



**SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL
RELATIONS**

**POLITICAL SCIENCE AND INTERNATIONAL RELATIONS
Trimester 2, 2007**

**POLS 209: Revolutions, Dictatorships, and Ideologies
CRN 3061**

LECTURER: Dr Xavier Márquez
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LECTURE TIMES: Monday and Thursday 10-10:50 AM
VENUE: Hunter LT119 (Kelburn campus)
COURSE WIKI: <http://politicalpathologies.wikispaces.com> (This course outline is posted there).

TUTORIALS

Thursdays 13:10-14:00 Cotton 119 (CO119)
Any changes to the tutorial programme will be announced in lectures and posted on the notice board outside MY501 as well as the course wiki.

OFFICE HOURS

Wednesdays 2-4pm. You are also welcome to telephone or email me.

ADDITIONAL INFORMATION

Information about any changes to the timetable or programme will be announced in lectures and posted on the Political Science & International Relations notice board and the course wiki.

PLEASE NOTE: TUTORIALS WILL COMMENCE IN THE SECOND WEEK OF TERM

COURSE AIMS

This course aims to introduce students to the nature and varieties of modern dictatorships, the causes of their emergence, and the processes that lead to their destruction and replacement, with particular emphasis on revolutions and their impact on world politics.

COURSE OBJECTIVES

Students passing the course should be able to:

1. Distinguish between democracies and dictatorships in concrete cases
2. Distinguish among different kinds of dictatorships in concrete cases, and evaluate their potential evils according to clear criteria
3. Identify and describe the causal processes that may give rise to or destroy dictatorships.
 - a. Identify and describe favourable or unfavourable environments for dictatorship
 - b. Identify and describe the techniques and methods that make the power of dictators possible in various contexts

- c. Identify and describe the techniques and methods that undermine the power of dictators in various contexts
4. Identify the distinctiveness of revolution as a large-scale process through which regimes are destroyed and created
 - a. Distinguish between revolutions and other forms of regime change
 - b. Identify distinct “models” of revolution, with their specific aims, methods, and historical precedents
 - c. Identify the major institutional and technical innovations of revolutions as processes of social change, and evaluate their applicability in various contexts
5. Trace some of the actual and potential consequences of revolutions for world politics in the past and future
6. Evaluate the feasibility and desirability, or lack thereof, of revolution as a means of achieving a just social and political order

In addition, the course emphasizes the development of research and written and oral presentation skills; students passing the paper should thus be able to formulate in writing relatively clear arguments concerning the identification and emergence or destruction of dictatorships and revolutions, and be able to investigate concrete cases of dictatorship and revolution.

COURSE CONTENT

The first part of the course will focus on the nature, types, emergence and breakdown of dictatorships; the second part will focus on revolution as a specific, and historically important, response to dictatorship. The order of topics will roughly follow the list of course objectives above. See the course schedule below for a detailed breakdown of reading assignments, activities, and due dates.

COURSE READING

Essential texts:

- Ash, Timothy Garton. 1999. *The Magic Lantern: The Revolution of '89 Witnessed in Warsaw, Budapest, Berlin, and Prague*. Reprint ed. New York: Vintage. ISBN 0679740481 (Pbk)
- O'Donnell, Guillermo A., and Philippe C. Schmitter. 1986. *Transitions from Authoritarian Rule: Tentative Conclusions about Uncertain Democracies*. Baltimore: Johns Hopkins University Press. ISBN 0801826829 (Pbk)
- Paxton, Robert O. 2004. *The Anatomy of Fascism*. New York: Vintage. ISBN 1400033918 (Pbk)
- Tilly, Charles. 2006. *Regimes and Repertoires*. Chicago: University of Chicago Press. ISBN: 0226803503 (Hardcover)
- Arendt, Hannah. 1963. *On Revolution*. New York: Penguin. ISBN 0143039903 (Pbk)

All of these textbooks are also available on closed (2 hour) reserve at the library. Textbooks can be purchased from Vicbooks located in the Student Union Building on Kelburn Campus. Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. (Used copies of these textbooks may also be available on the internet at lower prices; check the wiki for links to Google product search). Books can be couriered to customers or they can be picked up from the shop the day after placing an order online. Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays), 10.00 am – 1.00 pm Saturdays. Phone: Kelburn 463 5515.

