

# POLITICAL SCIENCE 130: INTRODUCTION TO COMPARATIVE POLITICS Syllabus<sup>1</sup>

Fall 2019

Class Meetings: Tu/Th 3:30-4:45, Woollen Gym – Rm 0303

Instructor: Simon Hoellerbauer

Email: hoellers@unc.edu

Office Hours (Hamilton 451): Tu/Th 12:30 - 1:30 PM *and* 5 - 6 PM; or by appointment.

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## Course Description

POLI 130 introduces you to the main topics in comparative politics, which encompasses the politics—however construed—of all nations. As such, we will touch on a wide range of topics that will help us understand how nations operate politically. A series of case studies will allow us to relate the concepts we will discuss to the empirical world. This course will prepare you to analyze the political developments around the globe.

## Objectives

After completing this course, you will be able to

1. explain the logic behind the comparative method,
2. critically consume academic literature,
3. identify and explain some of the main concepts in comparative politics, including
  - (a) the state,
  - (b) democracy,
  - (c) democratization,
  - (d) authoritarianism, and
  - (e) hybrid regimes
4. apply these concepts to a diverse set of cases;
5. compare the politics of different countries; and
6. think, speak, and write more critically and analytically.

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<sup>1</sup>Text, ideas, and topics for this syllabus adopted and adapted from Stephanie Shady, Lucy Britt, Jacob Smith, and Rahsaan Maxwell.

## Requirements and Grading

**Required Reading** There is no textbook for this class—all required readings, which are listed in the course schedule below, can be found online in the “Resources” section of the course Sakai page or as hyperlinks in this syllabus. For articles and book excerpts, the portion of the selected piece to be read (delineated by page or chapter numbers) will always be in the last item of information listed. Please note that sometimes there are multiple excerpts listed. The readings will serve to introduce some concepts and accompany the lectures and activities in class. You are expected to come to each class meeting having done the required reading for that day. Please have copies of the readings available, so that you can refer to them in class.

We will read a mix of textbook excerpts and original material by some of the most well-known scholars of comparative politics. While this is an introductory course, and we will therefore not be able to dig as deeply as we would all probably like into the smörgåsbord of topics within this diverse subfield, my goal is still to expose you to the work that has been done in the discipline firsthand. Some of the readings can be a bit dense, and I recognize that many of you may not have worked with this type of reading before. I just ask that you make your best effort to understand the main point of the readings.

**Attendance** Each class session is extremely important. Therefore, attendance is mandatory—if you do not show up, you will not learn. You are allowed three unexcused absence. More unexcused absences will result in a half-letter grade deduction (5 percentage points) to the *overall course grade* for each unexcused absence. If you miss more than five classes unexcused, you will receive an F in the course. Attendance will be taken during every class. I will track attendance using the Attendance function on the Sakai site, which will allow you to track your attendance so that there are no surprises at the end of the semester. This means I will take roll at the beginning of each class period; it is your responsibility to make sure that I count you as present if you arrive late.

Please reach out to me as soon as possible if you think you may have to miss a class and have a valid reason for doing so (illness, travel as part of a campus organization, religious observation, etc). I will not excuse absences *ex post facto* except for extraordinary circumstances. Please note that being excused from class does not excuse you from turning in assignments due that day. Paper extensions will be granted separately (see below), although you can of course address both in the same email, if you feel both are warranted.

**Participation: 20%** Participation is extremely important, as it allows you express the ideas we discuss in the course in your own words and engage with the concepts addressed in lecture. You are expected to participate actively both when I divide you into smaller groups for discussion and when we discuss as a class. I also expect you to participate in the activities that I have planned at various points this semester.

Feel free to check in with me regarding your participation level or ask me for advice on how

to participate more actively. If you are comfortable speaking up in class, please help others participate by engaging in dialogue and being mindful about letting others speak. If you are uncomfortable speaking up in class, please consider this class an opportunity to grow and push yourself to contribute to the discussion. I will give you a midterm participation grade (which I will replace with your final grade at the end of the semester) to let you know how you are doing on participation halfway through the course.

