

POLI 003 Introduction to Comparative Politics

Spring 2020

University of California Merced

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	Instructor	Teaching Assistants	
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Office Hours:	Mon, 3:00pm-4:00pm Fri, 11:00am-12:00pm	Wed, 10:30am-11:30am	Tue, 11:30am-12:30pm

Lectures: Mon & Wed & Fri
9:30am-10:20am
Classroom and Office Building 116

Discussion 02-D: Thurs
7:30am-8:20am
Classroom and Office Building 279

Discussion 03-D: Thurs
11:30am-12:20pm
Classroom and Office Building 286

Discussion 04-D: Thurs
5:30pm-6:20pm
Classroom and Office Building 279

Discussion 05-D: Thurs
4:30pm-5:20pm
Classroom and Office Building 279

What is this Course?

What are states, and why do they exist? Why are some states poor, and others wealthy? Why are some democracies, and others dictatorships? Do different types of political systems result in different kinds of economic and social structures? How can we build political systems that facilitate better economic and social outcomes? Why do some people vote, and others not? Can we make the world more politically equal? Comparative Politics is a broad sub-field of Political Science that addresses these questions and more, and does so in numerous contexts across the globe. While this class won't answer all these questions, it is designed to give you a small taste of the building blocks, both theoretical and methodological, that allow social scientists to begin to find the answers.

Prerequisites

This is an introductory class and so there are no official prerequisites. Of course you must be prepared to read, write, and engage in both class-based and online discussions with your peers and teachers.

How this Course Works

Structure: This course is divided into **7 Chapters**:

- 1. Norms
- 2. State
- 3. Regime
- 4. Representation
- 5. Turnout
- 6. Choice
- 7. Attitudes

The first Chapter, Norms, will provide a philosophical setup for the rest of the substantive Chapters. The six substantive Chapters will each involve a series of lectures, typically addressing core political problems, the causes of those problems, evidence-based solutions, and extensions and frontiers in the area. Toward the end of each Chapter we will put our new tools, concepts, and understandings to work in collaboratively analyzing a case study.

Readings: The readings for each week have been carefully chosen to give you a small taste of the broader themes of the corresponding Chapter. The readings are for the most part short and extremely manageable. You should read them **before the week begins**, as they are chosen to give you a starting point from which to engage with the rest of the material.

Country Expertise: At the beginning of the semester you will **pick three countries** about which you will develop expertise over the course of this class. To select your three countries, you will pick one of from each of the columns in the Table below. Your three countries will then include one democracy, one hybrid regime, and one authoritarian regime. There is an assignment on CatCourses that will log your choices.

<i>Democratic Regimes</i>	<i>Hybrid Regimes</i>	<i>Authoritarian Regimes</i>
Australia	Bolivia	China
Canada	Hungary	Iran
Chile	Pakistan	Venezuela
South Korea	Philippines	Zimbabwe

Political Science Program Learning Objectives (PLOs)

Upon completion of the Political Science program, students will be able to:

1. Understand the processes, theories, and empirical regularities of political institutions and political behavior in the student's chosen emphasis area: American politics, comparative politics, or international relations.
2. Employ critical thinking and demonstrate social scientific literacy, including basic quantitative literacy.
3. Utilize contemporary social science research methods to conduct rigorous research on political phenomena.
4. Write effectively, particularly to convey complex concepts and information in a concise manner.
5. Apply abstract theory and research methods to understand contemporary political events and public policies.

Course Student Learning Objectives (SLOs)

By the end of this particular course you should have:

1. A general understanding of core theories, concepts, and empirical techniques used in the study of comparative politics. (PLOs 1, 2, and 3)
2. Substantive knowledge about the politics of countries outside of the United States. (PLOs 1 and 5)
3. Improved critical reading, writing, and argumentation skills. (PLOs 2 and 4)

Course Website

Our course website is hosted on CatCourses. This course page will be a central part of the class, as we will distribute course materials, including readings, lecture slides and homework. Be sure to **check it regularly**. You can find our website here:

<https://catcourses.ucmerced.edu/courses/16154>

We will utilize the **CatCourses Discussion Board**. This is a question-and-answer platform that is easy to use and designed to get you answers to questions quickly. We encourage you to use the CatCourses Discussion Board when asking questions about lectures, problem sets, and other class materials outside of recitation sessions and office hours.

Using the CatCourses Discussion Board will allow you to see and learn from questions others have. Both the TAs and the instructor will regularly check the board and answer questions posted, although everyone else is also encouraged to contribute to the discussion. Your respectful and constructive participation on the forum will count toward your class participation grade. **Do not** email questions about course materials directly to the instructors or TAs (unless they are of a personal nature) — we will not answer them!