Recommended Reading:

A list of recommended readings will be available on the course wiki (<http://politicalpathologies.wikispaces.com/bibliography>). Some of these readings will be placed on 3-day open reserve at the library (these will be specifically identified in the course wiki).

ASSESSMENT

Assessment for this course has four major components, all internal:

1. Two out of three possible short essays (500 words or less) (30%, or 15% each), due on **16 August, 6 September**, and **13 September** respectively.
2. One longer essay (up to 2000 words) or group project, due on the dates specified in the schedule below (35%) (**Final drafts due Friday October 5; intermediate drafts due earlier**)
3. Participation in the course activities and/or wiki (10%)
4. A final test (25%) on **Thursday October 11**.

Short essays

For the short essay (500 words – 2 double-spaced pages – or less), the student should submit two out of the following three options:

1. A debriefing essay, due after the mock trial exercise (see schedule below for details), taking a position regarding whether or not Hugo Chávez' regime is a dictatorship or a democracy.
2. A debriefing essay, due after the simulation exercise (see schedule below for details), examining the predictions of Carles Boix's theory about the factors that lead to democracy or dictatorship for a particular randomly selected country.
3. An observational essay describing a protest or some other example of "contentious politics" currently taking place (preferably in New Zealand, and preferably something you have personally witnessed), and relating its form to the particular regime type in which it occurs.

Each of these assignments may be described in greater detail below and in the course wiki (<http://politicalpathologies.wikispaces.com/>).

Essays are to be turned in electronically before the lecture on the date they are due. The best short essays tend to be *short* – a few paragraphs packed with information. There is no obligation to fill 500 words.

If you prefer to turn in a hard copy, you may do so by notifying the lecturer in advance. Hard copies of essays may be turned in at the beginning of the lecture on the date they are due, but you **MUST** also turn in an electronic copy. Essays may be checked against the *Turnitin* database to identify plagiarism.

All essays will be returned electronically with comments.

Longer essay

For the longer essay, you have a choice between the following two options:

1. **A group project** (groups of up to 5 people are acceptable), published on the course wiki, and due in several stages during the final six weeks of the term, on one of the following topics:
 - a. Describe the "anatomy" of a particular dictatorial regime, preferably one that is currently in the news (see schedule below for details about due dates). Such an "anatomy" of a dictatorial regime should describe the beginnings of the regime, the way in which it seized or attained power, the conditions that allowed it to seize and maintain power, and the techniques that enabled (or still enable it) to endure, and it should also try to classify it and generalize about it: what kind of dictatorial regime is this? How common is it? It should make use of outside sources (which should be listed in the wiki bibliography page); you may think of this project as a "clinical report" on a political pathology.

- b. A group project (groups of up to 5 people are acceptable), published on the course wiki, providing an analytical sketch of a particular revolution, with a focus on the environment that made it possible, the social actors that “made” the revolution, the aims they sought, the forms of “contentious politics” they used, the innovations they introduced, and the results of the revolution. It should make use of outside sources (which should be listed in the wiki bibliography page).

