# Comparative Politics

# (POLC 2300-03), 3

# Fall 2021

# Tuesday & Thursday 11-12:15pm Norman Mayer Building 118

## Professor: Katherine McKiernan

## Office location: Center for Inter-American Policy and Research, 7025 Freret

## Office hours: Tuesday 1pm-4pm & By Appointment

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## Catalog/Course description

3 Credits. This course introduces students to the fundamental theories and concepts of the subfield of comparative politics. Comparative politics is a method of analysis that evaluates similarities and differences among political systems in order to develop general conclusions about political phenomena. The study of politics beyond U.S. borders helps place our own political system into perspective by highlighting alternatives to our own system and challenging the assumption that there is only one right way to organize political life.

This course is required for both the Political Science major and contributes to the political science minor. Moreover, this course contributes to the Social and Behavioral Sciences requirement in the Core Curriculum.

## Course Objectives

This course is designed to be a broad overview of Comparative Politics, one of the subfields of Political Science. Over the course of the semester, we will discuss key concepts in political science, including the concept of the state, political systems, and challenges faced by state governments. Throughout the course, you will be exposed to readings and examples from all over the world. However, through the broad themes of the course, students should be able to apply concepts to understanding phenomena in other contexts beyond those used as examples.

This class is divided into three large units. In the first part of the class, we will discuss the concept of a democracy. We will discuss what it means to be a democracy, how countries become democracies, and different models of democratic states.

In the second unit, we’ll discuss democratic backsliding and non-democratic regimes. We’ll study different styles of non-democratic regimes and how they maintain power.

Finally, we will analyze some key topics in comparative politics. Many of these are relevant issues in the world today that you are likely to hear about in the news. We will analyze each topic closely to help you understand what they are, why they’re important, and how they affect politics.

This course combines lecture, discussion, and small group activities.

## Course Learning Outcomes

After completing this course, students will be able to:

* Have the conceptual and theoretical tools to analyze and compare politics around the world
* Become familiar with the themes of state formation, democratization (and de-democratization), institutions, and social and political development. The students should also understand many challenges that democracies face.
* Acquire the tools to evaluate and assess the arguments presented by comparative politics scholars

## Required Student Resources

There is one required reading for this course: Patrick O’Neil (2018). *Essentials of Comparative Politics, 6th Edition,* W.W. Norton and Company. All other readings will be posted to Canvas.

## Evaluation Procedures and Grading Criteria

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| Participation | 10% of Final Grade | A > 93% |
| Current Events Presentation | 5% of Final Grade | A- 90-92% |
| Film Reflection | 5% of Final Grade | B+ 87-89% |
| Mid-Term Exam | 15% of Final Grade | B 83-86% |
| Short Essay | 15% of Final Grade | B- 80-82% |
| In-Class Debate | 10% of Final Grade | C+ 77-79% |
| Debate Write-Up | 15% of Final Grade | C 73-77% |
| Final Exam | 25% of Final Grade | C- 70-72% |
|  | 100% | D+ 67-<69%  D 63-67%  D- 60-62%  F < 60% |

## Description of Assignments:

*Participation:* Your participation grade is a combination of attendance and **active, thoughtful** participation. To achieve a high participation grade, you not only have to attend class, you also need to contribute in a relevant manner. You can earn credit towards participation by asking questions, answering questions, engaging in class discussion and debate, actively participating during group assignments, and attending office hours. These grades are assigned as a holistic evaluation of your engagement in the course. During the semester, I will give you two opportunities to evaluate your own participation, which will be used to calculate the final participation grade.

*Current Events Presentation:* The material we cover in this course is relevant to the world today and requires knowledge of what is happening. As a result, you are required to give a short 3-5 minute presentation on the current event of your choosing from a reliable news source. We will begin each class with a brief current event presentation. Your presentation should end with one discussion question for the class to help facilitate conversations surrounding your current event. You will sign up for your day on the first class of the semester.

*Film Reflection:* You will be asked to watch one film from the options in the course schedule on the theme of colonialism. After watching the film, write a brief two paragraph reflection detailing (1) what you learned about colonialism and (2) how the film relates to the material you have learned in the course so far.

*Exams:* You will have one midterm and one final exam. Makeup exams will only be provided in extenuating circumstances with proper documentation. If I have not approved a makeup exam and you fail to take the exam at the allotted time, your grade will be penalized.

