

# PS 1200 Introduction to Comparative Politics Summer 2015

Instructor: Wei-Ting Yen

Email: yen.76@osu.edu

Time: Mo-Th 9:00AM-11:20AM

Location: Hopkins Hall 250

Office Hours: TBA

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## Course Description

Welcome to Political Science 1200 Introduction to Comparative Politics.

The dramatic changes that have occurred in the world in the last 30 years including the end of the Cold War, economic globalization, the spread of democracy, the expansion of social policy etc. have seemingly made the world far more complex. Comparative politics works to make sense of this complexity by examining countries in a systematic way, comparing such things as systems of government and political economy in order to understand political behavior. If you have ever wondered what life is like for citizens living in different countries, why people in some countries can enjoy better health care system, why in the United States inequality is such a big issue now, or if you are just generally interested in politics, this is the course for you!

We will explore a broad range of topics, beginning in Section 1 with some basic concepts and scientific methods used in comparative politics. In Section 2, we move on to the building blocks in comparative politics, including modern states and regimes. After knowing the foundation, we will move on to understand political institutions (both in democracies and authoritarian regimes) that have impacts on various phenomena we observe today in Section 3. In Section 4, we turn to the state-market relation, which is one main framework we use to understand the politics around the world. We discuss the fine line between state and market and the appreciate timing for the state to interfere in the market, among other things. In Section 5, we apply the state-market framework to some specific policy areas, such as economic policies and social policies. Focus is put on comparative social policies as we will talk about health care policies and redistribution policies etc. more in depth. Along the way, we will apply central concepts from political science and social analysis to a diverse collection of real world cases and current events.

## Course Goal

The goals for a Social Sciences (Organizations and Politics) General Education course are that: Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources. The associated learning outcomes are:

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of organizations and politics.
2. Students understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts.
3. Students comprehend and assess the nature and values of organizations and politics and their importance in social problem solving and policy making.

Additionally, this is a Diversity (Global Studies) GE with the goal that: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens. These learning outcomes are that:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Personally, I think one of the most important goals for higher education is to train students not only to think more critically but also more scientifically and systematically. Scientific thinking means the ability to induce or to deduce arguments through provided empirical evidence. This is a skill for life. This course serves as the gateway to help you achieve this goal.

## Course Requirements

- 26%: daily quiz on Carmen
- 10%: attendance and class participation
- 10%: response paper
- 25%: in-class midterm exam
- 29%: in-class final exam (cumulative)

**In-Class Policy** You are expected to finish the required readings before the class starts. Even though laptops and mobile devices are not strictly prohibited in class, I expect those devices are used for academic purposes only.

**Daily Quiz** All the quizzes are available through Carmen, and you are expected to finish the quiz before the class starts. For each quiz, you have, at maximum, 3 attempts; the attempt with the highest grade will be counted. Each quiz is worth 2 points and there are 13 quizzes in total.

**Response Paper** There are two response papers throughout the course, and the topics are listed under the sessions of 5/14 and 5/28. Each student should write a **one-page single space** paper on the assigned topic. Response papers must be electronically turned in at the latest on the day they are due, **before the class starts (Windows will be closed once the class starts)**.

## Extensions, Make-up Exams, Extra Credit

- Extensions will not be granted. You will be informed of all assignments well in advance, so good planning and time management skills will benefit you.
- Make-up examinations are not permitted. I do not allow make-up quizzes for any reason other than death in the family or a serious medical condition requiring a doctors note. Therefore, plan for contingencies and do not wait until the last minute.
- If you miss an assignment or hand it in late, you will receive zero points for it. **There will be no opportunities for extra credit.**

## Grading

I use the full range of grades, which includes E and D. I follow the official grading rules. Letter grades have the following meaning:

- A, A-: The instructor judged the student to have satisfied the stated objectives of the course in an excellent manner.
- B+, B, B-: The instructor judged the student to have satisfied the stated objectives of the course in an aboveaverage manner.
- C+, C, C-: The instructor judged the student to have satisfied the stated objectives of the course in an average manner.
- D+, D: The instructor judged the student to have satisfied the stated objectives of the course in a low but acceptable manner.
- E: The instructor judged the student not to have satisfied the stated objectives of the course.

