

INTL 3300 Introduction to Comparative Politics

Tuesdays 12:45pm-2pm online via Zoom

Thursdays 12:45pm-2pm online via Zoom with in-person option for a rotating small group at the IA Building 117¹

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Office: 304 IA Building

Office Hours: Fridays 12:30-2:30pm (online via Zoom)

Course Description

This is an introductory course to the subfield of comparative politics. It is aimed at familiarizing students with some of the basic social scientific methods that underpin the subfield as well as some of the major themes and debates that animate the substantive preoccupation of comparative politics. The first part of the course (Part I) will provide an overview of the comparative approach, basic methodological concepts and tools, and an opportunity to practice the application of these tools. The following four parts of the course will cover thematic topics grouped under the following general areas: Part II - The State, Democracy, and Authoritarianism; Part III - Institutions of Government; Part IV - Politics, Society, and Culture; PART V - Democratic Backsliding. The different course components will explore some of the pressing questions that scholars of comparative politics ask and attempt to answer, such as, for example: Why did modern states emerge and grow? Why are some countries rich and others poor? Why are some countries democracies and others not? What are effects of different institutions? Why and how do revolutions happen? Why and how do identities and beliefs matter in public life? Why do ideology & religion affect modern politics? After completing the course, students would be well prepared to take more advanced and specialized courses in comparative politics to expand on the basic knowledge and tools offered here.

Required Texts

- J. Tyler Dickovick and Jonathan Eastwood. *Comparative Politics: Integrating Theories, Methods, and Cases*, Third Edition, Oxford University Press (available for purchase at

¹ The IA building is officially known as Candler Hall. "[Allen Candler](#) served Georgia in the U.S. House of Representatives from 1883 to 1891 and as Governor from 1898 to 1902. Candler also served in the Confederate Army, and as Governor, successfully lobbied for a Democratic whites-only primary based on the argument that the Democratic Party was not subject to the Fifteenth Amendment, which prohibits states from disenfranchising voters based on race or skin color. In an 1899 editorial, Candler claimed that the "enfranchisement of the Negro was a crime against civilization." His tenure coincided with the most violent lynchings in Georgia history, and he was noted for his response to the lynching of Sam Hose in 1899, in which he admonished the black victims of the violence as well as the entire black community." USG has an advisory group on building names. If you have an opinion about whether Allen Candler should or should not continue to enjoy the honor of having the International Affairs Department's building named after him, you can make recommendations to the advisory group here: https://www.usg.edu/naming_advisory_group

the UGA bookstore and on reserve at the library. Please note that on Amazon you can also rent a copy of the book or purchase an e-book for less than half of the price).

- Additional readings will be available on ELC and at the library.

Grading

Grading Scheme

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+	67-69
D	63-66
D-	60-62
F	00-59

Grade Composition

Quizzes: 10%
Presentation: 15%
Participation: 15%
Midterm: 20%
Final paper: 40%

Assignments

Quizzes

There will be 10 pop quizzes about the readings during the semester.

Presentation

There will be two formal groups presentations during the semester. There will be a class session devoted to preparing the presentations and additional information will be provided.

Discussion (participation)

This has two options: 1) Students should come to class (in-person or online) having read all the required readings and prepared to both pose and answer questions and engage in discussion on the subject matter. 2) If you are unable to attend class synchronously (in-person or online), you should post to ELC a one-page response to the discussion questions (provided in Tuesday's lecture) by 5pm on Thursday.

Midterm Exam

Midterm exam covering the topics covered in the course so far.

Final Paper

The final assignment will be a research paper on a topic of students' choice. Students should select at least 7-10 academic sources to draw on for their paper's literature review. The paper should be between 10-12 double-spaced pages. Further instructions about the final assignment will be provided in the second half of the semester.

Policies

Discussion Sessions

As per UGA's COVID-19 regulations, only a small subset of the class at a time will be able to attend the in-person discussion sessions on Thursdays in class. The rest of the class will join the Thursday discussion sessions online via Zoom. A list of names of students who are eligible to attend each week will be posted on ELC. However, those who attend will have to wear masks throughout the session and will have to bring a laptop in order to connect via Zoom to the rest of the students who would be participating remotely. Please note that YOU ARE **NOT** REQUIRED to attend the discussion sessions in-person in the weeks in which you are eligible to attend. Remember that it is much safer to attend sessions remotely, as you are more likely to contract or transmit COVID-19 in a classroom environment with other students than you are alone in your room engaging with classmates online. I remind you that everyone's safety and convenience will be much better served if you participate in the discussion sessions remotely rather than in-person. You are required to have the readings handy during class sessions (whether in-person or online) as these will be used for class activities.

