

Government 157: Democracy and Dictatorship

Spring 2010

Class: Tues. Thurs. 1:10-2:30

Office Hours: Mon 11:00-12:00

Thurs. 11:00-12:00

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Overview:

This course is an introduction to comparative politics. The course opens with an overview of the field of comparative politics and a discussion of where it fits in the broader discipline of political science. We will discuss the most important theoretical orientations and peruse the wide array of questions that scholars of comparative politics investigate. After studying the origins of the modern state, the course will focus on the core features of government, discussing their main functions, theories about how they work, and how and why they vary in different countries. The final week in this section will investigate important non-state actors and discuss how they shape politics.

The second half of the course concentrates on issue areas of particular interest to scholars of comparative politics. These core questions transcend the politics of individual countries and highlight the challenge scholars face as they seek to develop theories that can explain puzzling political phenomenon across countries even while taking into account the specificity of individual country experiences. Of particular interest throughout the course will be the differences that we find between democratic and non-democratic states, as well as the variation within each group.

In addition to the broader class readings and discussions, each student will focus on the politics of a particular country of their choice throughout the course. Weekly wiki assignments will contribute to a collaborative body of knowledge about a large number of countries. The experience of each of these countries will be used to help us illuminate, discuss, and debate the broader themes that we discuss each week.

By the end of the class, students will have a very deep understanding about the politics of a particular country, a strong grasp of the different theoretical approaches most commonly utilized by scholars of comparative politics, as well as some experience using theories to answer political science questions.

Objectives:

The course is designed to broaden the way we think about the world around us and our place within it. The following are the main learning objectives for the course:

- Understanding of the main questions, theories, and methods utilized in comparative politics.
- Increased knowledge about the politics of one specific country
- Improved critical thinking skills
- Improved academic writing and speaking skills

Expectations:

This is an introductory course, so no previous experience in political science is necessary. As in other government courses, in order for you to master the material and make this course a productive learning experience for everyone, you will be expected to do the following:

1. Attend all class meetings.

2. Come to class prepared, having finished the reading before class.
3. Be intellectually engaged while in class.
4. Complete all assignments and hand them in on time.
5. Participate actively in class discussions when required.
6. Be respectful of others. This means arriving to class on time and staying until the end. Turn off cell phones. Don't interrupt when others are speaking (including the professor). This is a government class, and due to the nature of the subject there should be a number of debates that may get heated. This is good. However, do not turn an intellectual argument into a personal attack. I expect you to express opinions, and you will be asked to represent positions that are not your own. Please remember to treat your fellow students with respect and dignity so that everyone feels able to participate in a non-judgmental environment that fosters a productive learning environment.

Grading:

Your grade will be based on four types of assignments in this course: Quizzes, wikis, a midterm exam, and two analytic papers. Most of these assignments are take-home, so we will be focusing on writing throughout the course and will put considerable emphasis on improving writing skills.

Wikis:

You will create a wiki about a country of your choice. The wiki will have two components. First, it will have a description of how the weekly theme applies to your country. For example, if we are discussing the legislative branch and electoral system, you will explain how it works in your country. The second component will be a brief (1-2 paragraphs) reflection on the readings, and a discussion of how they pertain to your country when applicable. The first four wiki entries are mandatory for everyone. Of the following eight wiki entries, the final one is mandatory, and you must select three of the remaining seven for which to do a full entry. Thus, four of the entries may be a partial entry containing only the reflection on the reading section. By the end of the semester you will write a total of twelve wiki entries.

Public Event Write-Up:

I want to encourage you to attend lectures and events on campus (and/or in the area) that are related to comparative politics. You should attend at least two events over the course of the semester. After attending, you should write up a one page summary that includes: the puzzle, argument, evidence, and three questions/critiques that arise for you in response. The write ups will be graded out of 10 points, and count as 2% of the final grade.

Midterm exam:

The midterm exam will cover the material from the first half of the course. It will be a take home exam, and you will have one week to complete it. Grades will be reduced by 1/3 (i.e., from an A to an A- or A- to a B+) for every 24hrs or part thereof that the exam is late.

Analytic papers:

You will write two analytic papers 4-5 pages in length that compare two works covered in the course using the theoretical and methodological perspectives that we have been

discussing throughout the semester. Once again, grades will be reduced by 1/3 for every 24hrs (or part thereof) the paper is late.

