

Politics around the World

POLS 2110: Intro to Comparative Politics

INSTRUCTORS

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COURSE OVERVIEW

COURSE DESCRIPTION

This course offers an introduction to the academic field of comparative and global politics. It covers the historical, core concerns of the field including the development of the modern state, state failure and civil war, democratization, authoritarian regimes, nationalism and multiculturalism, political parties and electoral systems, the formation of racial identities and hierarchies, the relationship between the state and the market, and challenges to economic and social development, including gender disadvantage. Readings and examples are drawn from all regions of the world.

LEARNING OBJECTIVES

POLS 2110: By the end of the course, students should be able to:

- Describe the concept of the state, the state's role, and processes of state formation.
- Analyze the relationship between governments and markets in both developing and advanced economies and analyze how this relationship shapes society and policy outcomes.
- Describe different types of political systems, including authoritarian and democratic regimes, with reference to real-world examples. Identify the causes of democratization.
- Describe the different institutional arrangements of democracy, specifically the differences between parliamentary and presidential systems. Analyze the relationship between electoral and party systems.
- Analyze how the state shapes social identities, hierarchies, and inequalities.

Political Science Program Student Learning Objectives:

- Students will demonstrate an ability to think critically about political problems, trends, and developments.
- Students will demonstrate an ability to communicate effectively.
- Students will demonstrate strong analytical writing skills.
- Students will demonstrate knowledge and understanding of fundamental concepts and theories in political science.
- Students will be able to apply political science theories and/or concepts to real-world cases.
- Students will be able to evaluate theories in light of empirical evidence.
- Students will demonstrate knowledge and understanding of their rights and obligations as citizens.

REQUIREMENTS

Requirement	Percentage of Final Grade
Class attendance	10%
Class participation	10%
Writing points	20%
Midterm 1	20%
Midterm 2	20%
Final Exam	20%

ATTENDANCE

The attendance component (10%) works as follows. Attendance will be taken each day – at the end and beginning of class. **Attendance only counts for the day for students who are present for the whole class.** Students will be allowed FIVE “freebie” absences. Beyond five absences, the attendance grade will be lowered from 100 by five percentage points per absence. Because all students receive an ample allotment of freebies (equivalent to missing two weeks of class), please do not discuss, request excuses for, or argue about absences. Note that religious holidays, sickness, and other reasons for absence that are “legitimate” DO COUNT against your freebie absences. You are strongly advised to use your freebies for these purposes. Students who miss more than five classes may be dropped by the professor without sufficient documentation to explain the absences.

PARTICIPATION

The participation component (10%) of the grade is based on student engagement and participation in class discussions. I expect each student to contribute to class discussion. You should try to score two participation points each class. Having your camera on during class and showing that you are present counts for a point. Unmuting to ask questions, respond to questions, or contribute ideas (including presenting for your group) counts as participation points. Not being present when called

upon, when sent to break out rooms or during breakout rooms can mean that you lose the attendance point for the day.

WRITING POINTS

Writing point assignments will be posted on Learn corresponding to the readings. They will be due by class on Friday mornings. To score the point, you must write at least 5 sentences synthesizing the readings for a given prompt. Submitted responses that make it clear that the reading was done will get a point. **If the response is too vague or wrong, you won't get the point** so do what you can to at least demonstrate you read the piece. You must get 15 points throughout the course of the semester to get full credit for this portion of your grade.

EXAMS

We will have three exams throughout the semester. They will be posted on Learn. They will be open book, but collaborating with other students constitutes cheating. All written responses are subject to the same rules as any written assignment in terms of the need for citation and plagiarism. Plagiarized answers will earn a zero on the quiz and can result in withdrawal from the class.

POLICIES

POLICY ON KEEPING UP WITH COURSEWORK

In this difficult context of the pandemic and less-than-ideal (to say it lightly) arrangements for class, it could be easy to fall behind. I strongly suggest that all students be in contact with me or the class TA with any concerns about keeping up with course work. **This advice is relevant for this and other courses: it is always better to reach out sooner than later!** Course work should be completed on time and submissions may lose one letter grade for every day of lateness. Students who fail to attend more than five classes can be dropped from the course if they have not been in communication about the absences.

DISABILITIES

Qualified students with disabilities needing appropriate academic adjustments should contact me as soon as possible to ensure your needs are met in a timely manner. This is a difficult semester with the impact of the pandemic so please let me know how I can support you. If you need more information on the Americans with Disability Act, please contact the Office of Equal Opportunity at 277-5251. Accessibility Services (Mesa Vista Hall 2021, 277-3506) also provides academic support to students who have disabilities.

COMMUNICATION

I will communicate regularly with class participants by email. Because I use the LoboWeb system to email class participants, all messages from me will go to the email address you have associated with your UNM student registration. If that is not an account you use regularly, you should set it to forward to the account that you DO use. I cannot customize my email list. I will post course information, announcements, and supplementary materials on the course website.

