

# UNIVERSITY OF GEORGIA

**NUMBER:** INTL 4660  
**TITLE:** Politics, Film and Literature

**INSTRUCTOR:** Dr. Cas Mudde (mudde@uga.edu)  
**OFFICE:** Candler 324  
**OFFICE HOURS:** Wednesdays 10-12, or by appointment

**TERM:** Fall 2016  
**DATE & TIME:** Wednesdays, 1:25-4:25  
**ROOM:** MLC 153

## Introduction:

While most of us will (hopefully) never live under non-democratic rule, outside perhaps of a short and sheltered exotic vacation, billions of people in the world still live in non-democratic regimes – even if the majority of countries are now democracies (mostly caused by China and Russia). This predominance of the democratic model is relatively recent, however. At the beginning of the 20<sup>th</sup> century a handful of countries around the world were (very imperfect) democracies. Even in Europe democracy only became predominant in the 1990s, after the fall of the Communist Block.

In this seminar-style class we examine the topic of **non-democratic regimes** – focusing on five different sub-types: colonialism, fascism, communism, authoritarianism, and theocracy. We will learn, on the basis of academic literature, what the key characteristics of these different non-democratic regimes are and discuss how they compare to each other and to democratic regimes.

But this course goes further. It wants to teach the students the essence of *life under non-democratic regimes* – something academic literature alone cannot do. Therefore, we will draw on international films and (graphic) novels to analyze the *effects* of non-democratic regimes on the lives of ordinary people. In other words, we investigate how anti-democratic regimes have been dealt with in fictional form.

This seminar is both challenging and rewarding. It is challenging because it doesn't follow the usual format, is **very heavy on reading and writing**, and requires **active participation** on the part of **all students**. It is rewarding because it provides you with a much deeper understanding of politics as well as film and literature.

## Readings:

The following books are used in this course. Students are strongly advised to purchase them ahead of the beginning of the course. In most cases several different editions are available and the student is free to select the one that s/he prefers.

**J.M. Coetzee, *Waiting for the Barbarians* (1980).**

**Art Spiegelman, *Maus: A Survivor's Tale* (1991)**

**George Orwell, *Animal Farm* (1945)**

**Maria Vargas Llosa, *The Feast of the Goat* (2000)**

**Khaled Hosseini, *The Kite Runner* (2003)**

Other texts will be made available on the ELC course site, well ahead of the relevant class. If you have any problems accessing or locating readings, send me an email at [mudde@\[juga.edu\]](mailto:mudde@[juga.edu]).

## Course objectives:

- To introduce you to the politics of, and life under, non-democratic regimes.
- To help you to critically analyze the political content of popular culture (particularly literature and movies).
- To help you reflect on the different perceptions of the same situation; i.e. politics are perceived different at the same time by different people (power) and at different times by the same people (memory).

## Teaching Methodology:

- Short lectures by professor
- Watching and analyzing movies
- Class discussion of academic readings, literature and movies

## Classroom Attendance and Activity

This class meets only once a week and attendance is **mandatory**. You can miss up to **two** classes (*no excuses or notes are necessary*, although a heads-up will be appreciated). A third absence will lead to a deduction of

**5 points** from your **final grade**. When you miss **four** classes, you **will fail** the course!

If you have to miss more than two classes because of medical reasons, you **have to** provide me with official documentation within *one week* after returning to class!

In comparison to most other undergraduate courses, this course has a **large amount of required reading**. You are expected to **read and reflect upon** (at least) the compulsory readings before you come to class. In other words, I expect you to read the literature well in advance of the class, and then reflect upon them in anticipation of the class discussion. To manage the readings, you are strongly advised to **plan ahead!**

While the movies and novels are “fictional,” the articles are NOT. They are designed to help you understand the themes in more concrete political terms. They are also part of the various exams, papers, and pop quizzes.

