

Lafayette College
Government and Law

GOVT 103: INTRODUCTION TO COMPARATIVE POLITICS

SPRING 2020

MWF 3:10 - 4:00 pm (Kirby 104)

Professor Juheon Lee

Office: Kirby Hall of Civil Rights 102

Office Hours: MW 12:00 pm-2:00 pm, and by appointment

E-mail: leeju@lafayette.edu

Homepage: www.juheonlee.com

Course Description

This course will introduce students to key concepts and major theoretical and methodological components of comparative politics, a subfield of political science that compares politics across countries. The assumption of this course is that we may better understand domestic political issues by comparing different political systems. Its objective is to help students build up the ability to understand and analyze different political systems and key political issues around the world. By the conclusion of this course, students should be able to analyze such political issues by constructing and testing hypotheses using methods and theories of comparative politics. To achieve this goal, the course provides students with opportunities to practice various analytical skills in a range of real world cases.

Class will include discussions, team debates, and student presentations. These elements will help students stay up-to-date on current issues and gain better understanding of the variety and the evolution of political arrangements around the world. The overriding theme of the course is to address some age-old questions of comparative politics. Why are some states more democratic than others? Why are some states more developed than others? What conditions make democracy a viable enterprise? What forces tend to encourage or obstruct the process of democratization? And, if democracy is such a great governing system, why isn't it more common?

Course Objectives

Through the completion of this course, students are expected to have achieved the following learning outcomes:

- identify and distinguish between the different types of explanations of comparative politics;
- evaluate the strengths and weaknesses of theoretical arguments through the logical examination of evidence;
- think critically about world events and develop clearly articulated arguments; and
- apply theoretical knowledge to various policy issues in comparative politics.

Course Requirements

Completing ALL the readings and regular attendance will be required of all students. Active participation in class discussions is critical for students to succeed in this course. Students should make special efforts to arrive on time. They should inform the instructor ahead of time if they need to be late or leave before the class ends.

Course Grading Criteria:

Assignment	Weight	Notes
Final exam	25%	In-class exam
Midterm exam	25%	In-class exam
Reading responses	15%	5 response papers (>500 words, 3% each)
Current issue presentation	20%	Case studies + discussion leading
Class participation and Attendance	15%	

- 1. Exams (Midterm 25% / Final 25%):** Each exam will consist of 2-3 long essays. They will test your understanding of the key concepts of comparative politics and the main arguments of the assigned articles. The exams will also ask you to apply a theoretical framework to the real-world examples.
- 2. Reading Response (15%):** You will be expected to choose 5 class periods (at least two before midterm exam) and respond to one of the assigned readings. Your response must be critical and go beyond a summary or a description of the readings. A good response paper will compare or critique the readings using some analytical tools covered in previous classes. All papers should be submitted electronically to me (leeju@lafayette.edu) before the class for which the reading is assigned starts.
- 3. Current Issue Presentation (20%):** Students will work in groups for a slide presentation (40-45 minutes). The presentation should include an in-depth case study on a topical issue and some discussion questions. Each group will decide their own presentation topic by the end of the first week. Effective and interactive presentations will earn extra credit.
- 4. Attendance:** Attendance is vital to learning the material presented in this course. If you miss more than 2 of this semester's classes (without Dean's Excuses), you will not be eligible for a final grade of A, regardless of your other assignment grades. If you miss more than 5 of this semester's classes, you will not be eligible for a final grade above a B-, regardless of your other assignment grades. Missing more than 8 of the classes will result in a failing grade for the course. If an extraordinary circumstance arises, please discuss it with me immediately.
- 5. Participation:** Class participation will play an important role in exploring and understanding the material presented. Please come to class prepared to engage thoughtfully, listen attentively, and interact with your peers respectfully. If you find participating in class difficult for any reason, please speak with me so that we can discuss strategies for increasing your participation.

At the end of each class, I may give a short, open-ended question to the class and collect your written responses. The purpose of this activity is for me to better understand and communicate with each student. Interesting thoughts and perspectives will be introduced and appreciated at the beginning of the next class. Answers will not be graded but may earn extra credits.

Final grade will be based on the quality of assignments listed above. Make-up exams will be granted only in case of dire and documented personal emergencies. Final grades will be determined using the following percentage scale:

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

On Academic Honesty

Students are responsible for the content and integrity of all academic work. For specific examples of and College policies on academic dishonesty, both intentional and inadvertent, please consult the *Student Handbook*, available online at <http://studentlife.lafayette.edu/student-handbook/>.

Student Disability Services

Lafayette is committed to assisting students with disabilities fully participate in all programs and activities at the college. In compliance with Lafayette College policy and equal access laws, I am available to discuss appropriate academic accommodations that you may require as a student with a disability. Requests for academic accommodations need to be made during the first two weeks of the semester, except for unusual circumstances, so arrangements can be made. Students must register with the Office of the Dean of the College for disability verification and for determination of reasonable academic accommodations. Students with disabilities may contact Disability Services through ATTIC. You can find more information online at <http://attic.lafayette.edu/disability-services/>.

On Electronics and Courtesy

All electronic messaging devices must be turned off and stowed away by the time class begins: no e-mail/Facebook/text message checking, net surfing, etc. during class time. The use of laptops and tablets is prohibited in class except when explicitly permitted by the instructor. Out of courtesy to your classmates and your instructor, please come to class on time and do not leave until the class ends, unless you obtained prior permission, and do not engage in private conversations in class.

Textbooks

1. Patrick H. O’Neal, *Essentials of Comparative Politics* (6th edition), ISBN 978-0393624588, W. W. Norton & Company [“Text”]
2. Patrick H. O’Neal & Ronald Rogowski, *Essential Readings in Comparative Politics* (5th edition), ISBN 978-0393938982, W. W. Norton & Company [“Reader”]

Course Schedule

Week 1 – Comparative Politics

Why do we study comparative politics? What are the major components of studying comparative politics? How can the study of comparative politics be made more scientific? What can political science tell us that we don't already know?

Monday, January 27

- Introduction to the course

Wednesday, January 29

- Chapter 1 (Text, pp. 2-16)
- King, Keohane, and Verba, *The Science in Social Science* (Reader, pp. 10- 15)
- Mill, *Of the Four Methods of Experimental Inquiry* (Reader, pp. 16-18)

Friday, January 31

- Textbook Chapter 1 (pp. 17-29)
- Lichbach and Zuckerman, *Research Traditions and Theory* (Reader, pp. 4-9)

Week 2 – States

How do countries create and maintain political power? What are the sources of legitimacy that give states power? How would we measure their strength or weakness?

Monday, February 3

- Chapter 2 (Text, pp. 30-45)
- Herbst, *War and the State in Africa* (Reader, pp. 35-48)

Wednesday, February 5

- Chapter 2 (Text, pp. 46-61)
- Weber, *Politics as a Vocation* (Reader, pp. 28-34)

Friday, February 7

- Rotberg, *The New Nature of Nation-State Failure* (Reader, pp. 49-56)
- Krasner, *Sovereignty* (Reader, pp. 57-63)

Week 3 – Nations and Society

What is a society? What is a nation? What do you mean by political identity? How do people organize themselves into political communities?

Monday, February 10

- Chapter 3 (Text, pp. 62-76)
- Hobsbawm, *Nationalism* (Reader, pp. 66-74)

Wednesday, February 12

- Fearon and Laitin, *Ethnicity, Insurgency, and Civil War* (Reader, pp. 75-85)
- Alesina and La Ferrara, *Ethnic diversity and Economic Performance* (Reader, pp. 86-102)

Friday, February 14

- Student Presentation 1

Week 4 – Nations and Society 2

What are the components of ethnic identity? How does national identity bind people together? What is the difference between citizenship and patriotism? What are the causes of ethnic and national conflict?

