

Poli Sci 120: Politics Around the World
Fall 2019
T-Th 8:00 - 9:15 AM
19 Ingraham Hall

Steven Brooke, Ph.D.
Assistant Professor of Political Science
University of Wisconsin- Madison
sbrooke@wisc.edu
Office Hours: T-Th 9:30 - 11:00
Office Location: North Hall 402

Teaching Assistants:

Victoria Casola
casola@wisc.edu
Office Hours: W 3:00- 5:00
Office Location: Valentia
Coffee (East Campus Mall)

Juan Qian
jqian3@wisc.edu
Office Hours: T 10:00- 11:30
Office Location: North Hall
TA Offices

Irène Tombo
tombo@wisc.edu
Office Hours: M 1:00- 2:30
Office Location: Education
Building (Lobby - 1st Floor)

This syllabus may change. Any changes will be distributed via email and posted on Canvas (<https://canvas.wisc.edu/>). This document and the materials of this course, including the lecture slides and testing materials, are for the private use of this class only. Distribution without the written consent of the instructor of record is prohibited.

Course Description, Learning Outcomes, and Requisites:

This course serves as an introduction to the subfield of Comparative Politics, which is often colloquially defined as the study of the internal politics of countries outside the United States. Over the semester we will use cases and examples drawn from around the world to examine both classic and new research questions, such as:

- Why are some countries democratic, while others are not?
- Where does nationalism come from?
- Why do some countries develop successful economies, while others do not?
- Why do some countries have strong and effective governments, while others do not?

Additionally, you will learn basic theoretical, conceptual, and methodological issues about the study of politics, including why we compare, the strengths and weaknesses of particular methods of inquiry, and how political science, as a discipline, can help us

understand what is happening in the “real world.”

This course is not open to students with credit for Poli Sci 182 (or Poli Sci 186 prior to Fall 2017).

Course Credit:

This is a four credit course. This credit standard is met by an expectation of a total of 180 hours of student engagement with the course learning activities. These include regularly scheduled face-to-face course meetings (two 75-minute class periods per week, as well as one additional 50 minute discussion section every week). It also presumes reading, writing, completion of on-line exercises, study and review, and other responsibilities as described in this document.

Each week you will be responsible for reading approximately 50 pages of material. I expect you to *read actively*- to make a good faith effort to understand the argument, assess it on its merits, and be ready to articulate your critique of it and ask questions about it on the day of the week it is assigned. I will make frequent attempts to tie our course lectures into “real-world” developments, and use themes from the lectures to try and prompt occasional discussions about relevant issues from the news. This means that you should keep up with current events by regularly reading newspapers, watching and/or listening to news programs, and following world news on social media.

It is perfectly fine, and even expected, that you will struggle with the readings. My hope is that, in conjunction with the lectures and discussion sections, we will each be able to understand the importance of each reading and how it fits into the broader theme of this class. *If you find yourself struggling to stay on top of the readings, even after we’ve discussed them in class, please see me as soon as possible and we can figure out ways to get back up to speed.*

How To Contact Me:

I encourage you to come to my office hours. If you need to contact me outside of office hours, I would prefer that you should send me a professional email with “Poli Sci 120” included in the subject line. However, because I have a large number of students, you should consider whether or not your question could be more easily addressed by your TA.

I will respond to emails within 48 hours during the semester, and within 24 hours during the weeks in which we have exams. If I do not respond after this time, please feel free to re-send your email as a reminder. If you cannot come during office hours, please email me and we can attempt to find an alternative time to meet.

Course Requirements:

This course has lecture and discussion components. All students are required to:

- Attend (and pay attention during) lecture sessions. I upload all lecture slides to Canvas following the lecture, so you do not need to take verbatim notes (indeed, research indicates that this is deleterious to learning outcomes). Instead, try to capture key points and themes.
- Attend (and participate in) your discussion sections. In contrast to the lectures, you will be graded in your discussion sections jointly on your attendance *and* your active contribution to the discussion of the week’s readings. Refer to the discussion session syllabus for a further explanation of how “participation” will be assessed.

Grading Criteria:

There are 100 total points available in this class, distributed as follows:

Exam 1:	20% (20 points)
Exam 2:	20% (20 points)
Exam 3:	20% (20 points)
Lecture Attendance:	10% (10 Points)
Section Attendance & Participation:	20% (20 points)
Policy Memo:	10% (10 Points)

The grading scale is as follows, including the overall points as well as the University of Wisconsin’s range for letter grades:

Point Range	Letter Grade	GPA
90- 100 points	A (Excellent)	4.0
85- 89.99 points	AB (Intermediate grade)	3.5
80- 84.99 points	B (Good)	3
75- 79.99 points	BC (Intermediate grade)	2.5
70- 74.99 points	C (Fair)	2.0
60- 69.99 points	D (Poor)	1.0
59.99- 0 points	F (Failure)	0.0

Disputes: I and your TAs occasionally make mistakes or otherwise misinterpret answers. If you believe that your grade is incorrect as a result of an error, please submit a request for a grade change *in writing* to me within 48 hours of receiving the grade. This document should be a stand-alone document such as a .pdf (i.e. not an email). In the appeal, please clearly and concisely explain why the grade is incorrect, based on the merit of the work rather than comparisons to other students or various adverse consequences (i.e. I need a better grade to get into law school). Please note that re-grading may result in an increase *or* a decrease in the initial grade.

