

**INTRODUCTION TO COMPARATIVE POLITICS**

Autumn 2005

Instructor: Professor G. Shabad

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Off. Hrs.: Tues., 3-4 pm; Wed., 11 am- noon; and by appointment

**COURSE DESCRIPTION AND OBJECTIVES**

This course is concerned with several major questions posed by politics in the 20th and 21st centuries and which have been the subject of extensive theoretical and empirical analysis by social scientists. The first question has to do with the *state*: what is it; why is it important; and why are some states better at what they do than others? The second question concerns *democracy*: what is it; how do democracies differ from one another; and what are the conditions for and consequences of democratic rule? The third issue has to do with the *relationship between politics and economics*, specifically the uneasy relationship between democracy and the market. The fourth issue concerns the *relationship between politics and culture*. Here, we will focus especially on the linkage between politics and religion as it plays out in various countries, and ask why there are different degrees of separation between the state and religion across countries, why some democratic societies are more secular than others, and whether some religions pose more of a problem for democratic rule than others? Finally, we will bring all these issues together by a consideration of ongoing efforts to create a workable democratic constitution for Iraq.

We will address these questions by first considering the United States as a referent against which to contrast political and economic systems found in other parts of the world (including those that are democracies). Then we will examine the ways in which these issues have played themselves out in a variety of countries across the globe.

The course has two related goals. “The first is to help students understand human behavior and cognition, and the structures of human societies, cultures and institutions. The second is to help students become educated, productive, and principled citizens of their nation and the world. Upon finishing the course, it is hoped that students will: (1) exhibit an understanding of political, economic, physical, and social differences among the nations of the world, including a specific examination of non-Western culture; (2) understand the theories and methods of scientific inquiry as they are applied to the studies of individuals, groups, organizations, and societies; (3) comprehend human differences and similarities in various psychological, social, cultural, economic, geographic, and political contexts; and (4) develop abilities to comprehend and assess individual and social values, and recognize their importance in social problem solving and policy making.”<sup>1</sup> In specific terms, the course is designed to help students to understand and make reasoned judgments about political phenomena and their effects across a variety

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<sup>1</sup> This language required by the Colleges of the Arts and Sciences.

of national contexts.

## COURSE REQUIREMENTS

You have several responsibilities in the course. You should do a thorough reading of the assigned materials before we discuss them in class, attend class regularly, and carry out all the assignments for the course appropriately and on time. Including the book, the readings come to about 650 pages total. (You should be aware from looking at the syllabus that about 40 percent of the readings are required for the last three weeks of the course. So, you might want to get an early start on those.) Most of all, to do well in the course you should think carefully about the issues discussed in your readings and in class sessions, and you should apply your learning and your thinking to class discussions and written assignments.

My main responsibility is to do everything I can to help you to achieve the goals of this course. This means that you should let me know any time that you need help, especially if you are having difficulty with course material or with an assignment. And you should also let me know when something is not working as well as it should – for instance, if I do not present material clearly in class. You are always welcome to see me during my office hours. If those hours are not a good time for you, we can arrange another time. You should also feel free to send me an e-mail message at any time if you have a question (I check e-mail regularly and typically respond very quickly, except during weekends).

## REQUIRED READINGS

J. Kingdon, America the Unusual (1999).

America the Unusual may be purchased at SBX, Longs/Barnes and Noble, and the University Bookstore. The remainder of the readings listed below in the course outline has been put together in a packet for purchase at the Tuttle COP-EZ Center (next to the University Bookstore).

**Newspaper Articles:** One way to think about achieving the goals and learning objectives of this course is to apply what you have read for the course or discussed in class to what you read or see about politics in the news media. For this reason, I strongly encourage you to read articles on the politics of foreign countries in a daily newspaper (other than the Dispatch or Lantern) in print form or on the Web, or to listen to a national news program on radio or television each day. I especially recommend The New York Times, The Wall Street Journal, or The Washington Post, which can be found on the Web, or The Economist which you can find in the library. The news and country profiles compiled by the BBC (<http://news.bbc.co.uk>) are also useful. On numerous occasions we'll spend some time discussing current political developments from a comparative perspective, so paying attention to foreign news in the media will provide important preparation.



