

**San José State University**  
**Department of Political Science**  
**POLS 2-3: Introduction to Comparative Politics**  
**Fall 2019**

Instructor: Martín Ordóñez  
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Phone number: 408-924-8334  
Office Hours: Tu Th, 13:30-14:30 (and by appointment)  
Class days & time: Tu Th, 15:00-16:15  
Classroom: CL226  
GE/SJSU Studies Category: US2, US3, D3

**Course Format**

This course will be taught combining the traditional lecture-based format with active discussion and debate. Students are expected to have completed the assigned reading in advance of the week's classes.

**Course Description**

Comparative analysis of different kinds of political systems; their political institutions, processes and policies; the environments in which they occur and their consequences. GE Area: D2

**Political Science Learning Outcomes**

The Political Science Department has the following objectives for its students:

1. *Breadth*: Students should possess a broad knowledge of the theory and methods of the various branches of the discipline.
2. *Application and Disciplinary Methods*: Students should be able to formulate research questions, engage in systematic literature searches using primary and secondary sources, evaluate research studies, and critically analyze and interpret influential political texts. Students should be able to apply these techniques to identify, understand, and analyze domestic and international political issues and organizations.
3. *Communication Skills*: Students should master basic competencies in oral and written communication skills and be able to apply these skills in the context of political science. This means communicating effectively about politics and/or public administration, public policy, and law.
4. *Citizenship*: Students should acquire an understanding of the role of the citizen in local, state, national, and global contexts and appreciate the importance of lifelong participation in political processes.

**Course and GE Learning Outcomes (GELO)**

This class satisfies the D2 General Education Requirement (Comparative Systems, Cultures and Requirements).

Upon successful completion of this GE course, students will be able to:

1. Place contemporary developments in cultural, historical, environmental and spatial contexts. **Assessed by two exams and quizzes 1 to 10.**
2. Identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them. **Assessed by final exam and quizzes 5 to 8.**

3. Evaluate social science information, draw on different points of view, and formulate applications to appropriate to contemporary social issues. **Assessed by paper assignment.**
4. Compare and contrast two or more ethnic groups, cultures, regions, nations, or social systems. **Assessed by paper assignment.**

### Required Readings

David Samuels, *Comparative Politics*, Second Edition, Pearson, 2018

Further readings are listed in the Schedule of the Course. Other readings can be assigned throughout the course and will be available on CANVAS.

### Course Requirements

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

### Course Assignments

*Quizzes (15%):* Throughout the course, we will have 10 in-class pop quizzes based on the reading assignments. A question answered correctly receives two points; a question answered incorrectly receives one point; a question not answered at all receives no points. Each student's top 8 scoring quizzes will be counted. The questions are intended to encourage students to keep current with the reading, which is critical to success in the course.

*Midterm Exam (25%):* The midterm exam will test students on the material covered in the first half of the course. The exam can consist of multiple-choice, identification questions and/or short essay questions.

*Final Exam (30%):* The final exam will test students on the material covered during the whole course, although greater emphasis will be placed on the material covered during the second half. The exam can consist of multiple-choice, identification questions and/or short essay questions. **The Final Exam will take place on Wednesday, December 11, from 14:45 to 17:00 in this same classroom.** You need a T&E 200 scantron (the large sheet with the blue round bubbles), a #2 pencil, a large green book, and a pen for the final exam.

*Paper (30%):* Students are required to write a 1200-words (about 5 pages double-spaced) paper addressing a central topic of the course. For the paper, students are expected to use the material of the course to analyze a specific topic.

### Late Work and Make-Up Policies:

- Quizzes cannot be made up or turned in late. As noted above, each student's top 8 scoring responses will be counted.
- Students with a compelling reason requiring their absence from class on the date of the midterm or final exam must discuss this with me in advance and have the absence pre-approved - in which case we will agree on an alternate test date. Reasons that would merit a pre-approved absence are: a serious medical condition, religious holiday, pre-approved university-sanctioned event or activity, military orders, or family emergency. The only excuse for missing an exam without pre-approval is a documented medical emergency. With only these exceptions, a missed exam cannot be made up and will result in zero points.