I am **not tolerant** of cheating or plagiarism. See the Student Handbook's section on the Honor System. http://www.wesleyan.edu/studenthandbook/3_honorsystem.ctt. I take the Honor System very seriously and will take any violations to the Honor Board. I will attempt to give you all the tools you need to do well on all of your assignments throughout the semester, and do not expect there to be any need for unacceptable assistance. If you have any questions about the appropriate way to use or cite a source, please do not hesitate to ask me **before** you hand in your paper. **The midterm and papers should be submitted in two forms: hard copy to me (PAC 221) and digitally to turnitin.com.** The time stamp on the latter will determine whether the paper is on-time or late.

Breakdown of grade:

The breakdown of the course grade is as follows:

- In class participation 10%
- Wikis
 - Country information & reading response (2% x 8) 16%
 - Reading response with no country wiki (0.5% x 4) 2%
- Public Event write ups (at least two) 2%
- Take-home Midterm Exam 20%
- Analytic Papers
 - First one 20%
 - Second one 30%

Complaints:

Grade complaints will not be entertained until 24 hours after the exam/assignment is returned to you or more than two weeks after the exam/assignment has been returned. If you have a question concerning the grade you have received.

- 1) Wait 24 hours.
- 2) Write out an explanation of your question, including the reasons why you think your grade should be changed.
- 3) Submit your written complaint/question to me, and make an appointment to meet either during my office hours or at some other time.

Course Readings:

There are two required texts for this course which are both available at the bookstore:

Amy Chua, *World on Fire: How Exporting Free Market Democracy Breeds Ethnic Hatred and Global Instability*. New York, NY: Anchor Books; 2003.

Samuel P. Huntington et al. *The Clash of Civilizations? The Debate*. New York: Council on Foreign Relations 1996.

All remaining readings are available online through a link provided in the syllabus, through e-reserves, or through library journal subscriptions. When looking for a reading, go through these two steps:

- 1) See if the link is given on the syllabus. If it is go to that website and download the article.
- 2) Check E-Reserves
You must find the course and accept the terms.
Locate the reading.
Click on the link and download or print the article in PDF format.
- 3) Use “Journal Locator” on the library web page to find the journal.
Look at the citation, and either select the correct issue from the choices or search for the correct article by author or title as appropriate.
Click on the link and download or print the article.

A Final Note:

I hope that you will look to me as a resource. I **highly encourage** you to take advantage of my office hours to stop by and talk about issues raised in the course, or other questions you have. I am very open to feedback about the course, and would appreciate you sharing any thoughts you might have for improvement *earlier* rather than later in the semester. I am very excited about this course on comparative politics, and I hope that we can all have an interesting and productive semester!

I reserve the right to change this syllabus without notice.

Lecture and Reading Schedule

Part I. FOUNDATIONS OF COMPARATIVE POLITICS

- Jan. 21 *Introduction—Theoretical Paradigms in Comparative Politics*
Mark Lichbach and Alan Zuckerman *Comparative Politics: Rationality, Culture, and Structure* (Cambridge UP), ch. 1 and 2
- Jan. 26 *Origins of the Modern State*
Marxism/Structuralism
Karl Marx. *Communist Manifesto* ch. 1
<http://www.marxists.org/archive/marx/works/1848/communist-manifesto/ch01.htm#007>
Barrington Moore, *Social Origins of Democracy and Dictatorship* (Beacon Press, 1966) preface and chapter 1.
- Jan. 28 Culture:
Max Weber, *Protestant Ethic and the Sprit of Capitalism* (Roxbury, 1998); p. 13-79;
- Feb. 2 Historical Institutionalism: Theda Skocpol, *States and Social Revolutions* (Cambridge, 1979), Introduction.
Rational Choice: Margaret Levi, *Of Rule and Revenue* (California, 1988), ch. 2.
- Wiki 1** **Brief description of your country. Location? Population? Geographic size? Brief political history. Reflection on the reading (Marx, Moore, Weber, North, Levi).**

Part II. ANALYZING POLITICS COMPARATIVELY

- Feb. 4 *Structure of States—Federalist vs. Unitary; Big vs. Small; Neighborhood*
Daniel Elazar, “Contrasting Unitary and Federal Systems,” *International Political Science Review* 18:3 (1997) pp. 237-251.
Peter Gourevitch, *Politics in Hard Times* (Cornell 1986); ch. 1.
- Wiki 2** **Structure of state (federal? unitary)? Local government units? Main branches of government? Geopolitical position (big? small)? Neighborhood (peaceful? democratic)? Reflect on readings (Elazar, Gourevitch).**
- Feb. 9 *Legislative Branch, Electoral, and Party Systems*
Alexis de Toqueville *Democracy in America*
Chapter XV http://xroads.virginia.edu/~HYPER/DETOC/1_ch15.htm
Chapter XVI http://xroads.virginia.edu/~HYPER/DETOC/1_ch16.htm
Arend Lijphart *Patterns of Democracy* (Yale, 1999); Chapters 2 and 3
- Feb. 11 Federalist Paper: # 10 <http://www.yale.edu/lawweb/avalon/federal/fed10.htm>
Ware, Alan. 1996. “Parties and Ideology,” in: Alan Ware, *Political Parties and Party Systems*. Oxford: Oxford University Press, ch. 1, Section A, pp. 17-49.
Jenny White, *Islamist Mobilization in Turkey*, (Washington, 2002), ch. 4.

