

Political Science 260: Introduction to Comparative Politics

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How did Saddam Hussein take control of Iraq in 1979? Why is Britain more democratic than Russia? Why did Hutus kill an estimated half a million Tutsis in Rwanda in 1994? Puzzles such as these are the focus of comparative politics. Comparative politics is the study of processes and institutions within countries, whereas international relations is the study of interactions *among* countries. Prompted by real-world puzzles, comparativists investigate broader, more theoretical questions: What constitutes a revolution, and why do revolutions occur? How does one country become more democratic than another? Why do relations between some ethnic groups turn violent? This course introduces students to some of the central puzzles and theories of comparative politics in order to help them better understand world events.

We will explore the following political phenomena: types of governance, revolutionary movements and revolutions, democratization, participation and activism, poverty and its alleviation, ethnic conflict and peace, and state failure. For each of the topics we will spend one week examining explanations of the phenomenon and a second week evaluating the explanations against real-world examples. Are the existing explanations satisfactory, and, if not, what alternative explanations can we suggest? The examples are drawn from most regions of the world, including the Middle East, Africa, Asia, Europe, the former Soviet Union, North America, and South America.

Course Materials

To evaluate the explanations, we will read scholarly works as well as journalistic accounts, travelogues, and policy pieces. Political novels are suggested for further reading. The course also incorporates film clips, slides, and policy exercises.

Books and Articles: Three works are available for purchase at the bookstore: *The Reckoning*, *The Magic Lantern*, and *We Wish to Inform You That Tomorrow We Will Be Killed With Our Families*. Unless otherwise noted, other required materials are included in the coursepack, which is also at the bookstore. The books are on regular reserve at Kelvin Smith Library, and the coursepack is available through e-reserves at <http://catalog.cwru.edu/screens/reserve.html>.

News: Students are strongly encouraged to follow world events. These sources offer some of the best foreign coverage:

- *The New York Times*, <http://www.nytimes.com/>, provides daily news for free on its website, once you register. Also see the website for details about a student subscription discount.
- *The Economist* is available for free online through EuclidPLUS and in print at Kelvin Smith Periodicals. For information about a student subscription rate call 1-800-456-6086.
- National Public Radio (WCPN 90.3 FM) broadcasts brief news updates at the top of the hour and news analyses throughout the day on programs like Morning Edition, Talk of the Nation, All Things Considered, and Marketplace. See <http://www.wcpn.org/schedule/> for the schedule.

Course Requirements

Participation: The focus of each class will be on discussion, and students are strongly encouraged to take notes on the readings in order to be prepared to integrate and critique the materials and to pose questions for discussion. Readings should be completed by the first day of the week they are assigned. Because participation is critical to understanding the material, students are expected to attend all classes. Except under extraordinary circumstances, absenteeism will negatively affect students' final grades.

Reading Responses: In addition to reading course materials and participating in class, students will write a reading response for three of the seven "Explanations" weeks. The purpose of the reading responses is to help students understand, critique, and integrate the readings and prepare to pose questions for discussion in class. Students should develop an argument based on an analytical question, such as:

- How are the explanations similar and how are they different?
- What are the strengths and weaknesses of the different explanations?
- If the author provides evidence, how well does the evidence support the argument?

Students are encouraged to ask and answer alternative questions as long as these questions elicit an analysis of the assigned materials. For the reading responses informal citations—phrases like "as Goodwin argues"—are acceptable. Reading responses should be between one and a half to two pages double-spaced. They must be submitted at the beginning of the first class of the week the analyzed materials are assigned. Evaluation of the responses will take into account the degree of independent thinking, use of assigned materials, and quality of writing.

Short Essays: Students will write a short essay for three of the seven "Examples" weeks. The purpose of the essays is to help students evaluate the readings and prepare to pose questions for discussion in class. For these essays the students should apply the explanations from the previous week to the real-world examples found in the course materials. The essays should present an argument that evaluates how well the explanations account for the events. Students may choose which three weeks to write the essays; however, they may not write on the same topics as they covered in the reading responses. For example, if a student writes a reading response on democratization, he or she cannot write a short essay on democratization. The essays should be between two and two and a half pages double-spaced. They must be submitted at the beginning of the first class of the week the evaluated materials are assigned. Grading of the responses will take into account the degree of independent thinking, use of assigned materials, and quality of writing.

