

Comparative Politics

Political Science 2371

Spring 2022

Instructor: Bilyana Petrova

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Office: Holden Hall 10

Meeting times: Tuesdays and Thursdays 11:00am – 12:20pm

Meeting location: Holden Hall 130

Zoom link through February 4th:

<https://texastech.zoom.us/j/97156357838?pwd=Z0V3VEdCSy96MElqbGZBMWpMdWlvdz09>

Meeting ID: 971 5635 7838

Passcode: comppol

Virtual Office Hours: Tuesdays 9:00 – 10:45am and Thursdays 9:30 – 10:45am

<https://texastech.zoom.us/j/93819738617?pwd=ME0yWjR4Y1gyOUFXQWFzcDJyZnRadz09>

Meeting ID: 938 1973 8617

Passcode: officehour

Teaching Assistant: Noah Pruitt

Email: nopruitt@ttu.edu

Virtual Office Hours: Wednesdays 12:00 – 3:00pm

<https://acuonline.zoom.us/j/5923543610>

Overview and Course Objectives

2020-2021 is a time like no other to study comparative politics. A raging global pandemic, a severe economic crisis in many countries, political polarization, violent upheavals, and massive protests in the US and around the world give comparativists numerous opportunities to assess the usefulness of various theoretical and methodological approaches for understanding a new reality. The questions currently at the forefront of discussion pertain to the relationship between state capacity, regime type, and responses to COVID-19; the stability and sustainability of existing economic models; the political, institutional, and economic drivers of economic inequality and social exclusion; and the causes and consequences of the rise of populism. These questions are closely related to the issues comparativists have been grappling with for decades, such as why do some countries become democratic while others remain authoritarian? Is there a trade-off between democracy and development? Is a parliamentary system better for a country undergoing a transition from authoritarianism than a presidential one? When is the abundance of natural resources good for economic development? Why does ethnic conflict occur? Do states matter in an era of globalization?

The rich and diverse field of comparative politics is devoted to the study of different political institutions and behavior across the world, including the effects and implications of these differences as well as their underlying causes. As an introduction to comparative politics, this course's objective is to provide a cutting-edge overview of the major approaches, theories

and substantive issues and controversies within this particular subfield of political science. To enhance the analytical aspect of our inquiry, we will closely examine research methodology.

The course is divided into three modules. In the first module, we will explore the framework for understanding comparative politics. In the second module, we will compare democratic and non-democratic political systems, their institutional underpinnings, and modalities of change. In the final module, we will examine the foundational aspects of political economy and policy, as we tackle broad subjects like globalization and development. Throughout the semester, we will illustrate theoretical concepts with country case studies.

Course Organization

The course will meet three times a week for fifty minutes. Class meetings will combine interactive lectures and discussion of the assigned readings. Students are expected to come to each session ready to actively engage in the discussion of the assigned materials. Hopefully, our conversations will allow us to better understand the fascinating similarities and differences that characterize modern societies today.

Covid Policies

Covid-19 continues to pose a threat to the well-being and health of our community. You are urged to take extra precautions to keep yourself and your peers safe. Please be aware of current CDC guidelines, which can be found [here](#). Vaccines and masks are highly encouraged. Masks will be expected in case you need to meet with me in person. Alternatively, if you are unwilling or unable to wear one, I am happy to meet with you virtually. If you are not feeling well, please STAY HOME. Although the class is discussion based, protecting everyone's health is most important and your participation grade will not be affected if you choose to stay home and notify me by email (honor system in effect). Should you become sick or need to take a longer period of absence, I will happily work with you to ensure your success in the class. My priority is all of our health and safety. (Borrowed with permission from Prof. Chelsea Estancona, USC)

Illness-Based Absence Policy

If at any time during this semester you feel ill, in the interest of your own health and safety as well as the health and safety of your instructors and classmates, you are encouraged not to attend face-to-face class meetings or events. Please review the steps outlined below that you should follow to ensure your absence for illness will be excused.

1. If you are ill and think the symptoms might be COVID-19-related:

- ✓ Call Student Health Services at 806.743.2848 or your health care provider.
- ✓ Self-report as soon as possible using the ttucovid19.ttu.edu management system. This website has specific directions about how to upload documentation from a medical provider and

what will happen if your illness renders you unable to participate in classes for more than one week.

- ✓ If your illness is determined to be COVID-19-related, remaining documentation and communication will be handled through the Office of the Dean of Students, including notification to your instructors.

- ✓ If your illness is determined not to be COVID-19-related, please follow steps in item 2 below.

2. If you are ill and can attribute your symptoms to something other than COVID-19:

- ✓ If your illness renders you unable to attend face-to-face classes, participate in synchronous online classes, or miss specified assignment due dates in asynchronous online classes, you are encouraged to visit with either Student Health Services at 806.743.2848 or your health care provider. Note that Student Health Services and your own and other health care providers may arrange virtual visits.