*Short Essay:* You will be asked to write one 4-5 page analytical paper during the semester. This paper can be on any country of your choosing outside of the United States. Feel free to be creative and chose a country that interests you! In this paper, you will analyze the political regime in your country and evaluate what led to or prevented its democratization. I will give you more details about a month before the deadline

*In-Class Debate:* Towards the end of the semester, you will be participate in an in-class debate! This debate is on a current question in comparative politics, and you will be assigned your topic and your side. Each debate will feature two teams of five students. You should conduct the research necessary for your debate with your team and schedule times to work together for this assignment. Those who are not participating in the debate will be asked to help judge the outcome of the debate.

*Debate Write-Up:* The debate is a group project, but you will also have a chance to turn in your own written work. Please submit a 1-2 page (double spaced) position paper outlining your arguments for your side of the debate at the beginning of your debate. You should also turn in a bibliography with the sources you used in debate preparation.

## Attendance Statement

Attendance and Participation are mandatory for this course. I will take attendance during each course meeting. You are allowed 3 unexcused absences over the course of the semester. After 3 absences, your grade will reflect your failure to attend. I will excuse absences with advanced notice and in the case of documented illness.

## Recordings of class sessions

I will record classes and make them available at the end of each week. Please talk to me if you require a different means of distribution.

**Remote Course Policies:**

I will not be offering an option to attend class remotely.

