

01:790:103: Introduction to Comparative Politics Fall 2020

Instructor: Professor Christine Cahill*

Pronouns: she/her/hers

E-mail: c.cahill@rutgers.edu

Office Hours: Thursdays from 3:00-4:00pm (during our assigned lecture time)

Location of Office Hours: Canvas Conferences

*Please address the instructor as Professor Cahill in all correspondences

Teaching Assistant:

Pronouns:

E-mail:

Office Hours:

Location of Office Hours

*Please address the TA as ___ in all correspondences

I. Course Description and Objectives:

Comparative politics is sometimes seen as an amorphous area of study within political science. American politics, as the adjective "American" clearly indicates, answers questions about political science in the American context. In contrast, deciphering what, for political scientists, the adjective "comparative" means is a less straightforward task. Saying that comparative politics scholars compare things may be the painfully obvious answer but it still leaves unanswered just what is meant when we say "comparative politics." This course is designed as an introduction to the key topics and debates within comparative politics.

The course is divided into three parts. In the first part, students are introduced to the comparative method framework of understanding political and social phenomenon. In the second part of the course, students will apply the comparative method to identify and evaluate scholarly research on the key institutions that promote democratic representation, including elections, political parties, and political leadership. We then shift our focus to contentious politics, which include understanding the causes and consequences of political violence, regime transitions, political and economic development, social movements, and women in politics. Students will apply the comparative method to evaluate scholarly research identifying the conditions under which transitions to democracy succeed and fail, and the consequences of failed paths to democracy.

By the end of this course, students will be able to:

- Apply the comparative method framework to evaluating and critically engaging with scholarly research.
- Compare and contrast electoral institutions that promote democratic representation in established and developing democracies.

- Create policy recommendations to reduce political violence and promote economic and political development.

II. Required Texts

There is one required textbook for this course.

- Orvis, Stephen, and Carol Ann Drogus. *Introducing Comparative Politics: Concepts and Cases in Context*. CQ Press, 5th Edition.
 - Link to text here: <https://us.sagepub.com/en-us/nam/introducing-comparative-politics/book259274>

All other required reading can be found in the relevant modules.

III. Assessments and Grades

Grades in this course will be based on the following items:

1. Lecture Module Activities: 50%
2. Recitation Participation: 20%
3. Term Paper: 30%
 - a. Annotated Bibliography & Thesis: 10%
 - b. Final Paper (20%)

The final letter grade will be assigned according to the standard table:

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|-----------|-----------|-----------|----------|
| 90-100: A | 85-89: B+ | 75-79: C+ | 60-69: D |
| | 80-85: B | 70-75: C | 00-59: F |

Lecture Module Activities (50%)

All lectures will take place **asynchronously** and can be found in the “Modules” tab on Canvas. This means you may work through the lecture modules at your own pace throughout the week, so long your graded work is submitted by the end of the week on Sunday.

Weekly lecture modules will open up at midnight on Sundays. Each week, either one or two lecture modules will be released, depending on whether students are meeting in recitation section that week.

For example, the Week 1 modules will open up on Sunday, August 30th at midnight. You will have the entire week to complete Module 1 (our lecture for Tuesday, September 1st) and Module 2 (our lecture for Thursday, September 3rd). Each lecture contains a graded component. The graded components are always due by the end of the week on Sundays at midnight. So in this example, the graded components are due on Sunday, September 6th at 11:59pm.

All lecture modules have a graded component. This could be a quiz, participation in a discussion forum, a response question, etc. The graded component of the modules is due at the end of the week by Sunday at midnight. **Please note that this is a STRICT deadline.** Late lecture work will receive a 5%-point late penalty for each 24-hour period, beginning on Mondays at 12:00am.

Why such a strict deadline?

- To encourage students to stay on track in the course
- To help the instructors stay organized with the course grading.
- The correct answers to quizzes are set to be released the following Mondays at 8:00am, so I cannot accept any late quizzes once those answers have been released.