- ✓ During the health provider visit, request a "return to school" note;

- ✓ E-mail the instructor a picture of that note;

- ✓ Return to class by the next class period after the date indicated on your note.

Following the steps outlined above helps to keep your instructors informed about your absences and ensures your absence or missing an assignment due date because of illness will be marked excused. You will still be responsible to complete within a week of returning to class any assignments, quizzes, or exams you miss because of illness.

Required Texts

The following book is available for purchase in the campus bookstore:

[Stephen Orvis and Carol Ann Drogus, *Introducing Comparative Politics: Concepts and Cases in Context* \(Los Angeles: CQ Press, 2020\)](#)

Additional reading materials will be made available electronically on Blackboard. The course is organized chronologically. You can find folders corresponding to each class under the Course Modules section. Each folder contains lecture slides, additional readings, and other relevant materials. Please note that my main form of communication with students outside of the classroom is email – I will notify you of any changes in the reading / assignment schedule for the semester by sending you an email and posting a note under the Announcement section on Blackboard.

Evaluation and Course Requirements:

1. *Class attendance and participation (10%)*

Regular attendance is essential for your successful performance. Therefore, I expect you to come to class each week. Excessive absences (missing more than 3 classes without a valid reason) will hurt your final grade.

It is essential that you come to class prepared. This means that you are expected to complete and reflect upon the required readings before each class session so that you can actively engage in the discussion. Identify the main topics, think about potential questions, and try to place each text in the broader context of the class and to relate it to other topics that we have discussed.

While attendance is essential, it does not equal participation. I strive to involve students in the learning process, so class discussions will be frequent. Just showing up without participating will not earn you a grade higher than a 82 (B+). I understand that different people have different personalities, and that some of you might feel uncomfortable speaking. However, participation in the in-class activities is a way for you to engage with the material and to show that you have mastered it (or to indicate that you are unclear about certain aspects and would like a clarification). Please consider making an effort and participating in the discussions. I also value other forms of participation, such as coming to office hours, asking questions at the end of class, and communicating via emails.

I will have an in-class activity – a short question or a different type of activity – every class to involve students in the learning process. Successful completion of these activities will earn you a grade of 90 (A-). Earning an A will require you to speak – either by answering my questions or by asking your own.

2. Constitutional Design Paper (20%)

In this assignment, you will apply your knowledge of political institutions to design a constitution for a country attempting to transition to democracy. More details will be provided the week before the assignment is due.

3. Quizzes (5x6% = 30%)

Throughout the semester, you will take six quizzes. Each quiz will be based on 10 multiple choice questions on the material covered during the weeks since the previous quiz. I have spaced these quizzes in such a way as to help you keep track of readings in preparation for the midterm and the final. Your lowest quiz grade will be dropped.

4. Mid-term Exam (20%)

A mid-term exam will be administered on March 10th. The exam will consist of 5 short-answer questions (each of which will require you to write approximately 10 to 15 sentences) and cover all topics discussed during the first half of the semester. You are responsible for mastering all course materials, including aspects of the reading that may not have been discussed in class.

5. Final Exam (20%)

A final exam will be given on May 7th, at 1:30pm. The exam will consist of 5 short-answer questions (each of which will require you to write no more than 20 sentences) and 20 multiple-choice questions. It will cover the material discussed during the *entire semester*.

Make-Up Work

There will be no make-ups for either exam unless there are documented extraordinary circumstances that prevented you from taking the exam. Additionally, there will be no extra credit assignments. The instructor reserves the right to change this policy if anything changes this semester.

Honor Code

All work must adhere to the University's Student Honor Code. Plagiarism and cheating will not be tolerated. Remember to cite relevant sources – academic articles, news reports, research papers, investigative books - when you rely on them. For the code, see:

<https://www.depts.ttu.edu/law/policies/Documents/THE-HONOR-CODE.pdf>

Email policy

While I am always happy to communicate via email, emails are not the best way to discuss substantive questions concerning the course material. I encourage you to come to office hours if you would like me to clarify concepts or discuss issues in depth.

Please be professional when you write emails. Use appropriate ways to address instructors. The teaching assistant should be addressed as Mr. Pruitt. Introduce yourself and your class / section number in the opening sentence of your email. I will do my best to respond within 24hrs of receipt. (If you write over the weekend, please do not expect me or your teaching assistant to reply before Monday morning.)

Grade questions

At times students may have questions about their grades on exams or papers. I am happy to discuss any grading-related issue during office hours. However, in order for me to re-grade any assignment, you need to provide a written note (hard copy or email) explaining in detail why the grade should be changed. I will then re-grade the entire assignment. I reserve the right to raise or lower your grade accordingly.