Final Assignment: Students will complete a final, take-home assignment, for which they can use notes and readings but cannot confer with others. The assignment will include a series of essay questions. Assignments will be distributed at the end of class Thursday, December 2 and must be turned in at 218 Mather House Wednesday, December 8 no later than 10 am. Students should plan their schedules accordingly and organize and review their notes in advance.

All written work should be carefully structured and grammatically correct. To avoid plagiarism, students should review "Plagiarism: What It is and How to Recognize and Avoid It," distributed in class. Cases of plagiarism and other forms of academic dishonesty will be investigated by university judicial bodies.

Class participation and attendance will constitute 15 percent of the course grade, the three reading responses will count for 25 percent, the three short essays for 30 percent, and the final assignment for 30 percent. Students will lose a half a grade on any assignment for each day it is late.

Course Schedule and Readings

Day 1 (August 24): Introduction to Course and Comparative Politics

TYPES OF GOVERNANCE

Week 1 (August 26): Explanations

Max Weber. "Politics as a Vocation." In *From Max Weber: Essays in Sociology*, edited by Hans Heinrich Gerth and C. Wright Mills, 77-128. New York: Oxford University Press, 1946. Read 77-79.

Carl J. Friedrich and Zbigniew Brzezinski. "The General Characteristics of Totalitarian Dictatorship." In *Totalitarian Dictatorship and Autocracy*, edited by Carl J. Friedrich and Zbigniew Brzezinski, 3-13. New York: Praeger, 1956.

H. E. Chehabi and Juan J. Linz. "A Theory of Sultanism 1: A Type of Nondemocratic Rule," 3-25. In *Sultanistic Regimes*, edited by H. E. Chehabi and Juan J. Linz. Baltimore: Johns Hopkins University Press, 1998. Read 7, 10-25.

Robert Alan Dahl. *Polyarchy: Participation and Opposition*. New Haven: Yale University Press, 1971. "Concepts" [part], 1-6.

Week 2 (August 31, September 2): Examples

Hedrick Smith. *The Russians*. revised edition. New York: Ballantine Books, 1976. "The Party: Communist Rituals and Communist Jokes" [part], 363-385.

Sandra Mackey. *The Reckoning: Iraq and the Legacy of Saddam Hussein*. 1st ed. New York: Norton, 2002. "The Triumph of the Baath," 198-234.

Howard Handelman. "'Waiting for Democracy' in Mexico: Cultural Change and Institutional Reform," 218-241. In *Democracy and Its Limits: Lessons for Asia, Latin America, and the Middle East*, edited by Howard Handelman and Mark Tessler. Notre Dame: University of Notre Dame Press, 1999.

Philip Gourevitch. "'Letter from Korea: Alone in the Dark.'" *The New Yorker* (September 8, 2003): 54-60, 62-66, 68-75. To be distributed in class August 26.

SUGGESTED: Chinua Achebe. *Anthills of the Savannah*. New York: Doubleday, 1987. A satirical novel about political corruption and oppression in postcolonial Africa. On reserve at Kelvin Smith Library.

REVOLUTIONARY MOVEMENTS and REVOLUTIONS

Week 3 (September 7, 9): Explanations

Jeff Goodwin. *No Other Way Out: States and Revolutionary Movements, 1945-1991*. Cambridge: Cambridge University Press, 2001. "Comparing Revolutionary Movements" [part], "The State-Centered Perspective on Revolutions: Strengths and Limitations" [part], 3-31, 35-50.

Week 4 (September 14, 16): Examples

Goodwin. *No Other Way Out: States and Revolutionary Movements, 1945-1991*. "The Formation of Revolutionary Movements in Central America" [part], " 145-176.

Timothy Garton Ash. *The Magic Lantern: The Revolution of '89 Witnessed in Warsaw, Budapest, Berlin, and Prague*. 1st Vintage books ed. New York: Vintage Books, 1993. "Witness and History" [part], "Berlin: Wall's End," "Prague: Inside the Magic Lantern," "Ten Years After: Afterword to the Vintage Edition" [part], 11-20, 61-130, 162-167.

Sandra Mackey. *The Reckoning: Iraq and the Legacy of Saddam Hussein*. 1st ed. New York: Norton, 2002. "Identity in a Decade of Disorder," 156-197.

SUGGESTED:

Sandra Mackey. *The Reckoning: Iraq and the Legacy of Saddam Hussein*. 1st ed. New York: Norton, 2002. "The Improbable Country," "Three Kings: Monarchical Iraq," 85-120, 121-155.