- All late papers will be marked down 1/3 of a grade for each day following the due date. If you face a serious illness that renders you unable to complete the paper on time, you must notify me in person or by email before the assignment is due. Exceptions to this are only allowed in cases of documented medical emergency.

Assignments will be graded as follows:

A plus	97 to 100%
A	92 to 96%
A minus	90 to 91%
B plus	87 to 90%
B	82 to 86%
B minus	80 to 81%
C plus	77 to 80%
C	72 to 76%
C minus	70 to 71%
D plus	67 to 70%
D	62 to 66%
D minus	60 to 61%

### **Final Examination or Evaluation**

As described in the section above, the in-class final exam will cover the material learned during the whole course, although greater emphasis will be placed on the material covered during the second half. The exam will consist of multiple-choice and short essay questions. **The Final Exam is on Wednesday, December 11, from 14:45 to 17:00 and will be held in CL226.** You need a T&E 200 scantron (the large sheet with the blue round bubbles), a #2 pencil, a large green book, and a pen for the final exam.

### **Guidelines for the paper**

For your paper, you will be asked to select **two or three** countries and use them to answer a question related to the topics covered in the course. Examples of paper questions may include: what are the advantages and disadvantages of different institutional designs (e.g. presidentialism vs. parliamentarianism; Unitary vs. Federal; different electoral rules; etc.)? What explains regime change/endurance? What is the best way to deal with ethnic or religious tensions? Why resource-rich countries remain underdeveloped? What explains revolutions? Etc.

Specifically, your paper should 1) briefly describe the cases and the question selected, 2) analyze them using the materials of the class and other relevant academic sources, and 3) provide an answer to the question addressed in the paper—to the extent your analysis allows you to do so.

This assignment has three parts:

1. *Topic Selection and Approval (due September 19)*: Submit a brief explanation of the topic of your paper and how you are planning to address it. I will reply to let you know whether your topic is approved or not. Throughout the course, we will discuss some possible case. Feel free to use them in your paper. However, the use of original cases will be rewarded in the paper's grade.
2. *Outline and List of Sources (due October 22)*: Submit a brief outline of the argument of your paper and a list of the bibliographic sources you plan to use for the paper. These sources must be not less than 10, at least one of them must be a reading of the course, and at least 5 must be academic sources (e.g. peer-reviewed articles, law review articles, etc.). You should use proper bibliographic form, but I do not care whether you use MLA, APA, or another style. I will reply giving you comments and suggestions.
3. *The Paper (due December 5)*: Submit a final version of the paper. This paper should be 1200 words long (about 5 pages double-spaced) and include a minimum of 8 high-quality sources.

Note that only part 3 will be directly graded. Parts 1 and 2 are optional instances, where you will receive feedback on the progress of your paper. However, your participation in parts 1 and 2 will be rewarded in the paper's grade. You must submit all these documents through Canvas, by 11:00 am of the corresponding day. Only PDFs and Word docs of the paper will be accepted

### Use of technology in class

Your focus and active engagement during class is critical to the success of the course. This class has a No Digital Media policy. Please keep your laptops, cells, tablets, etc. in your bag at all times, please silence your phones before coming to class, and please do not text in class. Exceptions can be made for people who use laptops *exclusively* to take notes.

### University Policies:

SJSU has policies on many important topics that apply to all courses. These topics include grading, attendance, academic integrity, accommodations, dropping and adding, consent for recording of class, and more. Information about these policies is available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>. If you have questions about any of this material, please ask.

## Pols 2 Introduction to Comparative Politics, Fall 2019 Course Schedule

This schedule is subject to change with reasonable notice provided through Canvas and/or classroom announcement.

