

PLSC 116

Introduction to Comparative Politics

SYLLABUS

Fall 2020

INSTRUCTIONAL TEAM & CONTACTS

Instructor:

Sarah Khan, Assistant Professor, Department of Political Science
sarah.khan@yale.edu

Office Hours: 2:00-4:00pm

Sign up using Calendly: <https://calendly.com/sarah-khan/office-hours>

Teaching Fellows (see Canvas Home Page for Office Hours):

- Chris Chambers, PhD Student, Department of Political Science
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- Dipin Kaur, PhD Student, Department of Political Science
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- Isabelle Laurenzi, PhD Student, Department of Political Science
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- Alexander Trubowitz, PhD Student, Department of Political Science
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COURSE DESCRIPTION

This course introduces students to the study of politics and political life around the world. How do different countries organize their systems of governments? Are certain types of institutions more likely to result in economic growth, social equality and political stability? Why and how do individuals and groups participate in political life? These are the types of questions we will engage with over the course of the semester.

The course serves as a foundation for more advanced political science courses, and also provides students an understanding of political science methods and approaches as a tool for understanding and analyzing world politics.

COURSE FORMAT

This course will be taught remotely with a mix of asynchronous and synchronous elements.

Pre-recorded Lectures (Asynchronous): Students are responsible for viewing the pre-recorded lectures for each week, which will be uploaded to Canvas Media Library.

Class Sessions via Zoom (Synchronous): We will meet as a class via Zoom once a week. We will use this time for Q&A and other activities that can help consolidate knowledge and develop analytical skills. These sessions will not be recorded. You can find the link to join these sessions Zoom page on the Canvas course page.

Discussion Sections via Zoom (Synchronous): Teaching Fellows will lead discussion sections for this course throughout the week. Regular attendance and participation in one discussion section is a requirement for this course. These sessions will not be recorded and attendance is mandatory. You can find the link to join these sessions Zoom page on the Canvas course page.

GENERAL SCHEDULE

- **By Monday end of the day:** I will upload the recorded lectures for the week which you are responsible for viewing in advance of synchronous meetings for the course to the Media Library in Canvas
- **Tuesdays 11:30am – 12:20pm:** We will generally **not** meet synchronously during this time unless otherwise stated.
- **Thursdays 11:30 – 12:20pm:** This will be the usual weekly synchronous meeting time (via Zoom) for our class unless otherwise stated.
- **During the week:** You are responsible for attending synchronously held discussion section (via Zoom) led by your teaching fellow. Discussion sections will begin meeting the week of September 7th.

GRADING & ASSIGNMENTS

All assignments are to be submitted electronically via Canvas. I will provide guidelines for each assignment in advance of the due date.

Component	% of Grade	Due
Participation Attendance and active participation in section	20%	Throughout the semester
2 Short Papers 1000 words each		
• Paper I: Regime Classification	15%	October 4
• Paper II: Election Report	15%	December 6
4 Reflection Pieces 350-500 words each		
• Reflection I	5%	September 20
• Reflection II	5%	October 18
• Reflection III	5%	November 1
• Reflection IV	5%	November 22
Peer Feedback on Reflections 100 – 150 words	5%	Within 48hrs of due date of reflection pieces II & IV
Final Exam Take home, short essay responses	25%	During finals week, Date TBA

Your TFs may create additional small assignments through the course of the semester that are adjusted in your participation grade

Grades will be allocated along the following scale; note that there is no A+ grade at Yale College.

A: 93-100	C: 73-76	D-: 60-62
A-: 90-92	C+: 77-79	F: Below 60
B+: 87-89	C-: 70-72	
B: 83-86	D+: 67-69	
B-: 80-82	D: 63-66	

Late Work: Late work will be downgraded by 1/3rd of a letter grade (A to A-, A- to B+ etc.) for each day after the deadline. In case of illness, family emergency, or conflict with a religious observance, please email your TF to arrange an appropriate accommodation.

