POLS 220: Introduction to Comparative Politics II

Course Description
This course is intended as an intermediate-level introduction to the study of comparative politics. It assumes that students have taken POLS 120. The course is framed around two core challenges of democratic and autocratic governance. How is power constructed and maintained? How are policies and outcomes generated? We consider the extent to which distinct regimes share and respond to these problems in the context of institutional and sociocultural variation.

Course Goals
Students should understand the questions around which the course is framed and the core theoretical models, which provide answers to these questions. Students should be able to evaluate the empirical evidence testing implications of these models.

Grading
Final grades are a weighted average of the following components:

- Attendance/participation (10%)
  Attendance is mandatory and participation is strongly encouraged.

- Class presentations (30% total)
  Students will start the class session with a short presentation four times during the semester. Students will work in pairs, and each student will present one of the assigned readings, summarizing the research question, the main argument, and the empirical strategy and evidence (as appropriate for the reading). Each presentation will be 10-15 minutes.

- Midterm exam (25%)
  The in-class midterm exam will require short, essay-style responses to questions concerning core issues we cover in class. Students should be able to define concepts and describe theoretical arguments as well as summarize the empirical tests of the theories we cover. The date of the midterm is Wednesday, March 2.

- Final Exam (35%)
  There will be a take-home final. The exam will have four essay questions but students will answer only two of them. This exam must be done without collaboration from other students. However, consultation of readings and notes from the class is allowed. The exam will be distributed in class on Monday, April 25 and is due on Monday, May 2.
Texts
The required textbook is:

Students also are encouraged to purchase:

Journal articles can be found online. The online Course Reserves through Woodruff Library will have all remaining readings (e.g., working papers and book chapters).

Late Exam Arrival/Missed Exam Policy
Students will be allotted the entire class period for exams occurring during the semester. Students are expected to be in class for the beginning of the exam. If students are late for an in-class exam, they will not receive any additional time beyond the end of the class period to complete the exam.

Absences for exams will be excused for participation in formally sanctioned University events if the proper documentation is provided to the instructors prior to the event. Absences will also be excused for extraordinary events if they are accompanied by sufficient documentation within two calendar days of the absence or late arrival. The instructors reserve the right to determine what constitutes an extraordinary circumstance.

If the student has been excused for the absence, she/he will have five working days to make up a missed exam. The instructors reserve the right to administer makeup exams of any format (multiple choice, short answer, essay), which may not necessarily correspond to the original exam’s format. If a student misses an exam and does not have an excused absence, the student will receive a zero for the exam.

Integrity of Scholarship
The honor code is in effect throughout the semester. By taking this course, students affirm that it is a violation of the code to cheat on exams, to plagiarize, to deviate from instructions about collaboration on work that is submitted for grades, to give false information to a faculty member, and to undertake any other form of academic misconduct. Students agree that the instructors are entitled to move them to other seats during examinations, without explanation. Students also affirm that if witnessing others violating the code they have a duty to report them to the honor council.

Extra-Credit Work
Under no circumstances is extra credit work provided in this course.

Incomplete Grades
No incomplete grades will be given unless there is an agreement between the instructors and the student prior to the end of the course. The instructors retain the right to determine legitimate reasons for an incomplete grade.

Final Course Grades
Final course letter grades will reflect the Department of Political Science’s grading standard, detailed below.

A Exceptional Performance
Consistently outstanding work on all course-related tasks at a level that distinguishes the student from other members of the class. A comprehensive and incisive command of the issues, literature, and
substantive information relevant to the course. A frequently demonstrated exceptional capacity for original, creative, critical and logical thinking. The ability to master and integrate large amounts of factual material and abstract theories. An outstanding ability to discuss effectively course subject matter using both written and oral communication skills.

**A- Excellent Performance**
Consistently strong work on all course-related tasks. A comprehensive command of the issues, literature, and substantive information relevant to the course. A clearly demonstrated capacity for original, creative, critical and logical thinking. Understands well and can integrate the relevant factual and theoretical material central to the course. A strong ability to discuss effectively course subject matter using both written and oral communication skills.

**B+ Very Good Performance**
Consistently above average work on all course-related tasks. A very good grasp of the issues, literature, and substantive information relevant to the course. A generally demonstrated capacity for original, creative, critical, and logical thinking. A very good command of factual and theoretical material, and some capacity to integrate the two. A solid ability to discuss effectively course subject matter using both written and oral communication skills.

**B Good Performance**
Good and generally consistent work on all course-related tasks. A general understanding of the issues, literature, and substantive information relevant to the course. Modest evidence of the capacity for original, creative, critical and logical thinking. A good understanding of factual and theoretical material, but limited evidence of the capacity to integrate the two. A basic ability to discuss effectively course subject matter using both written and oral communication skills.

**B- Satisfactory Performance**
Satisfactory work on course-related tasks. A reasonable understanding of the issues, literature, and substantive information relevant to the course. An infrequently demonstrated capacity for original, creative, critical and logical thinking. Understands at a basic level the facts and theories related to the course, but demonstrates weak integration skills. A limited or inconsistent ability to discuss effectively course subject matter using both written and oral communication skills.

**C+/C/C- Adequate Performance**
Adequate performance on course-related tasks. An understanding of the basic elements of the issues, literature, and substantive information relevant to the course. A rarely demonstrated capacity for original, creative, critical and logical thinking (C+). An inability to go beyond a recitation of basic factual material related to the class (C). Demonstrated weaknesses in the ability to discuss effectively course subject matter using both written and oral communication skills (C-).

