

Govt 105 – Introduction to Comparative Politics

Fall Semester 2019

Prof. Joshua Goodman

Course meetings:

- Section 01 – Monday and Wednesday, 12:50-2:20; Hepburn 112
- Section 03 – Monday and Wednesday, 2:30-4:00; Hepburn 19

Office: Hepburn 208

Office Hours: Tuesdays 1-4 and by appointment

- You can book appointments at: <https://calendly.com/joshuagoodman/office-hours>

Email: jgoodman@stlawu.edu

Course Description and Objectives

This class aims to provide students with a comprehensive introduction to the subfield of Comparative Politics: the study of states, regimes, and political institutions. The course will examine patterns of national politics and the way that different political institutions shape those interactions. This course is not designed to teach students about politics on a country-by-country basis. Instead, the course proceeds thematically, drawing on examples of research treating many different regions of the globe and examining variation across both time and space. Students will gain a broad understanding of these themes through engagement with important theories and works in the field. However, we will examine politics and institutions within a number of countries over the course of the semester to introduce students to the ways that different countries organize their political life and familiarize students with major countries including: the United Kingdom, France, Russia, China, India, Iran, and others.

Course Objectives:

- Introduce students to the discipline and study of “comparative” politics and the logic of the comparative method
- Introduce the key **types** and **origins** of states, regimes, and political institutions that shape political, social, and economic life
- Give students an understanding of how **variation** in these regimes and institutions impact the political, social, and economic life of a country
- Introduce students to a variety of countries and consider important political issues these countries face

Design of the Course:

The course is divided into five sections focusing on major themes in Comparative Politics:

- States and Nations: The Foundations of Political Organization
 - o What are States and where do they come from?
 - o What are nations? The Social Foundations of States
- Regimes and Institutions: Structuring Political Interaction
 - o Regime types: Forms of Democracy and Dictatorship
 - o Types of Democracy and their effects
 - o Parties and Elections: The Politics of Choice
 - o Democratic Institutions in Non-Democracies: Competition in Dictatorships
- Political Economy
 - o Economic Development and Social Welfare
 - o Natural Resources
 - o Institutions, Economics, and Gender
- Conflict and Cooperation
 - o Collective Action, Cooperation, and Development
 - o Political Mobilization and Violence: Revolution, Civil War, and Non-violent Protest
- The Future of National Politics
 - o Globalization and its discontents

Course Requirements and Expectations

The course assignments and evaluations are broken down as follows:

- Midterm exam, in-class (Wednesday, October 9) – 20%
- Final Exam, take home (due Tuesday, December 17) – 20%
- Op-ed Writing Assignment (due Friday, November 22) – 15%
- Sakai Reading Assignments – 15% (1% each x15)
- Student Presentation: Nationalism and Society – 5%
- Student Presentation: Electoral Systems and Government Formation – 10%
- Participation and attendance – 15%
- Extra Credit: Current Events – up to 4%

The course will be graded on the following scale:

95 and above	4.0	A
92-94	3.75	A
89-91	3.5	A-
86-88	3.25	B+
83-85	3	B
80-82	2.75	B-
77-79	2.5	C+
74-76	2.25	C
70-73	2.0	C-
69	1.75	D
68	1.5	D
67	1.25	D-
66	1.0	D-
65 and below	0	F

Course Policies

Attendance and Participation

Attendance is mandatory. You will be permitted **two** unexcused absences, no questions asked. Each additional absence will be penalized **two points** off of your final grade (on the 100 point scale). If students need to miss class for any reason, it is advised that they contact me at least 48 hours in advance. In certain circumstances, a student's anticipated absence will be excused if they write an extra reading response focusing on the readings for the missed session. This must be arranged at least 24 hours beforehand.

Students are expected to come to class prepared (having completed the readings and online assignments) and are encouraged to ask and respond to questions during lecture and participate in class discussions and all class activities. I understand that some students are uncomfortable participating, so I will never cold-

call on people (as long as they appear engaged in class). This will allow you to avoid participation if you so desire, but it will impact your grade.

If you feel particularly nervous or uncomfortable talking in class, **I encourage you to discuss this with me during office hours and alternative arrangements can be made.** This, however, will not excuse you from group activities. I see the participation grade as a way to reward students who are engaged, so while this is slightly subjective, if students are doing the work and maintain a positive attitude, this will serve to benefit your grade.