Each module begins with an “Overview” page that overviews the components of the module. See an example below. I expect you to spend between 30-40 minutes on the course readings PRIOR to beginning the lecture module. Then, you can expect each lecture module to take between 1-2 hours, depending on the content.

Overall, you should expect to dedicate approximately six hours per week to this course.

Overview: Module #2

Learning Objectives for Module #2: Applications of the Comparative Method

- Understand and evaluate Brady et al.'s (2001) application of the comparative method in the case of the butterfly ballot.
- Identify key components of research design in the Freakanomics video

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| <p>9/7/2020 - 9/13/2020</p> | <p>Module #2: Applications of the Comparative Method</p> | <p>(1) Complete Module Readings</p> <ul style="list-style-type: none"> • Henry E. Brady, Michael C. Herron, Walter R. Mebane Jr., Jasjeet S. Sekhon, Kenneth W. Shotts, and Jonathan N. Wand. 2001. "Law and Data: The Butterfly Ballot Episode." <i>PS: Political Science & Politics</i> 34:59-69. • Link to Article <p>(2) Complete Reading Guide</p> <ul style="list-style-type: none"> • Link to Reading Guide for Brady et al. (2001) <p>(3) Quiz on Brady et al. (2001)</p> <p>(4) Watch Part 1 & 2 of video lecture</p> <p>(5) Watch Freakanomics Video. Please fill out this Freakanomics video guide while watching the chapters.</p> <ul style="list-style-type: none"> • Real Estate • Cheating Teachers • Sumo Wrestlers <p>(6) Quiz on Freakanomics Video</p> |
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Section Attendance and Participation (20%)

Recitation sections will take place **synchronously** at your assigned recitation time, according to the schedule outlined in the syllabus.

While we strongly encourage your attendance in recitation sections, we understand that students may not be able to attend some recitation due to issues pertaining to the pandemic. We will record each section and will post the recording on Canvas. Students should communicate their absence to the TA within **TWO WEEKS** of their absence to make arrangements for an alternative assignment to obtain credit for the class they missed.

Students will meet in their assigned section time SIX times throughout the semester (see course schedule at bottom of syllabus). Each section is worth 3.33% of your overall grade. Students' recitation section attendance grade will be comprised of attendance AND participation in a recitation section activity, (examples include quizzes, discussion, and group work).

Note that there will be no lecture module on the Thursdays during the week when sections are held. You will never "meet" more than two times per week for this course.

Section Location and Times

Section 01: Wednesday from 12:35 – 1:55pm

Section 02: Wednesday from 3:55 – 5:15pm

Section 03: Wednesday from 5:35 – 6:55pm

Recitation Dates: 9/9, 9/23, 10/7, 10/21, 11/11, 12/2

How to Join Recitation Section:

1) Recitation Format:

Recitations will be held using the 'Conference' function in Canvas.

2) How to Join Recitation via Conference:

- *On the day / time of your recitation you should log-in to Canvas and locate the "Conferences" tab on the left-hand tool bar.*
- *Once in the "Conferences" tab, you should see your recitation section's conference call. You will then click, "join".*
- *When you join, please join with your microphone. If you feel you have sufficient internet speeds, etc. you may then choose to join with your video. You **MUST FIRST** join with microphone, then the option for video will appear.*

3) Attendance & Participation Assignments:

Attendance will be taken at the start of each recitation conference call.

Each recitation section includes participation assignment(s). You will need to go to the recitation section module, click on the assignment for your section and submit it either by the end of section, or by midnight the Thursday after your recitation (about 24 hours).

Term Paper (30%)

The final paper is worth 30% of your overall grade. The 30% is broken down as follows:

- **Annotated bibliography and thesis statement (10%): Due Sunday, October 25th at midnight (submit on Canvas)**
- **Final Paper (20%): Due (whenever our final exam is scheduled)**

The response project is an assessment of students' abilities to demonstrate mastery of two of the course objectives:

- Apply the comparative method framework to evaluating and critically engaging with scholarly research.
- Create policy recommendations to reduce political violence and promote economic and political development.

