INTL3300
Introduction to Comparative Politics
University of Georgia
Department of International Affairs
Main Library B-2, Tuesday & Thursday 9:30-10:45

Instructor: Dr. Hanna Kleider
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Office hours: Thursday 10:45 – 12:45

Teaching Assistant
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Course description: This course analyzes similarities and differences in state structures and political processes across countries around the world. We begin with a brisk review of theories of state formation. We address the following questions: What is a state? What is legitimacy? And, how is legitimate order upheld? In the second part of this course, we examine nondemocratic regimes and problems of democratic transition and consolidation. We ask what are the key features of nondemocratic regimes and what are the prospects for transitions from authoritarian rule? In the third and forth part, we explore the different institutional forms that democratic government can take. We focus on electoral institutions, party systems, and the distinction between Presidentialism and Parliamentarism. We will ask how these institutions can shape policy outcomes. In answering this question, we draw on a wide range of country cases.

Course Objectives: By the time you leave this course, you should have a broad base of knowledge about the world's political systems. You will gain exposure to some of the most pressing questions in the field of comparative politics and you will learn how to form your own coherent arguments and evaluate others' arguments about these issues.

Readings: In order for the course to function smoothly, you should complete all assigned readings before the class meeting for which they are assigned. Completing these readings and attending class consistently will best help students be successful in the course.

The required textbook for the course is:

- Gallagher, Michael, Michael Laver and Peter Mair. 2011. *Representative Government in Modern Europe.* New York: McGraw-Hill.

All assigned readings (beyond the required textbooks) will be made available electronically by the instructor. They can be accessed through the course eLearning Commons website (log-in at: https://uga.view.usg.edu with UGA MyID).

Course Requirements:

- Participation 10%: Students will be evaluated based on their attendance, their contributions to class discussions, and their participation during in-class exercises. Each of these is required. Please note that attending class but not joining into our discussions and activities may still adversely affect your participation grade.
- Reading-Quizzes 10%: Five unannounced reading quizzes will be administered during the semester at the beginning of class. They will consist of multiple-choice or short answer questions. Your best four quizzes will be graded. No make-up quizzes will be given.
- Midterm 25%: The exam will consist of multiple-choice and identification questions. The mid-term will be given in class on ***October 11.***
- Simulation 10%: We will hold a simulation exercise during the course. Students will be expected to prepare the exercise and contribute actively to the exercise. Evaluations will be based on instructor observation.
- Debates 15%: Each of you will lead a class debate. Students will work in teams of two, representing an affirmative or negative side. Each debate will have one additional student present a background on the debate. *The background presentation and outlines of the arguments made by both debate teams need to be turned in* ***one week before the debate date****.* In your debate, you will be responsible for making an argument to the class. Convincing the class of the merits of your position will require you to present persuasive points built on research into the issue. While it is the responsibility of these students to lead the debate, all students are expected to participate. All students will therefore have read supporting materials for the debate and will be prepared to take part in the Q & A following the presentation.
- Final paper 30% (research proposal 5%, paper 25%): The final assignment will be a research paper due on ***December 6****.* You will be able to choose from different paper prompts for the paper. The prompts will be announced in the second half of the semester. The paper should be 5-7 pages long (double spaced, 12 point font). Students should select at least 7-10 academic sources to draw on for their paper's literature review. Late papers will be marked down one third of a letter grade per day.

Grading Policy: Letter grades will be assigned using the following scale

A 94 or greater	C 74-75.9
A- 90-93.9	C- 70-73.9
B+ 86-89.9	D+ 66-69.9
B 84-85.9	D 64-65.9
B- 80-83.9	D- 60-63.9
C+ 76-79.9	

Contested Grades: Students are always welcome to come discuss assignments and their overall class performance during my office hours. If you find a mathematical error on a graded assignment please let me know immediately. Students wishing to contest a grade

must wait 24 hours after their assignment/exam has been returned to make an appointment to see me. During that appointment students should come prepared with (1) their assignment/exam, (2) a typed explanation of what the best possible response to the question would look like, (3) a typed explanation of how their work compares to that best answer, and (4) their class and reading notes. All requests for such meetings must be made within two weeks of the date the assignment/exam was returned.

Course Guidelines:

- Students are expected to attend all class meetings and participate actively within in-class activities. If you are unable to attend a class meeting, you are responsible for obtaining the notes for that meeting from another student.

- You can miss a maximum of three classes (Notes are not necessary, but appreciated). Further absences will lead to a lower class participation grade (10 points per missed class).

- It is not appropriate to come to class late. It interrupts the lecture and distracts other students. Two late arrivals will count as one absence.

- Failure to take an exam will result in a failing grade for the exam. Make-up exams are only offered for documented emergency situations.

- The presence of electronic items in the classroom is distracting to you and your classmates. Especially cellphones, even when not used, have been shown to diminish your attention span and cognitive ability.[1] To foster an environment for learning and study, students are therefore expected to keep cell phones silenced and put away during class. Unless laptops are needed for a classroom exercise, they should not be used during the class (If, however, you require special accommodations, please provide documentation from the Disability Resource Center).

