

University of Georgia
INTL 3300: Introduction to Comparative Politics
Spring 2024

Instructor: Pierre Naoufal

Class time: M-W-F @ 9:10-10 am

Location: Journalism 412

Class Section: Call# 25940

Office: Candler Hall room 220

Office hours: Wednesdays 11:30 am → 1:30 pm

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Course Description and Objectives

Why are some countries democratic while others authoritarian? Why are some much wealthier than others? Are democracy and wealth related in any way? If there is a relationship, is it causal? In order to answer these kinds of questions, one must engage in a systematic comparison of both differences and similarities across countries. This is precisely what comparative politics is: Comparing countries in the aim of understanding specific internal events.

This course proceeds as follow: Before examining the most prominent topics in comparative politics, it first introduces students to the logic of comparison. For example, what types of countries do we look to compare when we seek to understand the origins of democracy? Democracies with democracies? Democracies with autocracies? Or both? Second, the course examines how to render comparative politics a “science”, that is how to produce replicable, cumulative and falsifiable results as well as engaging in adequate conceptualization and measurement strategies.

The vast majority of this course explores the country-level concepts and variables that drive the discipline of comparative politics: The state; nationalism; Modernization Theory; possible cultural determinants of democracy; and political institutions, among many other topics.

Course Structure and Requirements

I will build on assigned readings for lectures. Special attention will be given to the argument presented by the author, how that argument relates to other assigned readings and whether or not it is convincing. I would also like you to ask yourself why is it that what you read falls under the field of comparative politics. Furthermore, I will also be asking the class guiding questions and expect students to participate in a productive discussion. For those reasons, it is imperative you come to class having read the required material. Below is a breakdown of requirements with associated grading. Some of the readings present complex statistical methods to support their argument. You are naturally not expected to understand the mathematics used by most of the authors. I would instead expect you to focus on the argument itself, the concepts presented and the way they are measured. I also expect class discussions to take place in a respectful environment.

Two analytical papers: 20% each.

Midterm exam: 20%

Final exam: 20%

Final paper: 20%

Two analytical papers (20% each): For weeks 5 and 12 you are required to turn in an analytical paper based on the week's readings in which you will discuss the strengths and weaknesses of each work by comparing them with one another. Try to answer some of the following questions when writing: On what points would the authors agree or disagree? Who do you think makes a more solid argument and why? We will be comparing the arguments of the different readings in class so you will get a better idea of what an analytical paper should look like during the first few weeks. These papers should be around 500 words in length, or two double-spaced pages. You must mention every assigned reading at least once. Papers are due at 9 am sharp on the Monday of that week and are to be uploaded in a special folder set up on ELC that can be found under each specific week. You are therefore required to have covered all readings before that time in order to write a coherent analytical paper. The goal is to have you understand the readings before we discuss them in class. Try to plan ahead for the readings as they can be difficult to cover and reflect on in a weekend.

Midterm and Final Exams (20% each): You will have one midterm exam and one final exam. The exams will be administered in class through a series of short written answers. The exact format will be discussed in class as the exam date approaches. The final exam is scheduled for Monday April 29th at regular class time with location to be determined later.

Final Paper (20%): For your final paper, you are expected to pick a question of interest (not covered during the course) and set up a future potential comparative study. What set of countries would you compare and why? What method (Large-N, experiments, surveys, interviews...) would you use and why? I do not expect you to obtain results at the end of your papers as running the analysis is not feasible and is beyond the scope of this course. Rather, I would like you to "set up" a study. These should be around 1000 words in length or four double-spaced pages. Final papers are due on Tuesday May 7th at 7 pm through ELC.

File Format upload on ELC: Please upload only Word or pdf. files on ELC. All other file formats including links to other platforms will not be accepted.

Late assignment policy: In order to be fair to your classmates who worked hard to commit to the set deadlines, late assignments will not be accepted, unless circumstances are extenuating. Being unable to upload the assignment on time because of no internet connection, or having simply forgotten about the deadline does not count as an extenuating circumstance.

Letter grades assignment will follow the scale below:

A: 93-100	C: 73-76
A-: 90-92	C-: 70-72
B+: 87-89	D+: 67-69
B: 83-86	D: 63-66
B-: 80-82	D-: 60-62
C+: 77-79	F: 59 and below.

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: <http://www.uga.edu/honesty>. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Please review the definition of plagiarism in the Academic Honesty Policy: https://honesty.uga.edu/Academic-Honesty-Policy/Prohibited_Conduct/. Questions related to course assignments and the academic honesty policy should be directed to the instructor. Academic Honesty – include this statement: UGA Student Honor Code: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." A Culture of Honesty, the University's policy and procedures for handling cases of suspected dishonesty, can be found at www.uga.edu/ovpi.

