

**POLITICAL SCIENCE 140: INTRODUCTION TO COMPARATIVE POLITICS  
SPRING 2014**

**CONTACT INFORMATION:**

Lecture: MWF 9:00-9:50am  
 Professor: Michele Leiby  
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 Office Hours: TuesWedThurs 10:00-11:00am

**COURSE DESCRIPTION:**

“Thinking without comparison is unthinkable. And, in the absence of comparison, so is all scientific thought and scientific research.”  
 (qtd in Ragin 1987, 1)

Comparative politics is the field within political science that tries to explain why countries vary in their domestic political institutions, in the political behavior of their citizens and elites and in their public policies. In this course, we will focus on two main questions that have long been central to research in comparative politics: (1) how do democratic countries vary in their political institutions and why do these differences matter; (2) how do governments respond to the demands of their citizenry? To understand and evaluate debates on these questions, you will need some fundamental “vocabulary.” This includes an understanding of what social *science* is all about, what political scientists mean by the terms they use (democracy, development, etc.), and the kinds of institutions that major countries in all parts of the world now have or have had recently. The goal of the course is to not just acquaint you with the debates on these issues, but to equip you to think like a social scientist and reach your own reasoned conclusions on them.

**STUDENT LEARNING OBJECTIVES:**

The objective of this course is to teach you to think critically about the world’s political systems. You will learn and demonstrate knowledge of various analytical tools, including key concepts, methods and theories in comparative politics. You will learn substantive information about political actors, institutions, cultures and events from around the world. Most importantly, you will be expected to apply the analytical skills you’ve learned in class to explain political phenomena or events in a given country.

<b>Learning Objective</b>	<b>Relevant Sessions</b>	<b>Assessments</b>
Learn to develop and evaluate causal arguments about comparative politics - take a position, support it with sound empirical evidence, respond to counterarguments	Concepts introduced Jan 15-22 Revisited in applications throughout course	DQs Exams Comparative Report
Be able to describe different political institutional arrangements around the world and explain why these differences matter to “real world” outcomes	Jan 27-Mar 24	DQs Exam #2 Country Dossier Comparative Report
Be able to describe different forms of contentious politics and how governments respond differently to such pressures	Apr 7-28	DQs Exam #3 Country Dossier Comparative Report

**REQUIRED TEXTS:**

Clark, William Roberts; Golder, Matt and Sona Nadenichek Golder. 2013. *Principles of Comparative Politics* 2<sup>nd</sup> ed. Washington, DC: CQ Press.  
 All other required readings can be found on Woodle or at the links provided below.

*Recommended:*

McLean, Iain and Alistair McMillan. 2009. *The Concise Oxford Dictionary of Politics*, 3<sup>rd</sup> ed. Oxford: Oxford University Press. (This resource may be particularly useful for those of you considering a major in Political Science; it may be purchased on Amazon.com for as little as \$5.00).

**HOW TO CONTACT ME:**

As noted above, I am available for office hours 3 hours a week. My availability outside of these hours will be limited. However, if you'd like to request an appointment, please consult the schedule of my general availability (posted on my office door) and then see me at the end of class or call my office number 1-330-287-1951 (on campus ext. 1951) to schedule an appointment. I do not make appointments via email. To respect my time and ensure my availability to meet with other students, please note that any missed office hour appointment (without proper notification) will be reflected in your "Student Professionalism" score.

**GRADES:**

Students will be evaluated through their performance on quizzes and exams, written assignments as well as class participation and attendance. The breakdown for the grades is as follows:

Exams (3)	45%	A	94 and above
Country Dossier	20%	A-	90-93
Comparative Report	20%	B+	87-89
Student Professionalism and DQs	15%	B	83-86
		B-	80-82
		C+	77-79
		C	73-76
		C-	70-72
		D+	67-69
		D	63-66
		F	62 and below

STUDENT PROFESSIONALISM:

Any successful learning experience requires mutual respect on the part of the student and the professor. Neither professor nor student should be subject to others' behavior that is rude, disruptive, intimidating, or demeaning. To this end, I will make sure to:

- Start and end class on time
- Treat all students with courtesy and respect
- Be open to constructive input from students in the course
- Ensure that opportunities to participate are enjoyed equally by all students in the course
- Notify you promptly of any changes to the course schedule