- Please use proper etiquette when emailing me. E-mails with questions that can be answered by reading the syllabus will not be answered.

- As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at: www.uga.edu/honesty. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

[1] Thornton, B., Faires, A., Robbins, M., & Rollins, E. (2015). The mere presence of a cell phone may be distracting. *Social Psychology*, 45: 479-488.

Aug 14: Course Introduction

- Lijphart, Arend. 1971. Comparative politics and the comparative method. *American Political Science Review*, 65(03): 682-693.

I. THE STATE, AUTHORITY, LEGITIMACY

Aug 16: What is a State? What is Legitimacy?

- Tilly, Charles. 1985. War Making and State Making as Organized Crime. In: Evans, Peter, Rueschemeyer, Dietrich, and Theda Skocpol (Eds.). *Bringing the State Back in*. Cambridge: Cambridge University Press.

Aug 21: When States Fail – Civil Conflict and Political Violence

- Fearon, James D., and David D. Laitin. 2003. Ethnicity, Insurgency, and Civil War. *American Political Science Review,* 97(1): 75-90.
- Hoffmann, Christiane. Are Dictatorships Worse than Anarchy? *Spiegel Online.* 8 October 2014.
- Von Rohr, Mathieu. Dictatorships and Chaos Go Hand in Hand. *Spiegel Online.* 9. October 2014.

[Debate topic 1: When it comes to human security, a strong state – even if authoritarian – is better than a weak state.]

II. NONDEMOCRATIC REGIMES AND TRANSITIONS TO DEMOCRACY

Aug 23: The Electoral Dimension

- Diamond, Larry. 2002. Thinking About Hybrid Regimes. *Journal of Democracy*. 13(2): 21-35.
- Group Work: Examine the electoral dimension of democracy using Freedom House data (https://freedomhouse.org/report/methodology-freedom-world-2018)

Aug 28: Rigged Elections

- Documentary "Fraude: México 2006 (Stolen)"

Aug 30: APSA meeting

Sep 4: The Civil Liberties Dimension

- Karl, Terry Lynn. 1990. Dilemmas of Democratization in Latin America. *Comparative Politics*, 23(1): 1-21. (Pages 1-5)
- Fareed, Zakaria. 1997. The Rise of Illiberal Democracy. *Foreign Affairs*, 76(6): 22-43.
- Group Work: Examine the civil liberties dimension of democracy using Freedom House data (https://freedomhouse.org/report-types/freedom-world).

Sep 6: A Minimalist Definition of Democracy

- Schedler, Andreas. 2002. The Menu of Manipulation. *Journal of Democracy*, 13(2): 36-50.
- Fareed, Zakaria. 1997. The Rise of Illiberal Democracy. *Foreign Affairs*, 76(6): 22-43.

[**Debate topic 2: Popularly elected governments that are corrupt and that disrespect civil liberties are undesirable, but they are not undemocratic.]**

Sep 11: Causes of Democratization: Modernization Theory

- Lipset, Seymour Martin. 1981. *Political Man.* Baltimore: Johns Hopkins University Press. (Chapter 2)
- Przeworski, Adam and Fernando Limongi 1997. Modernization: Theories and Facts. *World Politics*, 49(02): 155-183.

[Debate topic 3: Economic development leads to democracy.]

Sep 13: Causes of Democratization: Class-based Explanations

- Rueschemeyer, Dietrich, Evelyne Huber Stephens, and John D. Stephens. 1992. *Capitalist Development and Democracy*. Chicago: University of Chicago Press. (Chapter 3)

Sep 18: Causes of Democratization: Pacted Transitions

- O'Donnell, Guillermo and Phillipe Schmitter. 1986. *Transitions from Authoritarian Rule: Tentative Conclusions about Uncertain Democracies.* Baltimore: Johns Hopkins University Press. (Chapter 3)
- Przeworski, Adam. 1991. *Democracy and the Market: Political and Economic Reforms in Eastern Europe and Latin America*. Cambridge University Press.

[Debate topic 4: Democracy will be more durable if achieved through pacted transitions]

Sep 20: Documentary "No"

III. POLITICAL INSTITUTIONS IN DEMOCRACIES

Sep 25: Patterns of Democracy

- Lijphart, Arend. 1999. *Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries*. New Haven: Yale University Press. (Chapters 1, 2, 3)

Sep 27: Parliamentary versus Presidential Democracy I

- GLM, Chapter 2, The Executive
- Lijphart, Arend. 1999. *Patterns of Democracy: Government Forms and*

Performance in Thirty-Six Countries. New Haven: Yale University Press. (Chapter 7)

Oct 2: Parliamentary versus Presidential Democracy II

- GLM, Chapter 3, Parliaments

Oct 4: Government Formation

- GLM, Chapter 12, Building and Maintaining Government

Oct 9: Midterm exam review

Oct 11: Midterm

Oct 16: The Consequences of Presidentialism?