Students with disabilities: UGA is committed to the success of all enrolled students and strives to create an environment accessible to everyone. You may request accommodations for a disability through Disability Resource Center (DRC). DRC can be reached by visiting Clark Howell Hall, or by phone at 706-542-8719 or by visiting <http://drc.uga.edu>. Please register with the DRC before the start of classes.

Mental health and wellness resources:

- If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu/>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.
- UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>).
- If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.
- Additional resources can be accessed through the UGA App.

Covid 19 accommodation: If you test positive for Covid or have Covid-like symptoms, please do not come to class and email me as soon as possible. I will do my best to accommodate you. For more information about UGA policy concerning Covid, please visit this link: <https://coronavirus.uga.edu/>

Class Schedule and Readings

There are no required book purchases for this course. All readings can be found on ELC, through the UGA library website, or on this syllabus if a link is provided. Please check the syllabus for reading schedule as relying solely on ELC will make you miss some of the links provided on the syllabus. Course schedule is subject to change. Students will be notified in advance if schedule is altered.

Week 1: The logic of comparison and the comparative case study method: Comparative politics is the study of phenomena that occur within countries. Comparing different countries (or region within a country) allows for the elimination of similar (or different) factors that can then be potentially ruled out or confirmed as a cause of the variable (or phenomenon) of interest.

Mon. Jan. 8: Syllabus and course requirements.

Wed. Jan. 10: Clark, William Roberts, Matt Golder, and Sona Nadenichek Golder. *Principles of comparative politics*. CQ Press, 2017: box 1.1: 5 ; figure 1.1: 6 ; and box 2.2: 35-38.

Olson, Mancur. "The rise and decline of nations." *The Rise and Decline of Nations*. Yale University Press, 1982, Ch1: 1-16.

Fri. Jan. 12: Malici, Akan, and Elizabeth S. Smith. "Why Do We Need a Science of Politics?" *Political Science Research in Practice*. Routledge, 2019: 1-13.

Week 2: The “science” in comparative politics. For comparative politics to be a science, it must adhere to a rigorous scientific method. This week’s material focuses on how to achieve this scientific method in the study of politics. It covers topics from adequate conceptualization and measurement strategies to replicable, cumulative and falsifiable results, among other things.

Mon. Jan. 15: No Class. Martin Luther King Jr. Day.

Wed. Jan. 17: Malici, Akan, and Elizabeth S. Smith. "How Do We Get a Science of Politics?" *Political Science Research in Practice*. Routledge, 2019: 57-72 (part 1).

Fri. Jan. 19: Malici, Akan, and Elizabeth S. Smith. "How Do We Get a Science of Politics?" *Political Science Research in Practice*. Routledge, 2019: 72-84 (part 2).

Week 3: Nationalism and the state. What is the difference between a nation and a state. Where does nationalism come from? Where does the state come from? What is the relationship between the two?

Mon. Jan. 22: Tilly, Charles. “War Making and State Making as Organized Crime”. In Skocpol, Theda, et al. *Bringing the state back in*. 1985: 169-191.

Wed. Jan. 24: Clark, William Roberts, Matt Golder, and Sona Nadenichek Golder. *Principles of comparative politics*. CQ Press, 2017: 100-101

Robert H. Bates. *Prosperity and violence: the political economy of development*. New York: WW Norton, 2001: Ch4: 70-83.

Fri. Jan. 26: Renan, E. "What is a Nation? trans. Snyder IM, reprinted in Hutchinson J and Smith AD (eds) *Nationalism*." (1882): 17-18.

Week 4: Conceptualizing and measuring democracy and social mobility. Democracy is a ubiquitous concept in comparative politics, one that is difficult to define and therefore measure. It is not a dichotomous variable, and there exists numerous nuances in how to define democracy. You cannot gauge the effect of different variables on democracy if you do not fully understand what it is first. Also, social mobility affects a number of variables within a state, including democracy. But what is social mobility and why is it that important?

Mon. Jan. 29: Diamond, Larry. "Defining and Developing Democracy, in Dahl, Robert A., Ian Shapiro, and José Antônio Cheibub, eds. *The democracy sourcebook*. MIT Press, 2003: 29-39.

Wed. Jan. 31: Clark, William Roberts, Matt Golder, and Sona Nadenichek Golder. *Principles of comparative politics*. CQ Press, 2017: 154 - 160.

Fri. Feb. 2: "Stuck in Place". *The Economist*. Nov. 6th-12th 2021: 18-20.

Houle, Christian, and Michael K. Miller. "Social mobility and democratic attitudes: evidence from Latin America and sub-Saharan Africa." *Comparative Political Studies* 52.11 (2019): 1610-1647

Week 5: Modernization Theory and the economic determinants of democracy. There appears to be a correlation between democracy and economic development (more so a few decades ago). But which is causing which? Is this relationship causal or is it affected by confounding factors?