In turn, I expect all students to conduct themselves in a professional manner. To earn the full 15 "Professionalism" points, students should:

- Arrive on time to all class sessions and attend all class sessions in their entirety
- Carefully read all assigned readings before coming to class
- Carefully prepare the day's DQ and have a hard copy ready to turn in at the beginning of the class period (see below for more information on DQs)
- Consistently share observations, ask constructive questions, introduce new insights or thoughts that raise class discussion to a superior level of inquiry
- Consistently share observations on current events as they relate to the day's topics
- Contribute to an open and respectful learning environment by not causing disruptions or distractions and treating peers, and myself with civility and respect
- Refrain from the use of any electronic devices in class (Use of electronic devices during a quiz/exam may result in an automatic 0 for the assignment)

- Take ownership over their educational experience by being aware of classroom and assignment policies as outlined in the syllabus, staying apprised of any changes to the schedule, and seeking guidance in a timely manner from the Professor if they have questions about an assignment (The Professor is here to help you succeed, but can only do so if I'm aware of the need for extra help)

DISCUSSION QUESTIONS: Students' preparedness for class will be evaluated through their response to the day's Discussion Qs. These will be collected and graded on a ✓/✓- basis. To receive a ✓, you need to demonstrate that you have completed the assigned reading, thought critically about the question(s) posed and made a concerted effort to answer each question to the best of your abilities. Students will be given 3 freebie passes throughout the semester, after which each ✓- received will result in a 1pt deduction from their "Student Professionalism" score. A hard copy of the DQ response is due at the beginning of the class period. I will read and score all DQ responses, but will not comment extensively or make corrections. However, once assignments are returned, an outline of the "correct" answer will be posted on the Moodle page. Students are encouraged to compare these with their own answers and to use these outlines to help them prepare for the exams.

COUNTRY DOSSIER AND COMPARATIVE REPORT: On the third day of class (**Jan 17**), students will choose a country (other than their country of origin) to investigate throughout the semester. Students may not work on the same country. *Throughout* the semester, each student will actively research the social, economic, political and cultural dimensions of their assigned country. Students will compile a country dossier which consists of the following sections: (1) Political Institutions - accurately identify and describe all aspects of the country's political system – regime type, type and head of government, institutional arrangements, electoral rules, etc.; 1500 words (2) Society and Culture – accurately identify and describe the major social, political and cultural cleavages in your country; discuss how the country's political arrangements do (not) address these cleavages; 500 words (3) Pressing Issues – *throughout* the semester, read your country's dailies and international press coverage on your country to determine what are the two most pressing policy issues facing your country; discuss the policies that are being proposed to address these issues and evaluate their prospects for success; 1000 words. You will print (with date stamp) and include these articles in an appendix of your final report. Country dossiers are due in class on **Mar 7**. Country dossiers turned in late will be docked by one full letter grade. Students will then carry out a comparative analysis, using their country as well as at least one other country. Using the MOA or MOD, students will choose one issue area or dimension (electoral fraud, civil war, corruption, economic prosperity, etc.) along which to compare these countries and discuss the degree to which they can (and cannot) isolate a key causal determinant of this outcome. Students are encouraged to draw from theoretical approaches and arguments presented in class and to work closely with the Professor to identify potential causes. NOTE: with an N of 2, students will necessarily be tentative about the conclusions that can be drawn. We will cover the MOA and MOD on the first days of class; please take very thorough notes to ensure that you will be able to apply these methods to your comparative analysis. At least one class session will be dedicated to working through your comparative analysis with the guidance of the Professor. Comparative reports are due **May 7 at 9am**; reports turned in late will be docked by one full letter grade.

EXAMS: There will be three essay exams throughout the semester. The exams are designed to test your command of the lecture material *and* reading assignments and your independent ability to apply what you have learned. DQs have been carefully crafted to help prepare you for the exams; these will serve as your study guides. **Make-up exams will only be given with a College-approved excuse, and at the discretion of the instructor. Any absences from exams must be documented. Make-up exams must be arranged with the instructor.**

EXTRA CREDIT: There will be three world geography quizzes throughout the semester. Students may take the quiz as many times as they would like. Students earning a perfect score will be awarded 3 bonus professionalism points (a 20% boost!). The quiz will cover only states (countries). You can explore <http://www.lizardpoint.com/fun/geoquiz> to help familiarize yourself with the states around the world. In



Mill, John Stuart. 1888. "Two Methods of Comparison" <http://poli.haifa.ac.il/~levi/Mill.htm>

Discussion Q #2: What are the limitations and utilities of Mill's Methods of Comparison?