OR

2. **A 2000 word (10 double-spaced pages) or less essay**, due in two parts during the final six weeks of the term (see schedule below for details), on one of the following topics:
 - a. Is revolution still possible? Is it still desirable? Taking the revolutions of 1989 as your starting point, and using some of the theories about revolution discussed in the course (e.g., Tilly, Boix, Arendt) make an argument, using concrete and well-developed examples, on the topic of whether revolution is still possible and desirable as a way to achieve a just social order. Take a position and support it with reasons and concrete evidence: do the conditions that gave rise to revolution in the past still exist? Where? Were the revolutions of 1989 really “revolutionary”? Why or why not? Are other forms of “contentious politics” (such as the social movement) better tools, in current regimes, to achieve free and just social orders than revolutions?
 - b. Is dictatorship still possible? What forms will dictatorship take in the future? Taking the trend towards democratization in the world today as a starting point, and using some of the theories discussed in the course (e.g., Tilly, O’Donnell and Schmitter, Levitsky) make an argument, using concrete and well-developed examples, on the topic of modern dictatorship: are modern dictatorships doomed by time? Or will modern dictators develop new tools and techniques to stay in power?
 - c. You may also attempt to tackle any of the two “group project” topics on your own (in which case you may choose to work directly in the course wiki).
 - d. Finally, you may also suggest a topic of your own (by the 4th week of the term), though all such topics must be approved in advance by the lecturer. Send your proposed topic in writing (via e-mail) by **9 August**.

Each of these assignments may be described in greater detail below and in the course wiki (<http://politicalpathologies.wikispaces.com/>). Check the site for the latest formulation.

Notes on the group project

The group project is like a page on Wikipedia on a particular dictatorship or revolution. At its best, it should be the kind of thing that could appear on Wikipedia itself, displaying both accurate factual information and useful analysis of the phenomena under investigation. An example of a group project from a previous class is still available on the course wiki: see

<http://politicalpathologies.wikispaces.com/totalitarianism+hitler+group>.

If you are planning to do a group project, you must notify the instructor by the 4th week of the term. By this point you should already know who you would be working with (see schedule for exact due dates).

For this project, you will submit contributions directly to the wiki on 5 occasions over the last 5 weeks of the trimester (see schedule below for details). Every time you make a contribution to the wiki, your contribution is logged with your username in the wiki’s history pages – so that the course coordinator and other members of your group will know who has made a contribution. Some of your contributions may be quite small; in some instances, you will merely proofread or reformat somebody else’s contributions. However, in order to ensure fairness and discourage free-riding, you will receive a weekly mark for your contributions during that 5-week period, according to the following scale:

- 0 marks. No contribution
- 1 mark. Minimal contribution (e.g., punctuation changes, spelling, etc.) or inaccurate or problematic contributions (e.g., wrong information, insufficient analysis, etc.)
- 2 marks. Regular contributions (e.g., contributing a sizable paragraph of solid analysis or information about one of the topics of the project)
- 3 marks. Exceptional contributions (e.g., major contribution about the topics of the project, major organizational changes, etc.)

You need to accumulate 10 points over the five week period of the project in order to get your “individual” marks for the project. The project also contains a “group assessment” component: 10% of your marks for the project (10% of 35%) will be allocated equally to all members of the group according to the quality of the final project.

You do not necessarily need to meet outside of class in order to complete the group project – most discussion can be done online in the discussion pages of the wiki, just as with any page on Wikipedia. However, meeting outside class may be useful as a way of coordinating research duties within the group. There will also be time during the tutorials to work on the project.

The course coordinator will provide detailed feedback and will be available for consultations and technical help through the period during which you are required to make contributions to the page. Students are expected to address the comments of the course coordinator (posted either on the wiki itself or in the discussion pages).

The group project requires a certain amount of outside research; you are expected to read beyond the assigned readings for the course in order to complete it. You should consult the list of recommended readings for this (<http://politicalpathologies.wikispaces.com/bibliography>), and you are expected to add the sources you consult to this bibliography. The lecturer will also be available for consultation to provide some guidance regarding your research; if you have never before written a paper or participated in a group project demanding some research, you should come see me during my office hours before you begin.

The final product will be evaluated on the basis of the accuracy of the information presented and the depth of the analysis displayed.

Notes on the individual long essay

If you choose to write a long essay individually rather than work on a group project in the wiki, note that you must submit a first draft by Monday 24 September. The draft should be submitted electronically to the course coordinator, and may be checked against *turnitin.com* for plagiarism. You may also submit a hard copy if you wish, but you **MUST** submit an electronic copy as well.