Research and Writing Resources

I am always available and happy to discuss your research and writing with you, St. Lawrence also has a writing center and opportunities for research consultation. In addition to myself, I encourage you to consult with the St. Lawrence WORD Studio for help on your papers. WORD Studio tutors are available to answer questions about the writing process, and they will also read drafts and provide feedback on what you have already produced.

WORD studio resources: <https://www.stlawu.edu/word-studio>

Additionally, you may go to the service desk at ODY Library and consult about your research topic for help finding resources.

Student Accessibility Services:

If you have a disability and need accommodations please be sure to contact the Student Accessibility Services Office (315.229.5537) right away so they can help you get the accommodations you require. If you will need to use any accommodations in this class, please talk with me early so you can have the best possible experience this semester. Although not required, I would like to know of any accommodations that are needed at least 10 days before a quiz or test, so please see me soon. For more specific information visit the Student Accessibility Services website:

<https://www.stlawu.edu/student-accessibility-services> or

[Email: studentaccessibility@stlawu.edu](mailto:studentaccessibility@stlawu.edu)

Academic Honesty:

St. Lawrence University operates a zero-tolerance policy regarding academic dishonesty from its students, as do I. Cases of cheating or plagiarizing papers, arguments, or any material that is not your original thought but is attempted to be passed as your own will result in a **ZERO** for the assignments and will be referred to Academic Honor Council for further action, which will endanger your academic standing and your future at St. Lawrence University. Please note that drawing from readings or other sources in papers without citing the source is the same as attempting to pass someone's work off as your own and constitutes an act of plagiarism.

You can access the University's policies on Academic Integrity here:

<http://www.stlawu.edu/sites/default/files/resource/AcademicHonorPolicy.pdf>

Avoiding Plagiarism:

- You need to cite all sources used for papers, including drafts of papers, and repeat the reference each time you use the source in your written work.
- You need to place quotation marks around any cited or cut-and-pasted materials, IN ADDITION TO footnoting or otherwise marking the source.
- If you do not quote directly – that is, if you paraphrase – you still need to mark your source each time you use borrowed material. Otherwise you have plagiarized.
- It is also advisable that you list all sources consulted for the draft or paper in the closing materials, such as a bibliography or roster of sources consulted.
- You may not submit the same paper, or substantially the same paper, in more than one course. If topics for two courses coincide, you need written permission from both instructors before either combining work on two papers or revising an earlier paper for submission to a new course.

Late Assignments

The course assignments and due dates are all listed in the syllabus, so it will be difficult to secure an extension barring serious issues. Written assignments will be due by the start of class *unless otherwise noted*. Late assignments will be penalized **10% per day**.

Technology Policy

It is my policy not to prohibit the use of technology in the classroom, so at the beginning the use of laptops will be permitted. If it is clear that their use becomes a distraction, I reserve the right to disallow their continued use at any point during the semester. While I cannot see your screens, it is very easy for me to tell who is paying attention and who is surfing the web – not only will it undermine your ability to learn in class, but it will also harm your participation grade. Additionally, there will be times when I ask everyone to put their laptops away to participate in discussion.

Office Hours:

I encourage all students to attend office hours at least once per semester. This gives you a chance to introduce yourselves and for me to learn a bit about your interests, and for you to raise any questions or issues that may have come up during class.

My regular office hours are posted at the beginning of this syllabus, but I am often available to meet outside of these hours if you email me. It is strongly recommended that you make an appointment before coming in to ensure that I am not speaking with another student. However, no appointment is necessary and you are welcome to drop in.

Assignments

Short Paper – The Op-Ed – 15%

Students will be required to complete one short writing assignment in the form of an opinion piece taking a side in one of the debates we discuss in class, including but not limited to:

- Argue in favor of a particular policy to solve a pressing political, economic, or social challenge
- Argue in favor of a certain form of political institution (electoral system, democratic system, etc.)

Papers should be between **five** and **seven** pages, double spaced, written in **Times New Roman, 12-point font, 1-inch margins**.

Students will draw on both theory as well as a number of examples of both your favored policy/institution/etc. as well as the alternative (this is a **comparative** politics course after all) to present a complete and convincing argument in favor of your point.

Essays should be well structured, with:

- Introduction (including a thesis),
- Supporting paragraphs presenting:
 - o A (theoretical) argument
 - o Supporting evidence
- Conclusion

Papers are due the Saturday before Thanksgiving, November 23 at 11:59 pm – assignments will be handed in as .doc(x) files on Sakai.