General guidelines

✓ Ask questions. When in doubt, ask for clarification. There are no stupid questions. If you feel confused about a particular issue or concept, chances are that other students might also have difficulties understanding it. Some of the best discussions spur out of student questions. I will welcome any question that you might have.

✓ Listen to your colleagues and respect their opinions. We are all different, and these differences are bound to translate in different views and perceptions. Be conscious and tolerant

of these differences and respectful to your peers. Accept that not everyone will agree with you or share your ideas. I would like to create a comfortable, relaxed and respectful environment where everyone will feel free to express their views without the fear of being mocked or attacked.

✓ If, at any point during the semester, you experience difficulties, have concerns, struggle with the material, or feel unclear about something and need help, please talk to me. I am available during my office hours or, if they are not convenient for you, by appointment. Communicate with me on a regular basis. There is a lot we can do early in the semester and very little once the semester is over.

ADA statement

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor's office hours. Please note: instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, please contact Student Disability Services in West Hall or call 806-742-2405.

Academic Integrity Statement

Academic integrity is taking responsibility for one's own class and/or course work, being individually accountable, and demonstrating intellectual honesty and ethical behavior. Academic integrity is a personal choice to abide by the standards of intellectual honesty and responsibility. Because education is a shared effort to achieve learning through the exchange of ideas, students, faculty, and staff have the collective responsibility to build mutual trust and respect. Ethical behavior and independent thought are essential for the highest level of academic achievement, which then must be measured. Academic achievement includes scholarship, teaching, and learning, all of which are shared endeavors. Grades are a device used to quantify the successful accumulation of knowledge through learning. Adhering to the standards of academic integrity ensures grades are earned honestly. Academic integrity is the foundation upon which students, faculty, and staff build their educational and professional careers. [Texas Tech University ("University") Quality Enhancement Plan, Academic Integrity Task Force, 2010]

Religious holiday statement

"Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20. A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. A student who is excused under section 2 may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

Discrimination, harassment, and sexual violence statement

Texas Tech University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from gender and/or sex discrimination of any kind. Sexual assault, discrimination, harassment, and other [Title IX violations](#) are not tolerated by the University. Report any incidents to the Office for Student Rights & Resolution, (806)-742-SAFE (7233) or file a report online at titleix.ttu.edu/students. Faculty and staff members at TTU are committed to connecting you to resources on campus. Some of these available resources are: TTU Student Counseling Center, 806- 742-3674, <https://www.depts.ttu.edu/scc/>(Provides confidential support on campus.) TTU 24-hour Crisis Helpline, 806-742-5555, (Assists students who are experiencing a mental health or interpersonal violence crisis. If you call the helpline, you will speak with a mental health counselor.) Voice of Hope Lubbock Rape Crisis Center, 806-763-7273, voiceofhopelubbock.org (24-hour hotline that provides support for survivors of sexual violence.) The Risk, Intervention, Safety and Education (RISE) Office, 806-742-2110, <https://www.depts.ttu.edu/rise/> (Provides a range of resources and support options focused on prevention education and student wellness.) Texas Tech Police Department, 806-742- 3931, <http://www.depts.ttu.edu/ttpd/> (To report criminal activity that occurs on or near Texas Tech campus.)

Civility in the classroom statement

Texas Tech University is a community of faculty, students, and staff that enjoys an expectation of cooperation, professionalism, and civility during the conduct of all forms of university business, including the conduct of student–student and student–faculty interactions in and out of the classroom. Further, the classroom is a setting in which an exchange of ideas and creative thinking should be encouraged and where intellectual growth and development are fostered. Students who disrupt this classroom mission by rude, sarcastic, threatening, abusive or obscene language and/or behavior will be subject to appropriate sanctions according to university policy. Likewise, faculty members are expected to maintain the highest standards of professionalism in all interactions with all constituents of the university (www.depts.ttu.edu/ethics/matadorchallenge/ethicalprinciples.php).

LGBTQIA support statement

I identify as an ally to the lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) community, and I am available to listen and support you in an affirming manner. I can assist in connecting you with resources on campus to address problems you may face pertaining to sexual orientation and/or gender identity that could interfere with your success at Texas Tech. Please note that additional resources are available through the Office of LGBTQIA within the Center for Campus Life, Student Union Building Room 201, www.lgbtqia.ttu.edu, 806.742.5433.

Class Schedule and Assignments

Week 1: Class Overview

January 13: Introduction & Syllabus

Week 2: Introduction to Comparative Politics

January 18: Studying Comparative Politics

Orvis and Drogus, Chapter 1 “Introduction,” p. 2-25

January 20: The Scientific Method

William Roberts Clark, Matt Golder and Sona Nadenichek Golder, Chapter 2 “What is Science?” in *Principles of Comparative Politics* (CQ Press 2018)

First quiz

Week 3: The State

January 25: Analyzing the State I: What is the State and How Has It Evolved?