**Course Schedule**

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| **Date** | **Topic** | **Reading /Assignment** |
| **08/24** | Introductions |  |
| **08/26** | What is Comparative Politics | O’Neil Chapter 1 |
| **08/31** | What is a State? | O’Neil Chapter 2 |
| **09/02** | What is a Democracy? | * O’Neil P. 134-141 (stop at “Contemporary Democratization” heading) * Schmitter, Philippe C, and Terry Lynn Karl (1991) “What Democracy is…and is Not” *Journal of Democracy.* 2(3) 75-88 |
| **09/07** | Democratization | * O’Neil P. 141-146 (stop at “Institutions of the Democratic State” heading) * Geddes, Barbara (2001) “What Causes Democratization”. Oxford Handbook of Political Science |
| **09/09** | Democratization II |  |
| **09/14** | Consensus vs. Majoritarian Democracy | * Chapter 1 (Introduction) of Lijphart, Arend 2012. Patterns of Democracy: Government Forms and Performacne in Thirty-Six Countries. Second Edition. Yale University Press. New Haven * *Recommended: Read Chapters 2 and 3 of Lijphart* |
| **09/16** | Presidential vs. Parliamentary Systems | * O’Neil p. 150-156 (stop at “Political Parties” heading * Linz, Juan J (1990). “The Perils of Presidentialism”. *Journal of Democracy* 1(1): 51-69 |
| **09/21** | Electoral Systems | * O’Neil p. 157-165 (stop at “Referendum and Initiative”) * *Recommended:* ACE Project Electoral Systems Descriptions of Electoral Systems http://[aceproject.org/ace-en/topics/es/esd/esd03/esd03a/default](http://aceproject.org/ace-en/topics/es/esd/esd03/esd03a/default) |
| **09/23** | Political Parties and Party Systems | * O’Neil p. 156-157 (Political Parties Section) * Boix, Carles (2009) “The Emergence of Parties and Party Systems”. Oxford Handbook of Comparative Politics |
| **09/28** | Midterm Exam |  |
| **09/30** | Watch either Even the Rain (available at the library or on Netflix) or The Battle of Algiers (available online through the library or on HBO Max) and write a Short (1-2 paragraph) reflection | * O’Neil Chapter 10 |
| **10/5** | Democratic Backsliding and Reverse Waves of Democracy | * Film Reflection Due * Anna Lührmann and Matthew Wilson. 2018. “One-third of the world’s population lives in a declining democracy. That includes the United States” The Washington Post. July 4, 2019 * Bermeo, Nancy. 2016 “On Democratic Backsliding”. *Journal of Democracy.* 27(1): 5-19 * Levitsky, Steven and Daniel Ziblatt. 2017. “How a Democracy Dies”, The New Republic, 7 December |
| **10/7** | No Class—Fall Break |  |
| **10/12** | Introduction to Authoritarianism | * O’Neil Chapter 6 |
| **10/14** | Varieties of Non-Democracy: Dominant Party Regimes | * Magaloni, Beatriz and Ruth Kricheli. 2010. “Political Order and One-Party Rule”. *Annual Reviews of Political Science.* 13:123-143 |
| **10/19** | Varieties of Non-Democracy: Communism | * O’Neil Chapter 9 |
| **10/21** | Varieties of Non-Democracy: Developmental State | * Wong, Joseph. 2004 “The Adaptive Developmental State in East Asia”. *Journal of East Asian Studies.* 4(3): 345-362 |
| **10/26** | Varieties of Non-Democracy: Hybrid Regimes | * Diamond, Larry. 2002. “Thinking About Hybrid Regimes”. *Journal of Democracy* 13(2) * Levitsky, Steven and Luncan Way. 2002. “The Rise of Competitive Authoritarianism”. *Journal of Democracy* 13(2) 51-65 |
| **10/28** | Social Movements | * Short Essay Due * Brownlee, Jason, Tarek Masoud, and Andrew Reynolds. 2013 “Tracking the “Arab Spring”: Why the Modest Harvest?. *Journal of Democracy.* 24(4). * Trejo, Guillermo. 2014 “The Ballot and the Street: An Electoral Theory of Social Protest in Autocracies”. *Perspectives on Politics* 12(2) 332-352 |
| **11/2** | Political Economy | * O’Neil Chapter 4 * Krueger, Anne O. 1990 “Government Failures in Development” *The Journal of Economic Perspectives* 4(3): 9-23 |
| **11/4** | Globalization  Debate | * Debaters- Position Paper Due * O’Neil Chapter 11 |
| **11/9** | The European Union  Debate | * Debaters- Position Paper Due * O’Neil P. 246-254 (stop at “Societal Institutions: New Identities in Formation?” heading) * The Economist. The Future of the European Union. March 25, 2017 |
| **11/11** | Populism  Debate | * Debaters- Position Paper Due * The Atlantic. What Populists Do to Democracies. December 26, 2018 * Anria, Santiago and Jennifer Cyr (2016) “Inside Revolutionary Parties: Coalition-Building and Maintenance in Reformist Bolivia”. *Comparative Political Studies.* 50(9) 1255-1287 |
| **11/16** | Diversity in Politics  Debate | * Debaters- Position Paper Due * Htun, Mala (2004) “Is Gender like Ethnicity? The Political Representation of Identity Groups”. *Perspectives on Politics.* 2(3): 439-458 |
| **11/18** | Religion in Politics | * Rosenberg, Emma and Amy Erica Smith (2020) “What Drives Religious Politicking? An Analysis of 24 Democratic Elections” *Politics and Religion*. 1-29 |
| **11/30** | Political Violence | * O’Neil Chapter 7 |
| **12/2** | Corruption and Clientelism | * Lawson, Chappell and Kenneth F. Greene (2014) “Making Clientelism Work: How Norms of Reciprocity Increase Voter Compliance” 47(1): 61-77. |
| **12/7** | Electoral Manipulation | * Calingaert, Daniel. 2006. “Election Rigging and How to Fight It.” *Journal of Democracy* 17(3) 138-151. |
| **12/9** | Final Review |  |

**ADA/Accessibility Statement**

Tulane University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability, please let me know immediately so that we can privately discuss options. I will never ask for medical documentation from you to support potential accommodation needs. Instead, to establish reasonable accommodations, I may request that you register with the Goldman Center for Student Accessibility.  After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **Goldman Center contact information:** [goldman@tulane.edu](mailto:goldman@tulane.edu); (504) 862-8433; accessibility.tulane.edu*.*

## Code of Academic Conduct

The Code of Academic Conduct applies to all undergraduate students, full-time and part-time, in Tulane University. Tulane University expects and requires behavior compatible with its high standards of scholarship. By accepting admission to the university, a student accepts its regulations (i.e., [Code of Academic Conduct](https://college.tulane.edu/code-of-academic-conduct) and [Code of Student Conduct](https://conduct.tulane.edu/resources/code-student-conduct)) and acknowledges the right of the university to take disciplinary action, including suspension or expulsion, for conduct judged unsatisfactory or disruptive.

Unless I indicate differently on instructions, all assignments and exams are to be completed individually and without any study aid, including textbooks, class notes, or online sites. If you have any question about whether a resource is acceptable, you may ask me at any time.