### **Course Evaluation:**

- Participation (15%)
- Pop Quizzes (15%)
- Midterm Paper (25%)
- Final Paper (45%)

**Participation (15%):** since this is a seminar, which is based *primarily* on discussion among students, **participation is absolutely crucial**. Participation is measured in both the **frequency and quality** of your comments, particularly as they are able to make connections between the literature/films and the academic articles. Clarification questions, while certainly encouraged, do not count towards participation. Contributions on the Discussion Board of the ELC Course Page do count toward participation, although less than contributions in the classroom. Attending all classes without participating in the classroom or on the ELC discussion board will lead to a participation grade of **60!**

**Pop Quizzes (10%):** there will be **some** unannounced pop quizzes – the weakest result will be dropped from the overall calculation of the final grade; i.e. only the strongest pop quiz results will be counted. These quizzes will cover the readings for the relevant class and will include multiple choice and/or short answer questions.

**Short reflection (10%):** Provide a short reflection (max. 1,000 words in length) on the way colonial rule is portrayed in the movie *A Passage to*

*India* in light of the academic literature on colonialism. The short reflection is due on **September 14, 2016** at the beginning of the class.

**Midterm Paper (20%):** each student must produce an original paper (of max. 2,500 words in length) in which an important aspect of one type of anti-democratic regime is analyzed (e.g. gender, ideology, leaders, parties, violence). The paper should draw upon your analysis of the relevant movie, novel, and compulsory academic readings. In addition, at least an additional 5 **new** academic sources have to be quoted (not cited) in order to support your argument. The mid-term paper is due on **October 19, 2016** at the beginning of the class.

**Final Paper (45%):** you have to write an original research paper (of max. 4,000 words in length) in which you compare and contrast (at least) two anti-democratic regimes with regard to an important aspect. In addition to the relevant novels, movies, and compulsory academic readings, at least 8 **new** academic sources will have to be quoted (not cited) in order to support your argument. The final paper is due on **Tuesday, December 7, 2016** at 5:00 p.m.

For helpful hints writing these papers visit this site:  
<http://www.uga.edu/intl/TipsPOLS.doc>

**Grading:**

Letter Grade	Points
A	93 – 100 points
A-	90 – 92 points
B+	87 – 89 points
B	83 – 86 points
B-	80 – 82 points
C+	77 – 79 points
C	73 – 76 points
C-	70 – 72 points
D+	67 – 69 points
D	63 – 66 points
D-	60 – 62 points

F	59 and below
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### Some Ground Rules:

1. This is a **more time consuming course** than most ones that you will take. To do well, students must put in a great deal of effort. Please be certain that you are prepared to work hard! If not, another course might be more appropriate for you. As an upper division class, this class requires a somewhat firm grounding in the central concepts of political science.
2. Since this is a **seminar style class**, my lectures will be short and used to simply introduce you in a general fashion to each of the themes. **This is not a lecture-style class!** How much you will get out of this class will depend entirely on you!
3. **Late papers are not acceptable.** They are a burden for me and are unfair to your fellow students who do their work on time. Therefore, I will deduct **5 points** for each day a paper is late. Extensions may be given, but only if they are requested *well in advance* of the deadline, and if there is a compelling reason.
4. **It is not my practice to give incompletes.** However, if there is suitable reason – subject to my approval and supported with appropriate written documentation – an exception to the “no incompletes” rule may be possible. With respect to these first ground rules, *if you have problems in completing assigned work, please let me know about it.*
5. **Plagiarism will not be tolerated.** Any student turning in a written assignment which is not your own work will receive a failing grade for the course, and may have further implications. *UGA makes available to its faculty several software programs that compare submitted material to previously written papers at a central database.*
6. **The use of academic sources is essential.** On the midterm paper and on the final paper, you must make reference to the (academic) sources from which you drew your information. The accepted format is: (Alvarez 1990, 35) or (Moore, 1966).
7. **Laptops, tablets, phones, etc. are not allowed!** Be ready with pen and paper to make notes during the class. If you use any of these banned devices in class, you will be punished with a deduction of **10 points** of your *final grade!*
8. **You will be expected to attend class regularly, on time, and for the entirety of each class period.** Do not sign up for this class if you have social or other engagements (sports classes, meets, etc) that interfere with the time length of this course.
9. I do not expect that your views and perceptions of these controversial themes are identical with those of your classmates or me, either now or at the completion of the course. This course is a place for the free (and perhaps even heated) exchange of ideas. Thus I expect you to **challenge viewpoints** that differ from your own, but I also expect you to