Orvis and Drogus, Chapter 2 “The Modern State,” p. 28-80

January 27: Analyzing the State III: Case Studies of State Formation

*Herbst, Jeffrey. “War and the State in Africa” in *Essential Readings in Comparative Politics*.

PART I: The State

Week 4: States, Citizens, and Regimes

February 1: States, Citizens, and Regimes I

Orvis and Drogus, Chapter 3 “States, Citizens, and Regimes,” p. 83-119

February 3: States, Citizens, and Regimes II

Orvis and Drogus, Chapter 3 “States, Citizens, and Regimes,” p. 83-119

Second quiz

Week 5: States and Identity

February 8: States and Identity I

Orvis & Drogus, Chapter 4 “States and Identity,” p. 123-176

February 10: States and Identity II: Ethnicity and Ethnic Conflict

BBC Africa (2019), *How could the Rwandan genocide happen?* (7 min.)

DW Documentary (2019), *Rwanda — from genocide to a model state* (28 min.)

Week 6: States and Identity II

February 15: States and Identity III - Political Science Research in Action

*Daniel N. Posner, “The Political Salience of Cultural Difference: Why Chewas and Tumbukas Are Allies in Zambia and Adversaries in Malawi,” *The American Political Science Review*, Vol. 98, No. 4 (2004): 529-545

February 17: Nationalism

Reading TBD

Third quiz

Part II: Political Systems and How They Work

Week 7: Democratic Institutions

February 22: Governing Institutions in Democracies: Presidential and Parliamentary Regimes

Orvis & Drogus, Chapter 5 “Governing Institutions in Democracies,” p. 185-213

Think about how you would measure democracy

February 24: Governing Institutions in Democracies: Courts and Judicial Review

*Juan J. Linz, “The Perils of Presidentialism,” *Journal of Democracy*, Vol. 1, No. 1 (1990): 51-69

Class discussion on presidential and parliamentary systems

Fourth quiz

Week 8: Electoral Systems and Federalism

March 1: Governing Institutions in Democracies: Federalism and Bureaucracy

Orvis & Drogus, Chapter 5 “Governing Institutions in Democracies,” p. 218-237

March 3: Institutions of Participation and Representation in Democracies: Electoral Systems

Orvis & Drogus, Chapter 6 “Institutions of Participation and Representation in Democracies,” p. 245-256

Blackboard videos on electoral systems

Week 9: Midterm week

March 8: Review session

March 10: Midterm exam

Week 10: Political Parties and Mobilization

March 22: Institutions of Participation and Representation in Democracies: Political Parties and Civil Society (*Guest lecture*)

Orvis & Drogus, Chapter 6 “Institutions of Participation and Representation in Democracies”, p. 256-300

March 24: Contentious Politics: Social Movements, Political Violence, and Revolution
Orvis & Drogus, Chapter 7 “Contentious Politics,” p. 307-344
Constitutional design paper due

Week 11: Authoritarian Institutions

March 29: Authoritarian Institutions I
Orvis & Drogus, Chapter 8 “Authoritarian Institutions,” p. 351-389

March 31: Authoritarian Institutions II
Blackboard videos

Week 12: Regime Change and Political Economy

April 5: Regime Change I
Orvis & Drogus, Chapter 9 “Regime Change,” p. 395-438

April 7: Regime Change II
Orvis & Drogus, Chapter 9 “Regime Change,” p. 395-438
Fifth quiz

Part III: Political Economy and Policy

Week 13: Political Economy

April 12: Political Economy of Wealth
Orvis & Drogus, Chapter 10 “Political Economy of Wealth,” p. 447-470

April 14: Public Policies I
Orvis & Drogus, Chapter 12 “Public Policies When Markets Fail,” pp. 543-565

Week 14: Public Policies and Development

April 19: Public Policies II
Orvis & Drogus, Chapter 12 “Public Policies When Markets Fail,” pp. 543-565
Sixth quiz

April 21: Political Economy of Development I
Orvis & Drogus, Chapter 11 “Political Economy of Development,” p. 497-537

Week 15: Development 2

April 26: Political Economy of Development II
Finish chapter 11
Watch Journeyman Pictures (1997) *Banking on the Poor* (15 min.)

April 28: Chile

Blackboard: selection of readings on Chile
Watch Fuentes and Valdeavellano (2016) *The Chicago Boys* (96 mins)

Week 16: Conclusion

May 3: Review Session

Final exam: May 7th, 1:30 – 4:00pm