Religious accommodation policy

Both Tulane’s policy of non-discrimination on the basis of religion and our core values of diversity and inclusion require instructors to make reasonable accommodations to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. Every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing the fulfillment of their academic obligations. It is never acceptable for an instructor to compel a student to choose between religious observance and academic work. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. It is the obligation of the student to provide faculty within the first two weeks of each semester their intent to observe the holiday so that alternative arrangements convenient to both students and faculty can be made at the earliest opportunity. Students who make such arrangements will not be required to attend classes or take examinations on the designated days, and faculty must provide reasonable opportunities for such students to make up missed work and examinations. Exceptions to the requirement of a make-up examination must be approved in advance by the dean of the school in which the course is offered. A [religious calendar](https://tulane.app.box.com/v/2021-2022religiouscalendar) is available.

Title IX:

Tulane University recognizes the inherent dignity of all individuals and promotes respect for all people. As such, Tulane is committed to providing an environment free of all forms of discrimination including sexual and gender-based discrimination, harassment, and violence like sexual assault, intimate partner violence, and stalking. If you (or someone you know) has experienced or is experiencing these types of behaviors, know that you are not alone. Resources and support are available: you can learn more at [allin.tulane.edu](http://allin.tulane.edu/).  Any and all of your communications on these matters will be treated as either “Confidential” or “Private” as explained in the chart below. Please know that if you choose to confide in me I am required by the university to share your disclosure in a Care Connection to the Office of Case Management and Victim Support Services to be sure you are connected with all the support the university can offer.  The Office of University Sexual Misconduct Response and Title IX Administration is also notified of these disclosures.  You choose whether or not you want to meet with these offices. You can also make a disclosure yourself, including an anonymous report, through the form at [tulane.edu/concerns](https://cm.maxient.com/reportingform.php?TulaneUniv&layout_id=0).

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| **Confidential** | **Private** |
| Except in extreme circumstances, involving imminent danger to one’s self or others, nothing will be shared without your explicit permission.   * Counseling & Psychological Services (CAPS) | (504) 314-2277 * The Line (24/7) | (504) 264-6074 * Student Health Center | (504) 865-5255 * Sexual Aggression Peer Hotline and Education (SAPHE) | (504) 654-9543 | Conversations are kept as confidential as possible, but information is shared with key staff members so the University can offer resources and accommodations and take action if necessary for safety reasons.   * Case Management & Victim Support Services | (504) 314-2160 or [srss@tulane.edu](mailto:srss@tulane.edu) * Tulane University Police (TUPD) | Uptown - (504) 865-5911 | Downtown – (504) 988-5531 * Office of University Sexual Misconduct Response and Title IX Administration | (504) 865-5611 or [msmith76@tulane.edu](mailto:msmith76@tulane.edu) * Student Affairs Professional On-Call (24/7) | (504) 920-9900 |

Emergency Preparedness & Response:

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| **EMERGENCY NOTIFICATIONS: TU ALERT** | **SEVERE WEATHER** |
| In the event of a campus emergency, Tulane University will notify students, faculty, and staff by email, text, and/or phone call. You were automatically enrolled in this system when you enrolled at the university.  Check your contact information annually in Gibson Online to confirm its accuracy. | * Follow all TU Alerts and outdoor warning sirens * Seek shelter indoors until the severe weather threat has passed and an all-clear message is given * Do not use elevators * Do not attempt to travel outside if weather is severe   Monitor the Tulane Emergency website (tulane.edu/emergency/) for university-wide closures during a severe weather event |
| **ACTIVE SHOOTER / VIOLENT ATTACKER** | **EVERBRIDGE APP** |
| * **RUN** – run away from or avoid the affected area, if possible * **HIDE** – go into the nearest room that can be locked, turn out the lights, and remain hidden until all-clear message is given through TU ALERT * **FIGHT** – do not attempt this option, except as a last resort * For more information or to schedule a training, visit emergencyprep.tulane.edu | * Download the Everbridge app from the App Store or Google Play store * The Report feature allows you to silently and discreetly communicate with TUPD dispatchers * The SOS button allows you to notify TUPD if you need help * The Safe Corridor button serves as a virtual escort and allows you to send check-in notifications to TUPD |

**From: Tulane Office of emergency preparedness and response**