**Current Events Discussions: 10%** We will discuss current events every 2 Thursdays, starting August 29. Before **5 PM** on Wednesday **August 28, September 11, September 25, October 9, October 23, November 6, November 20**, you will post the link to and a brief one- to two-sentence summary of a news article that deals with politics of a country that is not the US in the “Forum” section of the course Sakai page (I will create forum “topics” for each of the days). On the following Thursday (**August 29, September 12, September 26, October 10, October 24, November 7, November 21**) you will discuss your articles in small groups. I will then randomly select a few individuals who will be required to give a brief summary of their article and a explanation for how they think the news fits into what we are learning in the class. We will spend the first 20-30 minutes on this.

In total, you will post about 7 news articles, each being worth roughly 1.43% of your grade. The articles should be from credible news sources, such as *The New York Times*, *The Washington Post*, *BBC*, *The Economist*, *Politico*, *The New Republic*, *The Atlantic*, *The Guardian*, *Reuters*, etc. Evaluations of your summaries will be factored into your participation grade.

**Paper: 35% (Overall)** You will write one 10 page paper for this class. This paper will bring together the materials covered in class by having you apply concepts and topics to a country case you pick. For your chosen country, you will describe the country’s regime, describe and analyze its democratic development (or lack thereof) and potential reasons for it (based on what we have discussed in class), and then briefly discuss the future of democracy in your chosen country.

In order to make this task easier for you and to facilitate an early start, you will be required to submit various parts of the paper during the semester. Each part is a subassignment of the larger paper assignment and is accompanied below by a due date and information on how many of the 35 percentage points each part makes up. I will return the draft of each part within two days of you having turned the paper in. The final draft will consist of the two parts submitted earlier in the semester (with any corrections or comments made by me addressed), along with a brief addition. **All parts except the country choices are due on Sakai under “Assignments” by 11:59 PM on the day they are due.** Please see the additional handout title *Paper Supplementary Information* for a more in-depth explanation of the requirements

1. Country Choice, **due August 30, 3%**: The country you choose will be the country about which you will write your paper. You must email me your top three country choices by 11:59 PM on August 30 in order to get the points for this part of the paper. Please note: You **cannot choose** any of the countries that we will discuss in this class

(UK, Taiwan, Malawi, and Armenia) or the United States. Your country does not have to be a democracy.

2. First Part, **due September 27, 10%**
3. Second Part, **due November 15, 10%**
4. Final Draft, **due December 6, 12%**

**Midterm: 15%** The midterm will be on *October 10* and will cover all material discussed up until that day. It will consist of a 45 minute in-class exam comprised of a short-answer section and one essay.

**Final: 20%** In compliance with the UNC Final Exam Resolution and according to the UNC Final Exam Calendar, the final will be on *December 12* at 4:00 PM. The final exam will be cumulative and will consist of a series of short-answer questions and two more extended essay questions. I will let you know the options for the final essays before the exam.

## Grading Scale

I will use the following grading scale:

- A: 100-92.5; A-: less than 92.5-89.5
- B+: less than 89.5-86.5; B: less than 86.5-82.5; B-: less than 82.5-79.5
- C+ less than 79.5-76.5; C: less than 76.5-72.5; C-: less than 72.5-69.5
- D+: less than 69.5-66.5; D: less than 66.5-59.5
- F: less than 59.5-0

## Research Requirement

Students enrolled in POLI 100, POLI 130, or POLI 150 are required to take part in the Department of Political Science research activities as part of their course requirement. The research requirement can be fulfilled either by participating in research studies offered by the Political Science Subject Pool (PSSP) (Option 1) or by writing a 5-page research paper (Option 2). The total time commitment should not exceed 3 hours. This requirement does not substitute for other course requirements, nor does it generate extra credit.

**OPTION 1:** Students who choose to participate in the Political Science Subject Pool will be required to accumulate ten credits towards their research requirement. Typically, each study completed will satisfy one credit towards the requirement; occasionally, a study will count for more than one credit. Active studies for you to participate in will be listed on the *Subject Pools website*.