Attendance and Absence Policy: Attendance and active participation in this class is an important component of overall learning outcomes. For that reason, attendance at the lecture sessions will be a component of your grade. Seven random times during the semester I will circulate a sign in sheet during class. For each class you are present, i.e.

signed in, you'll receive two points. Because all of us are busy, only five of these sign-ins will count (i.e. you have two free absences). Those of you who are present for more than five of these classes will accumulate the points as extra credit. Absence for religious or university-sponsored activity will be accommodated, but must be cleared in advance. Please refer to the syllabus for your specific discussion section for how attendance and participation will be evaluated.

Attendance at exams is a special category. I take missed exams very seriously, as they provide you an unfair advantage over your colleagues in the form of additional time to study. This is why, *if you miss an exam, you must provide within one week a written, valid excuse, such as a doctor's note*. Unexcused exam absences will result in a 5 point reduction off the top of your make-up exam grade. For example, if you miss an exam without an excuse, and then score perfectly on the make-up exam (20/20), your actual grade on the exam will be 15/20. If you have not communicated with me or your TA within one week from the date of the exam, a make-up exam is no longer an option.

Course Materials:

- Patrick H. O'Neil, Karl J. Fields, and Don Share, *Cases and Concepts in Comparative Politics: An Integrated Approach* (New York: W.W. Norton, 2019). It is this version: <https://wnnorton.com/books/9780393631302>. On this syllabus, I refer to this book as *Cases and Concepts*.
- Additional readings will be posted as either .pdf or links on Canvas.

Lecture Schedule:

Week 1 (Sept. 5): Course Introduction

- Sept. 5: Read the syllabus.
- *No discussion sections this week.*

Week 2 (Sept. 10- 12): How Do We Know What We Know?

- Sept. 10: *Cases and Concepts*, pgs. 1-15.
- Sept. 12: Van Evera, *Guide to Methods for Students of Political Science*, pgs. 7- 30. (on Canvas).

Week 3 (Sept. 17- 19): Political Development

- Sept. 17: *Cases and Concepts*, pgs. 16- 22, 143-152; Weber, "Politics as a Vocation" (on Canvas).
- Sept. 19: Lerner, "The Grocer and the Chief" (on Canvas); Diamond, "The Rule of Law and the Big Man" (on Canvas).

Week 4 (Sept. 24- 26): Statebuilding

- Sept. 24: *Cases and Concepts*, pgs. 25-34, 44-50; Tilly, "War Making and State Making as Organized Crime" (on Canvas).
- Sept. 26: *Cases and Concepts*, pgs. 569-576, 581-585, 596- 598; Trejo and Ley, "Why Did Drug Cartels Go to War in Mexico?" (on Canvas).

Week 5 (Oct. 1- 3): Identities

- Oct. 1: *Cases and Concepts*, pgs. 58-63; Anderson, "Imagined Communities," (on Canvas).
- Oct. 3: *Cases and Concepts*, pgs. 53-58, 466-469; Milward, "Reeducating Xinjiang's Muslims" (on Canvas).

Week 6 (Oct. 8- 10): Political Violence

- Oct. 8: First Exam.
- Oct. 10: *Cases and Concepts*, pgs. 171-122, 133-137; Collier, "Doing Well Out of War" (on Canvas).

Week 7 (Oct. 15- 17): Democracy

- Oct. 15: *Cases and Concepts*, pgs. 172-173, 283-286; Schmitter and Karl, "What Democracy Is...And Is Not" (On Canvas).
- Oct. 17: *Cases and Concepts*, pgs. 184- 193, 280-291; 318-320; Mudde, "Europe's Populist Surge" (on Canvas).

Week 8 (Oct. 22- 24): Civil Society

- Oct. 22: *Cases and Concepts*, pgs. 250, 464- 466; Fukuyama, "Social Capital, Civil Society and Development" (on Canvas).
- Oct. 24: *Cases and Concepts*, pgs. 152- 162, 296-298; Berman, "Civil Society and the Collapse of the Weimar Republic" (on Canvas).

Week 9 (Oct. 29- 31): Religion and Politics

- Oct. 29: *Cases and Concepts*, pgs. 74- 76; Grzymala-Busse, "Why Comparative Politics Should Take Religion (More) Seriously" (on Canvas)
- Oct. 31: Leeson and Russ, "Witch Trials" (on Canvas).

Week 10 (Nov. 5- 7): Democratization

- Nov. 5: Second Exam.
- Nov. 7: *Cases and Concepts*, pgs. 143-151 (stop at “International Relations and Democratization”); Geddes, “What Do We Know About Democratization After Twenty Years?” (on Canvas).