**\*\*\*COUNTRY SELECTION\*\*\***

**JAN 21**                      **GREAT DECISIONS LECTURE: DAVID SANGER, NYT CORRESPONDENT  
GAULT LECTURE HALL @ 7:30PM**

**JAN 22**                      **THEORIES IN COMPARATIVE POLITICS**

Lim, Timothy. 2010. *Doing Comparative Politics: an Introduction to Approaches and Issues* Boulder, CO: Lynne Reiner. p67-96.

**SECTION 2: STATES, REGIMES AND TRANSITIONS**

**JAN 24**                      **STATES: WHAT ARE THEY AND WHAT DO THEY DO?**

No assigned reading.

**JAN 27**                      **REGIMES  
MEASURES OF REGIME TYPE**

Clark, William Roberts; Golder, Matt and Sona Nadenichek Golder. 2013. *Principles of Comparative Politics* Washington, DC: CQ Press. p143-170.

Discussion Q #3: What makes a democracy a democracy? How do we observe (i.e. measure) democracy? Which measure of regime type (D-D, Polity, Freedom House) is best and why?

**JAN 29**                      **REGIMES, CONT'D**

Clark, William Roberts; Golder, Matt and Sona Nadenichek Golder. 2013. *Principles of Comparative Politics* Washington, DC: CQ Press. p350-384.

Drogus, Carol Ann and Stephen Orvis. 2012. *Introducing Comparative Politics: Concepts and Cases in Context* Washington, DC: CQ Press. p121-136 (just Nigeria & Iran), 377-394 (Nigeria, Iran, Zaire/DRC).

Discussion Q #4: What makes a dictatorship a dictatorship? How does regime type affect political stability and survival? Use the case studies to illustrate your answer.

**JAN 30**                      **GREAT DECISIONS LECTURE: IVAN VEJVODA, VP FOR PROGRAMS AT THE  
GERMAN MARSHALL FUND, WITH FOCUS ON DEMOCRATIZATION IN  
SOUTHEASTERN EUROPE  
GAULT RECITAL HALL @ 7:30PM**

**JAN 31**                      **DETERMINANTS OF DEMOCRACY**

Clark, William Roberts; Golder, Matt and Sona Nadenichek Golder. 2013. *Principles of Comparative Politics* Washington, DC: CQ Press. p171-184, 198-199 ("Natural Resources and Dictatorships"), p213-248.

Discussion Q #5: Why are some countries democratic while others are authoritarian? How do we encourage the emergence or sustainability of democracy? Based on your answer, what are the prospects for “exporting” democracy around the world?

**FEB 3-5                      TRANSITIONS TO DEMOCRACY**

Clark, William Roberts; Golder, Matt and Sona Nadenichek Golder. 2013. *Principles of Comparative Politics* Washington, DC: CQ Press. p266-277, 290-293.

Drogus, Carol Ann and Stephen Orvis. 2012. *Introducing Comparative Politics: Concepts and Cases in Context* Washington, DC: CQ Press. p452-464 (just case studies).

Discussion Q #6: How do authoritarian regimes become and stay democratic? Identify the method of transition (top-down or bottom-up) used in each of the case studies – Ghana, Brazil and Mexico. Which method of transition (top-down or bottom-up) is more likely to lead to meaningful and sustainable regime change? Why?

**FEB 4                              GREAT DECISIONS LECTURE AND FILM SCREENING: JEHANE NOUJAM, FILMMAKER  
GAULT RECITAL HALL @ 7:00PM**

**FEB 7                              EXAM #1 REVIEW  
\*\*\*GEOGRAPHY QUIZ #1\*\*\***

**SECTION 3: PROCESSING POLITICAL DEMANDS & INSTITUTIONAL DESIGN**

**FEB 10-12                      PRESIDENTIALISM & PARLIAMENTARISM**

Clark, William Roberts; Golder, Matt and Sona Nadenichek Golder. 2013. *Principles of Comparative Politics* Washington, DC: CQ Press. p457-474, 492-512.