Naguib Mahfouz. *Autumn Quail*. Translator Roger Allen. Cairo: American University in Cairo Press, 1985. A short novel, set in Egypt, about how revolutions affect daily life. You may borrow a copy of this out-of-print book from the instructor.

DEMOCRATIZATION

Week 5 (September 21, 23): Explanations

Seymour Martin Lipset. "Some Social Requisites of Democracy: Economic Development and Political Legitimacy," 69-105. *American Political Science Review* 53, no. 1 (1959). Read 75-85.

Giuseppe Di Palma. *To Craft Democracies: An Essay on Democratic Transitions*. Berkeley: University of California Press, 1990. "Rethinking Some Hard Facts"[part], "Why Transferring Loyalties to Democracy May Be Less Difficult Than We Think," 1-9, 27-43.

Week 6 (September 28) NO CLASS September 30: Examples

Barrington Moore. *Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World*. Boston: Beacon Press, 1966. "England and the Contributions of Violence to Gradualism" [part], 3-20, 29-39.

Timothy Garton Ash. *The Magic Lantern: The Revolution of '89 Witnessed in Warsaw, Budapest, Berlin, and Prague*. 1st Vintage books ed. New York: Vintage Books, 1993. "Warsaw: The First Election," "Budapest: The Last Funeral," "Ten Years After: Afterword to the Vintage Edition" [part], 25-60, 157-162.

Elisabeth Jean Wood. *Forging Democracy from Below: Insurgent Transitions in South Africa and El Salvador*. Cambridge: Cambridge University Press, 2000. "Apartheid, Conservative Modernization, and Mobilization" [part], "The Challenge to Economic Elite Interests" [part], "From Recalcitrance to Compromise," 111-125, 140-144, 169-193.

SUGGESTED: Timothy Garton Ash. *The Magic Lantern: The Revolution of '89 Witnessed in Warsaw, Budapest, Berlin, and Prague*. 1st Vintage books ed. New York: Vintage Books, 1993. "The Year of Truth," 131-156.

NO Class October 5 and October 7

PARTICIPATION and ACTIVISM

Week 7 (October 12, 14): Explanations

Joan M. Nelson. "Political Participation." In *Understanding Political Development*, edited by Myron Weiner and Samuel P. Huntington, 103-159. Prospect Heights, Ill.: Waveland Press, Inc., 1987. Read 103-109, 116-136.

Sidney G. Tarrow. *Power in Movement: Social Movements, Collective Action, and Politics*. New York: Cambridge University Press, 1994. "Introduction" [part], "Seizing and Making Opportunities," "Framing Collective Action," "Mobilizing Structures," 3-16, 81-99, 118-134, 135-150.

Week 8 (October 21) NO CLASS October 19: Examples

Keck and Sikkink. *Activists Beyond Borders: Advocacy Networks in International Politics*. "Human Rights Advocacy Networks in Latin America" [part], "Transnational Networks on Violence Against Women," 79-80, 89-120, 165-198.

Erik Eckhom. "Leaner Factories, Fewer Workers Bring More Labor Unrest to China." *The New York Times* (March 19, 2002): A1, A8.

Chris Buckley. "Beijing Journal: Seeking Justice, Clad in the Armor of Persistence." *The New York Times* (March 11, 2002): A4.

Nasra Hassan. *Letter from Gaza: An Arsenal of Believers*. *The New Yorker* (November 19, 2001).

Robert D. Putnam. "Bowling Alone: America's Declining Social Capital." *Journal of Democracy* 6, no. 1 (1995): 65-78.

POVERTY and ITS ALLEVIATION

Week 9 (October 26, 28): Explanations AND Examples

Assessing Aid: What Works, What Doesn't and Why. A World Bank Policy Research Report. New York: Oxford University Press, 1998. "Overview: Rethinking the Money and Ideas of Aid," 1-27.

Matt Bivens. "Aboard the Gravy Train." *Harper's Magazine* (August 1997): 69-76.

Somesh Kumar. "India: Gains and Stagnation in Bihar and Andhra Pradesh." In *Voices of the Poor: From Many Lands*, edited by Deepa Narayan and Patty Petesch, 147-180. Published for The World Bank. New York: Oxford University Press, 2002. Available from www.worldbank.org/poverty/voices/reports.htm#lands.

Nilanjana Mukherjee. "Indonesia: Coping with Vulnerability and Crisis." In *Voices of the Poor: From Many Lands*, edited by Deepa Narayan and Patty Petesch, 181-212. Published for The World Bank. New York: Oxford University Press, 2002. Available from www.worldbank.org/poverty/voices/reports.htm#lands.