Sakai Reading Assignments – 15% (1% each x15 quizzes)

Throughout the semester, in order to ensure students are doing the reading, there will be reading questions posted on Sakai about the following session's reading assignments. You are required to complete 15 reading assignments (you may attempt up to 17 with the lowest two grades dropped). Assignments will be short answer, asking you to summarize the main argument or key theory contained in that session's readings.

In-class Midterm – 20%

The course will have one midterm examination and one final. The midterm will cover all material from the first half of the course and consist of IDs (definitions), short answer questions, and one critical response essay. The Midterm will be held in class the session before Fall Recess, **Wednesday, October 9**. Exams will be held in a computer lab in the Library (ODY).

Take Home Final – 20%

The final exam will be an open-material (notes, internet, etc) take-home examination that will be assigned when you return from Thanksgiving Break, and it will be due at the end of the reading day, **Friday, December 13 @ 11:59pm**.

The final exam will be a take-home, open-book, essay assignment that will ask you to draw on material from the entire course. It should be 7-10 pages, double spaced.

Student Presentations: Nationalism and Society – 5%

In session five, we will begin student presentations with a brief (10 minutes each) series of presentations about the relationship between the nation and the state in a number of countries including:

- The United States
- Yugoslavia (focusing on the Yugoslav Wars in the 1990s)
- Germany (the rise of Nazism in the 1920s-30s)
- India
- The Middle East (Arab Nationalism)
- Japan (before and during WWII)
- Nigeria

Students will work in groups of 4. Signups will occur at the end of session 3 on, September 4.

Presentations will focus on the following questions:

- What are the ethnic divisions within the state?
- What are the power relations between groups (if multiple)?
- How do these groups conceive of nationalism?
 - o What does “nationalism” mean to them?
 - o What does it motivate them to do?
 - o Does nationalism bind or divide?
- What were the consequences of nationalist ideology in these countries?

Student Presentations: Electoral Systems and Government Formation – 10%

Students will be required to give a presentation focusing on a democracy’s electoral and governing system. This will give students the opportunity to dig into a country’s governing system in a bit more

depth while providing the class with an overview of how the various democratic institutions we study work and produce different types of governing coalitions.

Students will work in groups of 3 and presentations (10) will occur over the course of two sessions, 14 and 15 (October 16 & 21). Group signups will occur at the end of Session 8 (September 23).

Students will select from the following countries:

- UK
- France
- Germany
- Ireland
- Belgium
- Turkey
- Lebanon
- Israel
- Japan
- India
- Mexico
- Brazil
- Bolivia

Presentations will run about 15 minutes each and focus on the following questions:

- What type of democratic system does the country have?
 - o What is the relationship between the executive and the legislature?
- What type of electoral system do countries have?
 - o Identify the system and describe the electoral procedure
 - How many districts?
 - How many seats per district?
 - How are candidates selected?
 - Do voters choose individuals or party lists?
 - How do individuals cast their vote?
 - What are the “decision” rules for transferring votes into seats?
 - o What is the relationship between executive and legislative elections?
- How are “governments” formed?
- How many parties are represented in the legislature?
- What are the platforms of the top 5 parties represented in the legislature?
 - o Do electoral systems seem to shape the nature of party platforms (i.e. Wide? Narrow? Issue-specific?)

Extra Credit: Current Events – Up to 4%

Students concerned about their final grade will have the opportunity to gain up to 4 points extra credit on their final grade (1 point for each submission). For any session (but limited to one event per session),

students may submit a two-page memo by the beginning of class that relates the topic of that session to some issue in contemporary national politics and the political institutions we are studying. These memos will identify and summarize the event or issue and discuss how the event or issue relates to the topic of the session, *especially* the implications of the issue for the theories and findings presented by the readings. For full points, students will engage the readings critically by identifying the ways in which these issues and events present challenges for the arguments contained in the readings.

Readings

We will utilize the following textbook that will be available through the Bookstore or online:

Essentials of Comparative Politics with cases, 6th edition. By Patrick O'Neil, Karl Fields, and Don Share (WW Norton, 2018).

- The book can be found on Amazon [here](#).
- You may also purchase the e-book version [here](#).

On the syllabus, this will be referred to as *Essentials*

Additional articles and book chapters will be made available to you through Sakai.