This first draft will be returned to you with comments soon thereafter. You are welcome to come and discuss these comments with the course coordinator in preparation for turning in the final draft.

Like the group project, the long essay requires a certain amount of outside research; you are expected to read beyond the assigned readings for the course in order to complete it. You should consult the list of recommended readings for this (<http://politicalpathologies.wikispaces.com/bibliography>), and you are expected to add the sources you consult to this bibliography.

The final product will be evaluated on the basis of the accuracy of the information presented and the depth of the analysis displayed. Your paper should be clearly written and to the point; avoid overly rhetorical writing that tries to “impress.”

Participation

Studies show that the best ways to learn are active, participatory and social, rather than passive and purely individual. Since the relatively low enrolment of this course allows for it, you are expected to come prepared to discuss the readings in class and to participate in various activities designed to help you learn how to apply the concepts and theories we will examine.

Part of your participation marks can be obtained by contributing to making the course wiki a useful resource for this class. You may, for example:

- Add entries to the bibliography and comment on those already there
- Post study questions in the pages for each theme discussed in the course
- Answer study questions or discuss possible answers in the discussion pages
- Summarize the readings in the pages for each particular theme discussed in the course
- Provide background information necessary for fully understanding the readings
- Provide links to external sources
- Add multimedia content related to the course (pictures, illustrative video, etc.)
- Add new pages with content related to the themes of the course
- Proofread, correct, clarify, or reformat other people's contributions

The lecturer will be an active participant in the wiki, posting material and helping to format it, as well as commenting on material posted there, but the wiki is ultimately a resource for the students to learn, and it will be only as good as you make it.

You need not participate in both ways to obtain your 10% participation mark, but more participation is always better. The main point is that your participation should be a regular, consistent affair: if you want to contribute to the wiki, you should contribute weekly to it (starting on the 2nd week of the term).

Final exam

The final exam is cumulative, integrative, and closed book, and will last 50 minutes. The students will answer 1 out of 4 possible questions, based on a particular case of revolution or dictatorship. The exam will take place on Thursday October 11; study questions and notes may be posted (by the students or the lecturer) in the course wiki.

Relationship between assessment and course objectives:

The short essays test the student's grasp of specific concepts and their ability to *apply* them to specific cases, as well as their ability to express themselves clearly and concisely. Topic 1 tests the student's grasp of the concept of dictatorship by application to an ambiguous case; topic 2 tests the student's grasp of one of the theories studied in the course concerning the environments that are favourable and unfavourable to dictatorships; and topic 3 tests the student's ability to understand the various techniques and methods which revolutions in the past made use of.

The longer essay (or group project) tests the student's ability to integrate their knowledge of the various concepts and theories discussed in the course and their ability to express these in a clear way. The longer essay (or the group project) also represents an opportunity for the student to deepen his or her understanding of a particular case of dictatorship or revolution, practising their use of the conceptual tools of the course. The structure of the longer essay and group project, with a multitude of opportunities for feedback by the lecturer, should also encourage a deeper process of learning.

The participation requirement provides the student with the opportunity to sharpen his or her grasp of the nature, causes, and consequences of dictatorship and revolution through debate and continuous engagement with the material. Participation (in any of the two possible ways described above) enables a more active mode of learning, encouraging an investigative attitude towards dictatorships and revolutions.

The final exam ascertains the student's basic grasp of concepts and theories not tested by the other forms of assessment.

MANDATORY COURSE REQUIREMENTS

To gain a pass in this course each student must:

- a) Submit the written work specified for this course, on or by the specified dates (subject to such provisions as are stated for late submission of work)
- b) Attend at least 8 tutorials out of a possible 11

Faculty guidelines permit you to miss up to 3 tutorials out of a possible 11 without penalty. Extra absences will result in a student failing terms, except in cases of serious illness (supported by a medical certificate), or serious personal crisis.