**OPTION 2:** Students who choose not to participate in the Political Science Subject Pool or you fail to reach your 10 credit minimum must satisfy the requirement by completing an al-

ternative assignment, which consists of writing a five-page, double-spaced, research-oriented paper. Although it is not exactly the same as participating in an actual research study, this assignment has been designed to expand your understanding of the realm of political science research. At the end of the semester, you will be given a list of articles from The Monkey Cagea blog intended to make political science research more accessible where you will be required to react to the article you select. Articles from The Monkey Cage may present findings from a recently published academic article, introduce readers to a new topic, or present contemporary political events through the lens of political science research. It will be your responsibility, in your paper, to discuss how the article was conducted, what conclusion(s) the author of the article draws from their methodological approach, and detail how convincing you find their conclusions. This paper will be graded pass/fail by the Subject Pool Director, Professor Anna Bassi.

Failure to satisfy the research requirement will result in an incomplete that will be removed only upon satisfaction of the requirement. Credit will be administered by the PSSP Director.

## Contact Policy

You are encouraged to come to my office hours, listed above, and to contact me with any questions you may have, even if you just want to chat. I am also available by appointment if you are unable to meet during the times listed, but please do try to give me as much advance notice as possible. I really want to be a resource for you this semester, so if you have anything you want to talk about, please do not hesitate to come to my office hours. If I have to change my office hours for any reason, I will let you know.

My email is hoellers@unc.edu. I will try to respond as soon as possible, although I cannot guarantee same day response. Therefore, I encourage you to ask me questions about exams and papers as far in advance as possible, which will hopefully help you get in the habit of working on assignments well before they are due.

If you miss one or two classes, it could set you back significantly, or if you do not start working on the assignments soon enough, you may find yourself running out of time when the due date comes around. Please reach out to me if you have any issues, problems, or concerns. In addition, if anything or anyone makes you feel uncomfortable, and you feel comfortable doing so, please come talk to me so that I can do my best to assist you. Finally, **in line with university policy, I cannot discuss grades over email.** If you have questions about grades, you must come to office hours or set up an appointment.

## Teaching Philosophy

I view my role as a teacher as a support person for you, my students. Because of my background and education, I have knowledge that I will strive to communicate with my you,

which is why lecture does form a core part of this course. My primary goal as a teacher, however, is to make you feel engaged and active and to help you learn skills that you will be able to use outside of the contexts of this course and even of this field of study. As such, I believe that active participation is essential to helping you learn, and I structure the course in such a way that there are plenty of ways in which to participate and be active, as I recognize that not all students learn in the same way. At the same time, I do not believe that surface-level skimming of a topic is all that useful; therefore, this class is more detail-oriented than other introductory courses may be, without being overwhelming. Finally, I am always open to feedback—I want to make sure that you are getting both what you want and need from this course.

## Academic Dishonesty

Academic dishonesty—violating the standards of integrity all students pledge to adhere to as a condition of enrollment at UNC—shall result in a failing grade on that assignment and will also result in being referred to the Honor Court. Students with questions about what qualifies as academic dishonesty should ask the instructor and can also consult the Honor Court Website at <http://honor.unc.edu>. Students may use any citation style they choose when writing papers so long as they remain consistent within any one paper.

## Student Accessibility

Any student with a documented condition who needs to arrange reasonable accommodations should contact the instructor and Accessibility Resources (<https://accessibility.unc.edu/>). Accessibility Resources can be reached by phone at 919-962-8300 or by email at [accessibility@unc.edu](mailto:accessibility@unc.edu).

## Electronic Policy

Please put away all cell phones while class is in session. You are permitted to use laptops in class. Please realize that I can tell when you are looking at materials that are not related to the class. In general, I strongly encourage you to not use your laptops in class, as studies have shown that using pen and paper is better for comprehension and understanding, while laptop use can decrease participation.

## Late Work Policy

I will deduct one letter grade (10 percentage points) per day that a paper is late from the maximum grade you can receive. I will then grade your paper as normal and weight it so that it could not exceed this new maximum grade. As such, if you turn in an assignment one day late, the highest grade you can receive is a 90. If you then receive an 85 on the

assignment, your actual grade will be  $.85 * 90 = 76.5$ .<sup>2</sup> The reason I do this is because it makes it seem less arbitrary and helps me separate out where you lose points, in ways that are not related to the lateness of your paper.

## Disclaimer

I reserve the right to make any and all necessary changes to this syllabus. If I do make any changes, I will of course inform you about them. Please always refer to the most updated syllabus, which I will upload to the course Sakai page under “Syllabus,” when seeking information.