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### Unit 1: Basis of Comparative Politics

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| <b>22 Aug</b>    | <b>Introduction</b> <ul style="list-style-type: none"><li>- Syllabus</li></ul>  |
| <b>27-29 Aug</b> | <b>Foundations and Methods of Comparative Politics</b> <ul style="list-style-type: none"><li>- CP*. Ch. 1</li><li>- Lijphart, Arend. 1971. "Comparative Politics and the Comparative Method". The American Political Science Review, Vol. 65, No. 3 (Sep., 1971), pp. 682-693</li></ul> |

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### Unit 2: The State

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| <b>3-5 Sep</b> | <b>State Formation and State Capacity</b> <ul style="list-style-type: none"><li>- CP. Ch. 2</li><li>- Mann, Michael. 2008. "Infrastructural Power Revisited". St Comp Int Dev, 43:355–365</li><li>- <b>Optional:</b> Tilly, Charles. 1985. "War Making as Organized Crime" in Peter Evans et al, Bringing the State Back In, pp. 169-91.</li></ul> |
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### Unit 3: Political Regimes

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| <b>10 Sep</b> | <b>Democracy and Its Varieties I: Introduction</b> <ul style="list-style-type: none"><li>- CP. Ch 3</li><li>- Lijphart, Anrend. 1999. " Introduction", in "Patterns of Democracy", Yale University Press.</li></ul> |
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- 17 Sep            **Democracy and Its Varieties II: Presidentialism vs Parliamentarianism**
- Linz, Juan. 1990. "The Perils of Presidentialism", *Journal of Democracy*, Volume 1, Number 1, Winter 1990, pp. 51-69.
  - **Optional:** John Carey. 2003. "Presidentialism and Representative Institutions," in Jorge Dominguez and Michael Shifter, eds., *Constructing Democratic Governance*, pp. 11-42
- 19 Sep            **Democracy and Its Varieties III: Electoral systems** (*Paper topic selection due*)
- Boix, Carles. 1999. "Setting the Rules of the Game: The Choice of Electoral Systems in Advanced Democracies". *The American Political Science Review*, Vol. 93, No. 3 (Sep., 1999), pp. 609-624
- 12 Sep            **Democracy and Its Varieties IV: Federal vs Unitary & Decentralization**
- Falleti, T.G., 2005. A sequential theory of decentralization: Latin American cases in comparative perspective. *American Political Science Review*, 99(3), pp.327-346.
  - **Optional:** Gibson, E.L., 2005. Boundary control: Subnational authoritarianism in democratic countries. *World Politics*, 58(1), pp.101-132.
  - **Optional:** Giraudy, A., 2013. Varieties of subnational undemocratic regimes: Evidence from Argentina and Mexico. *Studies in Comparative International Development*, 48(1), pp.51-80.
- 24-26 Sep        **Non-Democracies**
- CP Ch 4
  - Levitsky, Steven; Way, Lucan. 2010. "Chapter 1: Introduction", in "Competitive Authoritarianism: Hybrid Regimes After the Cold War" (Cambridge UP): Ch1
  - **Optional:** O'Donnell, G.A., 1994. Delegative democracy. *Journal of democracy*, 5(1), pp.55-69.
- 1-3 Oct            **Regime Change**
- CP Ch 5
  - Linz, Juan; Stepan, Alfred. 1996. "Ch1: Democracy and Its Arenas". In *Problems of Democratic Transition and Consolidation*. The John Hopkins University Press, Baltimore and London
  - **Optional:** O'Donnell, Guillermo. 1992. "Transitions to Democracy: Some Navigation Instruments," in Robert Pastor, ed., "Democracy in the Americas: Stopping the Pendulum" (New York: Holmes Meier), pp. 62-75.
  - **Optional:** Collier, Ruth; Mahoney, James. 1997. "Adding Collective Actors to Collective Outcomes: Labor and Recent Democratization in South America and Southern Europe". *Comparative Politics* 29 (3) 1997: 285-301
- 8-Oct             **Midterm Review**
- 10-Oct            **Midterm Exam**

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## Unit 4: Political Division and Representation

