

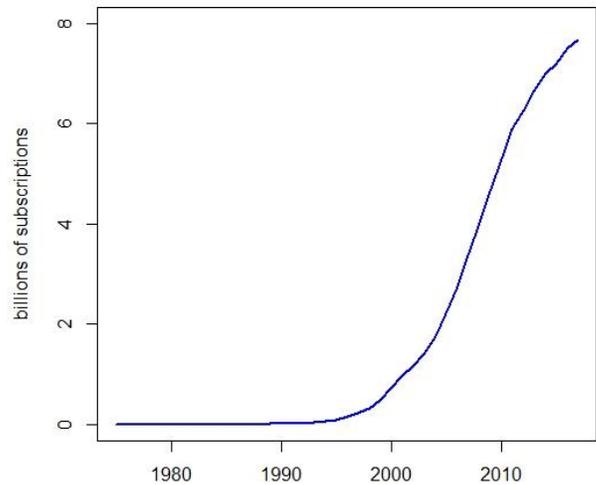
Introduction to Comparative Politics

Political demonstrators in Tunis, Tunisia on February 25, 2011



Source: CBS News

Mobile phone subscriptions in the world



This course introduces fundamental concepts in comparative politics by studying particular cases. As with all comparative politics, as opposed to international relations, emphasis will be placed on domestic and internal politics of different countries. In particular, the course will highlight puzzling instances of political variation across countries and within countries over time. Through lecture and discussion, students will be trained to identify political differences across countries and to consider the implications of those differences for important outcomes such as social stability, human rights, and economic development.

By the end of the course, students should be able to

- understand variation in political systems and institutional configurations found around the world
- apply comparative methods to generate questions and hypotheses about why countries have the political outcomes that they do
- analyze how interests, institutions, and ideas shape political outcomes

Required text:

O'Neil, Patrick. 2017. *Essentials of Comparative Politics*, 6th edition. New York: Norton. ISBN: 9780393624588.

All other reading assignments are available on Camino.

Course #
POLI 2

Quarter
Winter 2020

Time + Place
T/Th 8:30 – 10:10am
Kenna 111

Instructor
Ryan Tans

Office
Vari 236

Office Hours
Wed. 10am – 12pm
Thurs. 2 – 4pm
and by appointment

Email
rtans@scu.edu

This course fulfills the Social Science Requirement in the Core Curriculum

Goals: Scientific Inquiry, Complexity, Critical Thinking, Mathematical & Quantitative Reasoning

Objectives: Students who have completed Social Science will—

- 1.1 Be able to apply deductive and inductive reasoning to analyze social science topics. (Scientific Inquiry, Mathematical and Quantitative Reasoning) (*exams*)
- 1.2 Evaluate evidence used to validate theories, hypotheses, or predictions. (Scientific Inquiry, Critical Thinking, Complexity) (*exams, discussion, case study*)
- 1.3 Appreciate that theories and data analysis often admit multiple interpretations and will be able to evaluate the relative merits of alternative perspectives. (Critical Thinking, Complexity) (*exams, discussion, case study*)

This course fulfills the Cultures and Ideas 3 Requirement in the Core Curriculum

- 3.1 Demonstrate an understanding of Asian, African, Middle Eastern, Eastern European, and/or Latin American cultures in their global and/or diasporic contexts. (Global Cultures, Diversity) (*discussion, case study*)
- 3.2 Identify, analyze and evaluate the challenges and complexities in an interdependent world using methods appropriate to the discipline. (Critical Thinking, Global Cultures, Complexity) (*exams, case study*)
- 3.3 Reflect on their assumptions and ideas about geographically or culturally unfamiliar cultures and the connections to their own culture and society. (Perspective, Critical Thinking) (*exams, discussion, case study*)

This course is also a part of the Democracy Pathway. Be aware that if you plan to use this course as part of your pathway you need to save a piece of work to submit online.

Course requirements:

1. Attendance (5% of final grade)

I will take attendance at the beginning of every class. Please notify me in advance if you will miss class because of religious observance, participation in university-sponsored events, or other university-approved reasons for absence. I will calculate this grade as the percentage of classes that you attended, excluding excused absences. I will overlook one unexcused absence.

