

GOV 120

Comparative Politics

Section C: MWF 10:00 am – 10:50 am Harris 102

Section D: MWF 12:30 pm – 1:20 pm Harris 102

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Office Hours: Mondays 1:30 pm – 3:30 pm; Wednesdays and Thursdays 11:00 am -12:00 pm, or by appointment

Course Content and Objectives:

This course is an introduction to the study of domestic political institutions, processes, and outcomes in a comparative setting. Its main purpose is to introduce the main concepts, methods and theories in comparative politics that are necessary for the systematic investigation of different forms of governance that exist today, and to prepare students for more advanced classes in the field they will be taking during the course of their studies at Franklin and Marshall.

Starting with a brief survey of the scientific method and subject matter of the field, the first section of the course focuses on the concept of state and its development over time. The second section aims to provide students with a deeper understanding of the major political institutions, including regimes and regime transformations, in the light of lessons drawn from a wide range of advanced industrial democracies, developing states, and Communist and post-Communist countries. While discussing topics like ethnic conflicts, revolutions and civil wars, that section also illustrates (and compares) the mechanisms through which different political systems develop and adapt to their changing environments. Finally, the last section of the course investigates the role of the state in the economy and its efforts to balance efficiency and social equality, by using cultural, structural and institutional frameworks. In the end, this introductory course offers students some key theories and analytical tools to make meaningful comparisons across and within cases, and show them how the concepts of comparative politics work in real world affairs.

Reading Materials:

- Our main reference is Patrick H. O’Neil’s “**Essentials of Comparative Politics**” (W.W. Norton & Company– 5th Edition), it is referred as the “Textbook” throughout the syllabus and available at the usual outlets.
- We will use William J. Dobson’s “**The Dictator’s Learning Curve**” (2013, Anchor Books) while discussing democracy promotion and authoritarian regimes in various parts of the course (see *the Course Outline*).
- There are also academic articles assigned for the course, and the F&M library provides electronic access to almost all journals cited below. For the book chapters and other reading materials, please consult the course website on **CANVAS**.

- Students are expected to have completed each week's readings before the class. Because this course relies on class discussion as much as lectures, engagement with course material and contribution to the class is critical for both individual and class success.

Course Requirements:

- Attendance and participation to the class constitutes fifteen percent of the course grade, and more than three unexcused absences will lower your grade (i.e. 1 % for each unexcused absence). If you are going to miss the class for **AN EXCUSABLE REASON** (religious observance, health reasons and family emergencies), **you must let me know in advance** and provide documentation.
- Participation in class discussions are crucial for your success in the class, as well as for creating a learning environment where you can discuss your ideas with your classmates and challenge the established beliefs. There are different ways to participate: you can share a news article that is relevant for the theme of the day, you can criticize the scholars we are reading, you can respond to the questions they are posing, and you can raise questions (or answer your classmates' questions) about the concepts we are discussing in the class.
- The simulation exercise ("the Constitutional Convention") aims to engage you in a discussion on democracy and democracy promotion by asking you to play the roles of authority, to explore different perspectives (and see your own perspective from others' viewpoint) and to make well-informed decisions during a hypothetical country's democratization process. After our Fall Break, you will be given more information on convention procedures, as well as a factsheet on the country's history, its ethnic and religious makeup, resources, level of development and previous attempts at democratization in advance so that you can prepare your responses according to the goals, motivations, constraints and opportunities of the character you are assigned. Remember that while this assignment is not graded, a subpar performance and lack of interest/preparation may substantially decrease your participation grade.
- Throughout the semester, you will be designing and conducting a comparative research project on any topic of interest to you. The first step of this assignment consists of discussing your research topic with me, before or after the class or during office hours. For the first part of the assignment (i.e. "Research Proposal and Bibliography"), which will constitute 5% of your overall grade in the class, you will not be conducting the actual research, but thinking like a comparativist by focusing an interesting research question and constructing a plausible answer by using the relevant literature. During that stage, you are supposed to discuss the importance of your question, consider alternative explanations and lay out your pet theory (thesis statement) for the second part of the assignment (i.e. "Research Paper"), a 7 to 10 page (double-spaced) paper to be completed and submitted in its final form at the end of the semester (**December 17, 2016**). The goals of that assignment are to conduct analysis that addresses and answers the question posed in the research design and to produce a high quality manuscript by using the concepts and theories we learn in class. To help you along the way, you will receive more information on this assignment and learn how to use the library

resources to conduct your research. Additionally, we will spend some class time discussing the general research process and editing your thesis statements and bibliographies with your peers.