Discussion Q #7: How is the role of the chief executive in the policymaking process different in democratic presidential systems and democratic parliamentary systems? How does presidentialism/parliamentarism affect the probability of democratic collapse or democratic consolidation? How does presidentialism/parliamentarism affect governability and policy output (i.e. ability to get stuff done)?

**FEB 14                              PRESIDENTIALISM & PARLIAMENTARISM, CONT'D**

Drogus, Carol Ann and Stephen Orvis. 2012. *Introducing Comparative Politics: Concepts and Cases in Context* Washington, DC: CQ Press. p251-257, 261-265, 267-269 (just case studies).

Video: *Five Days That Changed Britain*

<http://www.youtube.com/user/DocumentariesUK/videos?query=five+days+that+changed+britain>

**FEB 17                              FEDERALISM AND DECENTRALIZATION**

Clark, William Roberts; Golder, Matt and Sona Nadenichek Golder. 2013. *Principles of Comparative Politics* Washington, DC: CQ Press. p674-704.

*Recommended*: World Bank and United Cities and Local Governments. 2008. *Decentralization and Local Democracy in the World: First Global Report by United Cities and Local Government*. Washington, DC:

World Bank. [Provides an up-to-date survey of decentralization trends, local political institutions, responsibilities of local governments across countries, etc.]

**FEB 19**                      **FEDERALISM AND DECENTRALIZATION, CONT'D**

Hale, Henry. 2004. "Divided We Stand: Institutional Sources of Ethnofederal State Survival and Collapse" *World Politics* 56 (2): 165-193.

Drogus, Carol Ann and Stephen Orvis. 2012. *Introducing Comparative Politics: Concepts and Cases in Context* Washington, DC: CQ Press. p296-301 (just case studies).

Discussion Q #8: According to Hale (2004), what are the effects of federalism on state stability? Provide two critiques (one positive, one negative) of the author's argument.

**FEB 21**                      **TBA**

👉 Last day to drop a class!

**FEB 24-26**                      **ELECTORAL RULES**

Clark, William Roberts; Golder, Matt and Sona Nadenichek Golder. 2013. *Principles of Comparative Politics* Washington, DC: CQ Press. p536-597.

Discussion Q #9: Choose a country from the northern hemisphere (not the US). How many parties are represented in its legislature? How peaceful are the elections and transfer of power? How might these issues (number of political parties and peacefulness of elections) be affected by the electoral system used in the country? Hint: can be used in your country dossier.

**FEB 25**                      **GREAT DECISIONS LECTURE: JOSE RAMOS-HORTA, FORMER PRESIDENT OF EAST-TIMOR  
GAULT RECITAL HALL @ 7:30PM**

**FEB 28**                      **IN-CLASS WORKSHOP: WRITING COUNTRY DOSSIERS**

**MAR 3**                      **ELECTORAL RULES, CONT'D**

Drogus, Carol Ann and Stephen Orvis. 2012. *Introducing Comparative Politics: Concepts and Cases in Context* Washington, DC: CQ Press. p339-347 (just case studies).

"Making Every Vote Count: the Case for Electoral Reform in British Columbia" p.1-20.

**MAR 5**                      **INTEREST AGGREGATION: POLITICAL PARTIES**

Clark, William Roberts; Golder, Matt and Sona Nadenichek Golder. 2013. *Principles of Comparative Politics* Washington, DC: CQ Press. p604-668.

**MAR 7**                      **INTEREST AGGREGATION: POLITICAL PARTIES, CONT'D**

Lawson, Kay and Peter H. Merkl. 2007. *When Parties Prosper: The Uses of Electoral Success* Boulder, CO: Lynne Rienner. p43-60 OR 185-206.

Discussion Q #10: What are the primary functions of political parties? Based on the case studies, are parties succeeding in these functions?

**\*\*\*COUNTRY DOSSIER DUE\*\*\***

**MAR 8-23                      SPRING BREAK!**

**MAR 24                      EXAM #2 REVIEW**  
**\*\*\*GEOGRAPHY QUIZ #2\*\*\***

**MAR 26                      IN-CLASS ACTIVITY**

**MAR 28-31                  REPRESENTATION AND LEGITIMACY: WOMEN**

Hawkesworth, Mary. 2012. *Political Worlds of Women: Activism, Advocacy and Governance in the Twenty-First Century*. Boulder: Westview Press. p25-45; 187-.... E-book available on CONSORT.