The translation between letter scale and point scale is provided as follows:

- 93 - 100 (A); 90 - 92.9 (A-);
- 87 - 89.9 (B+); 83 - 86.9 (B); 80 - 82.9 (B-);
- 77 - 79.9 (C+); 73 - 76.9 (C); 70 - 72.9 (C-);
- 67 - 69.9 (D+); 60 - 66.9 (D);
- Below 60 (E)

## **Academic Misconduct**

No dishonest practices will be tolerated, and any suspected cases of dishonesty will be reported to the university committee. It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct: ([http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp))

## **Disability Services**

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

## Course Readings

One book is required and should be purchased. Additional course readings will be available for download from Carmen ([www.carmen.osu.edu](http://www.carmen.osu.edu)). Some readings are to be announced (TBA) later. There may be changes in the readings as we go along. I will communicate these on time. You should regularly check Carmen. It is critical that you do the readings. They serve as background information for lectures, and will be the starting point of our in-class discussions. The readings are not optional but required, and you cannot succeed in the course without having done them. The assigned readings as well as material from the lectures are the base for the exams. The required textbook to be purchased is:

*Carol Ann Drogus and Stephen Orvis. Introducing Comparative Politics: Concepts and Cases in Contexts, 3rd Edition. (ISBN: 978-1-4833-5683-9.)*

Please note! The ISBN above is for a print/ebook bundle. You also have the option of purchasing interactive ebook alone, which should be slightly cheaper than the bundle. The link to the ebook edition is:

<http://www.cqpress.com/product/Introducing-Comparative-Politics-6.html>

According to the publisher, “the Interactive E-book (IEB) provides students with the identical content and page layout of the traditional printed book in a flexible electronic format. Users of the IEB can link directly from the “page” to video, audio, SAGE journals. These relevant external resources are right on the page where they belong to emphasize concepts just read.” Alternatively, you can go to Coursesmart to rent the book for even cheaper price. The link is as below:

<http://www.coursesmart.com/introducing-comparative-politics/stephen-orvis-carol-ann-drogus/dp/9781452241524>

Finally, the text comes with a companion website complete with overviews, flash cards, and practice quizzes that you may wish to take advantage of:

<https://edge.sagepub.com/orvis3e/student-resources>

## Course Plan

*\*\*\*Note: this is all subject to change\*\*\**

### 1 SECTION:INTRODUCTION

In this section, we start the course with answering some basic questions and issues in comparative politics: What is comparative politics? What does it mean to be “political”? Why and what do we study comparative politics? We will walk through several key concepts and frameworks to understand comparative politics.

#### 1.1 Syllabus and course explanation (5/11)

Readings:

- Course syllabus

#### 1.2 Political institution and scientific research in comparative politics (5/11)

Readings:

- Text chapter 1: Introduction, pp. 1-13; pp. 14-35 (skim)
- King, Gary, Robert Keohane, and Sidney Verba. 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. New Jersey: Press, Princeton University. Pp.3-12

Key concepts:

Power (three dimensions), politics, political institutions, the most similar/different systems design, scientific research

### 2 SECTION: STATES AND REGIMES

The key questions addressed in this section include: what are states? What is a political regime? Are “countries” the same as “states”? When do states succeed and fail? When does a regime transit its form...etc? As modern state is the basic unit of contemporary political landscape, it is of central importance to know what states are and what they are not.

#### 2.1 State, Regime and Country (5/12)

Readings:

- Text Chapter 2: The Modern State; pp. 36-45; pp.50-56
- The Economist. 2010. The State of the State: So Much to Do, Too Weak to Do It? <http://www.economist.com/node/17493405>.

Key concepts:

State, regime, government, nation, country, four elements of a state, legitimacy

## 2.2 Regime Transition (5/12)

Readings:

- Text Chapter 9: Regime Change “Democratization” Section pp.477-483
- Teorell, Jan. 2010. Determinants of Democratization: Explaining Regime Change in the World, 1972-2006. New York: Cambridge University Press. Pp.16-28

Key concepts:

Democracy, Democratization (four approaches)

## 2.3 Ideologies and Regimes (5/13)

Readings:

- Text Chapter 3: States, Citizens, and Regimes pp.98-141

Key concepts:

All ideologies and the matching regimes

## 2.4 In Class Film NO (5/13, 5/14)

Readings:

- Boeninger, Edgardo. 1986. “The Chilean Road to Democracy.” Foreign Affairs 64(4): 812

**\*\*\* Response Paper: Please contextualize and analyze the movie NO in light of regime transition. Do you think any of the democratization approaches we discuss in class can explain Chile's democratization? And why? (due on 5/20) \*\*\***

# 3 SECTION: POLITICAL INSTITUTIONS

Political scientists often distinguish democratic regimes from non-democratic ones and study various political institutions within different regimes- their origins, functions, and impacts on numerous political outcomes (such as economic growth, political participation, social protection etc.). In this section, we will understand some of the political institutions that matter. Focus is mostly on political regimes, executive-legislative relation, electoral system and political representation in democracies. We will also spend some time discussing political institutions in non-democracies.

