

INTL 3300: Introduction to Comparative Politics

Dr. Rongbin Han (hanr@uga.edu)

(T/TR, 9:35 - 10:50; Peabody Hall 219)

Office Hours: Tuesdays 14:00-15:00 or by appointment (322 Candler Hall)

**** See the instructor if you have a disability and require reasonable classroom accommodations. ****

*The syllabus is a general plan; adjustments may be necessary. So be sure to check your UGA e-mail and/or announcements on eLC **regularly** for updates!*

Course Description and Objectives

This course introduces students to the field of comparative through introducing the comparative method and examining the differences and similarities among political systems across the world. We will explore a variety of themes including, but not limited to, political institutions, democratization, development and political culture. In doing so, the course familiarizes students with theoretical tools such as structuralism, culturalism, rational choice, and institutionalism. There are three primary goals: (1) to introduce comparative politics as a methodological approach that systematically compares world's political systems; (2) to present major themes, basic concepts and important theories in the field of comparative politics, and (3) to help students develop essential analytical skills to understand political phenomena in the world through applying what you've learned in this class.

Required readings (Additional Readings can be found on ELC):

- Patrick H. O'Neil, *Essentials of Comparative Politics (7th Edition)* (W. W. Norton and Company, 2020).

Course Requirements and Grading Criteria

A 93-100	A- 90-92.99	B+ 87-89.99	B 83-86.99	B- 80-82.99	C+ 77-79.99
C 73-76.99	C- 70-72.99	D 60-69.99	F 0-59.99		

Participation (20 %) You are expected to attend classes regularly and actively participate in learning. Your participation will be measured in multiple forms, including doing the readings, engaging in discussions in the classroom or online, interacting with fellow students in group activities, and so forth. Participation grade is based on the quantity as well as the quality of your participation.

Pop Quizzes (20%) Five pop quizzes will be administrated on selected dates throughout the semester. Your lowest score will be dropped and remaining four will each be 5% of the total grade. Bonus points may be included.

Midterm Exam (20%) The format of each exam will be announced ahead of time.

Research Paper (40%) Identify a political phenomenon that you find interesting, weird, surprising, or generally puzzling and write a research paper/design to address the puzzle. Only two restrictions on topic selection: (1) it must be empirical rather than normative; (1) it must be comparative in some way. For instance, China under President Xi claims that it is practicing the "whole-process people's democracy." You can conduct a comparison and explain in what ways China's "democracy" differs from and is similar to a typical western democracy. You may also compare how different countries have combatted the COVID-19 pandemic and explain why.

I am ready to help you select the topic. Feel free to approach me any time to check if an idea works or not. **You shall submit an outline of your topic and question by November 1st** for me to provide a final round of feedback. You will also **do a 3-minute presentation** to showcase your project and solicit comments and suggestions from fellow students. Failing to submit the outline or doing the presentation will result in lower grades for this assignment.

The end product shall be a 10-page paper (double-spaced). In the final paper, you are expected to **introduce your question, explain your comparative design, make an argument and convince readers with your analysis**. Should you choose to write a research design, you shall **introduce your question, explain your comparative design, and describe your data sources as well as likely findings**. You shall pay attention to **organization of the paper and the coherence of the analysis**. Please **cite sources properly**.

******* Important Dates *******

<u>October 10th</u>	<u>Midterm Exam</u>
<u>November 1st</u>	<u>Report to Instructor if you choose to do a research project instead of taking final</u>
<u>December 8th</u>	<u>Research Paper due at 11:00am.</u>

Academic Honesty:

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. ***Plagiarism will not be tolerated!***

Grade Dispute:

If you have any questions about your exam grade, please report to me **within one week** from the time you receive the grade. You need to present a written appeal explaining why your grade should be adjusted. Please also bear in mind that disputing grade may end up with higher, lower or no change in your grade.

Resources

UGA has a vast array of resources to support students facing a variety of challenges. Please don't hesitate to come speak with me or contact these resources directly. Please be aware that UGA faculty and staff are obligated to report any knowledge of sexual assault/relationship violence to UGA's Equal Opportunity Office. The Relationship and Sexual Violence Prevention (info below) can speak to students confidentially.

- **Office of Student Care & Outreach** (coordinate assistance for students experiencing hardship/unforeseen circumstances) – 706-542-7774 or by email sco@uga.edu
- **Counseling and Psychiatric Services** (CAPS) - 706-542-2273 (during regular business hours) *After Hour Mental Health Crisis:* 706-542-2200 (UGA Police—ask to speak to the CAPS on-call clinician)
- **Relationship and Sexual Violence Prevention** – 706-542-SAFE (The advocates at RSVP can provide student confidentiality).