Students are also **strongly** encouraged to read a major newspaper daily and be informed about global events. Some recommended sources include:

The New York Times: <https://www.nytimes.com/>

The Washington Post: <https://www.washingtonpost.com/>

The Monkey Cage: <https://www.washingtonpost.com/news/monkey-cage/>

- This is a blog on the Washington Post run by political scientists

The Guardian (UK): <https://www.theguardian.com/world>

BBC World News (UK): <https://www.bbc.com/news/world>

The Economist (UK): <http://www.economist.com>

Course Schedule

Session 1, Wednesday, August 28 – Introduction

Session Topics:

- What is Comparative Politics?
- Discussion of key concepts:
 - o States
 - o Nations
 - o Regimes
 - o Institutions
- An introduction to key cases

Part I – States and Nations

Session 2, Monday, September 2 – Classic Theories of the State: Europe

Session Topics:

- What are states and where do they come from?
- State-Building as Organized Crime: War and Taxation from Babylon to Berlin

Readings:

- *Essentials* – Ch 2, States (30-60)
- “War Making and State Making as Organized Crime,” Charles Tilly. Ch 5 in *Bringing the State Back In*, eds. Evans, Rueschemeyer, and Skocpol(1985). 169-191.

Session 3, Wednesday, September 4 – State Formation Beyond Europe: The Colonial Model

Session topics:

- Are all states the same? How do non-European states differ?
- State-building in the absence of organized warfare
- Imperialism and the modern state

Readings:

Everyone:

- “State Formation in the Modern Era.” Robert Bates *Prosperity and Violence* (2001). 70-83.

Choose 1 of the following:

- Africa – “War and the State in Africa,” Jeffrey Herbst. *International Security* (1990). 117-139.

- The Middle East – “The End of Empires: The Emergence of the Modern Middle Eastern States,” Roger Owen. Ch 1 in *State, Power and Politics in the Making of the Modern Middle East* (1992). 5-22.
- Southeast Asia – “Colonialism, Cleavages, and the Contours of Contention,” Dan Slater. Ch 3 in *Ordering Power: Contentious Politics and Authoritarian Leviathans in Southeast Asia* (2010). 55-72.

****Signups for Nationalism and Society Presentations (session 5)**

Session 4, Monday, September 9 – Nations and Nationalism

Session topics:

- What is a nation? What is nationalism?
- Ethnic identity and nationalism

Readings:

- *Essentials* – Selections from Ch 3, Nations and Society (62-77; skim the rest if you want)
- “Myth and Misconceptions in the Study of Nationalism,” Rogers Brubaker. Ch 12 in John A. Hall, ed. *The State of the Nation: Ernest Gellner and the Theory of Nationalism* (1998). 272-306.

Supplement (skim to identify main points, especially from Roman numerals)

- “What is a Nation?” Renan, Ernest. 1882 lecture, *Sorbonne*, Paris.

Session 5, Wednesday, September 11 – Links Between State and Nation – Student Presentations

Student presentations on nationalism and society

- The United States and France
- Yugoslavia (the Yugoslav Wars of the 1990s)
- Germany (the rise of Nazism)
- The Middle East (Arab Nationalism)
- India
- Japan (before WWII)
- Nigeria

Part II: Regimes and Institutions

Session 6, Monday, September 16 – Democracy: Origins and Debates

Session topics:

- What is Democracy?
 - o Institutional
 - o Process
 - o Freedoms
- Where does Democracy come from? Pathways to democratization
 - o Modernization and Development
 - o Redistributive Conflict
 - o Elite Bargains

Readings:

- *Essentials* – Selections from Ch 6, Democratic Regimes (164-179)
- “Introduction,” Carles Boix. *Democracy and Redistribution* (2003). 1-18.
- *Polyarchy*, Robert Dahl (1971).
 - o Ch 1, “Democratization and Public Opposition,” 1-16
 - Read 1-10; 14-16 (assumptions)
 - o Ch 3, “Historical Sequences,” 33-47
 - Read 33-40

Session 7, Wednesday, September 18 – Non-Democratic Regimes

Session topics:

- What are authoritarian regimes?
- Types of authoritarian regimes – thinking about how we measure
- Forms of social and political control – repression and totalitarianism
 - o The police state
 - o Ideology

In class video:

- North Korea
- Iran

Readings:

- *Essentials*, Ch 8, Nondemocratic Regimes (288-319)
- “Believing in Spectacles,” Lisa Wedeen. Chapter 1 in *Ambiguities of Domination: Politics, Rhetoric, and Symbols in Contemporary Syria* (1999). 1-31.