## Course Schedule and Required Readings

### August 20 – Course Introduction

Read through syllabus – we will discuss class logistics, do some introductory activities, and start on class material.

*Theme: Introductory Concepts*

### August 22 – What Is Comparative Politics?

- O’Neil, 2010, *Essentials of Comparative Politics*, New York: W. W. Norton & Company, Ch. 1: Introduction
- Fabbrini and Molutsi, 2011, “Comparative Politics,” *International Encyclopedia of Political Science*, pp. 1-4, 11(“Issues of Comparative Politics”)-18(first paragraph only)

### August 27 – States and State Formation

- O’Neil, 2010, *Essentials of Comparative Politics*, New York: W. W. Norton & Company, Ch. 2: States
- Tilly, 1992, *Coercion, Capital, and European States, AD 990-1992*, Cambridge, MA: Blackwell, Ch. 1: Cities and States in World History (pp. 1-5, up to “Available Answers”; pp. 14-16 (from the paragraph that starts “This book’s central argument ...” to “Logics of Capital and Coercion”))

*Theme: Regime Types*

### August 29 – Current Events Discussion; Democracy – What Is It?

- Dahl, 1971, *Polyarchy*, New Haven: Yale University Press, Ch. 1 (pp. 1-9), Ch. 2
- Przeworski et al., 2000, *Democracy and Development*, New York: Yale University Press, Ch. 1: Democracies and Dictatorships (only up to p. 33, you do not have to read “What We Did Not Include”)
- RECOMMENDED: Lijphart, 1999, *Patterns of Democracy*, New Haven: Yale University Press, Ch. 4

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<sup>2</sup>If I were not doing the weighting, you would get 75 (100 - 10 - 15). This format will always benefit you, even if only by a little.

**August 30 – Send Simon your country choices by email by 11:59****September 3 – Measuring Democracy; Introduction to Authoritarianism**

- Lindberg et al., “V-Dem: A New Way to Measure Democracy,” 2014, *Journal of Democracy* 25(3): 159-169
- Pepinsky, “Everyday Authoritarianism is Boring and Tolerable,” <https://tompepinsky.com/2017/01/06/everyday-authoritarianism-is-boring-and-tolerable/>
- Geddes, 1999, Working Paper, “Authoritarian Breakdown: Empirical Test of a Game Theoretic Argument,” read pp. 6-10 (section “Types of Authoritarianism”)

**September 5 – Authoritarianism; Introduction to Hybrid Regimes**

- Linz, 2000, *Totalitarian and Authoritarian Regimes*, Boulder: Lynne Rienner Publishers, Introduction
- Diamond, 2002, “Thinking About Hybrid Regimes,” *Journal of Democracy* 13(2): 21-35

**September 10 – Regime Types III: Hybrid Regimes**

- Levitsky and Way, 2010, *Competitive Authoritarianism: Hybrid Regimes After the Cold War*, New York: Cambridge University Press, Introduction, pp. 5-20 (from “What is Competitive Authoritarianism” to “Diverging Outcomes ...” [you do not need to read the “Diverging Outcomes...” section])
- Cheeseman and Klass, 2018, “How to Steal an Election in Broad Daylight,” *Foreign Policy*

**September 12 – Current Events Discussion; Regime Types Activity**

- Handout Posted August 10<sup>nd</sup>

*Theme: Outcomes and Causes*

**September 17 – Political Economy, Poverty, and Inequality**

- O’Neil, 2010, *Essentials of Comparative Politics*, New York: W. W. Norton & Company, Ch. 4: Political Economy

*Theme: Domestic Political Institutions*

**September 19 – Civil Society; Introduction to Majoritarian vs Consensus Democracy**

- Alagappa, 2004, *Civil Society and Political Change in Asia*, edited by Muthiah Alagappa, Stanford: Stanford University Press, Ch. 1: Civil Society and Political Change: An Analytical Framework, pp. 26-40 (up to “Civil Society and Democracy”)
- Malena and Finn Heinrich, 2007, “Can we measure civil society? A proposed methodology for international comparative research”, *Development in Practice* 17(3): 338-352, pp. 338-341
- Lijphart, 1999, *Patterns of Democracy*, New Haven: Yale University Press, Ch. 1