Monday, February 17

- Chapter 3 (Text, pp. 77-95)
- Baldwin and Huber, *Economic Versus Cultural Differences* (Reader, pp. 103-122)

Wednesday, February 19

- Cederman, Weidman, and Gleditsch, *Horizontal Inequalities and Ethnonationalist Civil War* (Reader, pp. 123-137)

Friday, February 21

- Student Presentation 2

Week 5 – Political Economy

How do people use politics to create and distribute wealth? How are states involved in the management of markets and property? How do states provide public goods? What are the future trends of political-economic systems?

Monday, February 24

- Chapter 4 (Text, pp. 96-109)
- Smith, *An Inquiry into the Nature and Causes of the Wealth of Nations* (Reader, pp. 141-146)
- North, *Institutions* (Reader, pp. 147-158)

Wednesday, February 26

- Chapter 4 (Text, pp. 110-133)
- Acemoglu, *Root Causes* (Reader, pp. 159-162)
- Rogowski, *Political Cleavages and Changing Exposure to Trade* (Reader, pp. 163-177)

Friday, February 28

- Student Presentation 3

Week 6 – Democratic Regimes

What are the key components of democracy? Why has democracy emerged in some cases and not in others? What are the differences between plurality, majority, and proportional electoral systems?

Monday, March 2

- Chapter 5 (Text, pp. 134-149)
- Schmitter and Karl, *What Democracy is...and is not* (Reader, pp. 180-188)
- Lijphart, *Constitutional Choices for New Democracies* (Reader, pp. 189-198)

Wednesday, March 4

- Chapter 5 (Text, pp. 149-171)
- Stepan, Linz, and Yadav, *The Rise of "State-Nations"* (Reader, pp. 199-212)
- Foa and Mounk, *The Danger of Deconsolidation* (Reader, pp. 229-238)

Friday, March 6

- Student Presentation 4

Week 7 – Non-Democratic Regimes

Why have some countries failed to establish democracy? What are the differences between authoritarian and totalitarian regimes? How do nondemocratic regimes maintain power? How can you distinguish between personal, monarchical, military, one-party, theocratic and illiberal regimes? How can you explain the persistence of illiberal regimes despite the trend away from authoritarianism?

Monday, March 9

- Chapter 6 (Text, pp. 172-190)
- Linz and Stepan, *Modern Nondemocratic Regimes* (Reader, pp. 241-253)
- Levitsky and Way, *The Rise of Competitive Authoritarianism* (Reader, pp. 254-263)

Wednesday, March 11

- Chapter 6 (Text, pp. 191-203)
- Diamond, *The Rule of Law versus the Big Man* (Reader, pp. 264-272)
- King, Pan, and Roberts, *How Censorship in China Allows Government Criticism but Silences Collective Expression* (Reader, pp. 288-308)

Friday, March 13

- Midterm

Week 8 – Fall Break

- March 16 – March 20

Week 9 – Political Violence

What is political violence? What are the factors that contribute to it? When does political conflict turn deadly? How can you compare revolution and terrorism? Can you explain how religion and political violence sometimes become linked? What are the connections between state power and political violence?

Monday, March 23

- Chapter 7 (Text, pp. 204-221)
- Skocpol, *France, Russia, China* (Reader, pp. 310-327)
- Crenshaw, *The Causes of Terrorism* (Reader, pp. 328-342)

Wednesday, March 25

- Chapter 7 (Text, pp. 222-233)
- Atran and Axelod, *Reframing Sacred Values* (Reader, pp. 343-361)
- Walsh and Piazza, *Why Respecting Physical Integrity Rights Reduces Terrorism* (Reader, pp. 362-375)

Friday, March 27

- Student Presentation 5

Week 10 – Developed Democracies

Is democracy the key to peace and prosperity? What are the characteristics of developed democracies? How do political, economic, and social institutions differ in the developed democracies?