Students will write ONE term paper and may choose their topic from the list of nine topics. Students will be required to sign up for their research paper. The deadlines for the paper topics are staggered throughout the semester, so please choose a topic that is both interesting to you AND works well with your calendar.

- The signup will be open on Canvas from Monday, September 7th at 12noon through Sunday, September 13th at midnight.
- The instructors will assign any students who choose not to sign up to any leftover spaces (usually the least popular topics).

Please see the "Term Paper" Assignment on Canvas for important details on the term paper, including the annotated bibliography.

IV: Classroom Policies

Covid-19

The instructors recognize that the Fall 2020 semester presents unique challenges to everyone. We acknowledge the many hardships associated with the pandemic and know that everyone is likely struggling in some way during this time. With this in mind, we have adapted a few aspects of this course, including the following:

- Please contact me as soon as possible with any covid-19 related sickness that is affecting you (you or someone you care for, etc.) so we can make arrangements to support you.
- Normally I give a midterm exam during week 9 of the semester. For Fall 2020, I have decided to cancel the midterm exam and instead give everyone a mental health break. There will not be anything course-related occurring from Monday, October 26th through Sunday, November 1st. I hope that you can dedicate the hours you would normally spend in this class to do something for yourself, whether it is spending time with loved ones, going outdoors, or just giving yourself a break from Canvas/Zoom.

- On a similar note, I have also canceled all classes during the week of Thanksgiving (a university holiday).
- I believe that a flexible and kind mindset is absolutely necessary to get through this pandemic. Please contact me if there is anything I can do to help support you this semester.

Mitigating and Addressing Bias in the Course

The instructors are committed to mitigating bias and providing an equitable learning experience for all students. Here are some steps the instructors are taking:

- We will blindly grade all assessments. We will not be able to see students' names when we are grading assignments.
- Research shows that active learning environments reduce learning gaps and promote equity in learning. The instructors are committed to implementing active-learning techniques based on this literature.
- The instructors will continue to take trainings on diversity and inclusion.
- The instructors are committed to ensuring balance on perspectives and diversity in authorship in the course syllabus. We will also take steps to do the same for in-class discussions.
- The instructors will solicit feedback from students midway through the semester and at the end of the semester about the course. We acknowledge that mitigating bias and promoting equity are lifelong endeavors, and we welcome ideas and feedback from students to help us improve ourselves and the course.

Regrade Policy

After receiving any grade, students must wait 24 hours before contacting the instructor or the TA regarding the grade. Students who feel their grade is incorrect must then follow these steps, *within one week of the day the grade is made available.*

1. After 24 hours, you may discuss your grade with your TA in office hours or an appointment.
2. Students who still feel their grade is incorrect after meeting with the TA may give the instructor the graded copy of the assignment along with a one-page document explaining why the grade is incorrect.

The instructor will regrade the entire response, which means the grade may go up or down

E-mail Policy

The instructor and TA encourage e-mail and comments. The instructor and TA will respond to e-mail within 24 hours, except on weekends and holidays. **The instructor and TA will not respond via e-mail to the following:**

1. Questions that students can answer themselves by reading the syllabus
2. Questions that require more than a short paragraph to address fully. For more detailed responses, students are encouraged to see the instructor during office hours, before or after class, or by an appointment.

Late Work Policy

Technology failure (e.g. hard drive crash) is not an acceptable excuse for late work—students must back up their data. Likewise, except in rare, prolonged cases, illnesses and family emergencies are not acceptable excuses for late work; students should get their work done early in case unforeseen problems arise.

Academic Integrity

Academic dishonesty will not be tolerated. Please see the university's policies regarding plagiarism and cheating online at <http://academicintegrity.rutgers.edu/>.