2. Participation (5%)

This class offers frequent opportunities for participation. For example, each week we will discuss a case study in the field of comparative politics. I request that you complete these readings before class and arrive prepared to discuss them. I will provide a list of questions for these assignments to guide your reading. In addition, I make various requests of the class throughout the quarter, such as to submit paper copies of assignments, and I award participation credit to students who comply. I also award participation credit to students who consult with me outside of class, via email or during office hours. Conversely, students can forfeit participation credit for reasons such as chronic tardiness or abuse of electronic devices.

The participation grade of all students begins at a common baseline (between 70% and 85%, depending on opportunities to participate). To calculate the participation grade, I add or subtract a student's participation credit to the baseline.

3. Reading quizzes (5%)

Each of the course's main topics is paired with an illustrative case study. On the day that we are scheduled to discuss each case study, there will be a reading quiz which asks you to answer one of the week's reading questions (which I will have previously circulated—see point 2, above). The quizzes will earn a score of 1 if I am convinced that you did the reading, and a zero otherwise. At the end of the quarter, I will sum the scores and divide by the total number of quizzes. You may make up any quiz for any reason by submitting responses to the full set of reading questions. More details on the make-up policy are available on the course website.

4. Map quiz (5%)

Early in the quarter, a map quiz will ask you to locate on a map each of the country cases, their capital cities, and other important geographical features. I will circulate the locations ahead of the quiz for your reference.

5. Case study, part 1 (15%)

For the first writing assignment, you should select a country and one of the weekly topics, and describe the country with respect to your topic, using newspaper sources. This assignment not only lays the groundwork for the explanation to follow, but it also is an opportunity for me to learn about your interests and for you to learn about my grading style early in the course.

6. Case study, part 2 (20%)

Picking up where part 1 left off, part 2 will propose an explanation, based on scholarly sources, for the outcome described in part 1. Papers should make use of at least six serious sources, of which no more than two may appear on the syllabus. While it is not required, I encourage everyone to discuss the case study with me in person.

7. Exams (45%)

Three non-cumulative exams will cover all course material, including lectures, discussion, and assigned reading. I will administer exams during class; they will take the entire period. Exams will address both the themes of the course and the specifics of particular cases using a variety of question formats, including matching, multiple choice and short-answer questions. Study guides will be provided for each exam.

Course policies:

Electronic devices

Laptop computers are powerful tools for learning if used appropriately. However, I reserve the right to ask students to put them away if I believe that they are distracting students from classroom activities. Smart phones, by contrast, have less functionality for typing and research, and more potential for distraction. Please leave them at home.

Late assignments

Students, like faculty, juggle many responsibilities, which is why it's so important to meet your deadlines! Nevertheless, I am willing to negotiate extensions, but you must approach me before the assignment is due, not after. Otherwise, late work will incur penalties worth one-sixth of a letter grade per day (e.g. the grade is reduced from a B+ to a B after two days).

Academic integrity

The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of – and commitment to – a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:

I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.

Students are expected to uphold the principles of this pledge for all work in this class. For more information about Santa Clara University's academic integrity pledge and resources about ensuring academic integrity in your work, see www.scu.edu/academic-integrity/.

Office of Accessible Education (formerly Disabilities Resources)

If you have a documented disability for which accommodations may be required in this class, please contact the Office of Accessible Education, Benson 1, as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours within the first two weeks of class. The full university policy is available at www.scu.edu/oea.

Accommodations for pregnant and parenting students

Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medical needs related to childbirth. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments, or by requesting accommodations through Disability Resources.

Discrimination and sexual misconduct (Title IX)

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University's [Gender-Based Discrimination and Sexual Misconduct Policy](#) or contact [Belinda Guthrie](#). Reports may be submitted online through the [Office of Student Life](#) or anonymously through [EthicsPoint](#)

In-class recordings

The University has a new policy prohibiting in-class recordings “without the knowledge and consent of all recorded parties,” except in cases of approved disability accommodations. The full policy is in the [Student Conduct Code](#) (p. 13).