CLASSROOM BEHAVIOR & ZOOM

Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat all students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which they and their students express opinions. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities.

The University of New Mexico Student Code of Conduct applies to online behavior as well as in-person or classroom behavior. You are expected to be professional and respectful when attending class on Zoom. The following are class policies for our meetings with Zoom. Please read carefully, these policies are effective immediately and apply for the remainder of the semester. All students are expected to adhere to the policies. Class meetings on Zoom (including video, audio, and chat text) may be recorded. Violations are subject to the UNM State Student Code of Conduct and will be adjudicated accordingly.

General: Sign in with your full first name and last name as listed on the class roster. Do not use a nickname or other pseudonym when you log in. It makes it impossible to know who is in attendance. Using your full name quickly sorts students into their groups when needed. Users who do not provide their full names will NOT be admitted to class.

Exceptions: Since enrolling in class, some students have changed their names to better reflect their gender identity. If you currently use a different name than what is listed on the official roster, please send a private email so this can be noted on the roster and you can use your current name on Zoom. If you do not have access to a computer or smartphone with internet access, call into class using a landline phone. This is not optimal; please try to locate an internet-enabled device to use for class.

Be in contact with me if you are having difficulty with access.

Stay focused. Please stay engaged in class activities. Close any apps on your device that are not relevant and turn off notifications.

Video: Turn on your video when possible. It is helpful to be able to see each other, just as in an in-person class. I will ask everyone to do this and you should let me know if you have reasons for turning off your camera. ***Keep it clean. Don't share anything you wouldn't put up on the projector in class!***

Audio: Mute your microphone when you are not talking. This helps eliminate background noise. Be in a quiet place when possible. Find a quiet, distraction-free spot to log in. Turn off any music, videos, etc. in the background.

No disrespect or hate speech. Just like in our in-person class, respectful behavior is expected. Consider Zoom a professional environment, and act like you're at a job interview, even when you're typing in the chat.

Discussions on development, poverty and inequality sometimes bring out markedly different ideological positions regarding the policies of the US, other states and organizations. All participants in this course must commit to mutually respectful debate, and must make arguments based on evidence and explicit interpretation rather than merely stating opinions. I will cut short any verbal interactions that I believe do not advance the class discussion. I may disenroll from the class any student who persistently fails to contribute constructively, stay on topic, or respect others.

Our classroom and our university should always be spaces of mutual respect, kindness, and support, without fear of discrimination, harassment, or violence. Should you ever need assistance or have concerns about incidents that violate this principle, please access the resources available to you on campus, especially the LoboRESPECT Advocacy Center and the support services listed on its website (<http://loborespect.unm.edu/>). Please note that, because UNM faculty, TAs, and GAs are considered "responsible employees" by the Department of Education, any disclosure of gender discrimination (including sexual harassment, sexual misconduct, and sexual violence) made to a faculty member, TA, or GA must be reported by that faculty member, TA, or GA to the university's Title IX coordinator. For more information on the campus policy regarding sexual misconduct, please see: <https://policy.unm.edu/university-policies/2000/2740.html>.

ACADEMIC HONESTY POLICY

In accordance with the *UNM Pathfinder*, academic dishonesty, including plagiarism, will result in a failure of the assignment or of the entire course, and will be reported to the proper university authorities. Academic dishonesty is a major violation of the UNM student code of conduct, and can result in serious sanctions up to and including expulsion from programs or UNM.

Any work that you present as your own, whether a paper, exam, or quiz, must be entirely your own intellectual work. Any written material taken from another source must be properly cited; ignorance of academic conventions with respect to citation of sources is not a suitable defense for plagiarism in this course. Any substantial information, interpretation, or argument that is not common knowledge should be cited, in sufficient detail that a reader would be able to find the same source. In your papers, you should use the citation format recommended by the American Political Science Association (see a summary style sheet here: <http://www.csuchico.edu/lref/pols/APSA.pdf>). Graders will impose point penalties for each citation error.

It is particularly important to exercise care in citing Internet sources, attributing the title, author (individual or institutional), the URL, the date of publication of the source (if you can determine this), and the date on which you viewed the source. The date on which you viewed the site is crucial because some URLs are unstable and may change or disappear. If the document is paginated, you should report the specific pages you are citing. Many web (html) documents lack pagination, in which case you may omit the page, or cite the paragraph(s) if they are numbered.

SCHEDULE

WEEK 1: INTRO TO COMPARATIVE POLITICS

Monday, January 18	Holiday, no class
Wednesday, January 20	Familiarize yourself with Learn and syllabus
Friday, January 22	David Samuels, <i>Comparative Politics</i> (Boston: Pearson Education, 2013), pp. 1-27. Hereafter referred to in the schedule as <i>Samuels</i> .

