

**General Education Course Information Sheet**

*Please submit this sheet for each proposed course*

Department & Course Number POL SCI 98T  
 Course Title How Dictators Survive  
 Indicate if Seminar and/or Writing II course Seminar

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

**Foundations of the Arts and Humanities**

- Literary and Cultural Analysis \_\_\_\_\_
- Philosophic and Linguistic Analysis \_\_\_\_\_
- Visual and Performance Arts Analysis and Practice \_\_\_\_\_

**Foundations of Society and Culture**

- Historical Analysis \_\_\_\_\_
- **Social Analysis** X

**Foundations of Scientific Inquiry**

- Physical Science \_\_\_\_\_  
*With Laboratory or Demonstration Component must be 5 units (or more)* \_\_\_\_\_
- Life Science \_\_\_\_\_  
*With Laboratory or Demonstration Component must be 5 units (or more)* \_\_\_\_\_

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

The course focuses on the political institutions, policies, and strategies that authoritarian rulers use to maintain power, how different groups in authoritarian countries resist, collaborate with, and accommodate themselves to authoritarian rule, and how strategies of authoritarian rule affect a country’s social relations, economic conditions, and interactions with the outside world. The course also aims to introduce students to the quantitative and qualitative methods of political science, using the study of authoritarian rule as a concrete model. Students will learn how political scientists pose questions, collect evidence, and present arguments by analyzing the methods used by the authors of assigned books and articles, discussing the course’s central questions, writing a research paper, providing feedback on other students’ drafts, and presenting their research findings in class.

3. "List faculty member(s) who will serve as instructor (give academic rank):

Eoghan Stafford, Teaching Fellow; Professor Barbara Geddes (Faculty Mentor)

Do you intend to use graduate student instructors (TAs) in this course? \_\_\_\_\_ **No** X

4. Indicate when do you anticipate teaching this course over the next three years:

2015-2016	<b>Winter</b>	<u>X</u>
	Enrollment	<u>14</u>

5. GE Course Units

Is this an **existing** course that has been modified for inclusion in the new GE? Yes \_\_\_ **No** X

Proposed Number of Units: 5

## 6. Please present concise arguments for the GE principles applicable to this course.

- |   |   |
|---|---|
| <p>□ General Knowledge</p>                  | <p>The course will provide students with an overview of a broad subfield of political science: comparative politics of authoritarian regimes. In addition, the course draws on theories and questions that apply to the study of politics more generally (e.g. how institutions function, the causes of and obstacles to collective action, etc.). Finally, as discussed above, the course will heavily emphasize the methods that political scientists use to understand patterns in how societies are organized, how people interact in political arenas, and how societies change.</p>   |
| <p>□ Integrative Learning</p>               | <p>The course highlights connections between political science and other disciplines, such as economics and history in a couple ways. Students will examine how economic, cultural, historical, and sociological factors influence authoritarian politics, as well as the broader social effects of authoritarian politics in turn. Furthermore, in discussing the methodology of political science, the course will consider the similarities and differences between the methods of political science and those of other academic disciplines, for example anthropology, history, and the natural sciences. The course will also examine some of the insights into authoritarian rule that political scientists have gained from research conducted in other disciplines.</p> |
| <p>□ Ethical Implications</p>               | <p>Approximately one quarter of countries today are generally regarded as having authoritarian governments, and the political practices of these governments impact such diverse issues as development, trade, the environment, and international security. By considering the causes and effects of different forms of authoritarian rule, students will be better positioned as citizens, leaders, businesspeople, activists, consumers, and volunteers, to appreciate the human consequences of authoritarian rule, and how their own actions can affect circumstances in other countries.</p>   |
| <p>□ Cultural Diversity</p>                 | <p>The course will consider ways that authoritarian rulers often construct and manipulate ethnic, sectarian, and other cleavages as a way to build political support and divide potential opposition groups.</p>  |
| <p>□ Critical Thinking</p>                  | <p>In the class discussions of the readings, students will analyze how authors use evidence to answer questions about politics, and learn to critically evaluate the strengths and limitations of the authors' arguments. (Students will also take turns presenting more in depth evaluations of the readings each week.) In writing their research papers, they will analyze the evidence they collect to derive conclusions, and also take note of the limitations on what their evidence can prove. They will also critically read drafts of each other's papers and suggest improvements.</p>   |
| <p>□ Rhetorical Effectiveness</p>           | <p>In their research papers, and in presentations of their research findings to their peers, students will practice how to frame a question, advance an argument, and defend their argument on the basis of evidence.</p>   |
| <p>□ Problem-solving</p>                    | <p>Students will hone a feasible and well-specified research question for their paper, assess the kinds of evidence they need to answer that question, and identify sources and means to gather such evidence. I will provide guidance and resources to help them in these research tasks in class and in my office hours.</p>  |
| <p>□ Library &amp; Information Literacy</p> | <p>Students will need to make use of library resources to gather relevant sources for their research papers, and to survey previous scholarship on their topic in a literature review. I plan to arrange a meeting between my students and Diane Mizrachi, the Social Sciences Librarian at the Young Research Library.</p>   |

