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# INTL 3300 – INTRO TO COMPARATIVE POLITICS

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SSI 2017 – Syllabus  
Caldwell Hall 105  
M – F, 1:00-3:15pm

**Instructor**

Blake Smith

**Contact**

wbsmith@uga.edu

**Office Location & Hours**

Time: After class & by Appointment  
Location: Candler 311

## Course Description & Materials

The main goal of this course is to provide students with a general understanding of the basic theories and issues in the field of Comparative Politics. After a short introduction that covers the essentials of comparative methodology, the first part of the course is devoted to the issues of economic development and regime type. We will explore the factors that lead to economic growth and the establishment of stable democratic systems. In the second part of the class, we will take a closer look at the institutions of government. We will investigate the reasons why different countries work under different political institutions and explore the benefits and shortcomings of different institutional configurations. Finally, we will focus on a wide variety of important social issues and analyze them from a comparative perspective.

**Required Texts:**

Dickovick, J. Tyler and Jonathan Eastwood. 2015. *Comparative Politics: Integrating Theories, Methods, and Cases*. 2<sup>nd</sup> Edition. New York: Oxford University Press. ISBN: 978-0190270995

Allen, Michael A. and Justin S. Vaughn. 2016. *Poli Sci Fi: An Introduction to Political Science through Science Fiction*. New York: Routledge. ISBN: 978-1138639775

Most readings will come from these books. Dickovick & Eastwood is required; *Poli Sci Fi* is strongly recommended. We will be using the SECOND edition of the Dickovick & Eastwood textbook. You may purchase an older edition if you desire, but you are responsible for (and will be tested on) the material presented in the second edition. It is absolutely essential that you carefully read all of the required material prior to each class session. I expect you to take your responsibilities seriously. Failing to do so will significantly impact both your grade and the quality of in-class discussion.

## Course Policies

### Grades:

Participation/Attendance	15%
Lead Participant	15%
Critical Essay	20%
Midterm Exam	20%
Final Exam	30%

### Grade Scale:

A	= 93 – 100
A-	= 90 – 92
B+	= 87 – 89
B	= 83 – 86
B-	= 80 – 82
C+	= 77 – 79
C	= 73 – 76
C-	= 70 – 72
D	= 60 – 69
F	= 0 – 59

### Attendance & Participation:

1. Excused Absences: I am aware that events beyond our control conspire to keep us from meeting our normal obligations; in these cases, I grant excused absences. An excused absence is one where you have an officially documented college-sanctioned event, a documented medical excuse, or proof of a deceased direct relative. I will accept documentation to receive an excused absence for up to a week after the missed day. Contacting me ahead of time is, of course, preferable.
2. Unexcused Absences: You may also use up to TWO (2) unexcused absences without penalty. You do not need to contact me if you are using one of these. I care for you all, but flooding my inbox with emails about you oversleeping or how the-struggle-is-real is unnecessary. Beyond these two, any unexcused absences will result in a lowering of your final grade by one-third of a letter per additional unexcused absence.
3. Participation: I will regularly take attendance in class. I will also take note of both the quantity and the quality of your contributions to class discussions. Finally, I should note that points for attendance and participation are not simply given out; they are earned. Grades in my classes are often raised by attendance and participation. However, others have found their grade lowered when they paid little attention to attendance and participation. As such, it is in your best interest to attend class and participate in discussion where appropriate.

Do not make a habit of coming to class late or leaving class early. Missing more than 10 minutes of any class will cause that day to be counted as an absence. If you arrive to class more 10 minutes late, speak with me after class. I understand that sometimes we all run a little late, and I am willing to be lenient provided that 1) the tardiness doesn't become a habit and 2) you speak with me about it.

Missing a test requires advanced notice (at least 48 hours). Unless you are violently ill and can document this illness, you should be present for the test. Make-up exams will not be scheduled for unexcused absences (including family trips, weddings, etc.).

### Readings:

Those readings not in the assigned textbook(s), are available electronically via ELC, the UGA library electronic database, and/or Google Scholar.

I am here for guidance and to share knowledge with you, which I will do extensively most days in class. However, the best way for you to learn in this course is to engage with the material and to debate and discuss it at length with your peers in class. Thus, excellence in participation means more than just talking a lot in class; rather, it requires that your participation be high in both quality *and* quantity. In order to pull this off, you should do your best to be a *critical reader*.