Grading and Requirements

Final grades will be awarded on the UC Merced A-F letter scale. Your grade will be based on the following items:

- **Five Short Essays** (50%)

You will write five short essays for this class. For each essay you will choose from a number of set questions, released a few weeks before the essay is due. You should submit your **typed essay at by the start of class on the due date**. Your essay should be submitted on **CatCourses**.

While we prefer that you write just as much as you have to say, for your reference a short essay means, roughly, no fewer than 500 words, and no more than 1,500 words. **Do not** write to hit these word targets. **Do** write to learn, understand, and communicate your ideas to us. You will always be assessed primarily on the quality of your argument. Your essays are due on:

1. Monday, February 10, 9:00AM.
2. Monday, February 24, 9:00AM.
3. Monday, March 16, 9:00AM.
4. Monday, April 6, 9:00AM.
5. Monday, May 4, 9:00AM.

- **One Quiz** (10%)

The 50 minute quiz will test your comprehension of the materials so far. We will give you more details in advance of the quiz. The quiz will be held on:

1. Thursday, April 16, in your Discussion Sessions

- **One Exam** (10%)

The three hour exam will require you to write three short essays in response to many optional questions. We will give you more details in advance of the exam. The exam is scheduled for:

1. Wednesday, May 13, 3:00PM - 6:00PM, in our Lecture Room, COB - 116.

- **Participation** (20%)

Participation is crucial to learning – it helps facilitate your own understanding and builds a setting for collaborative peer learning. By participation **we do mean** carefully reading the assigned readings, as well as asking and answering questions in class, discussion sessions, office hours, and online. Participation **does not mean** trying to answer every question before anyone else has a chance, asking lots and lots of questions to impress us, talking over other students, or being loud. Throughout the semester we will monitor your participation, and assign 20% of your grade accordingly.

- **Attendance** (10%)

While not required, attendance is expected at lectures and discussion session. We will randomly take registers throughout semester, and assign 10% of your grade accordingly.

Reading List and Class Calendar

Every week has ★ **required readings** associated, which you **must complete before** the week of lectures begins. All readings are available as .pdf files on CatCourses. Assignments due are flagged in **bold**. Days with no class are indicated in **red**.

1 Jan 20 - Jan 24: Introduction & Reading/Writing Skills

Motivation, overview, course requirements, course outline, skills sessions.

2 Jan 27 - Jan 31: Norms

★ Wolff, Jonathan. 2006. "Selected Excerpts from Introduction, Chapter 1, and Chapter 2." *An Introduction to Political Philosophy*. Oxford University Press: Oxford, pp. 1-8, 35-42.

★ Sen, Amartya. 1999. "Introduction." *Development as Freedom*. Anchor Books: New York.

3 Feb 3 - Feb 7: State

★ Olson, Mancur. 1971. "Selected Excerpts from Introduction and Chapter 1." *The Logic of Collective Action: Public Goods and the Theory of Groups*. Harvard University Press: Cambridge, pp. 1-3, 5-16, 43-52.

★ Ostrom, Elinor. 1990. "Chapter 1: Reflections on the Commons." *Governing the Commons: The Evolution of Institutions for Collective Action*. Cambridge University Press: Cambridge.

4 Feb 10 - Feb 14: State

Essay 1 due at 9:00AM on Monday, February 10.

★ Tilly, Charles. 1993. "Chapter 1: Cities and States in World History." *Coercion, Capital, and European States: A.D. 990 - 1990*. Wiley-Blackwell: Oxford.

★ Nzongola-Ntalaja, Georges. 1984. "Bureaucracy, Elite, New Class: Who Serves Whom and Why in Mobutu's Zaire?" *Canadian Journal of African Studies*, 18 (1).

★ Schatzberg, Michael G. 1997. "Beyond Mobutu: Kabila and the Congo." *Journal of Democracy*, 8 (4).

5 Feb 17 - Feb 21: Regime

Note: No class on Monday, February 17 (Presidents Day Holiday)

★ Dahl, Robert. 1971. "Chapter 1: Democratization and Public Opposition." *Polyarchy: Participation and Opposition*. Yale University Press: New Haven.

★ Schumpeter, Joseph. 1943. "Chapter 22: Another Theory of Democracy." *Capitalism, Socialism, and Democracy*. Routledge: New York.

6 Feb 24 - Feb 28: Regime

Note: No class on Friday, February 28 (Prof. de Kadt traveling)

Essay 2 due at 9:00AM on Monday, February 24.