## ASSIGNMENTS AND GRADING

The overall grade for the course will be broken down as follows:

(1) **Three short papers** (about five to seven double-spaced typewritten pages each) in which you will be asked to apply what you've learned from class and assigned readings to an issue that is theoretically important and relevant to current politics. The papers may involve some research beyond class materials and assigned readings. Topics for each paper will be distributed two weeks before the due date. The general guidelines for the papers are the ones you would expect: a *hard copy* of your paper (no papers submitted by email) must be handed in by the due date (points will be deducted for lateness, e.g., from a B+ to a B), *both* content and quality (correct grammar, syntax, spelling and punctuation) of writing are important, and sufficient and consistent use of citation,<sup>2</sup> with one style of citation used throughout the paper. Plagiarism (see below) is a serious offense that will be handled under university disciplinary procedures. Each paper will count for **15%** of the final course grade.

(2) **Two examinations.** The first exam (the mid-term) is a take-home exam and is worth **20%** of the final course grade. It will be distributed to you in class on **Thurs., Oct. 27<sup>th</sup> and will be due at the start of class on Nov. 1.** The second examination, the in-class final, will be given on **WED., DEC. 7<sup>th</sup> at 9:30-11:18 am** during finals week. It is worth **25%**. A makeup test will be given only in cases of unavoidable conflict or health problems and must be arranged prior to the scheduled examination. If students do not have my permission to miss the scheduled tests, they will normally receive a score of zero.

(3) **Attendance and involvement in class discussion will each be worth 5% of the final course grade.** It is not expected that everyone will play an active part in discussion on each class day, but rather will be involved in discussion over the quarter as a whole.

### Grading summary:

<b>Three papers</b>	<b>45%</b>
<b>Midterm exam</b>	<b>20%</b>
<b>Final exam</b>	<b>25%</b>
<b>Attendance</b>	<b>5%</b>

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<sup>2</sup> Choose and make consistent use of the following citation systems in your papers:

American Psychological Association (APA) style. Guidelines available at <http://www.unc.edu/depts/wcweb/handouts/apa.html>

Modern Language Association (MLA) style. Guidelines available at <http://www.unc.edu/depts/wcweb/handouts/mla.html>

Guidelines to citing electronic media are available at: <http://www.apastyle.org/elecmedia.html>

**Class participation 5%**

## ACADEMIC HONESTY

All of the work you do in this course is expected to be your own. Absolutely **no** cheating or plagiarism (using someone else's words or ideas without proper citation) will be tolerated. Any cases of cheating or plagiarism will be reported to the university committee on academic misconduct and handled according to university policy. Please consult me if you have any questions about this policy.

## ASSISTANCE

Students with disabilities that have been certified by the Office for Disabilities Services will be appropriately accommodated, and should inform me as soon as possible of their needs.

## COURSE OUTLINE AND READINGS

- Sept. 22**                      **Introduction and Overview of the Course**
- Sept. 27, 29**                **The United States: The Norm or the Exception?**  
**Readings:**  
[1] Kingdon, *America the Unusual*, *entire*.  
[2] Alexis de Tocqueville, "How Religion in the United States Avails Itself of Democratic Tendencies," in *Democracy in America*, First Book, Chapter V (NY: Vintage Books, 1954), pp. 21-29.
- Oct. 4**                        **NO CLASS**
- Oct. 6, 11**                    What is a State? Strong States, Weak States, Failed States  
**Readings:**  
[1] Frances Fukuyama, "The Imperative of State Building," *Journal of Democracy* 15, 2 (April 2004), 17-31.  
[2] Joel S. Migdal, *Strong Societies and Weak States*. (Princeton: Princeton University Press, 1988), pp. 10-14.  
[3] Robert H. Jackson and Carl G. Rosberg, "Why Africa's Weak States Persist: The Empirical and Juridical in Statehood," *World Politics* 35, 1 (October 1982), 1-24.
- Oct. 13**                      **NO CLASS**
- Fri., Oct. 14**                **FIRST PAPER DUE BY 3:00 pm**