### Lead Participant:

Each student will lead part of the lecture/discussion for two days of class. On the day of class, I will both participate in and evaluate your discussion session. You will not be held accountable for a lack of student preparation—if your classmates do not follow your lead, in other words, this will not factor into your grade.

Each lead participant will write a short 1-2 page paper reacting to the assigned and/or suggested readings (not the textbook chapters). These papers may critique both theoretical and empirical aspects of the readings, discuss possible extensions and empirical applications or propose alternative approaches. They will form the basis for a more active role for the student in leading this week's discussion and will be due by email on 8am on the day of class. You will also prepare 3-5 questions and will lead the general discussion on the topic for that day. The discussion questions may cover textbook material, additional readings, or any other supplementary material assigned for that day. You will be evaluated on your preparedness for the discussion as well as your leadership abilities. Hint: Doing the critical essay on the same topic for which you are lead participant will likely make your life slightly easier.

### Critical Essay:

This will be a 5-7 pg critical essay on a journal article of your choosing. It may be one of those assigned on the syllabus, or another that has been published in a peer-reviewed journal. Should you choose one not on the syllabus, you **MUST** have it approved by me beforehand. Any articles not approved will result in receiving only 50% of the grade you would have otherwise received. This essay must cover 1) how this article relates to a subject we have covered, 2) a brief (1 paragraph max) summary of the argument(s), 3) any weaknesses, faulty-assumptions, and/or flaws you find in the argument(s), 4) any points you may agree with, and/or were surprised by. The paper should conform to the *American Journal of Political Science* style and citation guidelines. It should also be double-spaced, with 12pt Times New Roman font, and 1in margins on all sides.

- These may be turned in at any time, however I would not recommend waiting until the last moment. Papers are due in **hardcopy** not via email.
- All essays must be received by **3:15pm Friday June 30<sup>th</sup>**.

### Exams:

There is 1 midterm exam in this class (20%) on **Tuesday June 20** and 1 final exam (30%) on **Friday June 30**. Exam material will be drawn from the following: lecture notes, assigned readings, class discussion, any movies shown in class, and any other supplementary materials. Both exams are cumulative. One piece of advice: Do the required readings, attend class, and participate and you will be very well prepared for all exams.

**Grade Appeals:**

Students are always welcome to come discuss assignments and their overall class performance at any time. If you find a mathematical error on a graded assignment please let me know immediately. I am more than happy to correct any such mistakes. Students wishing to contest a grade must wait 24 hours after their assignment/exam has been returned before discussing it with me. *Grade contestations must be scheduled in advance via email.* During that appointment you should come prepared with 1) your original assignment/exam along with any notes or comments that I may have made on it, 2) a typed explanation of what the best possible response to the assignment would look like, 3) a typed explanation of how your work compares to that best answer, and 4) your class and/or reading notes. All requests for such meetings must be made within ONE week of the date the assignment/exam was returned. Comparisons to other students' assignments will not be accepted as a valid complaint. I will reevaluate your grade based on the argument(s) that you make. However, please be aware that the new grade may be the same, higher, or lower than the original. The new grade will be final.

**Disabilities:**

Students with disabilities of any kind are strongly encouraged to tell me at the beginning of the course, so appropriate accommodations can be made. Students with disabilities that have been certified by the UGA Disabilities Services Office will be accommodated according to University policy. Contact Disabilities Services for more information.

**Cheating & Plagiarism:**

All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work. The bottom line: don't cheat or plagiarize. Seriously. I know you are all better than that. See the Academic Honesty Policy for details on what is expected of you (<http://www.uga.edu/ovpi/honesty/acadhon.htm>)

**Classroom Behavior:**

Students should behave professionally throughout the course. *Disruptive behavior of any sort will not be tolerated!* Preferably, please turn off your cell phone while in class. At the very least, put it on silent. Texting is also never appropriate in class.

Laptops/tablets may be used to take notes in class, but not in a way that is disruptive to other students. However, if you are tempted by any technological diversions, please leave your laptop at home or in your bag and take notes the old fashioned way. If it becomes apparent that laptops are being used for purposes other than note-taking, I reserve the right to alter this policy at any time.