★ Przeworski, Adam, and Fernando Limongi. 1993. "Political Regimes and Economic Growth." *The Journal of Economics Perspectives*, 7 (3).

★ Acemoglu, Daron, and James A. Robinson. 2006. "Preface and Chapter 2: Our Argument." *The Economic Origins of Dictatorship and Democracy*. Cambridge University Press: Cambridge.

7 March 2 - March 6: Regime & Representation

★ Skidmore, Thomas E. 2010. "Chapter 8: RedemocratizationfiNew Hope, Old Problems." *Brazil: Five Centuries of Change, 2nd ed.*. Oxford University Press: Oxford.

★ Downs, Anthony. 1957. "An Economic Theory of Political Action in Democracy." *Journal of Political Economy*, 65 (2).

8 March 9 - March 13: Representation

★ Lijphart, Arend. 2012. "Chapter 1: Introduction." *Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries, Second Edition*. Yale University Press: New Haven.

9 March 16 - March 20: Representation

Note: No class on Friday, March 18

Essay 3 due at 9:00AM on Monday, March 16.

★ Clayton, Amanda. 2015. "Electoral gender quotas, female leadership, and women's political engagement: Evidence from a randomized policy experiment." *Comparative Political Studies*, 48 (3).

10 March 23 - March 27: Spring Break & Cesar Chavez Holiday

Note: No class this week.

11 March 30 - April 3: Turnout

★ Blais, André. "What affects voter turnout?" 2006. *Annual Review of Political Science*, 9.

★ Cepaluni, Gabriel, and F. Daniel Hidalgo. 2016. "Compulsory Voting Can Increase Political Inequality: Evidence from Brazil." *Political Analysis*, 24 (2).

12 April 6 - April 10: Turnout

Essay 4 due at 9:00AM Monday, April 6.

- ★ Kuenzi, Michelle, and Gina MS Lambright. 2011. "Who votes in Africa? An examination of electoral participation in 10 African countries." *Party Politics*, 17 (6).
- ★ Harris, J. Andrew, Catherine Kamindo, and Peter van der Windt. *Forthcoming* "Electoral Administration in Fledgling Democracies: Experimental Evidence from Kenya." *Journal of Politics*

13 April 13 - April 17: Choice

Quiz on Thursday April 16 in Discussion Sections.

- ★ Ferree, Karen. 2006. "Explaining South Africa's racial census." *Journal of Politics*, 68 (4).
- ★ Posner, Daniel. 2004. "The Political Salience of Cultural Difference: Why Chewas and Tumbukas are Allies in Zambia and Adversaries in Malawi." *American Political Science Review*, 98 (4).

14 April 20 - April 24: Choice

- ★ Sands, Melissa L, and Daniel de Kadt. 2020. "Local exposure to inequality among the poor increases support for taxing the rich." *working paper*.
- ★ Holland, Alisha C., and Brian Palmer-Rubin. 2015. "Beyond the machine: Clientelist brokers and interest organizations in Latin America." *Comparative Political Studies*, 48 (9).

15 April 27 - May 1: Attitudes

- ★ Inglehart, Ronald, and Christian Welzel. 2005. "Introduction and Conclusion." *Modernization, Cultural Change, and Democracy: The Human Development Sequence*. Cambridge University Press: Cambridge.
- ★ Claassen, Christopher. 2019. "Does public support help democracy survive?" *American Journal of Political Science*, 98 (4).

16 May 4 - May 8: Attitudes

Essay 5 due at 9:00AM on Monday, May 4.

- ★ Hainmueller, Jens, and Daniel J. Hopkins. 2014. "Public attitudes toward immigration." *Annual Review of Political Science*, 17.
- ★ Chu, Yun-han, Michael Bratton, Marta Lagos, Sandeep Shastri, and Mark Tessler. 2008. "Public opinion and democratic legitimacy." *Journal of Democracy*. 19 (2).

17 Wednesday, May 13: Exam

Final Examination, Classroom and Office Building 116, 3:00pm - 6:00pm

Terms and Conditions

Diversity in the Classroom: Diversity is that beautiful variety of personal identities, experiences, values, and world views that result from differences of origin, culture, and circumstance. Groups of all kinds thrive when they are diverse. Prof. de Kadt promises a learning environment that welcomes and embraces diversity in all of its forms, including, but not in any way limited to, age, disability, ethnicity, race, national origin, religion, sex, gender, sexual orientation, and family and marital status. Prof. de Kadt will actively foster an environment of awareness, appreciation, and deliberate inclusivity.

