

Political Science 1200: Introduction to Comparative Politics  
Fall 2013

-Subject to Amendment-  
-Updates will be posted on Carmen as appropriate-

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MWF 9:10-10:05am  
1005 Smith Lab  
OH: Wednesday 10:10-12:00, or appointment

## Overview

This course is designed to introduce students to fundamental concepts in political science and government, presented in an explicitly comparative framework. In that limited sense it might be considered a companion course to Introduction to American Politics. Indeed, the United States will be briefly considered as a background case against which to contrast the prevailing political and economic patterns found in other parts of the world (about which this course is principally concerned).

In this course we will consider two premier political questions of the twentieth century: (1) how can democratic political institutions be created, consolidated, and improved?, and (2) what can states do to provide high levels of economic growth and socio-economic development for their citizens? There are no obvious answers to either of these questions, nor is it necessarily easy to pursue both simultaneously (i.e., they may work at cross purposes).

What we will do is examine the ways in which five different countries have addressed these questions, with varying degrees of success. In our analysis of the political and economic systems of the United States, Germany, Japan, Mexico, Russia and India we will see various combinations of democratic and authoritarian governance, as well as widely divergent levels of government control over, and/or regulation of, the economy. From these cases we will try to develop an understanding of what authoritarianism and democracy are, and how politics and economics interact. Similarly, we will consider the variations within each category—that is, the different types of democracy and authoritarianism. Finally, the course will occasionally back away from the individual case studies of how political and economic systems do work and look at what some famous political actors and philosophers have written about how they should work.

## Course Structure

This course is organized principally in a lecture format. While the style of presentation is semi-Socratic, and will thus involve a substantial amount of give and take between students and the professor in the course of lectures, time will also be reserved toward the end of each class to respond directly to any course-related questions. Definitely use this time to clarify any issues you have. Participation is at all times encouraged, and the Friday sessions will have a more informal style to facilitate catching up on things that were unclear earlier in the week.

## Teaching Assistant

The teaching assistant for the course is Josue Gómez. He can be reached at [gomez.151@osu.edu](mailto:gomez.151@osu.edu). Unfortunately, this course cannot have regular recitation sections, so you are certainly encouraged to take advantage of this time in order to clarify key concepts or answer any other course-related questions. The teaching assistant will be the principal grader for the course, but the instructor will certainly review any examination about which you might have questions as to the appropriateness of the grade received.

## Readings

The bulk of the readings for this course are found in a textbook that should be available at SBX and via any number of online retailers. A small number of additional readings will be made available on Carmen, so there will be no coursepack for purchase.

The required text for this course is:

- Mark Kesselman, Joel Krieger, and William Joseph, eds. *Introduction to Comparative Politics*, Fifth or Sixth editions. Boston: Wadsworth.

NOTE: this is a very expensive textbook, which is why the course syllabus is structured by chapters and not by page numbers. This will make it possible for you to use EITHER the fifth or sixth editions (the former is surely less expensive) of the text. The textbook is also available in kindle format. I strongly recommend that you purchase a copy or otherwise acquire a paper or electronic version.

The readings on the syllabus will from time to time be supplemented by additional material made available electronically. These readings will be available under the “content” tab of the Carmen course website.

## Website and Email

The course website can be found at [carmen.osu.edu](http://carmen.osu.edu). Important information and some handouts and readings will be available there. Notably, study guides and in-class handouts will usually be accessible there, after they have been distributed in class. Powerpoints from class lecture will be posted to the website (with a lag) after they are presented.

You must regularly (no less than thrice weekly) check your official OSU email account. Important information will be sent to the class via email. And this is the address that is used by OSU systems. If you have it forwarding somewhere else, you must make sure that messages about the class are not trapped by spam filters.

## Grades and Course Requirements

The grades for this course will be assigned based on a short quiz, two midterms, and a final exam. The weight of each component in the determination of your final grade is as follows:

Quiz	10%
Midterm I	25%
Midterm II	25%
Final Exam	40%

All exams will be cumulative, though more heavily focused on new material. The quiz and exams will principally be in short answer and essay format. To excel in this course you will have to do more than memorize and reproduce information; it will be essential that you make arguments in response to exam questions, and defend your position with evidence. You will not be graded on the position you take, but rather on the strength of your defense. The teaching assistant will grade all exams and the professor will hear any appeals of these grades.

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## University-Required Syllabus Language

### Academic Misconduct

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/>.**

### COLLEGES OF THE ARTS AND SCIENCES (ASC) GENERAL EDUCATION PROGRAM EXPECTED LEARNING OUTCOMES

In the Program of General Education, students will take coursework in several areas of study to achieve basic skills, competencies, and breadth of knowledge expected of an Arts and Sciences college-educated graduate. Learning outcomes students should achieve through coursework in various categories of the General Education Curriculum (GEC) are listed below.