- Wiki 3 Presidential vs. Parliamentary? Electoral system? Types of parties? How representative? How competitive? Reflect on readings (Toqueville, Lijphart, Ware, White).**
- Feb. 16 *Executive Branch*
Max Weber, "Bureaucracy" ch. XI in *Economy and Society* (edited by Guenther Roth and Claus Wittich, University of California Press, 1978), pp. 956-1005.
Chalmers Johnson "Developmental State: Odyssey of a Concept" pp. 32-60 in Meredith Woo-Cummings ed., *The Developmental State* (Cornell UP, 1999)
- Feb. 18 *Judicial Branch*
Michael McCann, "Public Interest Liberalism & the Modern Regulatory State," *Polity*, 21:2 (1988), pp. 373-400.
Tamir Moustafa, "Law versus the State: The Judicilization of Politics in Egypt," *Law and Social Inquiry* (2003), pp. 883-930.

MIDTERM HANDED OUT

- Feb. 23 *Civil Society*
Alexis de Toqueville *Democracy in America*
http://xroads.virginia.edu/~Hyper/DETOC/1_ch12.htm
Mary Alice Haddad "Civic Responsibility and Patterns of Voluntary Participation around the World" *Comparative Political Studies* (Dec. 2006) 39:10; pp. 1220-1242.
Quintan Wiktorowicz, "Civil Society as Social Control: State Power in Jordan," *Comparative Politics* 33:1 (2000) 43-62.
- Wiki 4 Key civil society actors? Labor Unions? Big business? Farmers? Urban workers? Other interest groups? Reflect on the readings (McCann, Moustafa, Tocqueville, Haddad, Wiktorowicz).**

- Feb. 25 **POWER THROUGH MOVEMENT—Meet in Beckham Hall, Fareweather**
Movement workshop about power and decision making

MIDTERM DUE—uploaded to turnitin.com, and hardcopy to me in class

LECTURE: Peter Perdue, "On Exhausting the Earth" 4:30 EAST

Part III. HOT DEBATES IN COMPARATIVE POLITICS

- Mar. 2 *Economic Development:*
Gershenkron, Alexander. 1962. "Economic Backwardness in Historical Perspective," in *Economic Backwardness in Historical Perspective*. Cambridge, MA: Belknap/Harvard University Press. pp. 5-30.
Peter Evans, *Embedded Autonomy* (Princeton, 1995); pp. 3-20
- Mar 4 *Economic Development and Democracy*
Ross Burkhart and Michael Lewis-Beck. "Comparative Democracy: The Economic

Development Thesis.” *The American Political Science Review*. 88:4 (1994) 903-10.
Mary Elizabeth Gallagher, "Reform and Openness": Why China's Economic Reforms
Have Delayed Democracy,” *World Politics*, Vol. 54, No. 3. (Apr., 2002), pp. 338-372.

Wiki 5* **Economic Development—How developed is your country? What are the key drivers of development? Is economic development promoting or detracting from democratic development? How have economic crises affected politics? Reflect on readings (Gershenkron, Evans, Burkhart etc., Gallagher).**

Mar. 23 *Nationalism*
Amy Chua *World on Fire*

Mar. 25 Peter Rutland, “Nationalism,” *International Review of Political Science*—ON
BLACKBOARD
Maruyama Masao, “Theory and Psychology of Ultra-Nationalism” chapter 1 in *Thought and Behaviour in Modern Japanese Politics*, translated by Ivan Morris. New York: Oxford University Press. 1963.

Wiki 6* **What kind of nationalism is/has been active in your country? In what ways does it influence politics? Reflect on the readings (Chua, Rutland, Maruyama)**

Mar. 30 *Post-Communist Transition*
Movie (Goodbye Lenin)

FIRST ANALYTIC PAPER DUE

Apr. 1 M. Steven Fish. 2005. “Can Democracy Get Back on Track?” in *Democracy Derailed in Russia: The Failure of Open Politics*. Cambridge: Cambridge University Press. 246-271.
Barry Naughton, “China’s Transition in Economic Perspective,” in Merle Goldman and Roderick Macfarquhar eds. *The Paradox of China’s Post-Mao Reforms* (Harvard 1999), pp. 30-44.