**(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)**

- |   |            |         |
|---|------------|---------|
| 1. Lecture:   | <u>3</u>   | (hours) |
| 2. Discussion Section:                                  | <u>n/a</u> | (hours) |
| 3. Labs:  | <u>n/a</u> | (hours) |
| 4. Experiential (service learning, internships, other): | <u>n/a</u> | (hours) |
| 5. Field Trips:   | <u>n/a</u> | (hours) |

**(A) TOTAL Student Contact Per Week** **3** (HOURS)

**(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)**

- |                                     |            |         |
|-------------------------------------|------------|---------|
| 1. General Review & Preparation:    | <u>1</u>   | (hours) |
| 2. Reading                          | <u>4</u>   | (hours) |
| 3. Group Projects:                  | <u>n/a</u> | (hours) |
| 4. Preparation for Quizzes & Exams: | <u>n/a</u> | (hours) |
| 5. Information Literacy Exercises:  | <u>n/a</u> | (hours) |
| 6. Written Assignments:             | <u>3</u>   | (hours) |
| 7. Research Activity:               | <u>4</u>   | (hours) |

**(B) TOTAL Out-of-class time per week** **12** (HOURS)

**GRAND TOTAL (A) + (B) must equal at least 15 hours/week** **15** (HOURS)

## “How Dictators Survive”: Syllabus

**How Dictators Survive**

Eoghan Stafford  
Department of Political Science  
eoghanstafford@gmail.com

Why do some dictators fall from power – and even wind up jailed or dead – while others manage to hold on to power? The recent uprisings across the Middle East and North Africa posed this puzzle starkly. How did autocrats manage to stay in power in Morocco, Algeria, Saudi Arabia, and other countries in the region, while leaders who ruled for decades were toppled in Tunisia, Libya, and Egypt, and while Syria has descended into a bloodbath as its ruler clings to power?

This course examines the wide range of threats to the power of dictators, the diverse strategies they employ to preserve their power and their regime, and why some dictators prevail while others meet grim ends. With much of the world’s countries ruled by authoritarian regimes<sup>1</sup>, it is crucial to understand the motives of dictators and to make predictions about the behavior and future of these regimes. Understanding authoritarian leaders’ preoccupation with maintaining power can shed light on many questions. For example: Which authoritarian regimes are most prone to instability, civil war, and state collapse? When does political change in an authoritarian regime herald genuine reform, as opposed to a short-term tactic to manage opposition? How do the politics of authoritarian countries affect economic growth, poverty, and inequality in developing countries? What circumstances make it possible for ordinary citizens to bring down their rulers through peaceful protest?

Overall, we will consider three major questions throughout the course:

- 1) What are the main threats to the power of dictatorships?**
- 2) What explains the particular strategies dictators employ to maintain power?**
- 3) How do those strategies affect their nation’s social and economic development and its security?**

Questions about the causes and consequences of how dictators maintain power are lively topics of social science research, yet little consensus exists about how to answer them. For that reason, this topic

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<sup>1</sup> For example, Freedom House currently rates about a quarter of the world’s countries as “Not Free.” (<https://freedomhouse.org/report/freedom-world/freedom-world-2015>)

## “How Dictators Survive”: Syllabus

provides exciting opportunities both to learn new ways of thinking about contemporary global politics and to hone your skills for critically evaluating political theories in light of evidence, and developing your own perspective about these issues.