PLEASE NOTE: THERE IS NO PROVISION FOR MAKE-UP EXERCISES IN THIS COURSE TO COMPENSATE FOR ADDITIONAL ABSENCES EXCEPT UNDER THOSE CIRCUMSTANCES. You should allow for the possibility of unforeseen illness when using up your quota of permissible absences.

PLEASE NOTE that **Friday 19 October** is the FINAL DATE on which any written work can be accepted by the Programme, since this is the date on which we must determine whether students have met the course requirements. This means that the provision for late submission with a penalty does not apply beyond this date. Permission to submit work after 19 October must be sought in writing from the course coordinator, and will only be granted for serious medical reasons (supported by medical certificate), or in case of serious personal crisis.

NB: A student who has obtained an overall mark of 50% or more, but failed to satisfy a mandatory requirement for a course, will receive a K grade for that course, while a course mark less than 50% will result in the appropriate fail grade (D, E or F).

PENALTIES

Students will be penalised for late submission of essays—a deduction of 5% for the first day late, and 2% per day thereafter, up to a maximum of 8 days. Work that is more than 8 days late can be accepted for mandatory course requirements but will not be marked. However, penalties may be waived if there are valid grounds, e.g., illness (presentation of a medical certificate will be necessary) or similar other contingencies. In such cases prior information will be necessary.

WORKLOAD

In accordance with Faculty Guidelines, this course has been constructed on the assumption that students will devote 15 hours per week to reading, writing, and researching material for this course. This includes 2 hours of lectures and 1 hour of tutorials per week.

AEGROTATS

Please note that under the revised Examination Statute (Sections 6-10) students may now apply for an aegrotat pass in respect of any item of assessment falling within the last three weeks before the day on which lectures cease. In the case of second trimester courses in 2007 the starting point for this period is **Monday 24 September**.

The following rules apply:

- where a student is not able to sit a test falling within these last three weeks because of illness or injury etc., an alternative test will be arranged where possible. If the student has completed in the view of the

course supervisor, sufficient marked assessment relevant to the objectives of the course, an average mark may be offered. Where a student has an essay or other piece of assessment due in the last three weeks, and has a medical certificate or other appropriate documentation, the student will be given an extension.

- if none of the above is available to the student, e.g., if she/he has an ongoing illness, then an aegrotat will be considered. See Examination Statute 6-10 for a full explanation of the rules governing the provision of aegrotats in these circumstances.

GENERAL UNIVERSITY POLICIES AND STATUTES

General University policies and statutes

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar available in hard copy or under 'About Victoria' on the VUW home page at www.vuw.ac.nz.

Student and staff conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps are to be taken if there is a complaint. For information about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor or refer to the statute on the VUW policy website at: www.vuw.ac.nz/policy/studentconduct

The Policy on Staff Conduct can be found on the VUW website at: www.vuw.ac.nz/policy/staffconduct

Academic grievances

If you have any academic problems with your course you should talk to the tutor or lecturer concerned; class representatives may be able to help you in this. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean; VUWSA Education Coordinators are available to assist in this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievance Policy which is published on the VUW website at: www.vuw.ac.nz/policy/academicgrievances

Academic integrity and plagiarism

Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning,
- cancellation of your mark for an assessment or a fail grade for the course,
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website:

www.vuw.ac.nz/home/studying/plagiarism.html

Students with Impairments (see Appendix 3 of the Assessment Handbook)

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities the same opportunity as other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the course coordinator as early in the course as possible. Alternatively, you may wish to approach a Student Adviser from Disability Support Services (DSS) to discuss your individual needs and the available options and support on a confidential basis. DSS are located on Level 1, Robert Stout Building: telephone: 463-6070; email: disability@vuw.ac.nz

The name of your School's Disability Liaison Person is in the relevant prospectus or can be obtained from the School Office or DSS.

Student Support

Staff at Victoria want students to have positive learning experiences at the University. Each faculty has a designated staff member who can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can. In the Faculty of Humanities and Social Sciences the support contact is **Dr Allison Kirkman, Murphy Building, room 407**. Assistance for specific groups is also available from the Kaiwawao Māori, Manaaki Pihipihinga or Victoria International.