Session 8, Monday, September 23 – Democratic Institutions 1: Systems of Democracy

Session topics:

- Forms of Democracy and Executive-Legislative Relations:
 - o Presidential
 - o Parliamentary
 - o Consociational
- Executives, Cabinets, and Bureaucracies
- Consociationalism in Lebanon and Iraq

Readings:

- *Essentials*, Ch 6, Democratic Regimes, selections on Parliamentary, Presidential, and Semi-Presidential systems (180-186)
- “Executive-Legislative Relations: Patterns of Dominance and Balances of Power,” Arendt Lijphart. Ch 7 in *Patterns of Democracy* (1999).
 - o Read: 105-116; 127-129
- “Consociational Democracy,” Arendt Lijphart (1969). *World Politics* 21(2). 207-225.
 - o Read 207-209 (until “In his later writings”); 211(fragmented but stable)-222 (until Centripetal and Centrifugal Democracies).

****Signups for Democratic Institutions Presentations (Sessions 14 & 15)**

Session 9, Wednesday, September 25 – Democratic Institutions 2: Elections and Electoral Systems

Session topics:

- What are the main types of electoral systems?
- The origins of electoral systems

Readings:

- *Essentials* – Ch 6, Democratic Regimes – section on Electoral Systems (187-198).
- Selections from *Electoral Systems: A Comparative Introduction*, David Farrell (2001)
- “Reading History Forward: The Origins of Electoral Systems in European Democracies,” Amel Ahmed (2010). *Comparative Political Studies* 43(8-9), 1059-1088

In-class Activity: Opinion poll for voting simulation

Session 10, Monday, September 30 – Voting Behavior and Party Platforms

Session topics:

- What do people vote for?
- Are voters rational? Do religious voters vote against their economic interests?
- The Median Voter Theorem – do elections encourage moderation?

Readings

- “The Basic Logic of Voting,” Anthony Downs. Ch 3 in *An Economic Theory of Democracy* (1957). 36-50.
 - o Read the setup and logic – 36-40; multiparty systems and summary – 47-50
- “Statics and Dynamics of Party Ideologies,” Anthony Downs. Ch 8 in *An Economic Theory of Democracy* (1957). 114-141.
 - o Read the spatial analogy and the effects of distributions – 115-122 (until the number of parties.)
- “Does Religion Distract the Poor? Income and Issue Voting Around the World.” Ana De La O and Jonathan Rodden (2008). *Comparative Political Studies*, 41(4/5). 437-476.
 - o Read: 437-443; 468-471

In-class activity: Voting simulation – Party and alliance formation and platforms

Homework Assignment - Voting

Session 11, Wednesday, October 2 – Democratic Institutions 3: Political Parties and Party Systems

Session Topics

- Where do party systems come from?
- What is the relationship between party systems and voting rules? Duverger’s Law

Readings

- “The Emergence of Parties and Party Systems,” Carles Boix. Ch 21 in *The Oxford Handbook of Comparative Politics*. 499-521
 - o Read: 499-507; 517(starting with entry of socialist parties)-520

In class activity: Voting simulation continued – Tallying voting results and forming a government

Session 12, Monday, October 7 – Democratic Institutions in Nondemocracies

Session topics:

- The rise of “Competitive Authoritarianism”
- Elections and participation in non-democracies:
 - o Malaysia
 - o Egypt
 - o Iran

Readings:

- “The Rise of Competitive Authoritarianism,” Steven Levitsky and Lucan Way (2002). *Journal of Democracy*, 13(2). 51-65.
- “Elections Under Authoritarianism,” Ellen Lust and Jennifer Gandhi (2009). *Annual Review of Political Science* 12. 403-422.
- *Essentials*
 - o Case 2 (Russia), 379-380 (Electoral System) and 382-386 (Parties and Party Systems)
 - o Case 4 (Iran), 524-525 (Electoral System) and 527-531 (Political Conflict and Competition until Civil Society).

Session 13, Wednesday, October 9 – Midterm Examination

Fall Recess

Monday October 14 – No Class

Session 14, Wednesday, October 16: Student Presentations on Parties and Electoral Systems 1

In-class activity: First 5 presentations

Readings: None

Session 15, Monday, October 21: Student Presentations on Parties and Electoral Systems 2

In-class activity: Second 5 presentations

Readings: None

Part III: Political Economy

Session 16, Wednesday, October 23 – The Politics of Development

Session Topics:

- How do institutions impact economic development (and vice versa)?
- Why is Europe more developed than the rest of the world?

Readings:

- *Essentials* – Ch 4, Political Economy (99-102)

- “Constitutions and commitment: The Evolution of Institutions Governing Public Choice in Seventeenth-Century England.” Douglas North and Barry Weingast (1989). *The Journal of Economic History*, 49(4), 803-832.
 - o Read 803-824
- “Reversal of fortune: Geography and institutions in the making of the modern world income distribution.” Darren Acemoglu, Simon Johnson, and James Robinson. (2002). *The Quarterly journal of economics*, 117(4), 1231-1294.
 - o Read Introduction (1231-1237); The institutions hypothesis (1262-1269); Conclusion (1278-1279)

Session 17, Monday, October 28 – The Politics of the Welfare State

Session topics:

- Why do states redistribute wealth?
- Where do welfare states come from?
- Is the welfare state in crisis?

Readings:

- *Essentials* – Ch 4, Political Economy (103-105; 111-116)
- “The Welfare State in Global Perspective,” Matthew Carnes and Isabella Mares. Ch 35 in *The Oxford Handbook of Comparative Politics*. 868-885

Session 18, Wednesday, October 30 – The Resource Curse

Session topics:

- How do natural resources affect markets and political systems?

Readings:

- “The Rentier State in the Arab World,” Hazem Beblawi (1987). *Arab Studies Quarterly*. 383-398
- “Beating the Resource Curse: The Case of Botswana,” Maria Sarraf and Moortaza Jiwanji (2001). *The World Bank Environment Department*. 1-17

Optional (This is the classic work in the field):

- “Does Oil Hinder Democracy?” Michael Ross (2001). *World Politics* 53(3). 325-361.

Session 19, Monday, November 4 – Institutions and Gender in politics and the economy

Session topics:

- How do political institutions impact women’s participation in politics and the labor force?

- How do economic systems potentially impact women's participation, and in turn how does this impact women's rights?

Readings:

- "Work and Power: The Connection between Female Labor Force Participation and Female Political Representation," Torben Iversen and Frances Rosenbluth (2008). *Annual Review of Political Science* 11. 479-495
- "Oil, Islam, and Women," Michael Ross (2008). *American Political Science Review* 102(1). 107-123

Part IV: Cooperation and Conflict in Comparative Politics

Session 20: Wednesday, November 6 – Collective Action and Public Goods Provision

Session Topics:

- What is Collective Action and why is it difficult?
- How does a theory of Collective Action explain the challenges of public goods provision and conflict mobilization?
- Why do people undertake risky collective action such a protest and civil war?
 - o What is the role of ideology?

Readings:

- "The Logic," Mancur Olson. Ch 2 in *The Rise and Decline of Nations: Economic Growth, Stagflation, and Social Rigidities* (1984). Pp-pp.
- "Who Fights? The Determinants of Participation in Civil War," Macartan Humphreys and Jeremy Weinstein (2008). *American Journal of Political Science* 52(2). 436-455.
 - o Read 436-443 (until Data and Research Design); 451-453.

Session 21, Monday, November 11 – Introduction to Political Violence

Session Topics:

- Varieties of Political Violence at the National Level
- Trends in Civil War and Terrorism

Readings:

- *Essentials* – Ch 5, Political Violence (134-163).
- "International System and Technologies of Rebellion: How the End of the Cold War Shaped Internal Conflict," Stathis Kalyvas and Laia Balcells (2010). *American Political Science Review* 104(3). 415-429
 - o Skip "Empirics" 10-13.

Session 22, Wednesday, November 13 – Social Revolutions

Session topics:

- What are social revolutions?
- Why do social revolutions occur?
- Examples:
 - o French
 - o Russian
 - o Iranian
- Was the American Revolution really revolutionary?
- Was the Arab Spring a revolution? Was it a partial revolution?

Readings:

- “France, Russia, and China: A Structural Analysis of Social Revolutions,” Theda Skocpol (1976). *Comparative Studies in Society and History* 18(2). 175-210
 - o Read: 175-176 (stop midway at “Why this avoidance...”); 178(explaining the historical cases)-210.
- Cases from *Essentials*
 - o Case 4, Iran (510-517)
 - o Case 2, Russia (363-369)
 - o Case 3, China (414-419)

Session 23, Monday, November 18 – Ethnic Conflict and Civil War

Session Topics:

- What is civil war and what are the conflict trends?
- Why are so many civil wars “ethnic”?
- What drives ethnic conflict?
- Nigeria, Yugoslavia, and Iraq

Readings:

- “Who Owns the State? Understanding Ethnic Conflict in Post-Colonial Societies,” Andreas Wimmer (1997). *Nations and Nationalism* 3(4). 631-665
- “The Banality of Ethnic War,” John Mueller (2000). *International Security* 21(1). 42-70.
 - o Read 42-52.