Wiki 7* **How has communism/Cold War affected your country? If it is transitioning, what are its major challenges? How is it addressing them? Reflect on the reading (Goodbye Lenin, Fish, Naughton).**

Apr. 6 *Culture and Development*
Richard Shweder, “Moral Maps, “First World” Conceits, and the New Evangelists,” in *Culture Matters* ed. Lawrence E. Harrison and Samuel P. Huntington, pp. 158-174.
Pippa Norris and Ronald Inglehart, “Islam & the West” 2002 paper:
<http://ksghome.harvard.edu/~pnorris.shorenstein.ksg/Acrobat/Clash%20of%20Civilization.pdf>

Wiki 8* **What cultural stereotypes are influencing politics in your country? Give one example of how a traditional cultural practice/belief/institution has been modified to promote democratic/economic development. Give one example of**

how democratic/economic development is threatening a traditional cultural practice. [Note: Cultural practices said to be inhibiting economic and/or democratic development should be covered under the first section on stereotypes.] Reflect on the readings (Schweder, Norris)

Apr. 8 Samuel Huntington et al, *Clash of Civilizations? The Debate* (Norton, 1996)

In Class Debate!

Apr. 13 *Social Movements*

James C. Scott *Weapons of the Weak* (Yale 1987), ch. 1 and 2.

Kevin O'Brien, "Rightful Resistance" *World Politics* 49:1 (1996) 31-55.

Apr. 15 Sidney Tarrow, *Power in Movement: Social Movements and Contentious Politics* (Cornell UP, 1998), Introduction and Chapter 1.

Xi Chen, "Between Defiance and Obedience: Protest Opportunism in China," ch. 11 in Elizabeth Perry and Merle Goldman eds. *Grassroots Political Reform in Contemporary China* (Harvard UP, 2007).

Wiki 9* What are the major social movements in your country? Give two examples of successful movements. Give two examples of less successful movements. What explains the difference? Reflect on the readings (Scott, O'Brien, Tarrow, Chen).

Apr. 20 *Globalization*

Helmut Anheier, M. Glasius, and M. Kaldor, "Introducing Global Civil Society" in Anheier, Glasius, Kaldor (Eds.) *Global Civil Society 2001*, 2001 pp. 3-22.

<http://www.lse.ac.uk/Depts/global/Yearbook/PDF/Ch1.pdf>

Author A. Goldsmith, "Foreign Aid and Statehood in Africa," *International Organization*, 55:1 (2001), pp. 123-148.

Wiki 10* How are international actors affecting politics in your country? Foreign countries? International organizations? Reflect on reading (Anheier et al,...)

Apr. 22 *Technology*

Pippa Norris, *Digital Divide* (Cambridge, 2001), ch. 11

Balázs Vedres, László Bruszt, David Stark, "Organizing Technologies: Genre Forms of Online Civic Associations in Eastern Europe," *Annals of the American Academy of Political and Social Science*, vol. 597 (2005), pp. 171-188.

Wiki 11* How is technology enhancing development opportunities in your country? How is it detracting? Give one example of how technology is enhancing politics and one example of how it is detracting from good political behavior. Reflect on the readings (Norris, Vedres et al)

Part IV. REFLECTING BACK, LOOKING FORWARD

Apr. 27 *Reflecting Back: The United States in Comparative Context*

Robert Putnam, "Bowling Alone," *Journal of Democracy* 6:1 (1995), pp. 65-78.
Theda Skocpol, "Voice and Inequality" *Perspectives on Politics* 2:1 (2004), pp. 3-20.

Apr. 28 LECTURE: Su Zheng, "Shen Yun's Global Mission: A Tool of Falun Gong or Rediscovering the True Heritage?" 4:30 at EAST

Apr. 29 *Comparative Politics Today*

Wiki 12 Looking forward: What is the biggest political challenge your country faces today? Given what you've learned this semester, what can you recommend as a solution? Give one example of "politics gone right" in your country. Give one example of something that politicians and/or citizens in the United States should learn from your country. Reflect on the readings (Putnam, Skocpol).

May 4 *Wrapping up*

FINAL ANALYTIC PAPER DUE May 12 at 12:00 noon. Hard copy to me in my office and digital copy submitted to turnitin.com.