

Introduction to Comparative Politics

Gabriella Levy

Instructor: Gabriella Levy (gabriella.levy@duke.edu)

Office Hours:

Teaching Assistants:

Teaching Assistant Office Hours:

Course Overview:

Comparative politics looks inside the workings of states, considering why they have the institutions they do, what the effects of those institutions are, why people engage with politics differently across the world, and more. Themes of this introductory course will include theories of the state, democratic and non-democratic government, political participation and collective action, and economic development. We will also consider the ways in which comparative politics enriches and interacts with other subfields of political science as well as theorize about the domestic prospects of Afghanistan and the United Kingdom. By the end of this course, students should be able to:

- 1) Compare empirical cases to derive theories about how politics works
- 2) Explain both historical cases and current events by drawing on theories of comparative politics
- 3) Express their views on the course material and politics more broadly while respectfully engaging with the views of others

Required Readings:

You are expected to come to class having read the pages assigned for that day. There is one required textbook for this course, below.

J. Tyler Dickovick and Jonathan Eastwood, *Comparative Politics: Integrating Theories, Methods, and Cases*, 3rd Edition (Oxford University Press, 2019) → henceforth referred to as DE

You are welcome to purchase or rent this textbook, which is also available at the Perkins' library course reserve. All other readings will be posted on Sakai.

Assignments:

<i>Assignment</i>	<i>Percentage</i>	<i>How it will be assessed</i>	<i>Date</i>
Class Participation	15	Attendance & participation in weekly discussion sections + 5 pop quizzes administered in sections	Every week
Take-Home Midterm	20	5-page paper	Due class 9
In-Class Midterm	25	Short answers + 1 essay	Class 17

Final Exam	40	Short answers + 2 essays	See University Exam Calendar
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The pop-quizzes administered in section will concern the readings for that week. The take-home midterm essay will require you to compare the institutions of two countries, using the skills you obtained in sections 1 and 2. I will give you four possible sets of comparisons during class 6, and you will choose one. The in-class midterm will focus on the content in section 3 and 4. The final exam will cover the entire course, with particular emphasis on sections 5 and 6. Each in-class assessment will ask you to identify and explain the significance of a range of terms in the short answers and then to choose between several essay options.

Policies:

You are expected to attend both the twice-weekly lecture and the weekly discussion sections that you are enrolled in. The teaching assistants will be taking attendance at the weekly discussion sections. If you must miss a discussion section meeting, you must provide your TA with documentation of the reason for the absence in order for it to be excused. Each student can take one unexcused absence from discussion sections without a penalty, and all further unexcused absences will result in a 5% reduction of the class participation grade. Similarly, although there will be 5 pop quizzes, I will drop your lowest pop quiz grade. I will not be taking attendance at lecture, and you do not need to alert me to the fact that you will be absent. However, if you miss lecture, you will miss important course content.

Missed/rescheduled in-class examinations (in-class midterm and final exam) or extensions for take-home assignments (take-home midterm) can be accommodated with proper documentation of illness or personal emergency. Missed examinations or extensions due to university events or religious holidays may also be accommodated with two weeks' notice. Additionally, I will accept late at-home assignments (take-home midterm), but each day that the assignment is late without an extension will result in a 5% reduction on the grade. For the take-home midterm, all essays should be double-spaced, with 12-point Times New Roman font and 1-inch margins.

If you would like me to review a graded assignment, I will happily do so. Please direct your requests for regrading to me, rather than to the teaching assistants, and please submit your requests in writing. You must wait 48 hours between the time you receive the graded assignment and when you contact me. I reserve the right to raise or lower your grade.

I expect you to comply with the Duke Community Standard. You can find details at <https://studentaffairs.duke.edu/conduct/about-us/duke-community-standard>.

Resources and Support:

1) My goal is to create a learning environment that supports a diverse range of perspectives, experiences, and identities.