Alexey Levinson, et al. "The Russian Federation: Struggling Against the Tide." In *Voices of the Poor: From Many Lands*, edited by Deepa Narayan and Patty Petesch, 301-331. Published for The World Bank. New York: Oxford University Press, 2002. Available from www.worldbank.org/poverty/voices/reports.htm#lands.

Students may write a reading response or a short essay for this week. Both types of papers are due October 26.

ETHNIC CONFLICT and PEACE

Week 10 (November 2, 4): Explanations

Anthony D. Smith. *National Identity*. Reno: University of Nevada Press, 1991. Section defining ethnicity, 20-23.

Stuart J. Kaufman. *Modern Hatreds : The Symbolic Politics of Ethnic War*. New York: Cornell University Press, 2001. 17-29.

Donald L. Horowitz. *Ethnic Groups in Conflict*. Berkeley: University of California Press, 1985. "Structural Techniques to Reduce Ethnic Conflict," "Preferential Policies to Reduce Ethnic Conflict," 601-652, 653-680.

Week 11 (November 9, 11): Examples

Philip Gourevitch. *We Wish to Inform You That Tomorrow We Will Be Killed with Our Families: Stories from Rwanda*. 1st ed. New York: Farrar Straus and Giroux, 1998. Read 1-171. (This book is a journalist's excellent, but disturbing, account of the Rwandan genocide. If you prefer not to read descriptions of graphic violence, skip pages 15-16, 19-20, 30, and 31.)

SUGGESTED: Sandra Mackey. *The Reckoning: Iraq and the Legacy of Saddam Hussein*. 1st ed. New York: Norton, 2002. "The Human Mosaic of Iraq," 58-84.

STATE FAILURE

Week 12 (November 16, 18): Explanations

Robert I. Rotberg. "Failed States, Collapsed States, Weak States: Causes and Indicators." In *State Failure and State Weakness in a Time of Terror*, edited by Robert I. Rotberg, 1-25. Washington, D.C.: Brookings Institution Press, 2003. Read 1-10, 19-25.

I. William Zartman. "Introduction: Posing the Problem of State Collapse," In *Collapsed States: The Disintegration and Restoration of Legitimate Authority*, edited by I. William Zartman, 1-11. Boulder: L. Rienner Publishers, 1995.

James S. Wunsch and Dele Olowu. "The Failure of the Centralized African State." In *The Failure of the Centralized State: Institutions and Self-Governance in Africa*, edited by James S. Wunsch and Dele Olowu, 1-22. Boulder: Westview Press, 1990.

I. William Zartman. "Putting Things Back Together," In *Collapsed States: The Disintegration and Restoration of Legitimate Authority*, edited by I. William Zartman, 267-273. Boulder: L. Rienner Publishers, 1995.

Week 13 (November 23) NO CLASS November 25: Examples

Harvey Kline. "Colombia: Lawlessness, Drug Trafficking, and Carving up the State." In *State Failure and State Weakness in a Time of Terror*, edited by Robert I. Rotberg, 161-182. Washington, D.C.: Brookings Institution Press, 2003.

Nasrin Dadmehr. "Tajikistan: Regionalism and Weakness." In *State Failure and State Weakness in a Time of Terror*, edited by Robert I. Rotberg, 245-262. Washington, D.C.: Brookings Institution Press, 2003.

Oren Barak. "Lebanon: Failure, Collapse, and Resuscitation." In *State Failure and State Weakness in a Time of Terror*, edited by Robert I. Rotberg, 305-339. Washington, D.C.: Brookings Institution Press, 2003.

Robert D. Kaplan. *The Ends of the Earth: A Journey at the Dawn of the 21st Century*. 1st ed. New York: Random House, 1996. "Cambodia: Back to Sierra Leone?" "Jungle Temples and the 'Milk of Chaos'," 401-419, 420-428.

Sandra Mackey. *The Reckoning: Iraq and the Legacy of Saddam Hussein*. 1st ed. New York: Norton, 2002. "Broken Babylon," 299-335.

CONCLUSION

Week 14 (November 30, December 2): Integrating the Phenomena

For this week students are expected to review their notes and be prepared to integrate the topics we studied. Since there is no reading, neither reading responses nor short essays will be accepted for this week.

DUE: Wednesday, December 8 at 10 AM—Final Assignment