V. Schedule

Part I. Social Science and Comparative Politics

The first part of the course introduces students to a framework of thinking and analyzing politics across different units (individuals, states, countries, regions, etc.). Students are provided with the tools to critically evaluate comparative political science using the Comparative method.

Week 1 - Comparative Politics and Social Science

Tuesday, September 1st: Introduction to course

Read: course syllabus and website. Familiarize yourself with all course policies, assessments, and deadlines.

Thursday, September 3rd: The Comparative Method

Read: Orvis and Drogus Chapter 1 (pages 1-33)

Week 2— The Comparative Framework

Tuesday, September 8th: Application of Comparative Method: An Example from American Politics & Examples from the Film *Freakanomics*

Read: Henry E. Brady, Michael C. Herron, Walter R. Mebane Jr., Jasjeet S. Sekhon, Kenneth W. Shotts, and Jonathan N. Wand. 2001. "Law and Data: The Butterfly Ballot Episode." PS: Political Science & Politics 34:59-69. Canvas

---Section meets; attend your assigned section --

Section Topic: Introductions and Practice with the Comparative Method

Section Reading: Review the response paper documents, be prepared to ask questions in section.

Graded Activity: Complete Recitation Activity(ies) (due Sunday, September 13th)

Sign up for Response Papers. Students who choose not to sign up will automatically be assigned to a paper topic by the instructors (usually the least popular topics) (Due Sunday, September 13th)

Thursday, September 10th: *No Lecture*

Week 3 – Writing Research Papers in Social Science

Tuesday, September 15th: Writing a Strong Social Science Research Paper

Read: SKIM Baglione chapters 4-5 (pdf on Canvas)

Optional: Cahill and Tomashevskiy (2019) (pdf on Canvas). SKIM pages 1-7 and read my highlighted notes (the yellow notes throughout).

Part II. Democratic Representation

Democracies are considered to be the regime structure that best represents citizens in politics. The second part of the course reviews and compares institutions that support democratic ideals, including elections, political parties, and country leadership.

Thursday, September 17th: Defining the Modern State

Read: Orvis and Drogus Chapter 2

*Read: **See Additional Reading, Case Studies of State Formation.***

Week 4 – Institutions that Support Democratic Ideals: Citizens & Civil Society

Tuesday, September 22nd: States and Identity

Read: Orvis and Drogus Chapter 4

---Section meets; attend your assigned section –
Section Topic: Identity Politics in the United States
Section Reading: Fukayama article on Canvas + TBA

Thursday, September 24th: No Lecture

Week 5— Institutions that Support Democratic Ideals: Electoral Systems

Tuesday, September 29th: **Class Break** [Mental Health Day]

Thursday, October 1st: Plurality and Majoritarian Systems

Read: Orvis and Drogus Chapter 6 (pages 282-288)

- *Recommended: IDEA Handbook, Chapter 3, pages 35-4*
- Available for free online at:

<http://www.idea.int/publications/catalogue/electoral-system-design-new-international-idea-handbook?lang=en>

Week 6 – Institutions that Support Democratic Ideals: Presidents & Prime Ministers

Tuesday, October 6th: Proportional Representation

Read: Orvis and Drogus Chapter 6 (pages 288-294)

Recommended: IDEA Handbook, Chapter 3, pages 57 through 71

- PR-Related Issues (pg. 77, 82-90), Table 7: Five Electoral System Options: Advantages and Disadvantages (pg. 119-120), Considerations on Representation (pg. 121-125)
- See Link above to free online version

---Section meets; attend your assigned section –
Section Topic: Comparative electoral systems: Should the US keep the FPTP system? **Section Reading:**
Read: David Frum: “Why do Democracies Fail” (Atlantic Article on Canvas)
Lee Drutman: “This Voting Reform Solves Two of America’s Biggest Political Problems” (Vox article on Canvas)