Manaaki Pihipihinga Programme

This programme offers:

- Academic mentoring for all Māori & Pacific students at all levels of undergraduate study for the faculties of Commerce & Administration and Humanities & Social Sciences. Contact Manaaki-Pihipihinga-Programme@vuw.ac.nz or phone 463 6015 to register for Humanities & Social Science mentoring and 463 8977 to register for mentoring for Commerce and Administration courses
- Postgraduate support network for the above faculties, which links students into all of the post grad activities and workshops on campus and networking opportunities
- Pacific Support Coordinator who can assist Pacific students with transitional issues, disseminate useful information and provide any assistance needed to help students achieve. Contact; Pacific-Support-Coord@vuw.ac.nz or phone 463 5842.

Manaaki Pihipihinga is located at: 14 Kelburn Parade, back court yard, Room 109 D (for Humanities mentoring & some first year Commerce mentoring) or Room 210 level 2 west wing railway station Pipitea (commerce mentoring space). Māori Studies mentoring is done at the marae.

Student Services

In addition, the Student Services Group (email: student-services@vuw.ac.nz) is available to provide a variety of support and services. Find out more at:

www.vuw.ac.nz/st_services/

VUWSA employs Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office (tel. 463-6983 or 463-6984, email at education@vuwsa.org.nz) is located on the ground floor, Student Union Building.

POLS 209 Lecture/Tutorial Schedule. Due dates are indicated in BOLD.

Lecture	Course Readings
Monday 9 July	Introduction. What are regimes? What kinds of regimes are there?
Thursday 12 July	What are dictatorships? What kinds are possible? Tilly Chs. 1-2 (pp. 1-29)
Monday 16 July	Why does it matter if there are many different kinds of dictatorships? Tilly, continued.
Thursday 19 July	The anatomy of dictatorship: the case of fascism. What is fascism? How do we study it? How did it start? Paxton, chapters 1-2 (pp. 3-54)
Monday 23 July	The case of fascism, cont. How did fascism take root? How did it gain power? Paxton, chapters 3-4 (pp.54-118)
Thursday 26 July	The case of fascism, cont. How did fascism take root? How did it gain power? Paxton, chapters 3-4 continued.
Monday 30 July	The case of fascism, cont. How did fascism rule? How did it become radicalized? Paxton, chapters 5-6 (pp. 119-171)
Thursday 2 August	The case of fascism, cont. Is fascism possible in other contexts? Paxton, chapter 7 (pp. 172-205).
Monday 6 August	The case of fascism, cont. Concluding thoughts. Paxton, chapter 8 (pp. 205-220)
Thursday 9 August	Hard cases and new forms of dictatorship: when is a democracy not a democracy? Mock trial activity on Venezuela. Readings: Corrales, Javier. 2006. Hugo Boss. <i>Foreign Policy</i> , January/February. (Distributed in lecture on 30 July; also available here http://www.foreignpolicy.com/users/login.php?story_id=3332&URL=http://) and Grandin, Greg. 2006. The Rebel and Mr. Danger. <i>Boston Review</i> , May/June. (Available here: http://bostonreview.net/BR31.3/grandin.html) You need to notify the lecturer in writing by this date whether you will be doing a long essay or a group project. You should also notify the lecturer in writing of your proposed topic by this date (the country or revolution you will be exploring, or the particular topic you plan to write on for your essay).
Monday 13 August	Continuation of Mock trial activity. Reading: Levitsky, Steven, and Lucan Way. 2002. The Rise of Competitive Authoritarianism. <i>Journal of Democracy</i> 13 (2):51-65. (distributed in class; also available here: http://muse.jhu.edu/journals/journal_of_democracy/v013/13.2levitsky.html)
Thursday 16 August	Discussion of the results of the mock trial activity. Varieties of dictatorship today. First topic short essay due electronically before lecture.
Monday 20 August	Mid-Trimester Break begins
Monday 3 September	The conditions of revolution: what are the conditions under which dictatorships change? Simulation exercise. Reading: Boix, Carles. 2003. <i>Democracy and Redistribution</i> . Cambridge and New York: Cambridge University Press. Chapter 1 (pages 19-59). Distributed in class before break.
Thursday 6 September	Simulation exercise, continued. Second topic short essay due electronically before lecture.
Monday 10 September	Repertoires of contention: making claims short of revolution. Tilly, chapters 3-4 (pp. 30-89). If you're doing the group project, your first contribution to the wiki is due TODAY
Thursday 13 September	What are revolutions? What are the alternatives? Tilly, chapters 7-8 (pp. 151-208). Third topic short essay due electronically before lecture.

