
course time: Monday, Wednesday and Friday, 11:00am-11:50am

classroom: Scharbauer 1008

e-mail: michael.strausz@tcu.edu

office hours: Tuesdays 1:30pm-2:30pm, Fridays 2:00pm-4:00pm, or by appointment

office: Scharbauer 2007F

Course Description and Objectives: This course will be oriented around four units. Our first unit will introduce you to two of the most influential thinkers about essential themes in comparative politics: Karl Marx and Max Weber. In our second unit, we will think about governments, focusing on the origins of states, politics in democracies and non-democracies, and regime transitions. Third, we examine issues of identity in politics, focusing on issues including political ideology, gender, ethnicity, and religion. And finally, we will explore comparative political economy, with particular attention paid to issues of development and inequality.

After taking this class you will be able to:

1. Effectively analyze issues relating to comparative politics, including issues relating to states, nations, societies, regime-types, and political economy
2. Critically and thoughtfully evaluate claims made by others about issues relating to comparative politics
3. Communicate clearly and effectively in writing about comparative politics
4. Speak confidently and clearly before an audience of your peers about comparative politics
5. Critically and carefully read challenging texts about comparative politics

Expectations and Course Policies:

1. *Assigned readings:* Prepare for each class by carefully reading the assigned materials, and bring the day's assigned reading to class with you.
2. *Current events:* Regularly read the "World" section in either the *New York Times* or the *Wall Street Journal* daily.
3. *Attendance Policy:* Come to class on time, stay for the duration, and participate actively. This course will work best if you come prepared to participate in discussions. If you miss a class where an in-class activity or pop quiz was administered, you will receive a grade of zero unless the absence was an Official University Absence or unless the absence was due to properly documented illness or a properly documented personal/family emergency. If you leave early on a day when you submitted work (without prior approval) you will receive a grade of zero on that work.
4. *Technology Policy:* Students wishing to use computers, tablets, or smartphones to take notes in class are requested to use those devices *only* for class related purposes. I know how tempting it can be to use an electronic device for Instagram, Facebook, Twitter, Pinterest, Ravelry (the knitting social networking site), games, and other fun distractions, but if I catch a student doing so, that student will no longer be permitted to bring his or her electronic device to class. Remember that

your primary responsibility at TCU is to learn. If you don't trust yourself to avoid online distractions, I encourage you to take notes with pen (or pencil!) and paper. Students wishing to make audio or video recordings of classes are required to see me to discuss acceptable use of those recordings and to sign a contract indicating that you will use those recordings responsibly. In the absence of written permission, you are not permitted to make audio or video recordings of classes.

5. *Extra Credit*: If I decide to establish an extra credit opportunity, the specifics will be announced in class or emailed out to all students enrolled in the class. So, come to class, check your TCU email, and don't expect to have an individualized extra credit assignment created for you.
6. *E-mail Policy*: Course-related communications will be sent to your TCU email account. Thus, check your TCU email regularly. "I did not see the email that you sent me" is not an acceptable excuse for failing to complete required course tasks. Also, feel free to email me questions, comments, or suggestions. In general (i.e. unless there are extraordinary circumstances), I will respond to student emails within 24 hours.
7. *Deadlines*: Deadlines for assignments are strictly enforced. Unless otherwise noted, an assignment submitted after the deadline will lose 10 points (out of 100) if it is submitted within 24 hours after the deadline, 20 points (out of 100) if it is submitted between 24 and 48 hours after the deadline, 30 points (out of 100) if it is submitted between 48 and 72 hours after the deadline, etc. So, for example, if a paper deadline is 11am on Monday and you submit your paper at 11:30am on Monday, you will automatically lose 10 points. Once grades have been officially submitted for the course, late assignments will no longer be accepted.
8. *Makeup Exams*: Makeup exams are not permitted unless you missed the exam due to an Official University Absence, a properly documented illness, or a properly documented personal/family emergency. "I overslept" is not an acceptable reason to make up an exam.
9. *Student Disability Services*: Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the Coordinator of Student Disabilities Services in the Center for Academic Services located in Sadler Hall, 11. Accommodations are not retroactive, therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations. Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-7486.
10. *Academic Misconduct*: (See Sec. 3.4 from the Student Handbook): Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life and are listed in detail in the Undergraduate Catalog. Specific examples include, but are not limited to:
 - Cheating: Copying from another student's test paper, laboratory report, other report, or computer files and listings; using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; collaborating with or seeking aid from another student during a test or laboratory

without permission; knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; substituting for another student or permitting another student to substitute for oneself.

- **Plagiarism:** The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore.
- **Collusion:** The unauthorized collaboration with another in preparing work offered for credit.