- Linz, Juan J. 1990. Perils of Presidentialism. *Journal of Democracy,* 1(1): 51-69.
- Horowitz, Donald L. (1990). Comparing Democratic Systems. *Journal of Democracy*, 1(4): 73-79.

[Debate topic 5: Parliamentary systems are better for democracy than Presidential systems.]

Oct 18: Electoral Systems

- GLM, Chapter 11, Elections, Electoral Systems, and Referendums
- Lijphart, Arend. 1999. *Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries*. New Haven: Yale University Press. (Chapter 8)

Oct 23: Electoral Systems Simulation

- Preparation: Familiarize yourself with electoral systems design and electoral systems around the world. See for example (http://aceproject.org/ace-en/topics/es/es20).

Oct 25: Electoral Systems Simulation

Oct 30: Consequences of Electoral Systems

- Meisburger, Timothy M. (2012). Getting Majoritarianism Right. *Journal of Democracy*: 23(1), 155-163.
- Reynolds, Andrew and John M. (2012). Getting Elections Wrong. *Journal of Democracy*: 23(1), 164-168.
  [Debate topic 6: Proportional Representation is better for democracy than FPTP]

Nov 1: Parties as Organizations & Party Families

- GLM, Chapter 10, Inside European Political Parties
- GLM, Chapter 8, Party Families

Nov 6: Cleavage Structures

- GLM, Chapter 9, Cleavage Structures and Electoral Change

Nov 8: Electoral Behavior

- Pennings, Paul. 2002. Voters, Elections, and Ideology in European Democracies. In: Keman, Hans (Ed.). *Comparative Democratic Politics: A Guide to Contemporary Theory and Research.* London: Sage.
- Mair, Peter. 2002. In the Aggregate: Mass Electoral Behavior in Western Europe. In: Keman, Hans (Ed.). *Comparative Democratic Politics: A Guide to Contemporary Theory and Research.* London: Sage.
- Optional: Dalton, Russell J. 2005. *Citizen Politics.* Washington, DC: CQ Press. (Chapter 8 & Chapter 9)

[Debate topic 7: Voters are becoming increasingly disinterested in politics.]

Nov 13: How to write a research paper?

Nov 15: Feedback on paper proposals

- *Paper proposals are due!*

Thanksgiving break

IV. INTERGOVERNMENTSLISM OR SUPRANATIONALISM – THE EUROPEAN UNION

Nov 27: Evolution of the European Union

- McCormick, John. 2014. *Understanding the European Union: A Concise Introduction*. Palgrave Macmillan.
  (Chapters 1 and 4)

Nov 29: An Experiment in Supranationalism?

- Pollack, Mark A. 2005. Theorizing the European Union: International Organization, Domestic Polity, or Experiment in New Governance? *Annual Review of Political Science* 8: 357-398.

[Debate topic 8: The European Union is a supranational government.]

Dec 4: Reading day

Dec 6: Final papers

Debate Instructions

Students work in teams of two, representing either the affirmative side (students A1, A2) or the negative side (students N1, N2). Your goal is to convince the class of the merits of your position. An additional student will be responsible for providing a 5-8 minute background on the issue prior to the start of the debate (PowerPoint or Prezi should be used, debaters may not use such programs). All students will have read the supporting materials and will be prepared to take part in the Q & A following the presentation.

Preparation
Making a persuasive argument requires you to:

1. Become acquainted with the history behind the issue being debated and the arguments made on both sides.
2. Think of at least three arguments in defense of the position you will be defending in the debate. These points should go beyond those presented in the class readings and should be substantiated with empirical evidence and logical arguments.
3. Be aware of the weaknesses in your argument and think about how you would respond to critiques.
4. Find weaknesses in the position you are trying to refute and formulate questions to reveal these weaknesses.

Debate Outline
One team member (A1 and N1 respectively) will be responsible for presenting the opening argument in favor of your position, while the other team member (A2 and N2 respectively) will be responsible for challenging the argument of the other side. Students A1 and N1 respectively are responsible for replies to each challenge. The sequence looks as follows:

Background information (5-8 min)
A1 – Opening argument (4min)
N1 – Opening argument (4min)
N2 – Challenge and Questions (3 min)
A1 - Response to Questions (2 min)
A2 – Challenge and Questions (3 min)
N1 – Response to Question (2 min)
A2 – Closing (3 min)
N2 – Closing (3 min)

Class Q & A (20 min)

Grading
You will be graded on the preparedness of your presentation and the quality of your arguments. You are expected to be an "expert" on this topic; you should know the arguments in defense of your position, as well as those of the other side, and be able to anticipate the critiques of your position. Obviously, you are expected to raise the points

from the assigned readings, however students who only present arguments from the assigned readings will be penalized. During the class Q & A each member will be allowed to respond to the audience's questions– the quality of your response will indicate how well you have prepared and will have a significant impact on your presentation grade. Be aware of your audience when presenting; be enthusiastic, engaging, and organized. You may bring notes (bullet points etc.) that help you make your argument, but you need to speak freely and are not allowed to read aloud your script.