**substantiate your arguments** on the basis of the readings, lectures and discussions.

10. If you need to use outside **reference works**, please consult Joel Krieger, et. al., *Oxford Companion to Politics of the World* (Oxford: Oxford University Press, 2001) as a place to start for political terms or concepts – do **not** use Webster or other dictionaries for political science definitions. For outside research sources, please use Galileo. **Please do not use the notoriously unreliable Wikipedia** until or unless this source emphasizes accuracy as much as it does volume and speed.
11. If you believe that you should have received a better grade, please provide **an explanation** to me *in writing* and *within a week* of receiving the grade. I will then grade your **whole exam/paper** again and I will issue a “new” grade, which will be either the same, a higher, or a lower grade.

### **Academic Integrity:**

As a University of Georgia student, you have agreed to abide by the University’s academic honesty policy, “A Culture of Honesty,” and the Student Honor Code. All academic work must meet the standards described in “A Culture of Honesty” found at: <http://www.uga.edu/honesty>. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

### **Important Dates:**

September, 14	Short Reflection
October, 19	Midterm Paper
December, 7	Final Paper

### **Finally:**

*THE COURSE SYLLABUS IS A GENERAL PLAN FOR THE COURSE; DEVIATIONS ANNOUNCED TO THE CLASS BY THE INSTRUCTOR MAY (AND MOST PROBABLY WILL) BE NECESSARY!*

## **Thematic Outline:**

### **08/17 INTRODUCTION**

*In this first class we will go through the specific expectations and requirements of this rather unique course. We will discuss how to analyze movies and literature as well as how to write an original research paper.*

#### Compulsory Reading:

Brooker, Paul. *Non-Democratic Regimes*. New York: Palgrave Macmillan, 2009, second edition, 1-45.

#### Optional Reading:

Gasiorowski, Mark. "The Political Regimes Project", *Studies in Comparative International Development*, 25:1 (1990), 109-125.

Linz, Juan J. and Alfred Stepan, *Problems of Democratic Transition and Consolidation: Southern Europe, South America, and Post-Communist Europe*. Baltimore, MD: The Johns Hopkins University Press, 1996, 38-54.

## **TOPIC I – COLONIALISM**

### **08/24 ANTI-COLONIAL STRUGGLE**

*The two world wars of the early 20<sup>th</sup> century shifted the attention of the colonial powers back to Europe, or embedded them in war with their European/Asian enemy in their colonies (e.g. Nazi Germany in North Africa, Imperial Japan in Southeast Asia). This freed up opportunities for anti-colonial independence movements around the globe. But while decolonization was inevitable, it didn't always go peacefully.*

#### Movie:

*La Battaglia di Algeri (Battle of Algiers)* by Gillo Pontecorvo (1966), 121 minutes

#### Compulsory Reading:

Kiwanuka, M. Semakula, "Colonial Policies and Administrations in Africa: The Myths of the Contrasts", *African Historical Studies*, 3:2 (1970), 295-315.

Sartre, Jean-Paul, "Colonialism is a System", *Interventions: International Journal of Postcolonial Studies*, 3:1 (2001), 127-140.

#### Optional Reading:

Curtin, Philip D., "The Black Experience of Colonialism and Imperialism", *Daedalus*, 103:2 (1974), 17-29.

## **08/31 COLONIAL RULE**

*Until well into the 20<sup>th</sup> century, the majority of the world was ruled by only a few European countries – most notably France, Spain and the United Kingdom. While some of these countries were democratic within their own state boundaries, at least in the early 20<sup>th</sup> century, all ruled the rest of the world by often brutal colonial rule.*

### Compulsory Reading:

J.M. Coetzee, *Waiting for the Barbarians* (1980).

### Optional Reading:

Duignan, Peter and L.H. Gann (eds.). *Colonialism in Africa, 1870-1960 (5 Volumes)*. Cambridge: Cambridge University Press, 1969-1975.