Grading: Grades in this course will be determined as follows:

Two in-class exams: each is worth 20%

Final Paper (Due **Monday, December 12 at 11:30am**): 30%

Reading quizzes and other learning exercises: 20%

Participation in a debate: 10% (4% for debate performance, 5% for short paper about debate topic, 1% for attendance and attentiveness at other debates).

Your debate grade is not influenced by whether your team wins or loses the debate.

Grades are determined on a 100-point scale as follows:

A: 93.5 and above	B: 82.5-86.4	C: 72.5-76.4	D: 62.5-66.4
A-: 89.5-93.4	B-: 79.5-82.4	C-: 69.5-72.4	D-: 59.5-62.4
B+: 86.5-89.4	C+: 76.5-79.4	D+: 66.5-69.4	F: 59.4 and below

If you feel that you have been graded unfairly on any course assignment, please wait 24 hours after the assignment is returned and then contact me with a typed statement about why you believe you were graded unfairly. This statement must provide substantive reasons why you believe that you were graded unfairly. The appeal process must be initiated one week after the exam/homework was returned.

Quizzes: We will have at least eight quizzes in this class. The quizzes will mostly cover assigned readings, but might also touch on current events and materials that we have covered in class. If you do the readings, follow current events, and pay attention in class, your quiz grade should be quite high. Quizzes will usually take place at the beginning of class, and no extra time will be granted to students arriving late. In-class exercises and homework assignments will also be factored into your quiz grade. Your lowest quiz grade will be dropped.

If you miss a quiz because of an Official University Absence, a properly documented illness, or a properly documented family/medical emergency, you have one week to either visit my office hours or make an appointment with me to make up your quiz. If you wait more than one week to see me after missing a class where a quiz was given, you will receive a grade of zero for the missed quiz. Students who miss classes for reasons

other than Official University Absences, properly documented illness, or properly documented family/medical emergency will receive a grade of zero for missed quizzes.

Final Paper: Instead of a final exam, students will be required to write a final paper. This will require you to combine analysis of class materials with some research that you will do on your own. A more specific assignment will be distributed later in the semester.

Participation in a debate: Each student will participate in a debate about a core issue in comparative politics. These debates will require you to do some external research about the topic. In addition, students will also have to write a short paper about the topic that they debate. Unless otherwise noted, this paper will be due one week after the debate. A specific assignment—including grading rubrics—will be distributed early in the semester.

Office Hours: I encourage students to take advantage of my office hours in order to ask questions about the course materials or to chat about issues related to the course or political science more generally. No appointment is necessary to come to my office hours. However, if you have classes or other obligations during my office hours and like to meet with me, I encourage you to email me to make an appointment.

Course Materials: The following books are required. They are available at the TCU bookstore, but feel free to buy copies at other bookstores or online. Readings that aren't in these books will be available online, through the course's TCU Online site (which can be found at d2l.tcu.edu):

Karl Marx and Friedrich Engels, *The Communist Manifesto*

Max Weber, *The Protestant Ethic and the Spirit of Capitalism* (the Kalberg translation)

David J. Samuels, *Comparative Politics*

Schedule:

21-Aug *Introduction*
No assigned reading

23-Aug *What is comparative politics?*
Samuels, pp. 2-26
One article of your choice from Slate's "If It Happened There" series

Unit 1: Theories of Comparative Politics

25-Aug *Tradition and modernity*
Marx & Engels, opening statement and Chapters I and II

28-Aug *Marx's explanation*
Marx and Engels, Chapters III and IV

30-Aug *Religion and modernity*
Weber, Part I, Chapters 1 & 2

- 1-Sep *From political science (or other major) to employment*
No assigned reading
- 4-Sep **Labor Day**
- 6-Sep *Weber's explanation*
Weber, Part I, Chapter 3 through the end of Part II, Chapter 4A
- 8-Sep *Marx, Weber, and grand theories*
Finish Weber