Cellphones, Laptops, Tablets: Cellphones, tablets, and laptops should be turned off and put away during class. On any given day, if you use your device without permission you will receive a verbal warning. After two warnings, a third offense will result in you being asked to leave the class for that day. Your participation grade will be adjusted accordingly. However, all students may privately request approval for use of their device from Prof. de Kadt, and all such requests will be granted, no reasons required. It is understood that any student making this request will take all necessary steps to ensure the device is not disruptive to others. For example, the device should be disconnected from the internet, should be used only for work on this class, and should never be used for social media once class begins. Prof. de Kadt reserves the right to withdraw permission.

Late Assignments: Essays should be submitted online through CatCourses by the start of the class period on the day they are due. Late assignments will be accepted, but you will incur a letter (e.g. A → B) grade penalty for each day that the assignment is late. The moment CatCourses identifies your assignment as late (e.g. 12:01PM for a class that starts at 12:00PM), that will count as one day late. If you submit at 12:01PM the following day, you are two days (two letter grades) late.

Missed Quiz or Exam: Absence for the quiz or exam for reasons of illness or personal emergency are accommodated with proper documentation. If you have a conflict on the day of the quiz or exam you must inform us of that conflict at least two weeks in advance.

Review of Grades: Prof. de Kadt will review any graded assignment or quiz if so requested. However, Prof. de Kadt will not hear any concerns until 48 hours after the assignment has been returned to you. When you request a review of a grade, you should do so in writing (over email). In your email you must include a reasoned argument motivating the review. Prof. de Kadt will then review your grade, in light of the argument you present, and reserves the right to lower your grade, raise your grade, or leave it unchanged. Be careful in your use of review. All requests should be directed to Prof. de Kadt, not to the TAs.

Academic Honesty and Misconduct: Students are assumed to have read and agreed to the University of California, Merced Academic Honesty policy, available [here](#). The following is taken verbatim from that document: Academic misconduct includes, but is not limited to cheating, fabrication, plagiarism, altering graded examinations for additional credit, having another person take an examination for you, or facilitating academic dishonesty or as further specified in this policy or other campus regulations. These and other forms of cheating are all potentially grounds for penalties including failure of the assignment or the course as well as university-level disciplinary action.

Special Needs: Reasonable accommodation for persons with known disabilities will be made in accordance with section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. No person with a known disability will be intentionally excluded from participation in, be denied the benefit of, or otherwise be subject to discrimination under any University policy, program, service, or in relation to employment because of a disability. University programs and facilities are intended to be accessible to persons with disabilities. Any student who feels he or she may need an accommodation based on the impact of a disability should contact me privately to discuss his or her specific needs. If you have a disability, but have not contacted the Office of Disability Services, please call (209) 228-7884 as soon as possible to become registered and thereby ensure that such accommodations are implemented in a timely fashion. Requests for academic accommodations are to be made during the first three weeks of the semester, except for unusual circumstances. Students with disabilities must be registered with the Office of

Disability Services before receiving academic adjustments. Student responsibilities are listed on the ODS [website](#).

If You Need Help: There are many things that you might be dealing with that can hinder your ability to succeed in this course, your college career, and your life. You can always reach out to the office of the Dean of Students for programs, training, accommodations, and assistance (more information is available [here](#)). If you specifically need help or accommodation in this course due to your difficulties, please arrange to meet with Prof. de Kadt as soon as possible to find a solution that allows you to succeed while being fair to others. Please be aware that as a faculty member one of Prof. de Kadt's responsibilities is to help create a safe learning environment on our campus. This includes a mandatory reporting responsibility. You should feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings, and Prof. de Kadt will seek to keep information you share private to the greatest extent possible. However, in line with Federal Title IX policy, Prof. de Kadt is required to share information regarding sexual misconduct or information about a crime that may have occurred on UCM's campus with the University, in order to contribute to a safe learning community. Students may speak to someone confidentially at UCM's CARE office; you can find someone to talk to in confidence or seek formal resources of support and protection [here](#).

Children in Class: All babies under one year old (this cutoff is somewhat flexible), are always welcome in class with no limitations. If you so choose, you are also welcome to breastfeed your child in class. All students should be aware that breastfeeding in public is legally protected in public in all 50 States. When necessary, older children are also welcome in class, though this should be occasional and it should be understood that this cannot be a permanent childcare solution for older children. In general, Prof. de Kadt promises to create a learning environment in which parents and their children are welcome and comfortable.

Syllabus as Contract: This syllabus is a contract to which the student agrees in taking this course. As the instructor, Prof. de Kadt reserves the right to alter this syllabus according to his discretion, though he will make every attempt to alert students of any changes made. For his part, Prof. de Kadt will strive to be fair and transparent in all matters regarding this course.