- There will be three in-class exercises (combining individual and group work) throughout the semester, referred in the syllabus as the “Comparative Politics of the Zombie Attack”, each of which will be supplemented with the written reports/brief discussion of the relevant themes to be submitted before the class. The aim of these exercises is to make you question your assumptions about the state and its role and understand its form and function, and then to show you the issues, discussions and challenges that arise when a group of people come together to establish/reconstruct a just and durable political order. As you work with your peers to design a new regime, you will encounter a number of legal and constitutional problems that will force you to come up with creative solutions to a number of questions concerning rights, liberties and duties. Accordingly, the first assignment on the state breakdown will be individually completed, and then you will be assigned to groups for the second and third parts that tackle bigger questions concerning the new regime and its institutions. Whether it is an individual or group performance, you will be asked to **write one-page report (i.e. one page per student, not per group)** on the questions given for that assignment before each exercise. Then you will be coming to the class prepared to discuss these ideas with your peers. Your reports will receive $\sqrt{+}$, $\sqrt{}$, or $\sqrt{-}$ based on the quality of your responses and their relevance to the literature discussed in the lectures. The three papers will then be assigned a total grade that reflects the overall quality of the reports and improvement over time. Further details about the assignment can be found below in the course outline.
- The grading rubric for all assignments will be **available on CANVAS**. I strongly encourage you to use the College’s Writing Center while working on your assignments (research papers as well as presentations).
- Finally, a closed-book midterm exam will be given in the middle of the semester. It will cover the first six weeks’ topics and mix short answer and essay questions. Depending on the level of interest, we can hold a review session to go over the material and answer your questions before the exam, or I can distribute a study sheet to help you figure out the main concepts/issues to focus on.

Grading:

In-class, closed book Midterm Exam (October 5)	25 % -
Comparative Politics of a Zombie Attack, Part 1 (individual report + classroom discussion)	10 %
Comparative Politics of a Zombie Attack, Parts 2-3 (two portfolios with individual reports from the group members + group discussions)	20 %
Research Proposal and Bibliography (Due November 21)	5 %
Research Paper (Due December 17)	25 %
Attendance and Participation	15 %

Conduct:

- As it is my goal to provide assistance to students and see everyone in the class succeed, you are encouraged to make an appointment with me during the first few weeks to discuss how to best address your needs. I also encourage everyone to come to my office hours, bring me the drafts of your assignments to discuss them in person and ask your questions before and after the class. Please utilize office hours (instead of e-mails) particularly for feedback on your work and questions that require more in-depth answers.
- It is your responsibility to **check your e-mails** and Canvas announcements regularly to receive updates on assignments and discussion questions sent before the class.
- At Franklin & Marshall College, one of our goals is to create an accessible learning environment for all students. If you anticipate or experience a barrier based on a disability, such as a learning disability, mental health concern, or mobility impairment, please contact the College's Office of Disability Services (ODS) in order to establish reasonable accommodations per College policy. ODS contact information: Dr. Alison Hobbs, ahobbs@fandm.edu Phone: [717-358-5988](tel:717-358-5988) 623 College Avenue.
- There are **no make-ups** for exams, pop quizzes, and other written assignments. The only possible exceptions are documented medical or family emergencies.
- Make sure to **be on time**, a latecomer entering the lecture hall after lecture has begun is extremely disruptive.
- As a general rule, you are **NOT ALLOWED TO USE ANY ELECTRONIC DEVICES IN THE CLASSROOM**. Just like a friendly flight attendant, I will remind everyone to turn off all electronic devices (and switch phones to silent) and refrain from using them (**including laptops/tablets to take notes**) upon entering the classroom. Since it is very tempting to check your social media accounts/play video games/ browse recent articles while you should be focusing on the class discussions, please put your computers/phones away for 50 minutes or simply leave the classroom.
- All assignments are due at the start of the class. On the egalitarian principle that a deadline for one is a deadline for all, **LATE ASSIGNMENTS WILL RECEIVE A SUBSTANTIAL GRADE PENALTY**. Those turned in after the deadline will earn 10% deduction for each day late (e.g. If you submit your paper at 11:59 on the same day it is due, the highest grade you can get for that assignment will be 90 out of 100, and on the second day it will decrease to 80). Please make sure to have my permission if you have to submit your work late for situations beyond your control and note that I will not accept more than one late paper.
- Cheating on exams or on papers will not be tolerated, and will be handled in accordance with Franklin and Marshall's policies on the issue. Please refer to the Student Code and Academic Honesty sections of the College Manual for further information. Your continued enrollment in this course constitutes an acknowledgement of the college policy on academic honesty, as well as a commitment to abide by it.
- I value the perspective of all students in my class and I look forward to the productive discussions we will have throughout the semester. On that note, I ask

every one of you to be respectful to each other in the classroom to foster a comfortable space in which all students feel free to share their perspectives.

Plagiarism:

ALL WRITTEN ASSIGNMENTS are to be **submitted via Canvas to Turnitin.com**, an online plagiarism prevention and detection service.

The basic rule is simple enough: There is nothing wrong in academia with making use of other peoples' work – as long as you fully disclose your sources and give credit where credit is due. Be aware that it doesn't take undisclosed verbatim quotations to commit plagiarism. Paraphrases, too, constitute plagiarism if they remain undocumented.

Plagiarism charges are an extremely serious affair in the academic world. Please keep in mind that plagiarism may bring your academic education to a sudden end. If you are uncertain about what constitutes or does not constitute plagiarism, come and talk to me, or talk to a librarian or use the resources provided by the writing center to bring yourself up to date.

Course Outline:

The Comparative Research

Week 1 Introduction to Comparative Politics

Wednesday, August 31 Class Format and Class Themes

Please come to the class having read the syllabus!

Friday, September 2 What do Comparativists Do & What End Should We Study Comparative Politics?

Textbook, Chapter 1

Smith, R. M. (2002). Should We Make Political Science More of a Science or More about Politics? *PS: Political Science and Politics*, 35 (2). 199-202.

The State

Week 2 The State

Monday, September 5 The Origin and Spread of the Form 'State'

Tilly, C. (1985). War Making and State Making as Organized Crime. In P.B. Evans, D. Rueschemeyer & T. Skocpol (Eds.), *Bringing the State Back In*. New York: Cambridge University Press. 169-187.

Wednesday, September 7 The Modern State

Textbook, Chapter 2

Friday, September 9

State Institutionalization

In-Class Exercise: First Round of “Comparative Politics of Zombie Attack”

You will be writing a report summarizing the consequences of a recent Zombie attack that left the state in ruins and answering a set of questions (distributed via Canvas) on the possibility of reestablishing the state institutions, state capacity (or lack thereof), security, law and order before our Friday class. You are not expected to write about the scenario you envision for this zombie apocalypse (e.g. What kind of zombies are these, do they have any emotions for instance? Is there a way to isolate them? What do we do with people who are infected? Does the existence of zombies lead to chaos and violence among humans? What kind of “state of the nature” emerges out of this apocalypse? Is it close to a Hobbesian one, or will a Lockean sense of ownership emerge over time?), but be prepared to talk about them in class, as this scenario will affect what kind of a state you will be establishing and what kind of a regime you will be designing for the post-apocalyptic setting (Part 2), while dealing with the questions on government institutions, rights and duties and human-zombie relations (Part 3). As you discuss your scenarios with your classmates and explain how they were influenced by the theories on the state/ the state of the nature, you will be assigned to different groups to work together for the rest of the project.