Fredland, Richard A. *Understanding Africa: A Political Economy Perspective*. Chicago: Burnham, 2001, chapter 3.

Spear, Thomas. "Neo-Traditionalism and the Limits of Invention in British Colonial Africa", *The Journal of African History*, 44:1 (2003), 3-27.

## **09/07 COLONIALISM AND MEMORY**

*Colonial rule has had a profound impact on the societies of the former colonies in Asia and Africa. Even today, many developments in the former colonies are still perceived through the lens of post-colonialism. At the same time the memory of colonialism itself is constantly developing, being challenged in books and films.*

### Movie:

*A Passage to India* by David Lean (1984), 164 minutes.

### Compulsory Reading:

Bissell, William Cunningham, "Engaging Colonial Nostalgia", *Cultural Anthropology*, 20:2 (2005), 215-248.

Maddison, Angus, *Class Structure and Economic Growth: India & Pakistan since the Mohuls*. Cambridge: Cambridge University Press, 1971, 35-65.

## **TOPIC II – FASCIST REGIMES**

### **09/14 THE FÜHRER STATE**

*Fascism is often used as a generic term for right-wing authoritarian regimes, but it describes a quite distinct ideology and regime. While there are different types of fascisms, most notably Italian Fascism and German National Socialism (or Nazism), they share many important features. One of the most important features is the centrality of the leader (in German: Führer), who is the head and the heart of the nation-state. In The*



Great Dictator, *slapstick legend Charlie Chaplin impersonates Adolf Hitler, the Führer, in his masterful critique of Nazi Germany.*

Movie:

*The Great Dictator* by Charlie Chaplin (1940), 125 minutes.

Compulsory Reading:

Eatwell, Roger, "Towards a New Model of Generic Fascism", *Journal of Theoretical Politics*, 4:2 (1992), 161-194.

Levy, Carl, "Fascism, National Socialism and Conservatives in Europe, 1914-1945: Issues for Comparativists", *Contemporary European History*, 8:1 (1999), 97-126.

Optional Reading:

Childers, Thomas, "Who, Indeed, Did Vote for Hitler?", *Central European History*, 17:1 (1984), 45-53.

Merkel, Peter H., "Comparing Fascist Movements", in: Stein Ugelvik Larsen, Bernt Hagtvet and Jan Petter Myklebust (eds.), *Who Were the Fascists? Social Roots of European Fascism*. Bergen, etc.: Universitetsforlaget, 1980, 752-783.

Linz, Juan J., "Political Space and Fascism as a Late-Comer: Conditions Conducive to the Success or Failure of Fascism as a Mass Movement in Inter-War Europe", in: Stein Ugelvik Larsen, Bernt Hagtvet and Jan Petter Myklebust (eds.), *Who Were the Fascists? Social Roots of European Fascism*. Bergen: Universitetsforlaget, 1980, 153-189.

Sternhell, Zeev (with Mario Sznayder and Maia Asheri), *The Birth of Fascist Ideology*. Princeton, NJ: Princeton University Press, 1994, 3-35.

## **09/21 LIVING UNDER FASCISM**

*Living under fascism was oppressive, but the level of oppression differed significantly. Obviously, one of the things that mattered was whether you were perceived as pro-regime, anti-regime, or neutral. Another aspect that mattered for those under Nazi rule was whether you were deemed 'Aryan' or not. Anyone not 'racially' Aryan was at risk of extermination, most notably Jews – as well as the much less mentioned Roma and Sinti (or "Gypsies") – even those who were loyal to Germany or Nazism! Spiegelman's award-winning Maus describes the life of his father, a Jewish man in occupied Poland, and one of the few to survive the horrific extermination camp of Auschwitz, the symbol of the Holocaust.*

Compulsory Reading:

Art Spiegelman, *Maus: A Survivor's Tale* (1991)

Optional Reading:

Bosworth, R.J.B. *Mussolini's Italy: Life under the Fascist Dictatorship, 1915-1945*. New York: Penguin, 2005.

Gregor, Neil (ed.). *Nazism*. Oxford: Oxford University Press, 2000.