### *Objectives*

During this course, you are expected to learn:

- major theories of authoritarian politics
- how authoritarian politics affects such diverse fields as diplomacy, development, and human rights advocacy
- the reasoning behind the comparative method and how to employ it to answer a social scientific question
- how to critically evaluate the assumptions, evidence, and conclusions of a social scientific theory
- how to develop well-reasoned and evidence-based arguments about political issues

### *Requirements*

1. Come to section prepared to critically discuss that week’s assigned readings. You should be able to summarize the authors’ central question, their thesis (answer to that question), and the evidence and reasoning they provide to support the thesis. You should also be able to discuss how the reading assignments relate to the week’s topic, particularly the discussion questions I will send out before each meeting, and to the wider questions this course addresses.
2. Active participation in section. As examples of what I mean by active participation: present your own answers to the week’s discussion questions; provide reasons to believe your answer, or the evidence you would need to determine if your answer is right; raise relevant discussion questions of your own; critically evaluate the assumptions, strengths, and weaknesses of the readings; discuss points of agreement and disagreement between the authors we discuss that week as well as previous authors we have discussed; listen respectfully when others are talking; respond to other students’ comments and questions.
3. Give a brief (5-7 minutes) presentation on one of the readings, evaluating its reasoning and evidence, discussing how it relates to the broader issues this course addresses and the particular questions of

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- the week, and introducing questions for the class to debate related to that reading.
4. Write a 12-15 page research paper. Papers should either explain why dictators respond to threats to their power in particular ways or how particular strategies of staying in power affect a society. For example, a paper of the first kind might explore why some dictators allow multi-party elections and others do not, or why some dictators will outlaw an opposition group at one time and not at another time. Papers that take the latter route might examine how the level of violence dictators use affects economic development, or how the makeup of the ruling coalition affects the likelihood of civil war. We will discuss different research methods throughout the course, and especially the first half. You will submit a draft of your paper in Week 7. You will also provide feedback on another student’s draft.
  5. Give a brief (7-10 minutes) presentation on the research you have done for your paper, the conclusions you have drawn, your evidence for those conclusions, and how it sheds light on the main questions of the course.

### ***Grading***

Section Participation	30%
Presentation on Reading	10%
Presentation on Research	10%
Draft of Research Paper	15%
Review of Classmate’s Draft	5%
Research Paper	30%

### ***Schedule***

#### **Week 1: “Uneasy Lies the Head that Wears a Crown”: The Perils of Being a Dictator**

##### Required:

*The Dictator’s Handbook: Why Bad Behavior is Almost Always Good Politics*, by Bruce Bueno de Mesquita and Alastair Smith. Chapter 3: “Staying in Power” (pages 49-74).

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“Authoritarian Breakdown: Empirical Test of a Game Theoretic Argument” by Barbara Geddes. Read the following sections: “Types of Authoritarianism” (pages 6-10), “Findings” and “Conclusion” (pages 34-51).

*Paradigms and Sand Castles: Theory Building and Research Design in Comparative Politics* by Barbara Geddes. Part of Chapter 2: “Big Questions, Little Answers: How the Questions You Choose Affect the Answers You Get” (pages 27-40).

### Recommended:

The rest of Chapter 2 (pages 40-88) of *Paradigms and Sand Castles*. (*This section provides an example of how a political scientist conducts research, and the topic – coups – happens to be relevant to our class.*)

## **Week 2: “With Friends Like These, Who Needs Enemies?”: Coups and Other Power Struggles Within a Regime**

### Required

“Coup-proofing: Its Practice and Consequences in the Middle East” by James T. Quinnivan (pages 131-165). *International Security*.

“Power Sharing and Leadership Dynamics in Authoritarian Regimes,” by Milan W. Svoblik (pages 477-493). *American Journal of Political Science*. (*You can focus on the verbal description of Svoblik’s model and skip over the mathematical details.*)

*Issues and Methods in Comparative Politics: An Introduction* by Todd Landman. Chapter 1: “Why Compare Countries?” (pages 3-22).

### Recommended:

*Ruling But Not Governing: The Military and Political Development in Egypt, Algeria, and Turkey* by Steven A. Cook. Chapter 2: “The Egyptian, Algerian, and Turkish Military Enclaves” (pages 14-31).

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**Week 3: “The Peasants are Revolting”: Protest, Revolution, and Civil War**

*Choose a topic for your research paper and check with me that the topic fits the assignment.*

Required:

*The Dictator’s Handbook*. Chapter 8: “The People in Revolt” (pages 195-224).