Monday 17 September	The case of the Velvet Revolutions of 1989. Garton Ash, pp. 11-46; O'Donnell and Schmitter, pp. 3-36. If you're doing the group project, your second contribution to the wiki is due TODAY
Thursday 20 September	The case of the Velvet Revolutions of 1989, cont. Garton Ash, pp. 78-130; O'Donnell and Schmitter, pp. 37-47.
Monday 24 September	The case of the Velvet Revolutions of 1989, cont. Garton Ash, pp. 131-167; O'Donnell and Schmitter, pp. 48-72. If you're doing the group project, your third contribution to the wiki is due TODAY If you're doing the long essay the first draft (first part) of the essay is due TODAY electronically before the lecture
Thursday 27 September	The meaning of revolution. Arendt, ch. 1, pp. 21-58
Monday 1 October	The meaning of revolution. Arendt, ch. 3, pp. 115-140 If you're doing the group project, your fourth contribution to the wiki is due TODAY
Thursday 4 October	The meaning of revolution. Arendt, ch. 4, pp. 141-178
Friday 5 October	If you're doing the long essay, the final draft is due TODAY electronically If you're doing the group project, your final contribution to the wiki is due TODAY
Monday 8 October	The meaning and legacy of revolution. Arendt, ch. 6, pp. 215-281
Thursday 11 October	Final exam

ADDENDUM: FULLER DESCRIPTION OF SHORT ESSAY TOPICS AND WRITING GUIDELINES

Short essays

Topic 1. Is the regime of Hugo Chávez in Venezuela a dictatorship?

By this point, we will have had the mock trial exercise: we shall be putting the regime of Hugo Chávez in Venezuela on trial on the charge of being a dictatorship. This short paper represents your juridical opinion.

A good paper should

- State clearly your verdict: is Chávez's regime a dictatorship or not?
- Reference the evidence we have for its being a dictatorship or not (from the readings or other clearly described sources): why is Chávez's regime, in your opinion, a dictatorship (or not)?
- Consider, and reject, some opposing arguments: why might some people think that it is a dictatorship (or not)? And why are these arguments not convincing?

Topic 2. What does Carles Boix' theory predict?

You will be assigned (randomly) a country from among the following: India, Pakistan, Saudi Arabia, Singapore, Brazil, South Africa, Côte d'Ivoire, and China. Your task is to figure out

- What does Carles Boix's theory about the conditions leading to democracy or dictatorship predict for this country? Why? To answer this question you will need to find some basic economic information about the country – what does it produce? How unequal is it? Information about the recent history of the country might also be relevant: has there been a recent regime change?
- Does the theory's prediction accord with reality? To answer this question you will need to figure out whether the country should be considered a dictatorship (or not), and provide some justification for this opinion
- If the prediction does not accord with reality, you need to take an informed guess at what the problem might be. Is the problem with some factor that the model does not take into account? Or is the problem with your data gathering?

Topic 3. Contentious politics: how do people make political claims?

For this assignment, you should attend an event – a protest, a political meeting, a demonstration, etc. – where people make political claims. (If this proves impossible, you may also analyse a particular event described in news reports, referencing these reports). Your task is to describe, with as much precision as possible, what methods and performances participants in the event use to make their claims, and to hazard an *informed* guess regarding why they use these and not other methods and performances.