Grade Changes: If you have a question or concern about your grade, please wait 24 hours after receiving it to contact your TF via email. If you feel your assignment should be re-graded, it will be re-graded in full by the professor who may increase or decrease your original grade.

COURSE POLICIES

Attendance: Attendance in synchronous discussion sections is mandatory. You will have 1 excused absence during the semester – no questions asked. In case of illness, other obligations, or conflict with a religious observance, please email your TF to arrange an appropriate accommodation.

Email: In general, email should be used for logistical and short queries and you can expect a reply within 24hrs during weekdays. Substantive questions and concerns should be brought to my or your TFs office hours. Your TF is your first point of contact for questions related to the course.

Academic Integrity: It is your responsibility to be aware of the various forms of academic dishonesty and plagiarism, related university regulations, and to adhere to these regulations. Ignorance will not constitute an excuse for violation. Please refer to the Yale College Undergraduate Regulations (<http://catalog.yale.edu/undergraduate-regulations/>) for more detail, and to these guidelines on the use of sources (<https://poorvucenter.yale.edu/using-sources>) for guidance on how to appropriately cite sources in your work

Disability: I will work to provide the appropriate accommodations for students with disabilities. Please contact the Yale University Resource Office on Disabilities to discuss your needs and request accommodations.

Inclusivity and Classroom Climate: An inclusive and safe learning environment for all students is a priority for this course.

Please be aware that if you discuss an incident of potential sexual misconduct¹ with the professor or teaching fellows, we are obligated to inform the college's Title IX coordinator about the basic facts of the incident. The coordinators will not take action or plan response without the complainant's consent and can be asked to maintain confidentiality.

RESOURCES AND SUPPORT

Writing: The Poorvu Center is offering students in this course the opportunity to receive written feedback on drafts of their writing. To use this service, you will be enrolled in the Canvas course Poorvu Center Asynchronous Tutoring (<https://yale.instructure.com/courses/62079>)

You can submit your draft to the Assignments folder in this course and a writing tutor will add feedback to your paper within 24 hours.

¹ See here for a definition and information on policies: <https://smr.yale.edu/find-policies-information/yale-sexual-misconduct-policies-and-related-definitions>

If you'd prefer a real-time meeting with a tutor from the Writing Center, you can schedule a session with a Writing Partner (<https://poorvucenter.yale.edu/undergrad-writing-partners>) or a Residential College Writing Tutor (<https://poorvucenter.yale.edu/residential-college-writing-tutors>).

Mental Health: Yale Health Mental Health & Counseling provides free, confidential mental health treatment to members of the Yale student community. All Yale students enrolled at least half time in a Yale degree program are eligible for counseling at Mental Health & Counseling completely free of charge regardless of whether they have waived Yale Health Hospitalization/Specialty Care coverage. Please see here for more details: <https://yalehealth.yale.edu/directory/departments/mental-health-counseling>

Required Materials and Access:

There is one required textbook for this course:

- Clark, William Roberts, Matt Golder, and Sona Nadenichek Golder. Principles of Comparative Politics. CQ Press, 2017. (3rd Edition)

Print copies of the book will be available for purchase at the Yale Bookstore; new and used copies are also available through various online vendors.

Electronic versions of the book are available for purchase online via the publisher website: <https://us.sagepub.com/en-us/nam/principles-of-comparative-politics/book243842>

A cost effective option is to rent an electronic version of the textbook. If you choose this option, please make sure that the rental is through the end of the semester (December 18, 2020).

All other materials will be made available as PDFs or links in Canvas in the modules section under the relevant week

WEEK- BY-WEEK SCHEDULE

Note: The required textbook is referred to as "Principles" in this schedule

Week 1: Introduction (Week of Aug 31)

What is comparative politics? What can comparative politics teach us about response to the COVID-19 pandemics?