**September 24 – Majoritarian vs Consensus Democracy**

- Lijphart, 1999, *Patterns of Democracy*, New Haven: Yale University Press, Ch. 2-3

### September 26 – Current Events Discussion; Electoral Systems

- Reynolds et al., 2005, *Electoral System Design: The New International IDEA Handbook*, International, Institute for Democracy and Electoral Assistance, Ch. 1 (section “Criteria for Design”), Ch. 2-3 (skip the case studies)

### September 27 – First Part of paper due at 11:59 PM

### October 1 – Case Studies: Australia vs Germany

- “Everything You Need to Know About Germany’s Complex Election Process, Sep. 24, 2017, from *Bloomberg*: <https://www.bloomberg.com/graphics/2017-how-germany-forms-govern>
- “Fact Sheet: Political System of Germany” from the Research Office of the Legislative Council Secretariat of Hong Kong
- Dalton, 2012, *Politics in Germany: The Online Edition*, Ch. 2: The Institutions of Governance – can be found here: <http://www.socsci.uci.edu/~rdalton/germany/ch2/chap2.htm> (*skim, just so you get a deeper understanding of how Germany’s political system works*)
- “Infosheet 20 - The Australian system of government” from the Parliament of Australia [https://www.aph.gov.au/About\\_Parliament/House\\_of\\_Representatives/Powers\\_practice\\_and\\_procedure/00\\_-\\_Infosheets/Infosheet\\_20\\_-\\_The\\_Australian\\_system\\_of\\_government](https://www.aph.gov.au/About_Parliament/House_of_Representatives/Powers_practice_and_procedure/00_-_Infosheets/Infosheet_20_-_The_Australian_system_of_government)
- “Federal Elections,” Fact Sheet from Australia’s Parliamentary Education Office
- Bennet, 1999, *Current Issues Brief* 10 1998-99, “Should the Australian Electoral System be changed?”: [https://www.aph.gov.au/About\\_Parliament/Parliamentary\\_Departments/Parliamentary\\_Library/Publications\\_Archive/CIB/cib9899/99cib10](https://www.aph.gov.au/About_Parliament/Parliamentary_Departments/Parliamentary_Library/Publications_Archive/CIB/cib9899/99cib10)
- RECOMMENDED: Lijphart, 1999, *Patterns of Democracy*, Ch. 14

### October 3 - Presidentialism vs Parliamentarism

- Linz, 1990, “The Perils of Presidentialism,” *Journal of Democracy* 1(1): 51-69
- Horowitz, 1990, “Comparing Democratic Systems,” *Journal of Democracy* 1(4): 73-79
- Mainwaring and Shugart, 1997, “Juan Linz, Presidentialism, and Democracy: A Critical Appraisal,” *Journal of Democracy* 29(4): 449-471
- RECOMMENDED: Lijphart, 1999, *Patterns of Democracy*, New Haven: Yale University Press, Ch. 7

### October 8 – Authoritarian Institutions

- Pepinsky, 2013, “The Institutional Turn in Comparative Authoritarianism,” *British Journal of Politics* 44:631-653

### October 10 – Current Events Discussion; Midterm Review; MIDTERM

*Theme: Democratic Development and Regime Change*

### October 15 – Democratization in the West

- Huntington, 1991, “Democracy’s Third Wave,” *Journal of Democracy* 2(2): 12-34 – you **do not** need to read the following sections: “Culture,” “Confucianism,” “The East Asian Model,” and “Islam”
- Dahl, 1971, *Polyarchy*, New Haven: Yale University Press, Ch. 3

### October 17 – No class due to Fall Break

### October 22 – Democratization and Time

### October 24 – Current Events Discussion; Class-Based Explanations and Democratization in the UK

- Huber, Rueschemeyer, and Stephens, 1993, “The Impact of Economic Development on Democracy,” *Journal of Economic Perspectives* 7(3): 71-85
- Garrard, 2000, “Democratization in Britain”, *European Democratization since 1800*, edited by John Garrard, Vera Tolz, and Ralph White, Palgrave Macmillan
- Rueschemeyer, Stephens, and Stephens, *Capitalist Development and Democracy*, Chicago: University of Chicago Press, Ch 4: Advanced Capitalist Democracies – read only section “The Transition to Democracy in Europe: The Democratic Cases” (pp. 83-98)