- The topics that we're covering in this class are often difficult, not just intellectually but also emotionally. While I expect rigorous discussion and even disagreement in the

course of our class discussions, I ask that you engage in discussion with care and empathy for the other members in the classroom. I will not tolerate insults; gender or racial slurs; or any other form of bullying, intimidation, or hate speech. I expect all members of this class to contribute to a respectful, welcoming, and inclusive environment for every other member of this class.

- If you have a name and/or set of pronouns that differ from those that appear in your official records, please let me know!
- If you have already registered with the Student Disability Access Office, please meet with me early in the course to discuss, plan, and implement your accommodations in this course.

2) Resources:

- I recommend that students take full advantage of the Thompson Writing Program’s Writing Studio (<https://twp.duke.edu/twp-writing-studio>) as well as the office hours of myself and the TAs for the course.
- Counseling and Psychological Services (CAPS) (<https://studentaffairs.duke.edu/caps> or 919-660-1000) can help students who are having difficulties managing stress, adjusting to college, feeling anxious or depressed, or more.
- For tips on how to read academic articles, I recommend the following resources, courtesy of Amelia Hoover Green and Leanne C Powner:
 - i. https://calgara.github.io/Pol157_Spring2019/howtoread.pdf
 - ii. <https://www.leannepowner.com/tchdocs/readingsps.pdf>

Schedule:

Date and Subject	Readings	Assessments
<i>Section 1: Introduction</i>		
Class 1: Introduction		
Class 2: The Comparative Method	1) DE, Chapters 1-2 2) John Gerring, “What Is a Case Study and What is it Good For?”	
Class 3: How do we summarize a political system?	1) DE, pages 443-485	
<i>Section 2: Comparative Institutions</i>		
Class 4: The State	1) DE, Chapter 3 2) Charles Tilly, “War Making and State Making as Organized Crime” 3) Brian Taylor and Roxana Botea, “Tilly Tally: War-Making and State-Making in the Contemporary Third World”	

Class 5: Democracy	1) DE, Chapter 6 2) Michael Coppedge et al., “Conceptualizing and Measuring Democracy: A New Approach” 3) Adam Przeworski and Fernando Limongi, “Modernization: Theories and Facts”	
Class 6: Non-Democracies	1) DE, Chapter 7 2) Steven Levitsky and Lucan Way, “The Rise of Competitive Authoritarianism” 3) Barbara Geddes et al., “Military Rule”	
Class 7: Varieties of Domestic Institutions	1) DE, Chapters 8, 9, 10, 11	
Class 8: Institutional Quality	1) Mathew McCubbins and Thomas Schwartz, “Congressional Oversight Overlooked: Police Patrols and Fire Alarms” 2) Alberto Chong et al., “Does Corruption Information Inspire the Fight or Quash the Hope? A Field Experiment in Mexico on Voter Turnout, Choice, and Party Identification”	
<i>Section 3: Comparative Behavior</i>		
Class 9: Varieties of Political Engagement	1) Andre Blais, “What Affects Voter Turnout?” 2) Timur Kuran, “Now Out of Never: The Element of Surprise in the East European Revolution of 1989” 3) Yanilda González and Lindsay Mayka, “Policing, Democratic Participation, and the Reproduction of Asymmetric Citizenship”	Take-Home Midterm Due
Class 10: Collective Action (Nonviolent)	1) DE, Chapter 12 2) Elinor Ostrom, <i>Governing the Commons</i> , Chapter 1 3) Maria Stephan and Erica Chenoweth, “Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict”	
Class 11: Collective Action (Violent)	1) Ted Gurr, <i>Why Men Rebel</i> , Chapter 1 2) James Fearon and David Laitin, “Ethnicity, Insurgency, and Civil War” 3) Macartan Humphreys and Jeremy Weinstein, “Who Fights? The Determinants of Participation in Civil War”	
Class 12: Nationalism & National Identity	1) DE, Chapter 13 2) Benedict Anderson, <i>Imagined Communities</i> , Chapters 1 and 8	