Monday, March 30

- Chapter 8 (Text, pp. 234-253)
- Tocqueville, *Author's Introduction* (Reader, pp. 379-386)
- Boix and Stokes, *Endogenous Democratization* (Reader, pp. 387-412)

Wednesday, April 1

- Acemoglu, Johnson, Robinson, and Yared, *Income and Democracy* (Reader, pp. 413-418)
- Ansell and Samuels, *From Inequality and Democratization* (Reader, pp. 419-431)

Friday, April 3

- Student Presentation 6

Week 11 – Developed Democracies 2

How have developed democracies faced challenges to sovereignty? How have developed democracies seen a rise in postmodern values? What are the challenges faced by the developed democracies' postindustrial economic institutions?

Monday, April 6

- Chapter 8 (Text, pp. 254-265)
- Duverger, *The Number of Parties* (Reader, pp. 432-436)

Wednesday, April 8

- Iversen and Soskice, *Electoral Institutions and the Politics of Coalitions* (Reader, pp. 437-431)
- Estevez-Abe, Iversen, and Soskice, *Social Protection and the Formation of Skills* (Reader, pp. 446-462)

Friday, April 10

- Student Presentation 7

Week 12 – Communism and Post-communism

Why did communism fail, and what are its legacies? What are the foundations of communist ideology? How did communist systems seek to eliminate inequality? Can you analyze the effects of state control over markets and property? How have post-communist states transformed their economic institutions and political institutions?

Monday, April 13

- Chapter 9 (Text, pp. 266-285)
- Marx and Engels, *Manifesto of the Communist Party* (Reader, pp. 465-476)
- Ekiert, *The Illiberal Challenge in Post-Communist Europe* (Reader, pp. 477-488)

Wednesday, April 15

- Chapter 9 (Text, pp. 285-303)
- Hale, *25 Years after the USSR* (Reader, pp. 489-496)
- Balzer, *Russia and China in the Global Economy* (Reader, pp. 497-506)

Friday, April 17

- Student Presentation 8

Week 13 – Developing Countries

What are the causes of poverty and wealth? What are the key characteristics of developing countries? How have imperialism and colonialism affected developing countries' state, societal, and economic institutions? How have post-imperial countries suffered from ethnic and national division, limited economic growth, and weak states?

Monday, April 20

- Chapter 10 (Text, pp. 304-325)
- Easterly, *To Help the Poor* (Reader, pp. 509-514)
- Clark, *The Sixteen-Page Economic History of the World* (Reader, pp. 515-524)

Wednesday, April 22

- Chapter 10 (Text, pp. 326-337)
- Collier and Gunning, *Why Has Africa Grown Slowly?* (Reader, pp. 525-542)
- Acemoglu and Johnson, *Disease and Development* (Reader, pp. 543-548)

Friday, April 24

- Student Presentation 9

Week 14 – Globalization

How do global forces shape local communities? How do you define globalization? How can economic globalization transform markets and property within and between countries?

Monday, April 27

- Movie: *Beasts of No Nation*

Wednesday, April 29

- Movie: *Beasts of No Nation*

Friday, May 1

- Student Presentation 10

Week 15 – Globalization 2

How does societal globalization undermine old identities and create new ones? Can you evaluate whether globalization is new, exaggerated, or inevitable?

Monday, May 4

- Chapter 11 (Text, pp. 338-355)
- Rodrik, *Is Global Governance Feasible? Is It Desirable?* (Reader, pp. 550-563)
- Bourguignon, *Inequality and Globalization* (Reader, pp. 564-566)

Wednesday, May 6

- Chapter 11 (Text, pp. 356-367)
- Ferguson, *Populism as a Backlash against Globalization* (Reader, pp. 567-572)
- Dryzek, *Global Civil Society* (Reader, pp. 573-590)

Friday, May 8

- Final Exam Review

Final Exam: April 21 (Friday), 151 Forsyth, 3:30-5:30pm