April renamed for his mother by Turkmen leader Niyazov (right).
And, just look at him.
Two more reasons why the study of dictators is never dull.