Sections do not meet this week

- PLSC 116 Course Syllabus (this document)
- Principles, Chapter 1 & Chapter 2

- Stasavage, David. "Democracy, Autocracy, and Emergency Threats: Lessons for COVID-19 From the Last Thousand Years." *International Organization*: 1-17.
- Piscoppo, Jennifer and Kendall Funk. "Are Women Leaders better at fighting the coronavirus?" *Washington Post*. August 26, 2020

Week 2: States (Week of Sept 7)

Origins of the modern state

Sections begin meeting this week

- Principles, Chapter 4
- Herbst, Jeffrey. "War and the State in Africa." *International Security* 14.4 (1990): 117-139.
- Grzymala-Busse, Anna. "Beyond war and contracts: the medieval and religious roots of the European state." *Annual Review of Political Science* 23 (2020): 1-18.

Week 3: Nations (Week of Sept 14)

Nation-states, state-nations and nationalism

Assignment Due: Reflection Piece 1 due on Sunday by 12 midnight EST

- Stepan, Alfred, Juan J. Linz, and Yogendra Yadav. *Crafting state-nations: India and other multinational democracies*. JHU Press, 2011. Chapters 1 & 2
- Enloe, Cynthia. *Bananas, beaches and bases: Making feminist sense of international politics*. Univ of California Press, 2014. Chapter 3
- Singh, Perna. "In India, protesters are singing the national anthem and waving the flag. Here's why that matters." *Washington Post*. January 20, 2020

Week 4: Regimes I: Types and Categories (Week of Sept 21)

Classifying regime types; Varieties of authoritarianism

- Principles, Chapter 5 & Chapter 10

Recommended:

- Diamond, Larry. "Elections without democracy: Thinking about hybrid regimes." *Journal of Democracy* 13.2 (2002): 21-35.
- Paxton, Pamela. "Women's suffrage in the measurement of democracy: Problems of operationalization." *Studies in Comparative International Development* 35.3 (2000): 92-111.
- Weaver, Vesla M., and Gwen Prowse. "Racial authoritarianism in US democracy." *Science* 369.6508 (2020): 1176-1178.

Week 5: Regimes II: Determinants (Week of Sept 28)

The economic and cultural determinants of regime type

Schedule Change: Synchronous Class Session takes place on TUESDAY at 11:30am INSTEAD OF THURSDAY this week

Assignment Due: Paper I: Classifying Regimes by Sunday by 12 Midnight EST

- Principles, Chapter 6 and 7(skip section on Experiments and Culture)
- **Watch:** The Myth of the Clash of Civilizations, Lecture by Edward Said
<https://www.youtube.com/watch?v=aPS-pONiEG8>

Week 6: Regimes II: Transition and Change (Week of Oct 5)

- Principles, Chapter 8
- Waylen, Georgina. "Women and democratization: Conceptualizing gender relations in transition politics." *World Politics* (1994): 327-354.
- **Watch:** Otpor! Bringing Down a Dictator
<https://www.youtube.com/watch?v=9F7PxCVQ5Nk>

Recommended:

- Bermeo, Nancy. "On democratic backsliding." *Journal of Democracy* 27.1 (2016): 5-19.
- Brancati, Dawn. "Democratic authoritarianism: Origins and effects." *Annual Review of Political Science* 17 (2014): 313-326.

Week 7: Regimes III: Outcomes and Consequences (Week of Oct 12)

Development and Human Rights

Assignment Due: Reflection Piece 2 by Sunday by 12 Midnight EST

- Principles, Chapter 9
- Donno, Daniela, and Anne-Kathrin Kreft. "Authoritarian institutions and women's rights." *Comparative Political Studies* 52.5 (2019): 720-753.

Recommended:

- Davenport, Christian. *State repression and the domestic democratic peace*. Cambridge University Press, 2007. Introduction
- Evans, Tony. "If democracy, then human rights?" *Third World Quarterly* 22.4 (2001): 623-642.