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- 15 Oct**      **Political Identity I: Introduction**
- CP. Chs. 6
  - Transcript: “Uncivil Agreement”, You Are Not So Smart Podcast, Episode 133, August 4, 2018. <https://youarenotsosmart.com/2018/08/04/transcript-uncivil-agreement/>
- 17-22 Oct**    **Political Identity II: Religion, Ethnicity and Politics**  
*(Paper Outline and List of Sources due Oct 22)*
- CP. Chs. 7
  - Stuligross, David; Varshney, Ashutosh. 2002. “Ethnic Diversities, Constitutional Designs, and Public Policies in India,” in *The Architecture of Democracy*, Andrew Reynolds, ed. (Oxford ), pp. 429-58.
  - Rotimi Suberu and Larry Diamond, “Institutional Design, Ethnic Conflict Management, and Democracy in Nigeria,” in *The Architecture of Democracy*, Andrew Reynolds, ed. (Oxford 2002), pp. 400-28.
  - **Optional:** Varshney, Ashutosh. 2001. "Ethnic Conflict and Civil Society" *World Politics* Vol. 53, # 3: 362-398.
  - **Optional:** Sil, Rudra. 2014. “India”. In *Comparative Politics* by Jeffrey Kopstein et al (Cambridge), Pages TBA.
  - **Optional:** Alexandra Scacco. 2012. “Nigeria” in *Case Studies in Comparative Politics* by David J. Samuels (Pearson 2012), Pages TBA
- 24-29 Oct**    **Movements, Interests Groups and Political Parties**
- CP. Ch. 9
  - Van Cott, Donna. 2005. "Chapter 1". In "From Movements to Parties in Latin America: The Evolution of Ethnic Politics" (Cambridge University Press)
  - **Optional:** Downs, Anthony. 1957. “An Economic Theory of Political Action in a Democracy”. *Journal of Political Economy* 65(2):135-150 (L)
- 31 Oct –**      **Political Violence**  
**5 Nov**
- CP Ch. 10
  - Skocpol, Theda. 1994. “Explaining Revolutions: In Quest of a Social-Structural Approach,” in *Social Revolutions in the Modern World* (Cambridge: Cambridge University Press), pp. 99-119

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## Unit 5: Beyond Institutional Design

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- 7-12 Nov**    **Informal Political Institutions**
- Helmke, G. and Levitsky, S., 2004. Informal institutions and comparative politics: A research agenda. *Perspectives on politics*, 2(4), pp.725-740.
  - Mahoney, J. and Thelen, K., 2010. A theory of gradual institutional change. *Explaining institutional change: Ambiguity, agency, and power*, 1, pp.1-37.
  - Siavelis, P., 2006. Accommodating informal institutions and Chilean democracy. *Informal institutions and democracy: Lessons from Latin America*, pp.33-55.
  - Auyero, Javier. 2000. “The Logic of Clientelism in Argentina. An Ethnographic Account.” *Latin American Research Review* 35(3): 55-81.
  - **Optional:** Lauth, H.J., 2004. Informal institutions and political transformation: theoretical and methodological reflections. Papier präsentiert im Rahmen der ECPR Joint Sessions in Uppsala.

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## Unit 6: Political Economy and Globalization

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**14-19 Nov Economic Development**

- CP. Ch. 11
- Chapter 3, “Drivers of Development Transformation,” of UNDP, “The Rise of the South: Human Progress in a Diverse World,” Human Development Report 2013, pp. 63-85
- **Optional:** Lange, M., Mahoney, J. and Vom Hau, M., 2006. Colonialism and development: a comparative analysis of Spanish and British colonies. *American Journal of Sociology*, 111(5), pp.1412-1462.
- **Optional:** Hans Rosling, “Debunking Myths about the Third World” (2006), 20-minute video, at <http://tinyurl.com/99rnm>. Transcript available on the TED site. Also titled “The best stats you’ve ever seen.”

**21-26 Nov Economic Redistribution**

- CP. Ch. 12
- Daguerre, A., 2011. “US social policy in the 21st century: The difficulties of comprehensive social reform”. *Social Policy & Administration*, 45(4), pp.389-407.

**3 Dec Globalization**

- CP. Ch. 13

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**5 Dec Final Review** (*Paper due Dec 5*)

**11 Dec Final Exam from 14:45 to 17:00, classroom CL226**

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\* CP: *Comparative Politics*