Course schedule
(Subject to change)

PART ONE: States and nations

Week 1: Course introduction

Tuesday, January 7 **What is comparative politics?**

- O’Neil, Chapter 1 (pp. 3-7, 23-25, 28)

Thursday, January 9 **Why are some states strong and others weak?**

- Sopova, Alisa. 2019. “Where There are Fish in the Water and Women’s Uteruses Fall Out: Daily life in the forgotten war zone of eastern Ukraine,” *New York Times*, September 16.
- O’Neil, Chapter 2 (pp. 31-38, 41-46, 51-60)

Week 2: States

Tuesday, January 14 **The case of Chile**

- Saylor, Ryan. 2014. *State-Building in Boom Times*, pp. 59-63, 65-71, 75-87

Thursday, January 16 **Map Quiz**

Under what conditions do disparate groups identify as a nation?

- Farnsworth, Clyde. 1994. “Acadians Cling to Their Culture, and to Canada,” *New York Times*, July 5.
- Anderson, Benedict. 1994. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, Chapter 1.

Week 3: Nations

Tuesday, January 21 **The cases of Kenya and Tanzania**

- Miguel, Edward. 2004. “Tribe or nation? Nation building and public goods in Kenya versus Tanzania.” *World Politics*, pp. 327-328, 331-339, 358-362.

Thursday, January 23 **Exam #1**

PART TWO: Democratic and authoritarian regimes

Week 4: Authoritarian regimes

Tuesday, January 28

Why do some authoritarian regimes transition to democracy but not others?

- Masoud, Tarek. 2015. "Has the Door Closed on Arab Democracy?" *Journal of Democracy*, pp. 74-79.
- O'Neil, Chapter 6 (pp. 175-177, 184-195, 200-202 plus the table on p. 196)
- O'Neil, Chapter 5 (pp. 141-144)

Thursday, January 30

The case of Tunisia

- Ghannouchi, Rached. 2016. "From Political Islam to Muslim Democracy," *Foreign Affairs*, September/October.

Week 5: Democratic regimes

Tuesday, February 4

Case study, part 1 due

Why do some democracies collapse while others remain stable?

- Guaido, Juan. 2019. "Venezuelans, Strength Is in Unity," *New York Times*, January 30.
- O'Neil, Chapter 5 (pp. 135-139, 150-157, 168-170)

Thursday, February 6

Global challenges to democracy

- Flavelle, Christopher. 2019. "With More Storms and Rising Seas, Which U.S. Cities Should Be Saved First?" *New York Times*, June 19.

Week 6: Populism

Tuesday, February 11

Why is populism on the rise now and not before?

- Zakaria, Fareed. 2016. "Populism on the March," *Foreign Affairs*, October 17.

Thursday, February 13

The case of Venezuela

- Mainwaring, Scott. 2012. "From Representative Democracy to Participatory Competitive Authoritarianism: Hugo Chávez and Venezuelan Politics," *Perspectives on Politics*, pp. 955-958, 961-964.

PART THREE: Political economy and violence

Week 7: Collective violence

Tuesday, February 18

Exam #2

Thursday, February 20

Under what conditions does political violence occur, and why does it vary in its expression?

- van Klinken, Gerry. 2007. *Communal Violence and Democratization in Indonesia: Small town wars*, pp. 1-8.
- O’Neil, Chapter 7 (pp. 205-217)

Week 8: Welfare states

Tuesday, February 25

The case of Indonesia

- van Klinken, Gerry. 2007. *Communal Violence and Democratization in Indonesia: Small town wars*, pp. 88-100

Thursday, February 27

Why do some countries provide many social services and others only a few?

- Collins, Caitlyn. 2017. “In Germany, Parents Can Sue the Government for Failing to Provide Child Care,” *The Atlantic*, January 10.
- O’Neil, Chapter 4 (pp. 99-105, 110-116)

Week 9: Economic development

Tuesday, March 3

Case study, part 2 due

The case of Sweden

- Esping-Andersen, Gosta. 1985. *Politics against Markets: The Social Democratic Road to Power*, pp. 71-73, 82-88.

Thursday, March 5

Why are some countries rich and others poor?

- Li Yuan. 2019. “China Transforms, and a Factory Owner Struggles to Follow,” *New York Times*, January 21.
- O’Neil, Chapter 10 (pp. 308-309, 318-337)

Week 10: Course conclusion

Tuesday, March 10

The case of China

- Rivoli, Pietra. 2006. “Sisters in Time, From the Farm to the Sweatshop and Beyond,” from her book, *The Travels of a T-Shirt in the Global Economy*

Thursday, March 12

Exam #3