Griffin, Roger (ed.). *Fascism*. Oxford: Oxford University Press, 1995.  
Peukert, Detlev. *Inside Nazi Germany: Conformity, Opposition, and Racism in Everyday Life*. New Haven, CT: Yale University Press, 1987.

## **09/28 FASCISM BEYOND STEREOTYPES**

*For much of the 20<sup>th</sup> century the Second World War was seen through the prism of the Holocaust. What shocked most people was that this ultimate evil could be perpetrated by one of the most cultured and modern people in the world, the Germans. The explanation was a stereotypical view of Nazi Germany as the perfect killing machine. While some influential authors criticized this view – most notably Hannah Arendt’s thesis of ‘the banality of evil’ – it would take till the end of the 20<sup>th</sup> century for this revisionist view of ‘fascism’ to take popular root.*

### Movie:

*Der Untergang (Downfall)* by Oliver Hirschbiegel (2004), 155 minutes.

### Compulsory Reading:

Arendt, Hannah, *The Origins of Totalitarianism*. New York: Harcourt, Brace & World, 1966 new edition, 341-388.

Rosenfeld, Gavriel D., “The Controversy That Isn’t: The Debate about Daniel Goldhagen’s Hitler’s Willing Executioners in Comparative Perspective”, *Contemporary European History*, 8:2 (1999), 249-273.

### Optional Reading:

Browning, Christopher R., “Daniel Goldhagen’s Willing Executioners”, *History and Memory*, 8:1 (1996), 88-108.

Mann, Michael, “Were the Perpetrators of Genocide ‘Ordinary Men’ or ‘Real Nazis’? Results from Fifteen Hundred Biographics”, *Holocaust Genocide Studies* 14:3 (2000), 331-366.

Rieger, Bernard, “‘Daniel in the Lion’s Den?’ The German Debate about Goldhagen’s ‘Hitler’s Willing Executioners’”, *History Workshop Journal*, 43 (1997), 226-233.

## **TOPIC III – COMMUNIST REGIMES**

### **10/05 ‘REAL EXISTING SOCIALISM’**

*Unlike fascism, which was defeated after only a couple of decades of mostly wartime, communist regimes ruled for many decades (the Soviet Union existed almost 80 years!) and went through different changes and developments. After the brutal period of*

*Stalinism, most communist regimes bureaucratized and state repression became more subtle, but still very effective.*

Movie:

*Das Leben der Anderen (The Lives of Others)* by Florian Henckel von Donnersmarck (2006), 138 minutes.

Compulsory Reading:

Marx, Karl and Friedrich Engels, *The Communist Manifesto* (1848).

Janos, Andrew C., "What Was Communism? A Retrospective in Comparative Analysis", *Communist and Post-Communist Studies*, 29:1 (1996), 1-24.

Optional Readings:

Jowitt, Ken, "Soviet Neotraditionalism: The Political Corruption of a Leninist Regime", *Soviet Studies*, 35:3 (1983), 275-297.

Schöpflin, George, "The Stalinist Experience in Eastern Europe", *Survey: A Journal of East and West Studies*, 30:3 (1988), 124-147.

## **10/12 COMMUNISM IN THEORY AND PRACTICE**

*Many progressives would agree with Will Rogers' famous statement: "Communism is like Prohibition, it's a good idea but it won't work." Based upon the ideal of full equality and complete freedom, communist regimes remained stuck in the (supposedly transitional) phase of the 'dictatorship of the proletariat.' This is exactly what George Orwell captured in his world-famous book, Animal Farm, in which the animals of a farm successfully revolt against their human owner, only to slide into a more brutal tyranny among themselves.*

Compulsory Reading:

George Orwell, *Animal Farm* (1945)

Optional Readings:

Holmes, Leslie. *Communism: A Very Short Introduction*. Oxford: Oxford University Press, 2009.

Meyer, Alfred G, "The Comparative Study of Communist Political Systems", *Slavic Review*, 26:1 (1967), 3-12.