	3) Daniel Posner, “The Political Salience of Cultural Difference: Why Chewas and Tumbukas are Allies in Zambia and Adversaries in Malawi”	
Class 13: Race, Ethnicity, and Gender	1) DE, Chapter 14 2) Jana Morgan and Melissa Buice, “Latin American Attitudes toward Women in Politics: The Influence of Elite Cues, Female Advancement, and Individual Characteristics” 3) Maya Sen, “The Political Legacy of American Slavery”	
Class 14: Ideology and Religion	1) DE, Chapter 15 2) Aala Abdelgadir and Vasiliki Fouka, “Political Secularism and Muslim Integration in the West: Assessing the Effects of the French Headscarf Ban” 3) Kirk Hawkins, “Populism in Venezuela: the Rise of Chavismo”	
<i>Section 4: Political Economy</i>		
Class 15: Redistribution	1) DE, Chapter 4 2) Tasha Fairfield and Candelaria Garay, “Redistribution Under the Right in Latin America: Electoral Competition and Organized Actors in Policymaking” 3) Lane Kenworthy and Jonas Pontusson, “Rising Inequality and the Politics of Redistribution in Affluent Countries”	
Class 16: Development	1) DE, Chapter 5 2) Robin Harding and David Stasavage, “What Democracy Does (and Doesn’t Do) for Basic Services: School Fees, School Inputs, and African Elections” 3) Abhijit Banerjee and Esther Duflo, <i>Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty</i> , Chapter 1	
Class 17		In-Class Midterm Today
<i>Section 5: Comparative Politics in Political Science</i>		

Class 18: International Relations pt. 1	<ol style="list-style-type: none"> 1) DE, Chapter 16 2) Dani Rodrik, “Why Doesn’t Everyone Get the Case for Free Trade?” 3) Robert Keohane, “The Global Politics of Climate Change: Challenges for Political Science” 	
Class 19: International Relations pt. 2	<ol style="list-style-type: none"> 1) John Owen, “How Liberalism Produces Democratic Peace” 2) Peter Gourevitch, “The Second Image Reversed: The International Sources of Domestic Politics” 3) Margaret Keck and Kathryn Sikkink, “Transnational Advocacy Networks in International and Regional Politics” 	
Class 20: American Politics	<ol style="list-style-type: none"> 1) Joe Soss and Vesla Weaver, “Police Are Our Government: Politics, Political Science, and the Policing of Race-Class Subjugated Communities” 2) Robert Dahl, <i>How Democratic is the American Constitution?</i>, Chapter 3 3) Aila Matanock and Paul Staniland, “The Militarization of U.S. Politics” 	
Class 21: Political Theory	<ol style="list-style-type: none"> 1) Thomas Hobbes, <i>Leviathan</i>, Part 2, Chapter XVII-XIX 2) Hannah Arendt, “Eichmann in Jerusalem” (New Yorker) 3) John-Jacques Rousseau, <i>On the Social Contract</i>, Book 1 	
<i>Section 6: The Future</i>		
Class 22: Afghanistan	<ol style="list-style-type: none"> 1) Council on Foreign Relations, “The U.S. War in Afghanistan, 1999-2021” 2) Borhan Osman, “A Negotiated End to the Afghan Conflict: The Taliban’s Perspective” 3) Vanda Felkab-Brown, “Will the Taliban Regime Survive?” 4) Kambaiz Rafi and Scott Lucas, “What’s Next for Afghanistan? Two Experts Make Predictions.” 	
Class 23: Brexit	<ol style="list-style-type: none"> 1) Amanda Sloat, “Divided Kingdom: How Brexit is Remaking the UK’s Constitutional Order” 2) Romesh Vaitilingam, “After Brexit: The Impacts on the UK and EU Economies by 2030” 3) Rudolf Adam, <i>Brexit: Causes and Consequences</i>, “A Crystal Ball?” 	
Class 24: Review		