“Generals, Dictators, and Kings: Authoritarian Regimes and Civil Conflict, 1973-2004” by Hanne Fjelde (pages 195-216). *Conflict Management and Peace Science*.

*Issues and Methods in Comparative Politics*. Chapter 2: “How to Compare Countries” (pages 23-50).

**Read 1 of the following:**

- *Civil Resistance & Power Politics: The Experience of Non-Violent Action from Gandhi to the Present* (edited) by Adam Roberts and Timothy Garton Ash. Chapter 10: “Mass Protests in the Iranian Revolution” by Ervand Abrahamian.
- *Civil Resistance & Power Politics*. Chapter 12: “Political Mass Mobilization Against Authoritarian Rule: Pinochet’s Chile, 1983-88” by Carlos Huneeus (pages 197-212).
- *Civil Resistance & Power Politics*. Chapter 13: “The Interplay of Non-violent and Violent Action in the Movement Against Apartheid in South Africa, 1983-94” by Tom Lodge.
- *Civil Resistance & Power Politics*. Chapter 21: “The Moment of the Monks: Burma, 2007” by Christina Fink (pages 354-370).

Recommended:

*The Arab Uprisings: What Everyone Needs to Know* by James L. Gelvin. Chapter 2: “The Beginning: Tunisia and Egypt” (pages 34-66).

**Week 4: “Safer to Be Feared Than Loved”: Why, How, and Whom Do Dictators Repress?**



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### Required:

*The Political Economy of Dictatorship* by Ronald Wintrobe. Chapter 2: “The Dictator’s Dilemma” (pages 20-39).

“Policy Disputes, Political Survival, and the Onset and Severity of State Repression” (pages 1-20) by Emily Hencken Ritter. *Journal of Conflict Resolution*.

*Foundations of Multimethod Research: Synthesizing Styles*, by John Brewer and Albert Hunter. Chapter 1: “The Multimethod Approach and Its Promise” (pages 1-16).

### Recommended:

*Issues and Methods in Comparative Politics*. Chapter 3: “Comparing Many Countries” (pages 51-66).

*Issues and Methods in Comparative Politics*. Chapter 4: “Comparing Few Countries” (pages 67-84).

## **Week 5: “If You Can’t Beat ‘Em, Join ‘Em”/“Apres Moi, le Deluge”: Turning Regime Opponents into Allies... or Useful Bogeymen**

### Required:

*Political Institutions Under Dictatorship* by Jennifer Gandhi. Chapter 3: “Using Institutions to Co-opt” (pages 73-106).

*Structuring Conflict in the Arab World: Incumbents, Opponents, and Institutions* by Ellen Lust-Okar. Chapter 3: “Playing by the Rules: The Inclusion and Exclusion of Political Oppositions” (pages 68-95).

*Foundations of Multimethod Research*. Chapter 4: “Collecting Data With Multiple Methods” (pages 59-78).

## **Week 6: “Bread and Circuses”: Redistribution and Propaganda**

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Required:

“Development and Democracy” (pages 77-86) by Bruce Bueno de Mesquita and George W. Downs. Foreign Affairs.

*Hard Times in the Land of Plenty: Oil Politics in Iran and Indonesia* by Benjamin Smith. Chapter 1: “Oil Wealth and Politics in the Developing World: Theories and Evidence” (pages 15-41).

*Changing Media, Changing China* (edited) by Susan L. Shirk. Chapter 4: “Between Propaganda and Commercials: Chinese Television Today” by Miao Di (pages 91-111).

Recommended:

*The Political Economy of Dictatorship* by Ronald Wintrobe. Chapter 6: “The Economy of Dictatorship” (pages 127-162).

**Week 7: Voting Without Democracy: Authoritarian Elections and Legislatures**

***Paper draft due.***

Required:

“Authoritarian Elections and Leadership Succession, 1975-2004” (pages 2-29) by Gary Cox.

*Political Institutions Under Dictatorship* by Jennifer Gandhi. Section: “Nominally Democratic Institutions” (pages 34-41).

*Elections and Distributive Politics in Mubarak’s Egypt* by Lisa Blaydes. Chapter 3: “Elections and Elite Management” (pages 48-63).

Recommended:

*Economic Origins of Dictatorship and Democracy* by Daron Acemoglu and James A. Robinson. Chapter 1: “Paths of Political Development” (pages 1-14) and Section 4 of Chapter 2: “Our Theory of Democratization” (pages 23-30).