Session 24, Wednesday, November 20 – Protest Mobilization and Nonviolence

Session Topics:

- Non-violence as a strategy of civil conflict
- The “Color Revolutions” and the Arab Spring

- What might explain different outcomes?
- Why does repression work in some cases but not others?

Readings:

- “Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict,” Maria Stephan and Erica Chenoweth. (2008). *International Security*, 33(1). 7-44.
- “Mutiny and Nonviolence in the Arab Spring: Exploring Military Defections and Loyalty in Egypt, Bahrain, and Syria,” Sharon Nepstad (2013). *Journal of Peace Research* 50(3). 337-349.
- Additionally, please read a bit of background on the Color Revolutions:
 - Bulldozer in Serbia
 - Orange in Ukraine
 - Rose in Georgia

Op-ed Papers Due on Sakai, November 23, 11:59pm

November 25-December 1 – Thanksgiving Break

Part V: Current Issues in Global National Politics

Session 25: Monday, December 2 – Globalization and the Future of the Nation-State

Session Topics:

- What is Globalization?
- Supranationalism – The EU

Readings:

- *Essentials* – Ch 11: Globalization and the Future of Comparative Politics

Session 26: Wednesday, December 4 – Neoliberalism in Crisis? The Asian Financial Crisis and the Great Recession of 2008

Session Topics:

- The Washington Consensus and the Neoliberal Agenda in the 1980s and 1990s
- The critiques of Neoliberalism from the Left
 - The WTO and the Battle of Seattle
 - Exploitation of the Developing World
- The Asian Financial Crisis and the Failure of the Neoliberal Model

- The Great Recession: The Housing Bubble and Markets Run Amok

Readings:

- Summary of the Washington Consensus: <https://www.intelligenteconomist.com/washington-consensus/>
- “The Failure of Neoliberal Globalization and the End of Empire: Neoliberalism, Imperialism, and the Rise of the Anti-Globalization Movement,” Martin Orr (2007). *International Review of Modern Sociology* 33. 105-122.
- “The Asian Financial Crisis: Causes, Dynamics, and Prospects,” Walden Bello (1999). *Journal of the Asia Pacific Economy* 4(1). 33-55.
 - o Read 35-42 (stop at blindsided by ideology); 45 (building a safety net)
- “IMF is a Tool of American Imperialism,” Nasir Khan. *Pakistan Daily Times*. <https://dailytimes.com.pk/391878/imf-is-a-tool-of-american-imperialism/>

Session 27, Monday, December 9 – Liberalism in Crisis? Brexit, Trump, and the Rise of the Global Right

Session Topics:

- What does the new (alt-)Right stand for?
- Where do Trump and Boris Johnson come from?
- Why now?

Readings:

- “The Backlash Against Globalization and the Future of the International Economic Order,” Jeffrey Frieden, *working paper*. 2-18
- “Donald Trump and the Future of Globalization,” Laurance Chandy and Brina Seidel. *Brookings Institution*, November 18, 2018. <https://www.brookings.edu/blog/up-front/2016/11/18/donald-trump-and-the-future-of-globalization/>
- “American Hubris, or, How Globalization Brought Us Donald Trump,” William Greider. *The Nation*, April 19, 2018. <https://www.thenation.com/article/american-hubris-or-how-globalization-brought-us-donald-trump/>
- “Brexit is a Rejection of Globalisation,” Larry Elliot. *The Guardian*, June 26, 2016. <https://www.theguardian.com/business/2016/jun/26/brexit-is-the-rejection-of-globalisation>
- “Why Trump’s Stoking of White Racial Resentment is Effective,” *The Conversation*. <http://theconversation.com/why-trumps-stoking-of-white-racial-resentment-is-effective-but-makes-all-working-class-americans-worse-off-120068>

Session 28, Wednesday, December 11 – Wrapping Up

Session Topics:

- TBA

Final Exam Due Friday, December 13 @ 11:59pm