Week 3 Nation and Nation-States

Monday, September 12

Nationalism

Anderson, B. (1983). *Imagined Communities*. New York: Verso. 1-7, 36-46.

Wednesday, September 14

States and Identity

Textbook, Chapter 4

Friday, September 16

Nation- States or State-Nations?

Stepan, A., Linz J. J. & Yadav, Y. (2010). The Rise of “State-Nations.” *Journal of Democracy*, 21(3), pp. 50-68.

Week 4 Nationalism Against the State

Monday, September 19

Ethnicity and Political Identity

Chandra, K. (2006). What is Ethnic Identity and Does it Matter? *Annual Review of Political Science*, Vol. 9, 397-424.

Wednesday, September 21 Dynamics of Nationalism and State Break-Up
Excerpts from the Movie “Underground” (1995)

Friday, September 23 Civil Wars and Weak States
Wimmer, A. (2013). States of War: How the Nation-State Made Modern Conflict. *Foreign Affairs*.
<https://www.foreignaffairs.com/articles/africa/2013-11-07/states-war>

Political Systems and System Change

Week 5 Democratic Regimes: The Basics

Monday, September 26 What Is Democracy?
Karl, T. & Schmitter, P. (1991). “What Democracy Is and Is Not.” *Journal of Democracy*, 2(3), 75-89
Textbook, Chapter 5 (pp. 127-144)

Wednesday, September 28 Institutions of Democratic Governance
Dahl, R. A. (1971). *Polyarchy: Participation and Opposition*. New Haven and London: Yale University Press. 1-31.

Friday, September 30 Presidential vs. Parliamentary Systems
Mainwaring, S. & Shugart, M. (1997). Juan Linz, Presidentialism, and Democracy: A Critical Appraisal. *Comparative Politics*, 29(4), 449-471.

Week 6 Democratic Regimes: Parties and Elections

Monday, October 3 Electoral Systems and Duverger’s Law
Textbook Chapter 5 (pp. 144-159)
Norris, P. (2004). Classifying Electoral Systems. *Electoral Engineering: Voting Rules and Political Behavior*. New York: Cambridge University Press. 39-65.

Wednesday, October 5 DAY OF DIALOGUE - NO CLASS

Friday, October 7 IN-CLASS EXAM

Week 7 Making Democracy Work

Monday, October 10 FALL BREAK – NO CLASS

Wednesday, October 12 Democratization and Consolidation

Lipset, S. M. (1959). Some Social Requisites of Democracy: Economic Development and Legitimacy. *American Political Science Review*, 53(1), 69-105 (focusing on pp. **69-86!**)

Schedler, A. (1998). What is Democratic Consolidation? *Journal of Democracy*, 9(2), 91-107.

Friday, October 14

In-class exercise: Second Round of “Comparative Politics of a Zombie Attack”

With the members of your group, you will be designing a political system for the new state you've reinstated, based on the scenario you have written/discussions we hold in the class. While each member of the group will be responsible for a specific aspect of the regime and will write her report on that (e.g. power sharing: presidential versus parliamentary system, electoral rules, zombie and human rights), your task as a group is to create a political regime that is likely to produce a durable and just order, while solving the main problems between humans and zombies (e.g. Who rules? Who participates in the system? What rights, if any, do zombies have? Can humans own zombies as slaves?). The questions to help you prepare your reports will be distributed on Week 5, and your group will present its arguments in class and then submit the portfolio at the end of the 3rd part of the assignment.

Week 8 Non-Democratic Regimes

Monday, October 17 De-Democratization and Competitive Authoritarianism

Dobson, Chapter 3

Levitsky S. & Way, L. (2002). The Rise of Competitive Authoritarianism. *Journal of Democracy* 13(2), 51-65.