### **Deadline Short Paper**

*Write an original paper (of max. 2,500 words in length) in which an important aspects of one type of anti-democratic regime is analyzed. The paper should draw upon your analysis of the movie, novel, and compulsory academic readings of the relevant classes. In addition, **at least an additional 5 new academic sources** have to be quoted (not cited) in order to support your argument.*

## **10/12 COMMUNIST NOSTALGIA (OSTALGIE)**

*When the Berlin Wall came down in 1989, people throughout Eastern Europe declared their desire to “return to Europe.” Capitalist democracy seemed hegemonic, which led the conservative American scholar Francis Fukuyama to famously declare “The End of History.” But to the horror of most Westerners, so-called Ostalgie, a nostalgia for the communist era, emerged in the late-1990s. How could East Europeans, who were almost all objectively better off in economic and political terms, yearn for a period of repression and scarcity?*

### Movie:

*Goodbye Lenin!* by Wolfgang Becker (2003), 118 minutes.

### Compulsory Reading:

Ekman, Joakim and Jonas Linde, “Communist Nostalgia and the Consolidation of Democracy in Central and Eastern Europe”, *Journal of Communist Studies and Transition Politics*, 21:3 (2005), 354-374.

Kubik, Jan, “Historical Memory and the End of Communism”, *Journal of Cold War Studies*, 9:2 (2007), 127-133.

### Optional Readings:

Bartmanski, Dominik, “Successful Icons of Failed Time: Rethinking Post-Communist Nostalgia”, *Acta Sociologica*, 54:3 (2011), 213-231.

## **TOPIC IV – MILITARY DICTATORSHIP**

### **10/26 MILITARY DICTATORSHIP**

*Latin America has a long history of military coups and military rule. It was only in the last decades of the 20<sup>th</sup> century that the circle of coups and faltered democratization was broken. An important reason was the end of the Cold War, which had polarized politics on the continent for decades, and had made Latin America a prime concern for the United States.*

### Movie:

*La Historia Oficial (The Official Story)* by Luis Penzo (1985), 112 minutes

### Compulsory Reading:

Cardoso, Fernando Henrique, “The Characterization of Authoritarian Regimes”, in David Collier (ed.), *The New Authoritarianism in Latin America*. Princeton: Princeton University Press, 1979, 33-57.

Philip, George, “Military-Authoritarianism in South America: Brazil, Chile, Uruguay and Argentina”, *Political Studies*, 23:1 (1984), 1-20.

Optional Readings:

Collier, David, "Overview of the Bureaucratic-Authoritarian Model", in David Collier (ed.), *The New Authoritarianism in Latin America*. Princeton: Princeton University Press, 1979, 19-32.

Dix, Robert H., "Military Coups and Military Rule in Latin America", *Armed Forces & Society*, 20:3 (1994), 439-456.

Loveman, Brian, *For La Patria: Politics and the Armed Forces in Latin America*. Wilmington, DE: Scholarly Resources, 195-226.

Rouquie, Alan, "The Military in Latin American Politics since 1930", in Leslie Bethell (ed.), *The Cambridge History of Latin America. Vol.6: 1930 to the Present*. Cambridge: Cambridge University Press, 1995, 233-270.

## **11/02 LIFE UNDER MILITARY DICTATORSHIP**

*While most Latin American military regimes were right-wing authoritarian, they differed from European fascism. State repression was often less ideological and more subtle – if still very deadly. The Surprising Adventures of Balthazar tells the story of repression in authoritarian Chile from the perspective of a polar bear in the zoo.*

Compulsory Reading:

Mario Vargas Llosa, *The Feast of the Goat* (2000)

Optional Readings:

Loveman, Brian, *For La Patria: Politics and the Armed Forces in Latin America*. Wilmington, DE: Scholarly Resources.

Munck, Ronaldo, "The 'Modern' Military Dictatorship in Latin America: The Case of Argentina (1976-1982)", *Latin American Perspectives*, 12:4 (1985), 41-74.

