

course time: Monday, Wednesday and Friday, 10:00am-10:50am

classroom: Beasley 108

e-mail: michael.strausz@tcu.edu

office hours: Mondays 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 that will develop and strengthen your understanding of political systems domestically and internationally. 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 some of the core conceptual building blocks for comparative politics—states, nations, and societies. Third, we will examine politics in different regime types, including democracies, authoritarian states, and communist and post-communist states. And finally, we will explore comparative political economy, both in general and as it impacts the developed and developing world.

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 come to my office hours to discuss acceptable use of those records 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 no 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: 20% each

Final Paper (Due **Monday, May 8 at 10:30am**): 30%

Reading quizzes and other learning exercises: 10%

Group-led discussion of an article: 10% (4% for discussion leading, 5% for short paper about article, 1% for attendance and participation in discussions led by others)

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.

Group-led discussion of an article: Each student will be a part of a group that will lead discussion of one of the more challenging and important articles that we read in this class. These presentations will require you to do some extra research about the article. Students are also required to write a short review of the article that they lead discussion of. Unless otherwise noted, this review will be due one week after the group-led discussion. A specific assignment—including grading rubrics—will be distributed early 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 group-led discussion. A specific assignment—including grading rubrics—will be distributed early in the semester.

Rewrites: Students are permitted to rewrite *either* their debate paper or their article review for credit. However, in order to count for credit these rewrites must address substantive issues that the professor raised regarding the paper, rather than just making grammatical corrections. A specific assignment 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 d21.tcu.edu):

Karl Marx and Friedrich Engels, *The Communist Manifesto*

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

Patrick H. O'Neal, *Essentials of Comparative Politics, Fifth Edition*.

Schedule:

18-Jan *Introduction*

No assigned reading

20-Jan *What is comparative politics?*

Lijphart, Arend. 1971. "Comparative Politics and the Comparative Method."

American Political Science Review 65 (3):682-693.

One article of your choice from Slate.com's "If It Happened There" series

Unit 1: Theories of Comparative Politics

23-Jan *Tradition and modernity*

Marx & Engels, opening statement and Chapters I and II

- 25-Jan *Marx's explanation*
Marx and Engels, Chapters III and IV
- 27-Jan *Religion and modernity*
Weber, Part I, Chapters 1 & 2
- 30-Jan *Weber's explanation*
Weber, Part I, Chapter 3 through the end of Part II, Chapter 4A
- 1-Feb *Despite all my rage, I am still just a rat in an iron cage*
Finish Weber
- 3-Feb *Marx and Weber in current events exercise*
No assigned reading

Unit 2: States, Nations, and Societies

- 6-Feb *Overview of States*
O'Neal Chapter 2: States
- 8-Feb *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
- 10-Feb *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
First group-led discussion
- 13-Feb *Overview of Nations and Society*
O'Neal, Chapter 3: Nations and Society
- 15-Feb *Imagined Communities*
Anderson, Benedict R. 1991. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso, pp. 9-46
- 17-Feb *Does Ethnicity Matter?*
Chandra, Kanchan. 2006. "What is Ethnic Identity and Does it Matter?" *Annual Review of Political Science* 9:397-424
- 20-Feb *Overview of Political Violence*
O'Neal, Chapter 7: Political Violence
- 22-Feb *Collective Violence*
Tilly, Charles. 2003. *The Politics of Collective Violence*. Cambridge: Cambridge University Press, pp. 26-54

24-Feb **First midterm**
No assigned reading

Unit 3: Types of Regimes

27-Feb *Overview of Democratic Regimes*
O'Neal, Chapter 5: Democratic Regimes

1-Mar *Where do democracies come from?*
Lipset, Seymour Martin. 1959. "Some Social Requisites of Democracy: Economic Development and Political Legitimacy." *American Political Science Review* 53 (1):69-105
Second group-led discussion

3-Mar *Duverger exercise*
No assigned reading

6-Mar *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

8-Mar *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.)

10-Mar *Which electoral system is best?*
No assigned reading
First in-class debate

13-Mar-
17-Mar SPRING BREAK

20-Mar *Overview of nondemocratic regimes*
O'Neal, Chapter 6: Nondemocratic Regimes

22-Mar *Non-democracies in the Middle East*
Bellin, Eva. 2004. "The Robustness of Authoritarianism in the Middle East: Exceptionalism in Comparative Perspective." *Comparative Politics* 36 (2):139-157

24-Mar *Protest in non-democracies*
Cai, Yongshun, and Titi Zhou. 2016. "New Information Communication Technologies and Social Protest in China: Information as Common Knowledge." *Asian Survey* 56 (4):731-753.
Third group-led discussion

27-Mar *From political science (or other major) to employment*
No assigned reading

29-Mar *Debate about the internet*
No assigned reading
Second in-class debate

31-Mar **Class cancelled**

3-Apr *Overview of Communism and Postcommunism*
O'Neal, Chapter 9: Communism and Postcommunism

5-Apr *Authoritarianism in the postcommunist world*
Krastev, Ivan. 2011. "Paradoxes of the New Authoritarianism." *Journal of Democracy* 22 (2):5-16

7-Apr **Second midterm**
No assigned reading

Unit 4: Comparative Political Economy

10-Apr *Overview of Political Economy*
O'Neal, Chapter 4: Political Economy

12-Apr *Debate on government and economy*
No assigned reading
Third in-class debate

14-Apr GOOD FRIDAY (CLASS CANCELLED)

17-Apr *Overview of developed democracies*
O'Neal Chapter 8: Developed Democracies

19-Apr *An Asian Development Style?*
Johnson, Chalmers. 1982. *MITI and the Japanese Miracle: The Growth of Industrial Policy, 1925-1975*. Stanford, CA: Stanford University Press, pp. 1-34

21-Apr *Bowling and civil society*
Putnam, Robert D. 1995. "Bowling Alone: America's Declining Social Capital." *Journal of Democracy* 6 (1):65-78.
Fourth group-led discussion

24-Apr *Overview of Developing Countries*
O'Neal, Chapter 10: Developing Countries

26-Apr *The legacy of colonialism*

Acemoglu, Daron, Simon Johnson, and James A. Robinson. 2001. "The Colonial Origins of Comparative Development: An Empirical Investigation." *American Economics Review* 91 (5):1369-1401.

28-Apr *Comparative politics professors as students of comparative politics*
Assigned reading to be announced

1-May *Comparative Madness*
No assigned reading

3-May *Final paper exercise*
Bring a draft of your final paper