Attendance

There is no grade for attendance. However, participation makes up 15% of your grade. You can get full marks for participation by either participating in class synchronously and contributing to the discussion or, alternatively, by posting discussion responses on ELC if you cannot attend synchronously.

Academic Integrity

Every student must agree to abide by UGA's academic honesty policy and procedures known as A Culture of Honesty and the University of Georgia Student Honor Code, which work together to define a climate of academic honesty and integrity at the university.

Special Needs

This course is guided by the assumption of dignity and respect for all persons in the classroom. My hope is to support diversity of learners and to provide a non-threatening environment. Students who feel they may need an accommodation based on the impact of a disability should contact me privately to discuss their specific needs. All discussions will remain confidential. To ensure that you receive the most appropriate reasonable accommodation based on your needs, contact me as early as possible in the quarter (preferably within the first week of classes), and make sure that you have contacted the Disability Resource Center: <http://drc.uga.edu>

Coronavirus Information for Students

Face Coverings:

Effective July 15, 2020, the University of Georgia—along with all University System of Georgia (USG) institutions—requires all faculty, staff, students and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use is in addition to and is not a substitute for social distancing. Anyone not using a face covering when required will be asked to wear one or must leave the

area. Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons. Students seeking an accommodation related to face coverings should contact Disability Services at <https://drc.uga.edu/>.

DawgCheck:

Please perform a quick symptom check each weekday on DawgCheck—on the UGA app or website—whether you feel sick or not. It will help health providers monitor the health situation on campus: <https://dawgcheck.uga.edu/>

What do I do if I have symptoms?

Students showing symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5 p.m.). Please DO NOT walk-in. For emergencies and after-hours care, see <https://www.uhs.uga.edu/info/emergencies>.

What do I do if I am notified that I have been exposed?

Students who learn they have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for 14 days consistent with Department of Public Health (DPH) and Centers for Disease Control and Prevention (CDC) guidelines. Please correspond with your instructor via email, with a cc: to Student Care & Outreach at sco@uga.edu, to coordinate continuing your coursework while self-quarantined. If you develop symptoms, you should contact the University Health Center to make an appointment to be tested. You should continue to monitor your symptoms daily on DawgCheck.

How do I get a test?

Students who are demonstrating symptoms of COVID-19 should call the University Health Center. UHC is offering testing by appointment for students; appointments may be booked by calling 706-542-1162.

UGA will also be recruiting asymptomatic students to participate in surveillance tests. Students living in residence halls, Greek housing and off-campus apartment complexes are encouraged to participate.

What do I do if I test positive?

Any student with a positive COVID-19 test is **required** to report the test in DawgCheck and should self-isolate immediately. Students should not attend classes in-person until the isolation period is completed. Once you report the positive test through DawgCheck, UGA Student Care and Outreach will follow up with you.

Class Schedule and Readings

*Please note that this is a tentative schedule and changes will be made during the semester

**IMPORTANT: following the Thanksgiving Break, all class sessions, including discussion sessions, will be held exclusively online

1.Thur. August 20: Introduction to the course

PART I: Comparative Political Analysis

2.Tue. August 25: The Comparative Approach

- Dickovick & Eastwood, chapter 1

3.Thur. Aug 27: Discussion Session

4.Tue. Sep. 1: Theories, Hypotheses, and Evidence

- Dickovick & Eastwood, chapter 2

5.Thur. Sep. 3: Discussion Session

6.Tue. Sep. 8: Class Exercise - Questions and Research Design

- Giraudy et al. "How political science explains countries' reactions to COVID-19"
- Taub, Amanda. "Why are women-led nations doing better with COVID-19?"
- Leonhardt, David and Lauren Leatherby. "Where the Virus Is Growing Most: Countries With 'Illiberal Populist' Leaders"
- Witz, Billy. "Why Morehouse and Clemson Made Different Football Choices"

7.Thur. Sep 10: Class presentations - Questions and Research Design

- At home: Continue to work on groups presentations in preparation for today's class
- Email your presentations to me by Wednesday, Sep 9.