## **TOPIC V – THEOCRACIES**

### **11/09 LIFE IN THE ISLAMIC REPUBLIC OF IRAN**

*The Iranian Revolution of 1979 took the world by surprise. The former regime of the Shah was brutal and unpopular, surviving largely on the basis of western support, but no one had expected that the revolution would lead to the constitution of a theocracy under the leadership of a religious leader, the Ayatollah Khomeini. The new Islamic Republic of Iran introduced a strict Islamic regime under Sharia law. The consequences for the people of Iran, in particular women, have been profound.*

Movie:

*Persepolis* by Vincent Paronnaud and Marjane Satrapi (2007), 95 minutes.

Compulsory Reading:

- Chehabi, H.E., "The Political Regime of the Islamic Republic of Iran in Comparative Perspective", *Government and Opposition*, 36:1 (2001), 48-70.
- Kazemzadeh, Masoud, "Teaching the Politics of Islamic Fundamentalism", *PS: Political Science & Politics*, 31:1 (1998), 52-59.
- Moghadam, Valentine M. "Revolution, Religion and Gender Politics: Iran and Afghanistan Compared", *Journal of Women's History*, 10:4 (1999), 172-195.

Optional Readings:

- Chehabi, H.E., "Religion and Politics in Iran: How Theocratic Is the Islamic Republic?", *Daedalus*, 120:3 (1991), 69-91.
- Juergensmeyer, Mark. "The Legitimacy of Invading Religious Regimes", in Richard Falk, Mark Juergensmeyer and Vesselin Popovski (eds.), *Legality and Legitimacy in Global Affairs*. Oxford: Oxford University Press, 2012, 273-290.
- Wright, Robin, "Iran's New Revolution", *Foreign Affairs*, 79 (2000), 133-145.

## **11/16 AFGHANISTAN UNDER THE TALIBAN**

*At least since 9/11 the Taliban has become a household name in the world and Afghanistan has once again become the territory of a long and bloody war. Under the Taliban Afghanistan had become a repressive Islamic state ruled on a particularly brutal impression of Sharia, Islamic law. The Kite Runner tells the tale of life under the Taliban regime, the second Islamic theocracy in modern time.*

Compulsory Reading:

Khaled Hosseini, *The Kite Runner* (2003)

Optional Readings:

- Bearden, Milton, "Afghanistan: Graveyard of Empires", *Foreign Affairs*, 80:4 (2001), 17-30.
- Hunter, Shireen T., "Islamic Fundamentalism: What It Really Is and Why It Frightens the West", *SAIS Review*, 6:1 (1986), 189-200.
- Johnson, Thomas H and M. Chris Mason, "Understanding the Taliban and Insurgency in Afghanistan", *Orbis*, 51:1 (2007), 71-89.

## **11/23 NO CLASS (THANKSGIVING BREAK)**

## **11/30 COMPARING NON-DEMOCRATIC REGIMES**

*In this last class we will look at the different non-democratic regimes we studied in a comparative perspective. What sets non-democratic regimes apart from each other and from democratic regimes? Are some regimes less democratic than others? Are non-democratic regimes by definition unpopular? What are the most recent developments in (the study of) non-democratic regimes?*

Compulsory Reading:

- Diamond, Larry J., "Thinking About Hybrid Regimes", *Journal of Democracy*, 13:2 (2002), 21-35.
- Levitsky, Steven and Lucan Way, "The Rise of Competitive Authoritarianism", *Journal of Democracy*, 13:2 (2002), 51-65.
- Schedler, Andreas. "The Menu of Manipulation", *Journal of Democracy*, 13:2 (2002), 36-50.

Optional Readings:

- Alvarez, Mike José Antonio Cheibub, Fernando Limongi and Adam Przeworski, "Classifying Political Regimes", *Studies in Comparative International Development*, 31:2 (1996), 3-36.
- Brooker, Paul. *Non-Democratic Regimes*. New York: Palgrave Macmillan, 2009, second edition.
- Brownlee, Jason. *Authoritarianism in an Age of Democracy*. Cambridge: Cambridge University Press, 2007.
- Levitsky, Steven and Lucan Way, *Competitive Authoritarianism: Hybrid Regimes after the Cold War*. Cambridge: Cambridge University Press, 2010.
- Schedler, Andreas (ed.). *Electoral Authoritarianism: The Dynamics of Unfree Competition*. Boulder, CO: Lynne Rienner, 2006.