Unit 2: States and Regime Types

- 11-Sep *Overview of states*
Samuels, pp. 29-55
- 13-Sep *States and surnames*
Scott, James C. 1998. *Seeing Like A State: How Certain Schemes to Improve the Human Condition Have Failed*, New Haven: Yale University Press, pp. 53-83
- 15-Sep *States and federalism*
Ziblatt, Daniel. 2006. *Structuring the State: the Formation of Italy and Germany and the Puzzle of Federalism*. Princeton, N.J.: Princeton University Press, pp. 1-31
- 18-Sep *Democracies*
Samuels, pp. 59-89
- 20-Sep *Bowling leagues and the future of democracy*
Putnam, Robert D. 1995. "Bowling Alone: America's Declining Social Capital." *Journal of Democracy* 6 (1):65-78
- 22-Sep *Duverger exercise*
No assigned reading
- 25-Sep *An electoral system in action*
Krauss, Ellis S., and Robert Pekkanen. 2011. *The Rise and Fall of Japan's LDP: Political Party Organizations as Historical Institutions*. Ithaca, NY: Cornell University Press, pp. 29-64
- 27-Sep *Perils of presidentialism*
Stepan, Alfred, and Cindy Skach. 1994. "Presidentialism and Parliamentarism in Comparative Perspective." In *The Failure of Presidential Democracy*, edited by Juan J. Linz and Arturo Valenzuela, 119-136. Baltimore: Johns Hopkins University Press.

- 29-Sep *Debate about the state*
No assigned reading
- 2-Oct **First midterm**
No assigned reading
- 4-Oct *Non-democracies*
Samuels, pp. 92-117
- 6-Oct *Russia and the new authoritarianism*
Krastev, Ivan. 2011. "Paradoxes of the New Authoritarianism." *Journal of Democracy* 22 (2):5-16
- 9-Oct *Regime change*
Samuels, pp. 120-144
- 11-Oct *The failure of Weimar democracy*
Berman, Sheri. 1997. "Civil Society and the Collapse of the Weimar Republic." *World Politics* 49 (3):401-429

Unit 3: Identities in Comparative Politics

- 13-Oct *Political identity*
Samuels, pp. 148-170
- 16-Oct **FALL BREAK**
- 18-Oct *Imagined communities*
Anderson, Benedict R. 1991. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso, pp. 9-46
- 20-Oct *Where does ethnic identity come from?*
Cohen, Robin. 1999. "The Making of Ethnicity: A Modest Defence of Primordialism." In *People Nation and State: The Meaning of Ethnicity and Nationalism*, edited by Edward Mortimer and Robert Fine, 3-11. London: I. B. Tauris
Ranger, Terence. 1999. "The Nature of Ethnicity: Lessons from Africa." In *People Nation and State: The Meaning of Ethnicity and Nationalism*, edited by Edward Mortimer and Robert Fine, 12-27. London: I. B. Tauris
- 23-Oct *Religion and politics*
Samuels, pp. 174-199

- 25-Oct *Religion and politics in the Muslim world*
Bellin, Eva. 2004. "The Robustness of Authoritarianism in the Middle East: Exceptionalism in Comparative Perspective." *Comparative Politics* 36 (2):139-157
- 27-Oct *Gender and politics*
Samuels, pp. 202-225
- 30-Oct *The gender gap in voting*
Inglehart, Ronald, and Pippa Norris. 2000. "The Developmental Theory of the Gender Gap: Women's and Men's Voting Behavior in Global Perspective." *International Political Science Review* 21 (4):441-463
- 1-Nov *Debate about electoral systems*
No assigned reading.
- 3-Nov *The political world of the Japanese housewife*
LeBlanc, Robin M. 1999. "Housewives and Citizenship." In *Bicycle Citizens: The Political World of the Japanese Housewife*. Berkeley: University of California Press, 61-88
- 6-Nov *Collective action*
Samuels, pp. 229-254
- 8-Nov *What we now know*
No assigned reading
- 10-Nov **Second midterm**
No assigned reading

Unit 4: Comparative Political Economy

- 13-Nov *The political economy of development*
Samuels, pp. 286-312
- 15-Nov *Japan's economic miracle*
Johnson, Chalmers. 1982. *MITI and the Japanese Miracle: The Growth of Industrial Policy, 1925-1975*. Stanford, CA: Stanford University Press, 1-34
- 17-Nov *Colonial legacy*
Acemoglu, Daron, Simon Johnson, and James A. Robinson. 2001. "The Colonial Origins of Comparative Development: An Empirical Investigation." *American Economic Review* 91 (5):1369-1401
- 20-Nov Political economy of redistribution
Samuels, pp. 315-342

22 & 24 **THANKSGIVING BREAK**
Nov

27-Nov *Inequality and redistribution*

Kenworthy, Lane, and Jonas Pontusson. 2005. "Rising Inequality and the Politics of Redistribution in Affluent Countries." *Perspectives on Politics* 3 (3):449-471.

27-Nov *Debate about inequality*

No assigned reading

1-Dec *The new populism in America and abroad*

Adelman, Jeremy. 2016. "Donald Trump is Declaring Bankruptcy on the Post-War World Order." *Foreign Policy*, November 20.

4-Dec *Comparative politics professors as students of comparative politics*

Assigned reading to be announced

6-Dec *Final paper exercise*

Bring a draft of your final paper