Week 8: Democratic Institutions I: Organizing Government (Week of Oct 19)
Presidential and parliamentary systems; Electoral systems and representation

- Principles, Chapter 12 & 13

Recommended:

- Gerring, John, Strom C. Thacker, and Carola Moreno. "Are parliamentary systems better?" *Comparative political studies* 42.3 (2009): 327-359.

Week 9: Democratic Institutions II: Political Parties (Week of Oct 26)
Party systems; Party-voter linkages

Assignment Due: Reflection Piece 3 by Sunday by 12 Midnight EST

- Principles, Chapter 14
- Kitschelt, Herbert. "Linkages between citizens and politicians in democratic polities." *Comparative political studies* 33.6-7 (2000): 845-879.

Week 10: Political Participation I: Voting (Week of Nov 2)
Voter turnout; inequalities in turnout

Schedule Change: Synchronous Class Session takes place on TUESDAY at 11:30am INSTEAD OF THURSDAY this week

- **Reread:** Principles, Chapter 8 (section on Collective Action Theory)
- Blais, André. *To vote or not to vote?: The merits and limits of rational choice theory*. University of Pittsburgh Press, 2000. Chapter 1 and 2
- Kasara, Kimuli, and Pavithra Suryanarayan. "When do the rich vote less than the poor and why? Explaining turnout inequality across the world." *American Journal of Political Science* 59.3 (2015): 613-627.

Recommended:

- Cheema et al. Canvassing the Gatekeepers: A Field Experiment to Improve Women's Voter Turnout in Pakistan. *Working Paper*

Week 11: Political Participation II: Contentious Politics (Week of Nov 9)
Who resists and how?

- Tarrow, Sidney and Charles Tilly. *Contentious Politics*. 2nd ed. Oxford University Press. 2015. Chapters 1 and 3
- Chenoweth, Erica, et al. "The global pandemic has spawned new forms of activism—and they're flourishing." *The Guardian* 20 (2020).
- **Watch:** The Mothers of Plaza de Mayo:
<https://yale.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=4c9cf29e-0727-4e66-bed7-ab2701398013>

Recommended:

- James Scott, "Everyday forms of peasant resistance." *The Journal of Peasant Studies* 13.2 (1986): 5-35

Week 12: Identity and Representation (Week of Nov 16)

How states construct and reinforce identity categories; Identity-based representation

Assignment Due: Reflection Piece 4 by Sunday by 12 Midnight EST

- Lieberman, Evan S., and Prerna Singh. "Census Enumeration and Group Conflict: A global Analysis of the Consequences of Counting." *World Politics* 69 (2017): 1.
- Htun, Mala. "Is gender like ethnicity? The political representation of identity groups." *Perspectives on Politics* (2004): 439-458.
- Jensenius, Francesca R. *Social justice through inclusion: The consequences of electoral quotas in India*. Oxford University Press, 2017. Chapter 2
- **Listen:** <https://www.npr.org/2019/08/20/752866675/brazil-in-black-and-white-update>

NOVEMBER BREAK (Week of Nov 23)

Week 13: Political Violence (Week of Nov 30)

Assignment Due: Paper II: Election Report by Sunday, December 6 by 12 Midnight EST

Schedule Change: Synchronous Class Session takes place on TUESDAY at 11:30am IN ADDITION TO THURSDAY this week (We meet twice this week)

- Fearon, James D., and David D. Laitin. "Ethnicity, insurgency, and civil war." *American Political Science Review* (2003): 75-90.
- Wilkinson, Steven I. *Votes and violence: Electoral competition and ethnic riots in India*. Cambridge University Press, 2006. Chapter 1
- Nordås, Ragnhild and Elisabeth Jean Wood. *Why the Nobel Peace Prize went to 2 people fighting sexual violence in war*. Washington Post. October 8, 2018

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