Wednesday, October 19 Authoritarian Institutions

Textbook, Chapter 6

Friday, October 21

Types of Contemporary Non-Democratic Regimes

Linz, J. & Stepan, A. (1996). *Problems of Democratic Transition and Consolidation* Baltimore: Johns Hopkins University Press, 38-54.

Week 9 Political Violence

Monday, October 24

Vicious Cycles, Terrorism and Civil War
Textbook, Chapter 7

Wednesday, October 26

Revolutions
Skocpol, T. (1976). France, Russia, China: A Structural Analysis of Social Revolutions. *Comparative Studies in Society and History*. 175-203.

Friday, October 28

In-class Exercise: 3rd Round of “Comparative Politics of Zombie Attack

Your groups will present reports on the challenges (such as discrimination against zombies, increasing crime rates, zombie revolts, authoritarian tendencies in society, disputed property rights, polarization between groups) your post-apocalyptic state and society faces by using the terms, concepts and theories we have covered throughout the semester. Once again, there will be a set of questions to help you write your individual reports (submitted as a group portfolio before the class) and discuss how your state and regime handles these issues and deal with potential solutions. In addition, you will answer your classmates' questions on the merits and drawbacks of the new order you've established, and explain what the leaders and the society can do in order not to repeat the mistakes of the past.

Comparative Political Economy

Week 10 The Basics

Monday, October 31

The State and the Economy (and the Regime!)
Przeworski, A. & Limongi, F. (1997). Modernization: Theories and Facts. *World Politics* 49(2),155-183.

Wednesday, November 2

Liberalism and Coordinated Market Economies
Textbook, Chapter 8 (pp. 249-254)

Friday, November 4

Developing Nations

Collier, P. & Gunning J. W. (1999). Why Has Africa Grown Slowly? *The Journal of Economic Perspectives*, 13 (3), 3-22.

Week 11 Systems of Political Economy

Monday, November 7

Communism and Post-Communism: Ideals vs. Reality
Textbook, Chapter 9

Wednesday, November 9

Library Workshop on Research Proposal and Bibliography
Please bring your laptops!

Friday, November 11

Welfare Statism and Economic Performance
Excerpts from Movie “Sick around the World” (2008)

Current Trends

Week 12 Globalization

Monday, November 21

Globalization: Great Transformation Or Old Wine in New Bottles?
Textbook, Chapter 11

Wednesday, November 23

THANKSGIVING BREAK –NO CLASS

Friday, November 25

THANKSGIVING BREAK –NO CLASS

Week 13 Conflict and Uprisings across the Globe

Monday, November 28

Arab Spring...
Stepan, A. & Linz, J.J. (2013). Democratization Theory and the ‘Arab Spring’. *Journal of Democracy*, 24(2), 15-30.

Wednesday, November 30

...or Islamist Winter?
Short Videos from Movies “The Square” (2013), “Persepolis” (2007)
Tibi, B. (2008). Why They Can’t Be Democratic. *Journal of Democracy*, 19 (3), pp. 43-48.
Netterstrom, K. L. (2015). The Islamists’ Compromise in Tunisia. *Journal of Democracy*, 26 (4). pp. 110-124.

Friday, December 2

In-class Exercise/Class Debate:

You will be assigned roles and we will hold a mock constitutional convention for a newly independent but ethnically divided country in the Arab world. As each one of you will attempt to achieve an end result in the convention that will be the most favorable to your group (ethnicity/class/religion etc.), we will see how we can design the institutions to increase accountability, equity, or democratic stability in that country.

Week 14 Peace and Reconciliation across the Globe

- Monday, December 5** Nonviolent Regime Transitions: Can the “Velvet Revolution” Become a Norm?
Drakulic, S. (1997). *Café Europa: Life After Communism*. Penguin Books. (*Excerpts*)
- Wednesday, December 7** Consociational Democracies
Lijphart, A. (1969). Consociational Democracy. *World Politics*, 21 (2). pp. 207-225.
- Friday, December 9** European Union: Growing through Crisis?
Textbook, Chapter 8

Week 15 Conclusions & Wrap-Up

- Monday, December 12** Semester Review
Writing session in the library