### Social Science

Social science develop students’ understanding of the systematic study of human behavior and cognition; of the structure of human societies, cultures, and institutions; and of the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

1. Students understand the theories and methods of social scientific inquiry as they are applied to the studies of individuals, groups, organizations, and societies.
2. Students understand the behavior of individuals, differences and similarities in the contexts of human existence (e.g., psychological, social, cultural, economic, geographic, and political), and the processes by which groups, organizations, and societies function.
3. Students develop abilities to comprehend and assess individual and social values, and recognize their importance in social problem solving and policy making.

### **International Issues (western/non-western)**

International Issues courses help students become educated, productive, and principled citizens of their nation and the world.

1. Students exhibit an understanding of political, economic, cultural, physical, and social differences among the nations of the world, including a specific examination of non-Western culture.

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## **End of University-Required and Generated Syllabus Language**

### **Schedule of Readings**

**August 21. Introduction.**

**August 23, 26, and September 2-4. What is Democracy, What is Political Economy?**

What is comparative politics? What is democracy?  
 Markets and Democracy?  
 The politics of the rules of the game.

Reading:

- KKJ, Chapter 1.
- Friedman, Milton. 1962. "Capitalism and Freedom" (Chicago: University of Chicago Press), 1-36.
- W. Philipps Shively. 1996. *Comparative Governance* (New York: McGraw Hill), 42-63.

**NOTE: NO CLASS AUGUST 28 and 30 – AMERICAN POLITICAL SCIENCE ASSOCIATION**

**September 6-11. The United States in Comparative Perspective**

American Political Economy  
 In what ways is the US "exceptional?"

Reading:

- Steinmo, Sven. "American Exceptionalism Reconsidered: Culture or Institutions?",

106-131.

- Cohen, Jeffrey. 1997. *Politics and Economic Policy in the United States* (New York: Houghton Mifflin), 26-53.

**September 13. The Origins of German Democracy. Brief QUIZ.**

**September 16-25. German Social Consensus and the “Social Market Economy”**

The Structure of German Democracy and Politics  
The Political Economy of the German Economic Miracle(s)  
The Welfare State and Class Compromise

Readings:

- KKJ, Chapter 4.

**NO CLASS SEPTEMBER 20.**

**September 27. Midterm I Review**

**September 30. MIDTERM I**

**October 2 - 11. One Party Dominance and the Developmental State in Japan**

The Politics of One-Party Dominance in Japan  
Political and Economic Organization  
Developmentalism: Neither Competition nor Compensation.

Reading:

- KKJ, Chapter 5.

**October 14. What is Authoritarianism?**

**October 16. What is Development?**

Alexander Gerschenkron, “Economic Backwardness in Historical Perspective” in Alexander Gerschenkron, ed., *Economic Backwardness in Historical Perspective* (Cambridge, MA: Harvard University Press, 1962), pp. 1-30.

**October 18-25. “Soft Authoritarianism” and Democracy in Mexico.**

From Revolution to “Inclusionary Dictatorship”  
Corporatism and Clientelism – the Institutional Revolutionary Party  
Democratization and Crime  
Political Economy, Development, and Democratization

Readings:

- KKJ, Chapter 10.

#### **October 28-November 4. Communism, Transition, and Thermidor in Russia**

Russian Politics: From Soviet Communism to Putin and back to Putin.  
From Command Economy to Market Economy  
Winners and Losers in the Russian Transformation.

Readings:

- KKJ, Chapter 8.

#### **November 6. Midterm II Review**

#### **November 8. MIDTERM II**

#### **November 13-18. Multi-Ethnic Democracy in a Poor Country: India.**

Decolonization and Democracy  
The Distinctive Challenges of Democracy-cum-Poverty  
The Problem of Institutions

Readings:

- KKJ, Chapter 6.
- Robert Wade. 1985. "The Market for Public Office: Why the Indian State is Not Better at Development" *World Development* Vol. 13:4, 467-497.

#### **NO CLASS NOVEMBER 11 – VETERANS DAY**

#### **November 20-25. Structural Theory: Geography, Colonialism, and Disease**

Alfred W. Crosby, *The Columbian Exchange: Biological and Cultural Consequences of 1492* (Westport, CT: Greenwood Press, 1972), "Conquistador and Pestilencia," pp. 35-63.

Matthew Lange, James Mahoney, and Matthias vom Hau. "Colonialism and Development: A Comparative Analysis of Spanish and British Colonies" *American Journal of Sociology* Vol. 111:5 (March, 2006), pp. 1412-1462.

Daron Acemoglu, Simon Johnson, and James Robinson, "The Colonial Origins of Comparative Development: An Empirical Investigation" *American Economic Review* Vol. 91:5 (December, 2001), pp. 1369-1401.

#### **December 2. Final Exam Review Session**

FINAL EXAM: Wednesday Dec 11<sup>th</sup>, 8:00am-9:45am

Complete final exam schedule: <http://registrar.osu.edu/scheduling/finals/finals.asp>