### October 29 – Economic Causes of Democratization

- Ansell and Samuels, 2014, *Inequality and Democratization*, New York: Cambridge University Press, Ch 1 (up to “Plan of Book”)
- Haggard and Kaufman, 2012, “Inequality and Regime Change: Democratic Transitions and the Stability of Democratic Rule,” *American Political Science Review* 106(3):495-516

### October 31 – International Factors in Democratization; Transitology

- Levitsky and Way, 2010, *Competitive Authoritarianism: Hybrid Regimes After the Cold War*, New York: Cambridge University Press, Ch 1, pp. 20-24 (up to “Theoretical Implications”)
- Vachudova, 2005, *Europe Undivided: Democracy, Leverage, & Integration After Communism*, New York: Oxford University Press, Conclusion
- Linz and Stepan, 1996, *Problems of Democratic Transition and Consolidation: Southern Europe, South America, and Post-Communist Europe*, Baltimore: The Johns Hopkins University Press, Ch. 4
- RECOMMENDED: Basora and Yalowitz, 2017, *Does Democracy Matter?: The United States And Global Democracy Support*, New York: Rowman & Littlefield, Introduction

### November 5 – Case Study: Democratization in Taiwan

- Tien and Shiau, 1992, *World Affairs* 155(2): 58-61, “Taiwan’s Democratization: A Summary”
- “Timeline: Taiwan’s Road to Democracy” from *Reuters*: <https://www.reuters.com/article/us-taiwan-election-timeline/timeline-taiwans-road-to-democracy-idUSTRE7BCO>
- Freedom House’s 2019 Country Report for Taiwan: <https://freedomhouse.org/report/freedom-world/2019/taiwan>

### November 7 – Current Events Discussion; Case Study: Regime Change in Malawi

- History of Malawi Timeline from *BBC*: <https://www.bbc.com/news/world-africa-13881367>
- Freedom House's 2019 Country Report for Malawi: <https://freedomhouse.org/report/freedom-world/2019/malawi>
- “Malawi elections results: Mutharika wins again but not without controversy,” Jack McBrams, from *The South African*: <https://www.thesouthafrican.com/news/malawi-election->

### November 12 – Civil Society and Democratization

- Alagappa, 2004, *Civil Society and Political Change in Asia*, edited by Muthiah Alagappa, Stanford: Stanford University Press, Ch. 1: Civil Society and Political Change: An Analytical Framework, pp. 40-57
- Freedom House, 2005, “How Freedom is Won: From Civic Resistance to Durable Democracy,” *Freedom House*, pp. 4-15

### November 14 – Case Study: Revolution in Armenia

- “Armenia and the Velvet Revolution: The Merits and Flaws of a Protest-based Civil Society,” from *The Foreign Policy Research Institute*: <https://www.fpri.org/article/2019/02/armenia-and-the-velvet-revolution-the-merits-and-flaws-of-a-protest-based->
- Freedom House's 2019 Country Report for Armenia: <https://freedomhouse.org/report/freedom-world/2019/armenia>

### November 15 – Second Part of paper due at 11:59 PM

*Theme: What Comes After Democracy?*

### November 19 – Democratic Breakdown

- Berman, 1997, “Civil Society and the Collapse of the Weimar Republic,” *World Politics* 49(3): 401-429
- Bermeo, 2016, “On Democratic Backsliding,” *Journal of Democracy* 27(1): 5-19

### November 21 – Future of Democracy

- Putnam, 1995, “Bowling Alone: America's Declining Social Capital,” *Journal of Democracy* 6(1): 65-77
- V-Dem Institute, 2019, *Democracy Facing Global Challenges? V-Dem Annual Democracy Report 2019*, Main Findings(p. 5) and Section 1: State of the World 2018 – Liberal and Electoral Democracy (pp. 7-26)
- Levitsky and Ziblatt, 2018, “How Democracy Dies,” *The New Republic*

### November 26 – Current Events Discussion; Future of Democracy Discussion

### November 28 – No class due to Thanksgiving Holiday

### December 3 – Review Session

**December 6 - Final Draft of paper due at 11:59 PM**

**December 12 – Final Exam at 4:00 PM**