Please note, communication is super important. Should you face difficulty in learning or have any other problems, concerns or needs (e.g., not getting the lecture, trying to secure a recommendation letter, or in need of some career advice), please get in touch with me, preferably ahead of time so that we can work on the issues.

Some Ground Rules

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I am eager to address you by your preferred name and/or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

In the absence of written authorization from the UGA Disability Resource Center, students may not make a visual or audio recording of any aspect of this course. Students who have a recording accommodation agree in writing that they:

- Will use the records only for personal academic use during the specific course.
- Understand that faculty members have copyright interest in their class lectures and that they agree not to infringe on this right in any way.
- Understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study.
- Will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings. They also agree that they will not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials.
- Will erase/delete all recordings at the end of the semester.
- Understand that violation of these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.

COVID Protocols

UGA continues to follow Georgia Department of Public Health (GDPH) guidance on COVID. Self-isolation is the expectation for faculty, staff, and students who test positive for COVID-19, i.e.,

- Isolate for 5 days.
- If you have no symptoms or your symptoms are resolving after 5 days, you can leave isolation.
- Continue to wear a mask around others for 5 additional days.

If you have been in close contact with someone who is COVID-positive, but you are not sick, GDPH and CDC urge you "...to monitor your health for symptoms of COVID-19 during the 10 days following the last time you were in close contact with a sick person with COVID-19."

You are encouraged to wear masks.

CLASS SCHEDULE

“Those who only know one country, know no country.” – Seymour Lipset

- WEEK 1** 8/18: Welcome! Course Introduction
Syllabus
* Horace Miner, “Body Ritual among the Nacirema,” *American Anthropologist*, 58: 3 (June 1956): 503-507.
- WEEK 2** 8/23: Introduction to Social Scientific Inquiry and Comparative Methods
O’Neil, Chapter 1.
8/25: The States
O’Neil, Chapter 1, pp. 18-22; Chapter 2
- WEEK 3** 8/30: Nondemocratic Regimes
O’Neil, Chapter 6
9/1: Democracies and Democratization
O’Neil, Chapter 5, 138-150.
* Carles Boix, *Democracy and Redistribution* (Cambridge University Press, 2003), Intro.
- WEEK 4** 9/6: Communism and Communist Regimes
O’Neil, Chapter 9
The Communist Manifesto
9/8: Movie: Good bye Lenin!
Watch the movie before coming to class for discussion
- WEEK 5** 9/13: Authoritarian Resilience: The China Case
* Andrew Nathan, “Authoritarian Resilience,” *Journal of Democracy* 14: 1 (2003): 6–17.
* Cheng Li, “The End of the CCP’s Resilient Authoritarianism? A Tripartite Assessment of Shifting Power in China,” *The China Quarterly* 211 (2012): 595–623
9/15: Instructor out of town for APSA.
Watch movie on your own: The Story of Qiu Ju (available on Amazon Prime Video); prepare for discussion next week.
- WEEK 6** 9/20: Hybrid Regimes
* Fareed Zakaria, “The Rise of Illiberal Democracy,” *Foreign Affairs* (Nov/Dec, 1997): 22-43.
* Steven Levitsky and Lucan Way, “The Rise of Competitive Authoritarianism,” *Journal of Democracy* 13:2 (2002): 51–65.
9/22: Challenges toward Developed Democracies & Democratic Erosion/Backsliding
O’Neil, Chapter 8
* Paul Howe, “Eroding Norms and Democratic Deconsolidation,” *Journal of Democracy* 28: 4 (2017): 15–29.
* Cas Mudde, “How populism became the concept that defines our age,” *The Guardian*, November 22, 2018.