PART II: The State, Democracy, and Authoritarianism

8.Tue. Sep 15: The State

- Dickovick & Eastwood, chapter 3
- Optional: Watch at home – "The art of not being governed"
<https://www.youtube.com/watch?v=RNkkEU7EoOk>

9.Thur. Sep 17: What is Democracy?

- Screening: What is Democracy?
- Sen, Amartya Kumar. "Democracy as a universal value." *Journal of democracy* 10, no. 3 (1999): 3-17.
- Schmitter, Philippe C., and Terry Lynn Karl. "What democracy is... and is not." *Journal of democracy* 2, no. 3 (1991): 75-88.

- Collier, David, and Steven Levitsky. "Democracy with adjectives: Conceptual innovation in comparative research." *World politics* 49, no. 03 (1997): 430-451.

10.Tue. Sep 22: Democracy and Democratization

- Dickovick & Eastwood, chapter 6

11.Thur. Sep 24: Discussion Session

12.Tue. Sep 29: Authoritarian Regimes and Democratic Breakdown

- Dickovick & Eastwood, chapter 7

13.Thur. Oct. 1: Discussion Session

14.Tue. Oct. 6: Class Exercise – group presentations prep

- At home: Watch V-Dem Webinar “How to Defend Democracy against Illiberal Challengers?” https://www.youtube.com/watch?v=ZGuVx_6lQS4
- Read the relevant case study for your group:
- Brazil: Hunter, Wendy and Timothy J. Power (2019). “Bolsonaro and Brazil’s Illiberal Backlash”, *Journal of Democracy* 30(1): 68-82.
- Hungary: Buzogány, Aron (2017). “Illiberal Democracy in Hungary: Authoritarian Diffusion or Domestic Causation?”, *Democratization* 24(7): 1307-1325.
- India: Jaffrelot, Christophe (2017). “India’s Democracy at 70: Toward a Hindu State?”, *Journal of Democracy* 28(3): 52-63.
- Turkey: Esen, Berk and Sebnem Gumuscu (2016). “Rising Competitive Authoritarianism in Turkey”, *Third World Quarterly* 37(9): 1581-1606.

15.Thur. Oct. 8: Class presentations – case studies

16.Tue. Oct. 13: Take Home Midterm

PART III: Institutions of Government

17.Thur. Oct 15: Constitutions and Constitutional Design

- Dickovick & Eastwood, chapter 8

18.Tues. Oct 20: Discussion Session

19.Thur. Oct 22: Legislatures and Legislative Elections

- Dickovick & Eastwood, chapter 9

20.Tues. Oct 27: Discussion Session

PART IV: Politics, Society, and Culture

21.Thur. Oct 29: Civil Society

- *Reading TBA*

22. Tues. Nov. 3: Revolutions and Contention (US Election Day)

- Dickovick & Eastwood, chapter 12

23. Thur. Nov 5: Revolutions – The Square

- Screening: The Square

24. Tues. Nov 10: “The Arab Spring” – Comparing Egypt and Tunisia

25. Thur. Nov 12: Race, Ethnicity, and Gender

- Dickovick & Eastwood, chapter 14
- Screening: Les Misérables (2019) by Ladj Ly

26. Tue. Nov 17: Race, Ethnicity, and Gender

- Mills, Charles W. (2014) *The racial contract*. Cornell University Press (selections)

PART V: Democratic Backsliding

27. Thur. Nov 19: A New Wave of Authocratization?

- Lührmann, Ann and Staffan I. Lindberg (2019). “A Third Wave of Authocratization Is Here: What is New About It?” *Democratization* 26(7): 1095-1113.
- Screening: The Edge of Democracy

28. Tue. Dec 1: How Democracies Die

- Levitsky, Steven, and Daniel Ziblatt (2018) *How Democracies Die: What History Reveals About Our Future*. New York: Random House (Intro and chapter 5)

29. Thur. Dec. 3: Discussing Final Papers

Final papers due on ELC December 17, 2020 by midnight