→ Upload analytical paper on ELC drop box under week 5 by 9:00 am on Monday Feb. 5th.

Mon. Feb. 5: Przeworski, Adam, and Fernando Limongi. "Modernization: Theories and facts." *World politics* 49.2 (1997): 155-183.

Wed. Feb. 7: Boix, Carles, and Susan C. Stokes. "Endogenous democratization." *World politics* 55.4 (2003): 517-549.

Fri. Feb. 9: Robinson, James A. "Economic development and democracy." *Annu. Rev. Polit. Sci.* 9 (2006): 503-527.

Week 6: Development and democracy. This week's authors examine potential alternatives to Modernization Theory. Democracy and development are possibly linked, but not exactly as Modernization Theory predicted.

Mon. Feb. 12: Ross, Michael L. "Does oil hinder democracy?" *World politics* 53.3 (2001): 325-361.

Wed. Feb. 14: Bates, Robert H., and Da-Hsiang Donald Lien. "A note on taxation, development, and representative government." *Politics & Society* 14.1 (1985): 53-70.

McKenzie, Hermione. "Social Origins of Dictatorship and Democracy." (1970): 424-427.

Fri. Feb. 16: Clark, William Roberts, Matt Golder, and Sona N. Golder. "The British Academy Brian Barry prize essay: An exit, voice and loyalty model of politics." *British Journal of Political Science* 47.4 (2017): 719-748.

Week 7: The cultural determinants of democracy and development. Maybe economics has nothing to do with the development of democracy. Perhaps it is all down to a specific "culture" that in turn leads to the development of democratic norms and economic development.

Mon. Feb. 19: Engerman, Stanley. Review of *The Protestant Ethic and the Spirit of Capitalism* by Max Weber, 1905.

Peet, Richard. Review of *Wealth and Poverty of Nations* by David Landes. *Annals of the Association of American Geographers*, vol. 89, no. 3 (1999), pp. 558–60.

Wed. Feb. 21: Putnam, Robert. "The prosperous community: Social capital and public life." *The american prospect* 13.Spring, Vol. 4. Available online: <http://www.prospect.org/print/vol/13> (accessed 7 April 2003 (1993).

Fri. Feb. 23: Inglehart, Ronald, and Wayne E. Baker. "Modernization, cultural change, and the persistence of traditional values." *American sociological review* (2000): 19-51.

Week 8: The institutional determinants of democracy and economic growth. In contrast to the economic and cultural determinants of democracy and development, institutionalists believe that the "rules of the game" is what sets a country down the democratic and prosperous path.

Mon. Feb. 26: Berman, Sheri. "Civil society and the collapse of the Weimar Republic." *World politics* 49.3 (1997): 401-429.

Kapstein, Ethan B., and Nathan Converse. "Poverty, inequality, and democracy: Why democracies fail." *Journal of democracy* 19.4 (2008): 57-68.

Wed. Feb. 28: Acemoglu, Daron, Simon Johnson, and James A. Robinson. "Institutions as a fundamental cause of long-run growth." *Handbook of economic growth* 1 (2005): Stop on page 21 at section 4.

Fri. Mar. 1: Kumlin, Staffan, and Bo Rothstein. "Making and breaking social capital: The impact of welfare-state institutions." *Comparative political studies* 38.4 (2005): 339-365.

Przeworski, Adam. "Institutions matter? ." *Government and opposition* 39.4 (2004): 527-540.

Week 9- No class. Spring Break.

Week 10: Midterm review, midterm review and final paper instructions.

Mon. Mar. 11: Midterm review.

Wed. Mar. 13: Midterm.

Fri. Mar. 15: Final paper instructions.

Week 11: Democratic transitions. How and why do democratic uprisings occur, and why do they seem to take everyone by surprise? This week's material starts by focusing on a central issue in the comparative politics literature, namely the collective action problem. It then investigates the mechanisms of democratic uprisings.

Mon. Mar. 18: Olson, Mancur. "The logic of collective action [1965]." *Contemporary Sociological Theory* 124 (2012): Introduction: 1-3.

Hardin, Garrett. "The tragedy of the commons: the population problem has no technical solution; it requires a fundamental extension in morality." *science* 162.3859 (1968): 1243-1248.

Wed. Mar. 20: Re-read Acemoglu, Daron, Simon Johnson, and James A. Robinson. "Institutions as a fundamental cause of long-run growth." *Handbook of economic growth* 1 (2005): Stop on page 21 at section 4. Pay close attention to the collective action problem.

Treisman, Daniel. "Democracy by mistake: How the errors of autocrats trigger transitions to freer government." *American Political Science Review* 114.3 (2020): 792-810.