**Instructor Availability:**

My office hours are by appointment in 311 Candler Hall. If anyone would like to meet with me, please send me an email to arrange a mutually convenient time. We are all busy individuals, so please be aware that I reserve the right to deduct participation points for any scheduled meeting that is missed without notification. Finally, I will also typically be available immediately after class to meet with students as well.

**Communication:**

I will use your registered UGA email that is listed on Athena to communicate with you. I cannot keep track of any other email addresses. Therefore, please check your UGA email regularly. If you need to contact me, my email is listed at the top of this syllabus. Finally, please use proper etiquette when emailing me. E-mails with questions that can be answered by reading the syllabus will not be answered.

This course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

**Tentative Course Schedule**

<b>Part I: Introduction</b>		
<b>Monday 6/5: The Comparative Method</b>	Required	Read the syllabus in full  Dickovick & Eastwood Ch. 1
	Recommended	Dickovick & Eastwood Ch. 2  Lijphart, Arend. 1971. "Comparative Politics and the Comparative Method." <i>American Political Science Review</i> 65(3): 682-693.  <i>Poli Sci Fi</i> , ch. 1
<b>Tuesday 6/6: The State</b>	Required	Dickovick & Eastwood Ch. 3
	Recommended	Olson, Mancur. 1993. "Dictatorship, Democracy, and Development." <i>American Political Science Review</i> 87(3): 567-576.  Evans, P. 1997. "The Eclipse of the State? Reflections on Stateness in an Era of Globalization." <i>World Politics</i> 50(1): 62-87.
<b>Part II: Development &amp; Democracy</b>		
<b>Wednesday 6/7: Economic Development</b>	Required	Dickovick & Eastwood Ch. 5  Diamond, J. 2005. "The Shape of Africa." <i>National Geographic</i> 208 (3), pp. 25-30. Available at: <a href="http://ngm.nationalgeographic.com/ngm/0509/resources_geo2.html">http://ngm.nationalgeographic.com/ngm/0509/resources_geo2.html</a>
	Recommended	Dickovick & Eastwood Ch. 4  Collier, P. 2010. "The Political Economy of Natural Resources." <i>Social Research</i> 77(4): 1105-1132.  Collier, P. & P.C. Vicente. 2010. "Violence, Bribery, and Fraud: The Political Economy of Elections in Sub-Saharan Africa." <i>Public Choice</i> 153: 117-147.
<b>Thursday 6/8: Democracy &amp; Democratization</b>	Required	Dickovick & Eastwood Ch. 6  Inglehart, R. and C. Welzel. 2009. "How Development Leads to Democracy: What We Know about Modernization." <i>Foreign Affairs</i> 88(2): 33-48

	Recommended	Przeworski, Adam and Fernando Limongi. 1997. "Modernization: Theories and Facts." <i>World Politics</i> 49(2): 155-183.
<b>Friday 6/9: Authoritative Regimes &amp; Democratic Breakdown</b>	Required	Dickovick & Eastwood Ch. 7  Zakaria, F. 1997. "The Rise of Illiberal Democracy." <i>Foreign Affairs</i> 76(6): 22-43.
	Recommended	Collier, P. 2009. "The Political Economy of State." <i>The Political Economy of Development</i> 25(2): 219-240.  <i>Poli Sci Fi</i> , ch. 13
<b>PART III: Institutions of Government</b>		
<b>Monday 6/12: Constitutions &amp; Constitutional Design</b>	Required	Dickovick & Eastwood Ch. 8  Stephan, A. 1999. "Federalism and Democracy: Beyond the U.S. Model." <i>Journal of Democracy</i> 10(4): 19-34.
<b>Tuesday 6/13: Legislatures &amp; Legislative Elections</b>	Required	Dickovick & Eastwood Ch. 9  Benoit, Kenneth. 2006. "Duverger's Law and the Study of Electoral Systems." <i>French Politics</i> 4(1): 69-83.
	Recommended	Benoit, Kenneth. 2007. "Electoral Laws as Political Consequences: Explaining the Origins and Change of Political Institutions" <i>Annual Review of Political Science</i> 10: 363-390.  <i>Poli Sci Fi</i> , ch. 7
<b>Wednesday 6/14: Executives</b>	Required	Dickovick & Eastwood Ch. 10  Horowitz, D. 1990. "Comparing Democratic Systems." <i>Journal of Democracy</i> 1(4): 73-79  Linz, J. 1990. "The Perils of Presidentialism." <i>Journal of Democracy</i> 1(1): 51-69.
	Recommended	Weeks, Jessica L. 2012. "Strongmen and Straw Men: Authoritarian Regimes and the Initiation of International Conflict." <i>American Political Science Review</i> 106(3): 430-445.  <i>Poli Sci Fi</i> , ch. 6
<b>Thursday 6/15: Political Parties &amp; Party Systems</b>	Required	Dickovick & Eastwood Ch. 11  Lipset, Seymour Martin and Stein Rokkan. 1967. "Cleavage Structures, Party Systems, and Voter Alignments: An Introduction." In <i>Party Systems and Voter Alignments: Cross National Perspectives</i> , ed. S.M. Lipset and S. Rokkan. New York: Free Press pp. 1-64. (pp. 25-50 posted to ELC)