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**Week 8: “Let a Thousand Flowers Bloom”: Economic and Media Freedom Under Dictatorships**

*Peer review of another student’s paper due.*

Required:

*The Return: Russia’s Journey From Gorbachev to Medvedev* by Daniel Treisman. Part of Chapter 1: “The Captain” (pages 9-40).

*A History of Modern Iran* by Ervand Abrahamian. Section in Chapter 6: “Thermidor (1989—2005)” (pages 183-194).

*Media Reform: Democratizing the Media, Democratizing the State* (edited) by Monroe E. Price, Beata Rozumilowicz, and Stefaan G. Verhulst. Chapter 6: “Media Reform in Jordan: The Stop-Go Transition” by Naomi Sakr (pages 107-128).

Recommended:

“Why Resource-Poor Dictators Allow Freer Media: A Theory and Evidence from Panel Data” by Georgy Egorov, Sergei Guriev, and Konstantin Sonin (pages 645-666). *American Political Science Review*.

**Week 9: So What? Implications for Foreign Policy, Development, and Human Rights**

*Deferring Democracy: Promoting Openness in Authoritarian Regimes* by Catharin E. Dalpino. Chapter 5: “Supporting Liberalization Without Sinking It: Recommendations and Conclusions” (pages 92-108).

“How to Understand, and Deal with Dictatorship: An Economist’s View” by Ronald Wintrobe (pages 35-57). *Economics of Governance*.

**Read 1 of the following:**

- “Do Authoritarian Institutions Constrain? How Legislatures Affect Economic Growth” by Joseph Wright (pages 322-342). *American Journal of Political Science*.

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- “Institutions and Inequality in Single-Party Regimes: A Comparative Analysis of Vietnam and China” by Edmund J. Malesky, Regina M. Abrami, and Yu Zheng (pages 1-22).

### Recommended:

“Dictatorship, Democracy, and Development” by Mancur Olson (pages 567-575).

**Week 10: “Now the Student Has Become the Master”: Presentations on Research Projects**

**Finals Week: Submit Your Paper by Friday of Finals Week**



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## New Course Proposal

### Political Science 98T How Dictators Survive

**Course Number** Political Science 98T

**Title** How Dictators Survive

**Short Title**

**Units** Fixed: 5

**Grading Basis** Letter grade only

**Instructional Format** Seminar - 3 hours per week

**TIE Code** SEMT - Seminar (Topical) [T]

**GE Requirement** Yes

**Major or Minor Requirement** No

**Requisites** Enforced requisite: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred.

**Course Description** This course compares dictatorships around the world, to examine threats to the power of dictators, the strategies they employ to preserve their power, and how those strategies affect prospects for peace and economic development.

**Justification** Part of the series of seminars offered through the Collegium of University Teaching Fellows

**Syllabus** File [Stafford\\_Syllabus.docx](#) was previously uploaded. You may view the file by clicking on the file name.

**Supplemental Information** Professor Barbara Geddes is the faculty mentor for this course

**Grading Structure** 30% participation; 10% presentation on reading; 10% presentation on research; 15% draft of research paper; 5% peer review; 30% research paper

**Effective Date** Winter 2016

**Discontinue Date** Summer 1 2016

**Instructor**

Name	Title
<b>Eoghan Stafford</b>	<b>Teaching Fellow</b>

**Quarters Taught**  Fall  Winter  Spring  Summer

**Department** Political Science

**Contact**

Name	E-mail
<b>MICHELLE CHEN</b>	<b>mchen@oid.ucla.edu</b>

**Routing Help**

### ROUTING STATUS

**Role:** FEC Chair or Designee - Castillo, Myrna Dee Figuracion (MCASTILLO@COLLEGE.UCLA.EDU) - 45040

**Status:** Pending Action

**Role:** CUTF Coordinator - Chen, Michelle L. (MCHEN@OID.UCLA.EDU) - 53042

**Status:** Approved on 6/26/2015 2:31:58 PM

**Changes:** No Changes Made

**Comments:** on behalf of Professor Kathleen L. Komar, chair of the CUTF Faculty Advisory Committee

Initiator/Submitter - Chen, Michelle L. (MCHEN@OID.UCLA.EDU) - 53042

**Role:**

**Status:** Submitted on 6/26/2015 11:33:26 AM

**Comments:** Initiated a New Course Proposal



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