Tremblay, Manon, ed. 2008. *Women and Legislative Representation: Electoral Systems, Political Parties and Sex Quotas* NY: Palgrave MacMillan. Choose one case study.

*Recommended:* Abigail and John Adams. 1776. *Selected Letters*.

Discussion Q #11: What changes are necessary to increase the representation of women in politics? What impact (if any) does the representation of women have on the quality of democracy/public policy?

**APR 2                          REPRESENTATION AND LEGITIMACY: ETHNICITY**

Moser, Robert. 2008. "Electoral Systems and the Representation of Ethnic Minorities: Evidence from Russia" *Comparative Politics* 40(3): 273-292.

Discussion Q #12: What changes are necessary to increase the representation of ethnic minorities in politics? What impact (if any) does the representation of ethnic minorities have on the quality of democracy/public policy?

**APR 4                          REPRESENTATION AND LEGITIMACY: COMPARATIVE VOTING TRENDS**

No assigned reading.

**SECTION 4: MASS POLITICAL MOBILIZATION AND CONTENTIOUS POLITICS**

**APR 7                          SOCIAL MOVEMENTS AND POLITICAL PROTEST**

Lim, Timothy. 2010. *Doing Comparative Politics: An Introduction to Approaches and Issues* Boulder, CO: Lynne Reiner. p253-280.

Discussion Q #13: What are social movements? How do we explain where and when they emerge? How do we explain where and when they succeed?

**APR 9                          SOCIAL MOVEMENTS AND POLITICAL PROTEST, CONT'D**

Chen, Xi. 2009. "The Power of 'Troublemaking': Protest Tactics and Their Efficacy in China" *Comparative Politics* 41(4): 451-471.

**APR 11**                      **IN-CLASS WORKSHOP: WRITING COMPARATIVE ANALYSES**

**APR 14**                      **COLLECTIVE ACTION THEORY AND MASS MOBILIZATION**

Kuntz, Philipp and Mark Thompson. 2009. "More than Just the Final Straw: Stolen Elections as Revolutionary Triggers" *Comparative Politics* 41(3): 253-272.

**APR 16**                      **COLLECTIVE ACTION THEORY AND MASS MOBILIZATION, CONT'D**

Wood, Elisabeth Jean. 2001. "The Emotional Benefits of Insurgency in El Salvador" in Goodwin, Jeff; Jasper, James and Francesca Polletta, eds. *Passionate Politics: Emotions and Social Movements* Chicago: University of Chicago Press. p267-282.

**APR 18**                      **COLLECTIVE ACTION THEORY AND TECHNOLOGY**

Pierskalla, Jan H. and Florian M. Hollenbach. 2013. "Technology and Collective Action: the Effect of Cell Phone Coverage on Political Violence in Africa" *American Political Science Review* p1-18.

Discussion Q #14: Define the collective action problem and discuss why it undercuts mass mobilization. In light of this, how do Wood (2001) and Pierskalla and Hollenbach (2013) explain the participation of the masses in political movements in El Salvador and Africa, respectively?

**APR 21**                      **REVOLUTIONS**

Van Inwegen, Patrick. 2011. *Understanding Revolution* Boulder, CO: Lynne Rienner. p1-15, 35-55.

Discussion Q #15: What is a revolution and how does it differ from other forms of contentious politics? According to the literature, what are the principal causes of revolutions? According to these arguments, assess your country's risk for revolution. Be as specific as possible in linking the theoretical literature to the empirical reality of your country.

**APR 23**                      **REVOLUTIONS, CONT'D**

Van Inwegen, Patrick. 2011. *Understanding Revolution* Boulder, CO: Lynne Rienner. p196-200, 213-227.

Video: *Anatomy of a Revolution* (compare Iran 1979 to Egypt 2011)

**APR 25**                      **SENIOR RESEARCH SYMPOSIUM!**

**APR 28**                      **EXAM #3 REVIEW**  
**\*\*\*GEOGRAPHY QUIZ #3\*\*\***

**APR 30-MAY 2**              **END OF THE SEMESTER WRAP-UP**

**MAY 7**                      **\*\*\*COMPARATIVE REPORT DUE\*\*\* @ 9AM**

**NOTE:** This syllabus is a living document and may be altered if the need arises. If so, you will be promptly notified in class. However, if you miss class during the announcement, you are responsible for any problems resulting in your lack of knowledge of the class schedule change.