WEEK 2: CONCEPT AND ROLE OF THE STATE

Monday, January 25	Thomas Hobbes, <i>Leviathan</i> (Cambridge edition ed. Richard Tuck), chapter 17
Wednesday, January 27	Samuel Huntington, <i>Political Order in Changing Societies</i> (New Haven: Yale University Press, 1968), pp. 1-59.
Friday, January 29	Samuels, chapter 2 on the state.

WEEK 3: ORIGINS AND DEVELOPMENT OF THE STATE

Monday, February 1	Charles Tilly, <i>Coercion, Capital, and European States, AD 990-1992</i> (Blackwell, 1992), pp. 1-5, 16-23, 96-9. Also excerpted as Chapter 16 of Craig Calhoun et. al., eds. <i>Contemporary Sociological Theory</i> (John Wiley and Sons, 2012).
Wednesday, February 3	Jeffrey Herbst, "War and the State in Africa," pp. 28-32 (reprinted from <i>International Security</i> 14, 4 (1990)) (READ FIRST FIVE PAGES ONLY) Jeffrey Herbst, "Responding to State Failure in Africa," <i>International Security</i> 21, 3 (1996), pp. 120-132.
Friday, February 5	Felbab-Brown. 2020. " Hot and troubled: Somalia's militias and state-building " Blog published at Brookings.

WEEK 4: FAILURES OF STATES AND POLITICAL VIOLENCE

Monday, February 8	Samuels chapter chapter 10
Wednesday, February 10	Philip Gourevitch, "After the Genocide. When a people murders up to a million fellow-countrymen, what does it mean to survive?" <i>The New Yorker</i> . December 18, 1995. http://www.newyorker.com/magazine/1995/12/18/after-the-genocide
Friday, February 12	Paul Mozur, "A Genocide Incited on Facebook, With Posts From Myanmar's Military," <i>The New York Times</i> , October 15, 2018. https://www.nytimes.com/2018/10/15/technology/myanmar-facebook-genocide.html Amanda Taub and Max Fisher, "Facebook Fueled Anti-Refugee Attacks in Germany, New Research Suggests," <i>The New York Times</i> , August 21, 2018. https://www.nytimes.com/2018/08/21/world/europe/facebook-refugee-attacks-germany.html

WEEK 5: AUTHORITARIAN REGIMES

Monday, February 15	David Collier, "Introduction." In <i>The New Authoritarianism in Latin America</i> (1979), pp. 3-16.
Wednesday, February 17	Jennifer Gandhi and Ellen Lust-Okar. "Elections under authoritarianism." <i>Annual review of political science</i> 12 (2009): 403-422.
Friday, February 19	Midterm 1

WEEK 6: DEMOCRACY AND DEMOCRATIZATION

Monday, February 22	Robert Dahl, <i>Polyarchy: Participation and Opposition</i> (Yale Press, 1973), chapter 1.
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Wednesday, February 24	Seymour Martin Lipset, <i>Political Man</i> (New York: Anchor Books, 1963), pp. 27-63.
Friday, February 26	Piscopo and Siavelis. 2020. "Chile Abolishes its Dictatorship-Era Constitution." https://theconversation.com/chile-abolishes-its-dictatorship-era-constitution-in-groundbreaking-vote-for-a-more-inclusive-democracy-148844

WEEK 7: DEMOCRATIC BACKSLIDING AND DECAY

Monday, March 1	Bermeo. 2016. "On Democratic Backsliding." https://muse.jhu.edu/article/607612
Wednesday, March 3	Waldner and Lust. 2018. "Unwelcome Change: Coming to Terms with Democratic Backsliding." <i>Annual Review of Political Science</i> https://www.annualreviews.org/doi/full/10.1146/annurev-polisci-050517-114628
Friday, March 5	Arnson. 2020 "What Covid-19 is Revealing about Latin America's Politics." https://www.wilsoncenter.org/article/what-covid-19-revealing-about-latin-americas-politics

WEEK 8: DEMOCRATIC INSTITUTIONS: PRESIDENTIAL VERSUS PARLIAMENTARY SYSTEMS

Monday, March 8	Arend Lijphart, <i>Patterns of Democracy: government forms and performance in thirty-six countries</i> (New Haven: Yale University Press, 1999), introduction.
Wednesday, March 10	Stephen Orvis and Carol Ann Drogus. 2018. "Chapter 5: Governing Institutions in Democracy." In <i>Introducing Comparative Politics</i> . Pages 214-247
Friday, March 12	Tomasky. 2018 "If America had a parliament" https://www.nytimes.com/2018/12/07/opinion/america-politics-parliament.html