- Oct. 11,18**                    **Democracy: What is it and why should it be valued?**  
**Readings:**  
 [1] Philippe C. Schmitter and Terry Lynn Karl, "What Democracy Is...and Is Not," Journal of Democracy (Summer 1991), 75-88.  
 [2] Amartya Sen, "Democracy as a Universal Value," Journal of Democracy (Winter 1999), 3-17.
- Oct. 20, 25, 27,**            **Varieties of Democracy: Constitutional Arrangements, Electoral Rules, and Party Systems. What difference do differences make?**  
**Readings:**  
 [1] Juan J. Linz, "The Perils of Presidentialism," Journal of Democracy (Winter 1990), 51-69.  
 [2] \*Arend Lijphart, "Constitutional Choices for New Democracies," Journal of Democracy 2, 3 (Winter 1991), 73-83.  
 [3] Timothy J. Colton and Cindy Skach, "The Russian Predicament," Journal of Democracy 16, 3, (July 2005), 113-26.  
 [4] Donald L. Horowitz, "Electoral Systems: A Primer for Decision-Makers," Journal of Democracy 14, 4 (October 2003), 115-27.
- Nov.1**                            **TAKE-HOME MIDTERM DUE IN CLASS**
- Nov. 1, 3**                        **Conditions for and Consequences of Democratic Rule**  
**Readings:**  
 [1] S.M. Lipset, "Some Social Requisites of Democracy: Economic Development and Political Legitimacy," American Political Science Review 53, 1 (March 1959), 69-105.  
 [2] M. Steven Fish and Robin S. Brooks, "Does Diversity Hurt Democracy?" Journal of Democracy 15, 1 (January 2004): 154-166.  
 [3] Mancur Olson, "Dictatorship, Democracy and Development," American Political Science Review 87, 3 (September 1993), 567-76.  
 [4] Patricio Navia and Thomas D. Zweifel, "Democracy, Dictatorship, and Infant Mortality Revisited," Journal of Democracy 14, 3 (July 2003), 80-103.
- Nov. 8**                            **SECOND PAPER DUE IN CLASS**
- Nov. 8, 10**                      **Capitalism and Democracy: Compatibilities and Contradictions**  
**Readings:**  
 [1] Gabriel A. Almond, "Capitalism and Democracy," PS: Political Science and Politics (September 1991), 467-473.  
 [2] Eric Willenz, "Why Europe Needs the Welfare State," Foreign Policy (Summer 1986), 88-107.

[3] Terry Lynn Karl, "Economic Inequality and Democratic Instability," Journal of Democracy 11, 1 (2000), 149-156.

Nov. 10, 15  
22

## **Politics and Culture: A Focus on Religion**

### **Readings:**

- [1] Anthony Gill, "Religion and Comparative Politics," Annual Review of Political Science (June 2001), 117-38.
- [2] Ronald Inglehart and Wayne Baker, "Cultural Change and the Persistence of Traditional Values," American Sociological Review 65, 1 (February 2000), 19-51.
- [3] Pippa Norris and Ronald Inglehart, "The Puzzle of Secularization in the United States and Western Europe," in Norris and Inglehart (eds.), Sacred and Secular: Religion and Politics Worldwide (Cambridge: Cambridge University Press, 2004), 83-110.
- [4] Joel S. Fetzer and J. Christopher Soper, "France: Laicite and the Hijab," in Fetzer and Soper, Muslims and the State in Britain, France, and Germany (Cambridge: Cambridge University Press, 2005), 62-97.
- [5] Samuel P. Huntington, "The Clash of Civilizations?" Foreign Affairs (Summer 1993), 22-49.
- [6] Amartya Sen, "Civilizational Imprisonments," The New Republic (June 10, 2002), 28-33.
- [7] Lisa Wedeen, "Beyond the Crusades: Why Samuel Huntington (and Bin Ladin) are Wrong," Contemporary Conflicts

Nov. 29

## **THIRD PAPER DUE IN CLASS**

Nov. 29,  
Dec. 1

### **Summing Up.**

### **The State, Democracy, and Religion: The Case of Iraq**

#### **Readings:**

- [1] Adeed Dawisha, "Democratic Institutions and Performance," Journal of Democracy 16, 3 (July 2005), 35-49.
- [2] Larry Diamond, "Lessons from Iraq," Journal of Democracy 16, 1 (January 2005), 9-23.
- [3] Khaled Abou El Fadl, "Islam and the Challenge of Democracy,"  
From <http://www.boston.review.net/BR28.2/abou.html>
- [4] William B. Quandt, "Islam Isn't the Problem,"  
From <http://www.boston.review.net/BR28.2/quandt.html>
- [5] John L. Esposito, "Practice and Theory"  
From <http://www.bostonreview.net/BR28.2/Esposito.html>
- [6] Alfred Stepan with Graeme B. Robertson, "An 'Arab' More than a 'Muslim' Electoral Gap," Journal of Democracy 14, 3 (July 2003), 30-44.
- [7] Text of the Draft Iraqi Constitution

**WED., DEC. 7<sup>th</sup>**  
**9:30-11:18**

**\*\*\*\*\*FINAL EXAM\*\*\*\*\***