	Recommended	Hooghe, Liesbet, Gary Marks and Carole J. Wilson. 2002. "Does Left/Right Structure Party Positions on European Integration?" <i>Comparative Political Studies</i> 35(8): 965–989.
Friday 6/16		<b>Constitutional Design Simulation</b>
<b>PART IV: Politics, Societies, and Culture</b>		
Monday 6/19		<b>Midterm Review</b>
Tuesday 6/20		<b>MIDTERM EXAM</b>
Wednesday 6/21		<b>How to write a research paper</b>
Thursday 6/22: <b>Revolutions &amp; Contention</b>	Required	Dickovick & Eastwood Ch. 12  W. Rees & R. Aldrich. 2005. "Contending Cultures of Counterterrorism: Transatlantic Divergence or Convergence?" <i>International Affairs</i> 85(5): 905-923.
Friday 6/23: <b>Nationalism &amp; National Identity</b>	Required	Dickovick & Eastwood Ch. 13  McLaren, Lauren M. 2004. "Opposition to European Integration and the Fear of Loss of National Identity." <i>European Journal of Political Research</i> 43(6): 895-911.
	Recommended	Huntington, Samuel P. (1993). "Clash of Civilizations?" <i>Foreign Affairs</i> 72(3): 22-49  <i>Poli Sci Fi</i> , ch. 12
Monday 6/26: <b>Race, Ethnicity, &amp; Gender</b>	Required	Dichovik & Eastwood Ch. 14  <i>Poli Sci Fi</i> , ch. 11
	Recommended	Bush, S. 2011. "International Politics and the Spread of Quotas for Women in Legislatures." <i>International Organization</i> 65(1). Pp. 103-177 only!!
Tuesday 6/27: <b>Ideology and Religion</b>	Required	Dickovick & Eastwood Ch. 15  <i>Poli Sci Fi</i> , ch. 5
	Recommended	Kaufman, Chaim D. & R. Pape. 1999. "Explaining Costly International Moral Action." <i>International Organizations</i> . 53(4): 631-668.  Power, Samantha. "Bystanders to Genocide." <i>The Atlantic</i> . September 2001: 84-108.
Wednesday 6/28 <b>International Relations</b>	Required	Dickovick & Eastwood Ch. 16  <i>Poli Sci Fi</i> ch. 16—"Battlestar Galactica and Foreign Policy"  Walt, Stephen M. 1998. "International Relations: One World, Many Theories." <i>Foreign Policy</i> 110: 29-46.
	Recommended	Putnam, Robert. 1988. "Diplomacy and Domestic Politics: The Logic of Two-Level Games." <i>International Organization</i> 42: 427-460.

		Zurn, M. & Checkel, J. 2005. "Getting Socialized to Build Bridges: Constructivism and Rationalism, Europe and the Nation-State." <i>International Organization</i> 59(4): 1045-1079
<b>Thursday 6/29</b>		<b>Final Exam Review</b>
<b>Friday 6/30</b>		<b>FINAL EXAM</b> 1:00-3:15, Caldwell 105