**D/D+ Minimal Passing Performance**
Barely acceptable work on course-related tasks. A generally superficial and often inconsistent familiarity with the issues, literature, and substantive information relevant to the course. A failure to demonstrate the capacity for original, creative, critical and logical thinking related to course content (D+). An uneven understanding of basic factual material related to the course; no evidence of fact/theory integration. Demonstrates significant gaps in the ability to discuss effectively course subject matter using both written and oral communication skills (D).

**F Unacceptable Performance**
Fails to meet minimum course expectations. Unable to understand even the most basic elements of the issues, literature, and substantive information relevant to the course. Demonstrates an inability to engage
in coherent written or oral discussion of course material. Does not satisfy specific course expectations with respect to attendance, deadlines, participation, etc.

**Courtesy in the Classroom**

Classroom courtesy is necessary to ensure that all students have the opportunity to learn without distractions. This requires no cell phones, talking during lectures (unless recognized by the instructors), reading newspapers, etc. during class. If students must have cell phones on to receive emergency calls about family members, they should keep their phones on “vibrate.”

Class discussions of political issues can often stimulate strong feelings and heated debate. Because this is a college classroom, all discussions need to be scholarly. Scholarly comments are:

- Respectful of diverse opinions and open to follow up questions and/or disagreement.
- Related to the class and course material. Scholarly comments advance the discussion about issues related to the course and/or course material rather than personal beliefs.
- Are delivered in normal tones and in a non-aggressive manner.

Unacceptable behaviors in our classroom include:

- Personal attacks. This includes attacks on a person’s appearance, demeanor, or political beliefs.
- Interruptions of other students. Raise your hand and wait to be called on by the instructors.
- Use of raised tones, yelling, engaging in arguments with other students, and physical aggression.
- Ignoring of the instructors’ authority to protect the integrity of the classroom. When students are asked to discontinue a conversation that violates the guidelines that are outlined above, they are expected to stop.

**Accommodation for Students with Disabilities**

Emory University is committed under the Americans with Disabilities Act and its Amendments and Section 504 of the Rehabilitation Act to providing appropriate accommodations to individuals with documented disabilities. If a student has a disability-related need for reasonable academic adjustments in this course, he/she should provide the instructors with an accommodation notification letter from the Access, Disabilities Services and Resources Office. Students are expected to give two weeks’ notice of the need for accommodations. If you need immediate accommodations or physical access, please arrange to meet with the instructors as soon as your accommodations have been finalized.
Content of the course

All required readings are marked with an asterisk.

Introduction (January 13)
- Course presentation and logistics
- Social science: questions, theories, and testing

Part I: Democratic Regimes at Work
In this section we look at key features of democratic governance. Democracy is predicated on a normative commitment to collective choice. Can collective choice processes ensure the common will? In what ways do democratic institutions channel the connections between societal interests and governance?

Can we identify the common will by voting for it? (January 20, Rueda)
- CGG, Chapter 11*

Participation (January 25, Rueda)

Party systems - Electoral systems. (January 27, Rueda)
- CGG, Chapter 14.*
Economic outcomes - Electoral systems. (February 1 and 3, Rueda)


Coalition formation and governance in parliamentary regimes (February 8, Gandhi)

- CGG, Chapter 12.*

Parliamentarism, presidentialism, and its consequences (February 10, Gandhi)


Is it possible to govern the governors? (February 15, Gandhi)

- CGG, Chapter 15, pp.705-718.*

No class (February 17)

Federalism – To decentralize or not? (February 22 and 24, Gandhi)

- CGG, Chapter 15, pp.673-690.*

Part II: Authoritarian Regimes at Work
In this section, we examine how power is organized in authoritarian regimes. What is the relationship between autocratic leaders and elites within their supporting coalitions? How do leaders control their militaries? What is the role of rules and institutions in these regimes? Is there any space for opposition groups and citizens to play a role?

How do authoritarian leaders organize their rule? (February 29, Rueda)
• CGG, Chapter 10, pp.349-383.*

Midterm exam (March 2)

Spring break (March 7 and 9)

How do men without guns control men with guns? (March 14, Gandhi)

What do political parties do in autocracies? (March 16, Gandhi)
Why do dictators obey rules? (March 21, Gandhi)


What is the role of citizens in policy making? (March 23, Rueda)

- Truex, Rory. 2014. “Consultative Authoritarianism and its Limits.” Comparative Political Studies 1-33.*

Can the opposition win in authoritarian elections? (March 28, Gandhi)


Why explains revolutionary protest? (March 30, Gandhi)

Part III: Shared Governance Challenges

In this section, we start by examining civil society. Is social capital important for political stability and economic prosperity? Especially in the context of social and ethnic cleavages? Then we go on to look at the relationship between political institutions and economic outcomes. How do economic factors influence political regimes? Do political institutions have an impact on the material well-being of citizens?

Civic society and social capital (April 4, Rueda)


Ethnic diversity and cooperation (April 6, Gandhi)


Economic determinants of regimes (April 11 and 13, Gandhi)

- CGG, Chapter 6.*

Development and human welfare (April 18 and 20, Rueda)


Summary and conclusions (April 25)