- WEEK 7** 9/27: Constitutions and Constitutional Design
 O’Neil, Chapter 5, 150-160.
 * J. Tyler Dickovick and Jonathan Eastwood, *Comparative Politics: Integrating Theories, Methods, and Cases* (Oxford: Oxford University Press, 2019), Chapter 8.
 * Donald Horowitz, Juan Linz, and Seymour Lipset, “Debate-Presidents vs. Parliaments,” *Journal of Democracy* 1:4 (1990), 73-91.
- 9/29: Electoral Systems
 * Pippa Norris, *Electoral Engineering: Voting Rules and Political Behavior* (Cambridge University Press, 2004), Chapter 2.
 * Thomas Carl Lundberg, “Electoral System Reviews in New Zealand, Britain and Canada: A Critical Comparison.” *Government and Opposition* 42: 4 (2007): 471–90.
- WEEK 8** 10/4: Political Parties and Party Systems
 * S. C. Stokes, “Political Parties and Democracy,” *Annual Review of Political Science* 2 (1999): 243–67.
 * Josep M. Colomer, “It’s Parties That Choose Electoral Systems (or, Duverger’s Laws Upside Down),” *Political Studies* 53: 1 (2005): 1–21.
- 10/6: Civil Society and Social Capital
 * Putnam Robert, Bowling alone: American’s Declining Social Capital. *Journal of Democracy* 6, 1 (1995), pp. 65-78.
 * Sheri Berman, “Civil Society and the Collapse of the Weimar Republic,” *World Politics* 49: 3 (1997): 401–29.
- WEEK 9** 10/11: Midterm Exam Review
 10/13: Midterm Exam
- WEEK 10** 10/18: Political Economy
 O’Neil, Chapter 4 & Chapter 8 (265-269).
 * Michael Bernhard, “The Leadership Secrets of Bismarck - Imperial Germany and Competitive Authoritarianism,” *Foreign Affairs*, 90 (2011), pp. 150-154.
- 10/20: The Politics of Development
 O’Neil, Chapter 10.
 * Richard Stubbs “The Origins of East Asia’s Developmental States and the Pressures for Change,” In Toby Carroll and Darryl S. L. Jarvis eds. *Asia after the Developmental State: Disembedding Autonomy* (Cambridge University Press, 2017), 51-71.
- WEEK 11** 10/25: Political Ideology and Political Culture
 O’Neil, Chapter 3, 75-91, 261-265.
 * Christian Welzel and Ronald F. Inglehart, “Political Culture, Mass Beliefs, and Value Change,” In Christian W. Haerpfer, Patrick Bernhagen, Christian Welzel, and Ronald F. Inglehart eds., *Democratization (2nd Edition)* (Oxford University Press, 2018), 134–57.
- 10/27: Identity Politics: Nationalism, Race, Ethnicity and Gender
 O’Neil, Chapter 3, 60-75; 91-95.
 * Dickovick and Eastwood, *Comparative Politics*, Chapter 14.
 * Daniel N. Posner, “Regime Change and Ethnic Cleavages in Africa,” *Comparative Political Studies* 40: 11(2007):1302-1327.

- WEEK 12** 11/1: Policy Making and Political Participation
 * George Tsebelis, “Decision Making in Political Systems: Veto Players in Presidentialism, Parliamentarism, Multicameralism and Multipartyism,” *British Journal of Political Science* 25:3 (1995), pp. 289-325.
 * Daniel Stockemer, “What Affects Voter Turnout? A Review Article/Meta-Analysis of Aggregate Research.” *Government and Opposition* 52:4 (2017): 698-722.
 * Case study: use Nancy Pelosi’s Visit to Taiwan as an example to study US foreign policy making and implementation
- 11/3: Policy Making and Political Participation in China
 * Andrew Mertha, “Fragmented Authoritarianism 2.0: Political Pluralization in the Chinese Policy Process,” *The China Quarterly* 200 (2009), pp. 995-1012.
 * Sebastian Heilmann, “Policy Experimentation in China’s Economic Rise,” *Studies in Comparative International Development* 43:1 (2008): 1–26.
- WEEK 13** 11/8: Political Violence, Revolutions and Social Movements
 O’Neil, Chapter 7.
 * Sidney Tarrow, *Power in Movement* (Cambridge University Press, 2011), Introduction and Chapter 1.
- 11/10: Contentious Politics & Authoritarian Regimes
 * Jay Ulfelder, “Contentious Collective Action and the Breakdown of Authoritarian Regimes,” *International Political Science Review* 26: 3 (2016): 311–34.
 * Kevin O’Brien, “Rightful Resistance,” *World Politics*, 49:1 (1996), pp. 31-55.
- WEEK 14** 11/15: Cyber Politics: Challenging Authoritarianism
 * Clay Shirky, “The Political Power of Social Media,” *Foreign Affairs* (2011), 28-41.
 * Seva Gunitsky, “Corrupting the Cyber-Commons: Social Media as a Tool of Autocratic Stability,” *Perspectives on Politics* 13: 1 (2015): 42–54.
- 11/17: Cyber Politics: Challenging Democracies
 * Daniel Kreiss, “Book Review: ‘Social Media and Democracy: The State of the Field, Prospects for Reform,’” *International Journal of Press/Politics* 26: 2 (2021), 505–12.
 * Deen Freelon and Chris Wells, “Disinformation as Political Communication,” *Political Communication* 37:2 (2020), 145–56.
- Week 15** 11/22: Globalization & Regionalization
 O’Neil, Chapter 11 & Chapter 8 (253-361).
 * Samuel S Kim, “Regionalization and Regionalism in East Asia,” *Journal of East Asian Studies*, 4: 1 (Jan.-April 2004), pp. 39-67.
- 11/24: **Thanksgiving Break, No Class**
- WEEK 16** 11/29 and 12/1: Final Research Project Presentations

Final Research Paper due December 8, 11:00am!