## 3.1 Executive-Legislative Relation (5/18)

Readings:

- Text Chapter 6: Governing Institutions in Democracies pp.258-289

Key concepts:

Presidentialism, parliamentary system, semi-presidentialism, veto player

### 3.2 Institutions of Participation and Representation- Election System and Party System (5/19)

Readings:

- Text Chapter 7: Institutions of Participation and Representation in Democracies pp. 324-350

Key concepts:

SMD, PR, Mixed system, collective action problem, Duvergers Law

### 3.3 Institutions of Participation and Representation- Civil Society (5/19)

Readings:

- Text Chapter 7: Institutions of Participation and Representation in Democracies pp. 351-360
- “Rebels without a Cause: What the Upsurge in Protest Movements Means for Global Politics.”  
<http://goo.gl/g9ZUnt>

Key concepts: The role of social movement

**\*\*\* Response paper for NO is due today!! \*\*\***

### 3.4 Authoritarian Regime (5/20)

Readings:

- Text Chapter 8: Authoritarian Institutions pp.398-451 (For the case study part, focus on China’s case)

Key concepts:

Types of authoritarian regimes

### Exam Review (5/20)

### Midterm (5/21)

## 4 SECTION: STATE-MARKET RELATION

To compare countries, two political systems or two different political outcomes, a framework is in need. There are many possible frameworks for us to understand how politics shapes our everyday lives. We already visit some of the main political institutions that have impacts on peoples lives. In this section, we focus specifically on state-market relation as the framework to understand many political outcomes surrounding us. This is also a framework to understand how state and market interact with each other.

### 4.1 Private Good and Public Good (5/26)

Readings:

- Cassidy, John. 2010. How Markets Fail: The Logic of Economic Calamities. Ch.2 “Adam Smith’s Invisible Hand” pp. 25-36; Ch.10 “A Taxonomy of Failure” pp. 125-138
- Text Chapter 5: States and Market Pp. 196-204

Key concepts:

Public good, private good, common good, club good

### 4.2 Battle of Economic Ideas(5/26)

Readings:

- Text Chapter 5: States and Market, “Key Economic Debates” Section, pp.204-215
- Cassidy, John. 2010. How Markets Fail: The Logic of Economic Calamities.Ch3. “Friedrich Hayek’s Telecommunications System” pp.37-48 Ch.6 “The Evangelist” pp.72-84

Key concepts:

Keynesianism, monetarist

### 4.3 Globalization-A New Force? (5/27)

Readings:

- Text Chapter 5: States and Market, “Key Economic Debates” Section, pp.215-223
- Text Chapter 10: Globalization, Economic Sovereignty, and Development pp.512-521; pp.532-541
- “Planet Money Makes a T-Shirt.” <http://apps.npr.org/tshirt/#/title> (August 15, 2014)

Key concepts:

Aspects of globalization, regulatory arbitrage, impossible trinity, varieties of capitalism

## 5 SECTION: STATE-MARKET RELATION IN SOME POLICY AREAS

After gaining the knowledge of state-market relation in general, we will walk through some more specific policy areas together and discuss the possible manifestations of state-market relation. We will try to answer questions such as: Why does the United States have different health care system than other European countries? Why don't developed and developing countries have the same level of social expenditure?

## 5.1 Economic Development Policy (5/27)

Readings:

- Text Chapter 5: States and Market, “States and Markets Around the World” Section pp.223-243 (cases included)
- Text Chapter 10: Globalization, Economic Sovereignty, and Development pp.541-554 (Case: China, India)

Key concepts:

ISI, exported oriented economy, developmental state

## 5.2 In-class film: Commanding Height (5/28)

**\*\*\* Response Paper: Drawing evidence from “Commanding Height”, in your opinion, is there a relationship between open markets and political freedom? \*\*\***

## 5.3 Social Policy in the Advanced Countries (6/1)

Readings:

- Text Chapter 11: Public Policies When Markets Fail pp.570-595

Key concepts:

Gini, three types of social policy, three types of welfare states

## 5.4 Social Policy in the Developing Countries (6/1)

Readings:

- Kaufman, Robert R., and Stephan Haggard. 2008. “Social Policy in Latin America, East Asia, and Eastern Europe, 1945-80: An Overview.” pp.27-44 In *Development, Democracy and Welfare States*, New Jersey: Princeton University Press.

Key concepts:

Robin Hood paradox

## 5.5 Health Care Policy in Comparison (6/2)

Readings:

- Text Chapter 11: Public Policies When Markets Fail pp.595-613

Key concepts:

Four health care models

**\*\*\* Response paper for Commanding Height is due today!! \*\*\***

## **5.6 Globalization and Social Policy (6/3)**

Readings:

- Genschel, Philipp. 2004. "Globalization and the Welfare State: A Retrospective." *Journal of European Public Policy* 11(4): 61336.

Key concepts:

Three relationships between globalization and welfare state

**Exam Review (6/3)**

**Final Exam (6/4)**