Week 11 (Nov. 12- 14): Authoritarianism

- Nov. 12: Linz and Stepan, “Modern Nondemocratic Regimes” (on Canvas).
- Nov. 14: *I will be at a conference; no class.*

Week 12 (Nov. 19- 21): Opposition

- Nov. 19: *Cases and Concepts*, pgs. 355- 381; Shen-Bayh, “Strategies of Repression” (on Canvas).
- Nov. 21: *Cases and Concepts*, pgs. 378- 379, 629- 637; Ketchley, *Egypt in a Time of Revolution* (on Canvas).

Week 13 (Nov. 26- 28): Regime Change

- Nov. 26: *Cases and Concepts*, pgs. 123-127; Skocpol, “France, Russia, and China: A Structural Analysis of Social Revolutions” (on Canvas).
- Nov 28: *Thanksgiving break; no class. No discussion sections this week.*

Week 14 (Dec 3- 5): Regime Change in Practice: The Arab Spring

- Dec. 3: *Cases and Concepts*, pgs. 138-139; Brownlee, Masoud, and Reynolds, “Why The Modest Harvest?” (on Canvas).
- Dec. 5: *I will be at a conference; no class.*
- *Policy memo due in discussion section this week.*

Week 15 (Dec. 10): Course Wrap-Up

- Dec. 10: Third Exam.

Assignments

Three Exams (20 points each)

Each third of the course will conclude with an exam. The format for each will be the same, including multiple choice and short answer questions. The exams are not

cumulative (i.e. each will only cover the readings following the exam immediately prior).

Policy Memo (10 points)

To connect the academic study of comparative politics to “real world” concerns of policymakers, one component of this course will be a 1,000 word policy memo. You should choose one issue of global concern, then use the information gained in course readings to make policy recommendations. Open by briefly but clearly describing the policy problem then, in the remainder of the memo, use the knowledge gained from the course readings to propose a solution to that particular policy problem. You will be expected to perform basic outside research for this assignment, such as reading newspapers such as *The New York Times* or *The Washington Post*. We’ll discuss this in more depth later in the semester.

Classroom Policies

- **General**

- I believe that respect and solidarity are core components of academic inquiry. I will make every effort to ensure that our classroom fosters those ideals, and I expect you to do the same.
- Once class begins, please turn off or set to airplane mode all phones, tablets, and laptops, cage carrier pigeons, and douse signal fires.
- Videotaping or recording of class lectures and discussions is absolutely not permitted. If you have a documented accommodation that requires such recording, please let me know and we can identify possible solutions.

- **Attendance, Participation, and Absences**

- Attendance in both the lecture and the discussion section is an important component of this class. Historically, I note a strong correlation between how often a student attends class and how well that student performs. You might be an outlier to this general pattern, but you probably won’t.
- Students are responsible for all missed work, regardless of the reason for absence. It is also the absentee’s responsibility to get all missing notes or materials from classmates. Please do not ask me “did I miss anything important?” Everything we discuss in class is important; otherwise I’d just be wasting your (and my, and the TA’s) time.

- **Plagiarism and Academic Honesty**

- Students are bound by the University of Wisconsin's Student Code of Conduct, which I encourage you to review here:
<https://conduct.students.wisc.edu/misconduct/academic-integrity/>.
 Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion. I am happy to discuss issues of proper citation or other matters of academic integrity with any students who have questions. Academic honor is a cornerstone of a respected scholarly community like the University of Wisconsin, and I expect us all to do our parts to uphold it in this class.
- To understand more about plagiarism and proper attribution of sources, please consult the Writing Center, at: <https://writing.wisc.edu/>.

- **Accommodations for Students with Disabilities**

- The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students with disabilities should contact the McBurney Disability Resource Center (<https://mcburney.wisc.edu/>) to arrange assistance for the semester. I am more than happy to accommodate needs, but it is your responsibility to complete this process officially and in a timely manner, within three weeks of course inception (or upon the recognition of a disability).

- **Diversity and Inclusion**

- Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world. For more information, please visit: <https://diversity.wisc.edu/>.

Title IX/Clery Act Notification

- Sexual misconduct (including sexual harassment, sexual assault, dating

violence, domestic violence, and stalking) and sex discrimination violate university policies. Students experiencing such behavior may obtain on-campus confidential support from UHS Survivor Services <https://www.uhs.wisc.edu/survivor/>, or 608-265-5600, option 3, or the Rape Crisis Center <https://thercc.org/> 608-251-7273. To report sexual misconduct or sex discrimination, contact the Title IX Coordinator at 608-890-3788 or UWPD 608-264-2677.

Disclosure of sexual misconduct or sex discrimination to university faculty may not be confidential depending on that specific instructor's reporting responsibilities. Faculty deemed as "Responsible Employees" must forward such reports, including names and circumstances, to the university's Title IX Coordinator. For more information on how the university works to protect confidentiality, please visit the Title IX Protecting Confidentiality page: <https://compliance.wisc.edu/titleix/student-information/#protecting-confidentiality>.

For more information please visit the Title IX Student Information page: <https://compliance.wisc.edu/titleix/student-information>.