Thursday, October 8th: No Lecture

Week 7 – Institutions that Support Democratic Ideals: Political Parties

Tuesday, October 13th: Presidential and Parliamentary Democracies

Read: Orvis and Drogus Chapter 5 (pages 214-247)

Thursday, October 15th: Political Parties & Party Systems

Read: Orvis and Drogus Chapter 6 (pages 296-313)

Week 8 – Comparative Public Policies

Tuesday, October 20th: Political Parties: The Rise of Populism

Read: “What is a Populist, and is Donald Trump One?” Atlantic Article by Uri Freidman (Canvas)

“How Populism Became the Concept that Defines our Age” Guardian article by Cas Mudde

--Section meets; attend your assigned section --

Section Topic: *Populism*

Section Reading: **TBA**

Thursday, October 22nd: *No Lecture*

Annotated bibliography is due on Sunday, October 26th at midnight (submit on Canvas).

Week 9 – Mental Health Break

Tuesday, October 27th: **Class Break**

Thursday, October 29th: **Class Break**

Part III. Contentious Politics, Democratization, and Development

Week 10 – Contentious Politics

Tuesday, November 3rd: Social Movements

Skim Orvis and Drogus Chapter 7, pages 358-370

Spend at least 45 minutes researching ONE contemporary social movement prior to coming to class today. Be prepared to discuss the following questions:

- 1) Why and how did the social movement emerge?*
- 2) Was the movement sustained over time? Why or why not?*
- 3) What are the impacts of the movement?*

Examples of movements include but are not limited to: Black Lives Matter, #MeToo, Umbrella Movement (Hong Kong), #NoBanNoWall, Anti-Austerity (Argentina), Indigenous Lands and Rights Movement (Brazil), Teachers' Movement (Mexico)

Thursday, November 5th: Violence in Civil Wars & Terrorism
Read: Orvis and Drogus Chapter 7 (pages 376-394)

Week 11 – Explaining Non-Democratic Regime Changes

Tuesday, November 10th: Elections, Parties, and Civil Society in Authoritarian Regimes

Read: Orvis and Drogus Chapter 8 (pages 439-461)

*Read: **Authoritarian Regimes Case Studies ON CANVAS**. Choose at least three articles to read prior to coming to class today. Be prepared to discuss how the authoritarian regime overcomes the dictator's dilemma. **Canvas***

Section meets; attend your assigned section –

Section Topics:

Section Reading:

Thursday, November 12th: *NO LECTURE*

Week 12: Regime Change & Political Development

Tuesday, November 17th: Revolutions & Military Coups,
Read: Orvis and Drogus Chapter 9 (pages 469-497)

Thursday, November 19th: Comparative Political Economies
Read: Orvis and Drogus Chapter 10 (pages 584-605)

Week 13: Mental Health Break (University Holiday)

Tuesday, November 24th: **Class Break** [*Mental Health Day*]

Thursday, November 26th: *NO LECTURE (University Holiday)*

Week 15 – Women & Politics

Tuesday, December 1st: Women and Politics
*Reading: Come to class prepared to discuss your reading guide to Mansbridge (1999) and Reynolds (1999). Readings and reading guides can be found on **Canvas***

Mansbridge, Jane. 1999. Should Blacks Represent Blacks and Women Represent Women? A Contingent "Yes." *Journal of Politics* 61 (3): 628-657

Reynolds, Andrew. 1999. Women in the Legislatures and Executives of the World: Knocking at the Highest Glass Ceiling. *World Politics* 51 (4):547-572.

---Section meets; attend your assigned section ---

Section Topic: Women and Minorities in Politics

Section Reading: TBA

Thursday, December 3rd: *No Lecture*

Week 16 - Inequalities & Course Wrap-Up

Tuesday, December 8th: Globalization and Inequalities

Thursday, December 10th: Course Wrap-Up