WEEK 9: SPRING BREAK

Monday, March 15	No class
Wednesday, March 17	No class
Friday, March 19	No class

WEEK 10: DEMOCRATIC INSTITUTIONS: PARTIES AND ELECTORAL SYSTEMS

Monday, March 22	Anthony Downs, <i>Economic Theory of Democracy</i> (New York: Harper and Row, 1957), chs. 7-8.
Wednesday, March 24	Scott Mainwaring. <i>Rethinking party systems in the third wave of democratization: the case of Brazil</i> (Stanford University Press, 1999), Chapters 2.
Friday, March 26	Simulation

WEEK 11: DEMOCRATIC INSTITUTIONS: COLLECTIVE ACTION AND POLITICAL PARTICIPATION

Monday, March 29	Mancur Olson, <i>The Logic of Collective Action</i> (Harvard University Press, 1965, 1971), pp. 1-52.
Wednesday, March 31	Ostrom, Elinor. 1990. "Chapter 1: Reflections on the Commons." In <i>Governing the Commons</i> . Pages 1-28.
Friday, April 2	Midterm 2

WEEK 12: RACE AND ETHNICITY

Monday, April 5	Kenneth Prewitt, "Racial classification in America: where do we go from here?" <i>Daedalus</i> 134.1 (2005): 5-17.
Wednesday, April 7	Mala Htun, "Emergence of an Organized Politics of Race in Latin America," in Juliet Hooker and Alvin Tillery, eds. <i>Race, Class, and Ethnicity in the Americas</i> . Report of the APSA Task Force on Race and Class in the Americas. 2016.
Friday, April 9	Justin Wolfers, David Leonhardt, and Kevin Quealy, "1.5 Million Missing Black Men," <i>The New York Times</i> , April 20, 2015. http://www.nytimes.com/interactive/2015/04/20/upshot/missing-black-men.html

WEEK 13: CITIZENSHIP, NATIONALISM, AND MULTICULTURALISM

Monday, April 12	Yasemin Nuhoglu Soysal, "Changing Citizenship in Europe," in Cesarani and Fulbrook, eds., <i>Citizenship, Nationality, and Migration in Europe</i> . Routledge, 1996, pp. 17-29.
Wednesday, April 14	Jane Kramer, "Taking the Veil. How France's Public Schools Became the Battleground in a Culture War." <i>The New Yorker</i> . Nov. 22, 2004. Alexander Stille, "The Justice Minister and the Banana: How Racist is France?" <i>New Yorker</i> , November 14, 2013. Recommended: Rogers Brubaker, <i>Citizenship and Nationhood in France and Germany</i> (Harvard University Press, 1992).
Friday, April 16	Onishi. 2020. "A Racial Awakening in France" https://www.nytimes.com/2020/07/14/world/europe/france-racism-universalism.html

WEEK 14: POLITICS AND MARKETS

Monday, April 19	Adam Smith, <i>The Wealth of Nations</i> , ed. Edwin Cannan (University of Chicago Press [1776] 1976), pp. 7-25.
Wednesday, April 21	Karl Marx, <i>Economic and Philosophic Manuscripts of 1844</i> , selections

	Karl Marx and Friedrich Engels, <i>The Communist Manifesto</i> in O'Neil and Rogowski, eds, <i>Essential Readings in Comparative Politics</i> , pp. 323-336.
Friday, April 23	Przeworski. 2020. "What have I learned from Marx and what still stands?" https://journals.sagepub.com/doi/abs/10.1177/0032329220958662

WEEK 15: WELFARE STATES

Monday, April 26	Stein Kuhnle and Anne Sander. "The emergence of the western welfare state." <i>The Oxford handbook of the welfare state</i> , eds. Francis Castles et. al. Oxford University Press 2010, pp. 61-80.
Wednesday, April 28	Katrin Bennhold, "In Sweden, Men Can Have It All." <i>New York Times</i> , June 9, 2010. Available at: http://www.nytimes.com/2010/06/10/world/europe/10iht-sweden.html?_r=1&pagewanted=all Nathan Heller, "Northern Lights: Do the Scandinavians really have it all figured out?" <i>The New Yorker</i> , February 26, 2015. http://www.newyorker.com/magazine/2015/02/16/northern-lights-4
Friday, April 30	Sandher and Klieder. 2020. "Coronavirus has brought the welfare state back." https://theconversation.com/coronavirus-has-brought-the-welfare-state-back-and-it-might-be-here-to-stay-138564

WEEK 16: POLITICAL ECONOMY OF DEVELOPMENT

Monday, May 3	Jennifer Brass. 2016. "Development Theory," In <i>Handbook on Theories of Governance</i> , eds. Christopher Ansell and Jacob Torfing. Northampton: Edward Elgar Publishing, Inc. pp. 115-125.
Wednesday, May 5	Economist. June 27, 2018. "What is the future of free trade?"
Friday, May 7	

FINAL EXAM. TBD.