Fri. Mar. 22: Kuran, Timur. "Now out of never: The element of surprise in the East European revolution of 1989." *World politics* 44.1 (1991): 7-48.

Week 12: Varieties of democratic institutions. In terms of regime type, democracies can be classified as parliamentary, presidential and semi-presidential. And in terms of electoral system, they can be majoritarian or proportional. This week's material looks at the advantages and disadvantages of various regime and electoral types.

→ Upload analytical paper on ELC drop box under week 5 by 9:00 am on Monday Mar. 25th.

Mon. Mar. 25: Linz, Juan J. "The perils of presidentialism." *Journal of democracy* 1.1 (1990): 51-69.

Horowitz, Donald L. "Presidents vs. parliaments: Comparing democratic systems." *Journal of democracy* 1.4 (1990): 73-79.

Linz, Juan J. "Presidents vs. parliaments: The virtues of parliamentarism." *Journal of Democracy* 1.4 (1990): 84-91.

Wed. Mar. 27: Lijphart, Arend. "Democracies: Forms, performance, and constitutional engineering." *European Journal of Political Research* 25.1 (1994): 1-17.

Fri. Mar. 29: Lane, Jan-Erik, and Svante Ersson. "French politics: the virtues of majoritarian democracy." *French Politics* 1.1 (2003): 119-134.

Week 13: Varieties of dictatorships. What problems do autocrats face during their rule? Who should an autocrat be wary of? Why is it that dictators sometimes agree to set up legislatures that might constrain their rule?

Mon. Apr. 1: Cheibub, José Antonio, Jennifer Gandhi, and James Raymond Vreeland. "Democracy and dictatorship revisited." *Public choice* 143.1 (2010): Only read pp. 83-90 (section 4.2 to 5).

Wed. Apr. 3: Boix, Carles, and Milan W. Svolik. "The foundations of limited authoritarian government: Institutions, commitment, and power-sharing in dictatorships." *The Journal of Politics* 75.2 (2013): 300-316.

Wed. Apr. 5: Gandhi, Jennifer, and Adam Przeworski. "Authoritarian institutions and the survival of autocrats." *Comparative political studies* 40.11 (2007): 1279-1301.

Week 14: Ethnic conflict. It is argued that ethnic diversity leads to conflict and the inability to govern properly which often results in democratic instability. Is it the case and if so why exactly does ethnic diversity seem to complicate things?

Mon. Apr. 8: Kalin, Michael, and Nicholas Sambanis. "How to think about social identity." *Annual Review of Political Science* 21 (2018): 239-257.

Habyarimana, James, et al. "Why does ethnic diversity undermine public goods provision?" *American Political Science Review* 101.4 (2007): 709-725.

Wed. Apr. 10: Posner, Daniel N. "The political salience of cultural difference: Why Chewas and Tumbukas are allies in Zambia and adversaries in Malawi." *American Political Science Review* 98.4 (2004): 529-545.

Fri. Apr. 12: Fearon, James D., and David D. Laitin. "Ethnicity, insurgency, and civil war." *American political science review* 97.1 (2003): 75-90.

Week 15: Democratic erosion. It is assumed that once democracy is attained, it lives forever. But is that really the case? There are numerous instances during the recent years of democratic erosion or backsliding in well-established democracies. This week's readings examine the various causes and processes of democratic erosion, including populism.

Mon. Apr. 15: Lührmann, Anna, and Staffan I. Lindberg. "A third wave of autocratization is here: what is new about it?" *Democratization* 26.7 (2019): 1095-1113.

Wed. Apr. 17: Bermeo, Nancy. "On democratic backsliding." *Journal of Democracy* 27.1 (2016): 5-19.

Scheppele, Kim Lane. "The rule of law and the frankenstate: why governance checklists do not work." *Governance* 26.4 (2013): 559-562.

Fri. Apr. 19: Schedler, Andreas. "Democracy's past and future: Authoritarianism's last line of defense." *Journal of democracy* 21.1 (2010): 69-80.

Levitsky, Steven, and Daniel Ziblatt. *How democracies die*. Broadway Books, 2018: 98-117.

Week 16: The forces of globalization: Globalization is blurring state borders and hence weakening states' authority. How does that affect democracy and the welfare state across different countries? And is globalization fueling populism?

Mon. Apr. 22: Genschel, Philipp. "Globalization and the welfare state: a retrospective." *Journal of European Public Policy* 11.4 (2004): 613-636.

Wed. Apr. 24: Rodrik, Dani. "Populism and the economics of globalization." *Journal of international business policy* 1.1 (2018): 12-33.

Fri. Apr. 26: Final exam review.

Week 17: Final exam.

Mon. Apr. 29: Final exam.

Final exam: Monday April 29th (location TBD).

Final papers are due on Tuesday May 7th at 7 pm to be uploaded on ELC.