GOALS OF THE COURSE: The purpose of this course is to introduce students to the comparative analysis of different political systems and their outcomes. We will examine states that are Western and Non-Western, as well as states that are democratic, authoritarian, and in the process of transition. To help sharpen our understanding of comparative analysis, we will focus on approaches to explaining the democratization process (or lack thereof) in various countries across the globe. We will examine case studies of politics in the UK, Germany, Japan, Russia, China, Iran, India, and Nigeria to illuminate this puzzle. The goal of this course is to help students develop the analytical tools that enable them to think about politics abroad and in the U.S. in a new way, systematically and comparatively. The analytical tools and theoretical knowledge learned in this course are intended to meet GER 3 and to prepare students interested in delving further into the politics of particular regions or into topics offered by 300 and 400-level comparative politics courses. More generally, comparing politics across borders enhances understanding of ourselves and others, which is important in an era of increasing interdependence.

EXPECTATIONS. Students are required not only to attend class, but also to participate in an informed and active way in discussion. This means that students are expected to come to class having completed, and having thought critically about, the required readings. We will be honing our analytical skills during this course. As a result, I will expect you to bring relevant readings to class and to offer specific evidence from them to support the arguments you make. I also encourage questions about the readings, my lectures, and/or our discussions.

Grades will be based on:

- **active and informed class participation** (10 %). In addition to fulfilling the expectations I discuss above, students will also be responsible for following recent developments related to democratization (or lack thereof) in the one non-advanced industrialized country that you choose to write about in your short research paper (see below).
- **quizzes** (5%). In a lecture course, there are not always sufficient opportunities for student participation. To give you a chance to demonstrate your knowledge of the readings and to facilitate discussion, there will be an unspecified number of pop quizzes on assigned readings throughout the semester. Students who are absent or who arrive late to class after the quizzes have been collected cannot take the quiz. If you have an excuse from the Health Center or Dean of Students for a quiz date, you can be exempted from the quiz. I will drop all students’ worst quiz.
- **midterm** (25 %) on 2/26. This exam will consist of identifications and short answers only.
- **short analytical paper** of 5-7 pages (25 %), due 4/10. This paper will involve the application of theories we have learned in class to your choice of one non-advanced industrialized country that we have not covered in the course. You will need to use at least several academic sources beyond those assigned. I will provide additional details about the paper in February. Students will submit hard copies of the paper, as well as a read out from turnitin.com
- **final exam** (35 %). (for 12:30 section: Tues, 4/29, 8:30-11:30; for 2 p.m. section: Wed, 4/30, 1:30-4:30) The final will consist of a section of identifications, a section of short answers, and a section of essays. The identifications and short answers will be based on material after the midterm. The essays will be cumulative.

Other Policies: A missed class because of an illness will be excused only with a note from the Health Center or the Dean of students. No student can pass this course without completing each of the required components discussed above. All students are responsible for saving a copy of their papers. I will not accept late papers or papers submitted only by e-mail. Please read and follow the Honor Code. I reserve the right to make minor changes to this syllabus. To enhance the quality of class time, turn off cell phones and use computers only for course-related work.

Students will need to follow a respected news source with strong international coverage (e.g., the *New York Times*, BBC.com; *The Economist*...) in order to keep up with political developments in their country of focus. I encourage students to come talk with me during my office hours to alert me to any special learning needs, discuss material or pose any questions about readings, lectures, or assignments.

REQUIRED TEXTS:
- A reading packet available for purchase at Swem’s copy center, 2nd floor, 1-3116, (readings marked with *).
INTRODUCTION
WEEK 1:
1/17
• Introduction to the course

THE STUDY OF COMPARATIVE POLITICS
WEEK 2:
1/22
• The process of comparing
Readings:
1/24
• Social scientific analysis
Readings:

DEMOCRACY AND ITS PROBLEMS
WEEK 3:
1/29
What is democracy and what are problems for democracy?
Readings:

THE POLITICAL ECONOMY APPROACH: does capitalism bring democracy?
1/31
• The political economy approach
Readings:

WEEK 4
2/5
• Democracy in the UK
Readings:

2/7
• Socio-economic preconditions for democracy?
Readings:

WEEK 5:
2/12
• Democracy in India
Readings

THE POLITICAL CULTURE APPROACH: is a particular type of culture a pre-requisite for democracy?
2/14
• Defining Political Culture
Readings

**WEEK 6**  
2/19  
• The case for a more active political culture  
  Readings:  

2/21  
• Understanding Japan’s transformation  
  Readings:  
  • Dean Collingwood, “Japan,” in Shively and Sodaro, pp. 187-228.

**WEEK 7:**  
2/26  
• Midterm

2/28  
• Are certain cultures incompatible with democracy?  
  Readings:  

**Spring Break**

**WEEK 8:**  
3/11  
• The case of Iran  
  Readings:  
  • Moshen Milani, “Iran” in Shively and Sodaro, pp. 231-270.

3/13  
• Islam and democracy  
  Readings:  

**THE INSTITUTIONAL APPROACH:** crafting democracy?  
**WEEK 9**  
3/18  
• Can we engineer democracy?  
  Readings:  

3/20  
• The Germanies  
  Readings:  

**WEEK 10:**  
3/25  
• Institutional Design in culturally complex countries  
  Readings:  
Variations on Nigeria
Readings:

WEEK 11
4/1
Accountability & Design
Readings

POWERFUL ALTERNATIVES TO DEMOCRACY
4/3
Russia: rejecting democracy?
Readings:

WEEK 12:
4/8
• China: capitalism without democracy?
  Readings:
    • Bruce J. Dickson, “China,” in Shively and Sodaro, pp. 450-496.

4/10
• Paper due by 5 p.m. - no class

LOOKING FORWARD: Factors Influencing Conflict and Cooperation
WEEK 13
4/15
• Sources of Conflict: Culture?
  Readings:

4/17
• Sources of Conflict: Misunderstanding Culture?
  Readings:

WEEK 14:
4/22
• Understanding Anti-American Views
  Readings:

4/24
• Pondering the future
  Readings: