

# The Legacy of Authoritarian Regimes on Democratic Citizenship

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## RESEARCH QUESTIONS

- What are the **effects** of authoritarian imprints?
  - Rejection of or **nostalgia** for dictatorship?
- What are ways that authoritarian regimes leave an **imprint**?

Do people need to grow-up in democracies to learn to be democratic?

## HYPOTHESES

Pol. Regime  $\Rightarrow$  Socialization  $\Rightarrow$  Pol. attitudes  $\Rightarrow$  Democracy

### Other regime characteristics we will investigate:

- Transitions (peaceful vs. violent; top-down vs. bottom-up)
- Support base (social groups that profit from the regime)
- Regime types (e.g. military, one-party, personalistic)
- Use of authoritarian elections

## THEORY

Key assumption: “No citizens, no true democracy!” (Moore 1966: 23)  
Citizens **learn** about politics and democracy through:

### Political Socialization

- Importance of impressionable years (age = 15-20)
- Relative stability of political attitudes, identities, values and personality after that

Def: Relates to the resources of the regime and length in power

### HOW DO DICTATORSHIPS AFFECT THEIR CITIZENS?

Depends on capacity

If this is true, then the question is what happens during these impressionable years and how does it affect the crystallization of political attitudes?

#### Public good provision

- Buying-off citizens; keep them under control
- Taking care of them

Leads to ...

Nostalgia for old regime

Def: Desire to return to past regime

#### Hard and soft repression

- Uses threat to keep masses at bay / under control

Leads to ...

Public apathy and distrust  
Acceptance of democracy as a principle

#### Indoctrination

- Is a deliberate inculcation of a doctrine, either
  - Ideology**: A clear set of beliefs that relate to societal goals and practices.
  - Mentality**: A desired way of thinking and character. Does not need to be political.
- Mechanism** of indoctrinations
  - Education**: The state is actively using the education system to indoctrinate
  - Media**: Using propaganda, control of information.
  - Organisations**: Penetration of every aspect of life.

Leads to ...

Nostalgia and brain-washed political views in accordance with authoritarian doctrine.

## DATA & METHOD

Geography: Global  
Time-frame: 1930-today

### Individual-level:

Cross-national, repeated cross-sectional surveys, among others:

- European Social Survey
- World Value Survey
- Latinobarometro
- Asiabarometer
- Afrobarometer

### Macro-level:

- Mainly Varieties of Democracy

### Method:

We will be using a new methodological approach of cohort analysis to test the effect of political regimes on whole generations.

## POTENTIAL IMPACT

- Raise awareness among practitioners of the importance of varying context in democratisation.
- Knowledge of authoritarian legacies help inform us about citizens' expectations during/after a democratic transition.
- Understand what groups were affected more by different types of dictatorships
- Importance of supporting youth organizations and the importance of young people in democratic transition and consolidation
- Consult on expected challenges regarding civil society following transitions.
- Work with organisations to review, evaluate and revise practical programmes of democracy promotion among civil society.
- Dissemination events hosted by partner organisations in London, Berlin, Brussels, Stockholm and Washington, DC.

## PROJECT PARTNERS



## PRELIMINARY RESULTS

Satisfaction with democracy for different generations:

**Central Eastern Europe** (all countries):

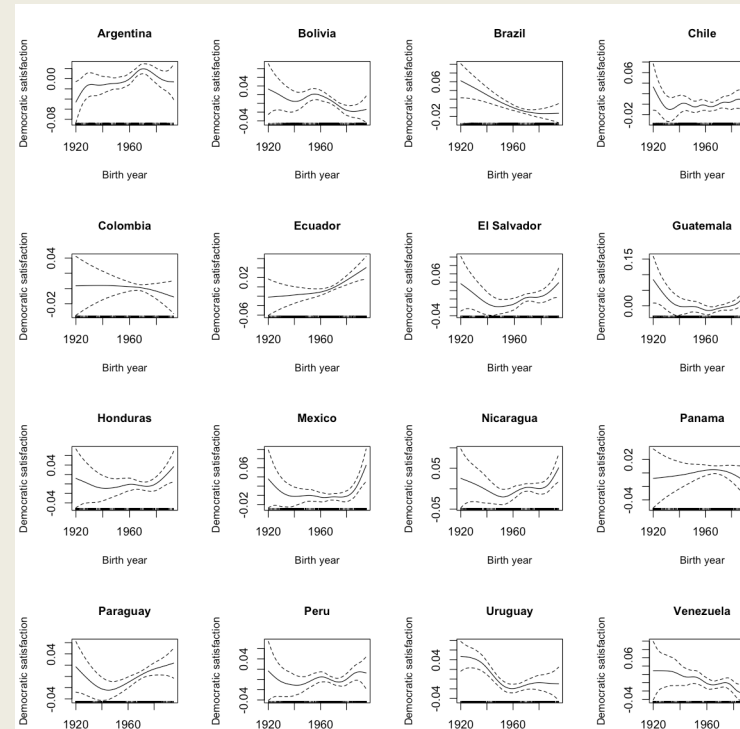
⇒ Cold War generation remains **critical of democracy**



Neundorf, A. 'Democracy in transition: A micro perspective on system change in post-Soviet societies'. *Journal of Politics*, 2010.

**Latin America** (by countries):

⇒ Depending on time of socialization, generations differ in their evaluation of democracy.



## ACADEMIC OBJECTIVES

- Develop a new theory of authoritarian socialization.
- Develop a typology of dictatorships and their legacy on civil society.
- Develop a methodological approach of studying generations that were brought-up under dictatorships.
- Compile new harmonised, cross-national longitudinal survey dataset

## PLANNED ACADEMIC OUTPUT

### General overview papers

- Main paper: Testing our theoretical framework of authoritarian socialization and indoctrination.
- Geddes classification: In this paper, we will extend the Geddes classification of authoritarian regimes (military, one-party, personalistic) to include indoctrination.

### Specific aspects of regimes (examples)

- Regime transitions: We test how the transition (peaceful vs. violent; top-down vs. bottom-up) from dictatorship to democracy as well as transitional justice function as crucial events and historical junctures.
- Regime support base: Some social groups (e.g. race, class, religion) profit from the certain regimes, while others are particularly suppressed. Here we test whether this leads to varying legacies among these groups.
- Authoritarian elections: Here we test whether authoritarian elections can be the base for habit-formation of turnout.
- Gender equality: The role of women varies significantly among dictatorships. Here we test whether this leads to different levels of gender equality in democracy.
- Rise of populism: Here we analyse how the legacies of left and right-wing dictatorships shape the potential rise of populism in the population.

## TIMELINE

		2016										2017								
Tasks		5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9		
<b>Meetings</b>	Meetings/Conferences	M	EP	SA				M					MP	SA	EC	PR		EP	SA	
	Impact events/dissemination											IDEA	FES	OAS		IDEA	ODI		AP	SA
<b>Preparation</b>	Survey data harmonisation					AN	RS													
	Compile macro data					RO	NE													
	Literature & Theory					NE	JG													
<b>Papers</b>	Main theory											AN	NE	JG						
	Latin American case study					AN	IS					AN	IS							
	Social base of dictatorships											AN	JG	RO						
	Transitions												AN	JG	RO					
	Geddes classification							NE				AN	JG	NE						

(Last Updated: 25 November 2016)