

Xavier University

## Exhibit

---

Political Science Syllabi Spring 2020

Political Science Syllabi 2020

---

2020

## POLI 120 Comparative Government and Politics

Bin Yu

yub@xavier.edu

Follow this and additional works at: [https://www.exhibit.xavier.edu/political\\_science\\_syllabi\\_spring\\_2020](https://www.exhibit.xavier.edu/political_science_syllabi_spring_2020)

---

### Recommended Citation

Yu, Bin, "POLI 120 Comparative Government and Politics" (2020). *Political Science Syllabi Spring 2020*. 6. [https://www.exhibit.xavier.edu/political\\_science\\_syllabi\\_spring\\_2020/6](https://www.exhibit.xavier.edu/political_science_syllabi_spring_2020/6)

This Restricted-Access Syllabus is brought to you for free and open access by the Political Science Syllabi 2020 at Exhibit. It has been accepted for inclusion in Political Science Syllabi Spring 2020 by an authorized administrator of Exhibit. For more information, please contact [exhibit@xavier.edu](mailto:exhibit@xavier.edu).

**Department of Political Science**  
**POLI 120: Comparative Government and Politics**  
**Spring 2020**

Credit Hours: 3

Class meets from 10:00-11:15am/11:30am-12:45pm, TR @ ALT003

Instructor: Dr. Bin Yu

Office: 708 Schott

Office Hours: 2:30-4:00pm, Wednesday & Thursday, and by appointment.

Email: [Yub@Xavier.edu](mailto:Yub@Xavier.edu)

### **I. Course Description**

This course introduces key concepts, theoretical frameworks, and analytical methods commonly used today in the field of Comparative Politics. Essentially, Comparative Politics examines the various ways in which governments operate and the ways people behave in their political life. Students of Comparative Politics aim to obtain a broad global comparison of political institutions, processes, and outcomes by drawing upon political realities in countries all over the world. We start our inquiries into the field with an introduction to the comparative approach, which allows us to understand why we compare and how we compare. Students are able to acquire the basic tools of critical thinking in order to obtain a more in-depth understanding of political phenomena. Then we explore major topics in Comparative Politics, which include the state, development, regime type, institutions of government, society, culture, nationalism, ethnicity, religion, etc. During the process of our investigation, we seek to take an integrative approach to the relationship between big themes and country case studies so that students are able to better understand the meaning and logic of political events.

### **II. Course Objectives**

By the end of the semester, students should:

- be able to grasp key concepts, theoretical frameworks, and analytical methods in comparative politics.
- be more familiar with world affairs and be able to follow current events more knowledgeably.
- be able to identify and engage themselves in solving global political and economic problems.
- be able to think more critically.

### **III. Textbook**

Dickovick, J. Tyler and Jonathan Eastwood. 2019. *Comparative Politics: Integrating Theories, Methods, and Cases* (3<sup>rd</sup> edition). NY: Oxford university Press (Referred to as *CP* in this syllabus).

\*Readings not included in the textbook are available on *Canvas*.

#### IV. Important Dates

January 28 (Tuesday): sign up for case study project.

February 4 (Tuesday): submit case study project proposal.

March 5 (Thursday): midterm exam.

April 14 (Tuesday): Final day for withdrawal from class.

May 5 (Tuesday): Final exam @10:30am for 11:30am class/May 7th (Thursday): Final Exam @ 8:30am for 10:00am class.

#### V. Grade Distribution and Grading Policies

Your course grade is comprised of five parts— class participation, announced quizzes, a midterm exam, a case study project, and a final exam.

- Participation
- Quizzes (25%)
- Midterm Exam (30%)
- Case Study Project (15%)
- Final Exam (30%)

Course grades will be based on the following scale:

A	94.0-100%	C+	78.0-80.9%
A-	91.0-93.9%	C	74.0-77.9%
B+	88.0-90.9%	C-	71.0-73.9%
B	84.0-87.9%	D	60.0-.70.9%
B-	81.0-83.9%	F	<60

#### VI. Overview of Tests and Assignments

- Class Participation:

Participation is an integral part of this course. Students are expected to attend class and to be prepared to discuss course readings, questions raised in lectures, and current events. I encourage you to contact me after class with any questions, concerns, and ideas about this course. Throughout the semester, you are allowed to have one unexcused absence. Any additional absence, if unexcused by me, will downgrade your overall course grade by half a letter grade, e.g., from A to A-.

- Quizzes (25%):

There will be ten announced quizzes throughout the semester. Three of your worst performances will be dropped, and the other eight quizzes will account for 25% of your overall course grade.

- Midterm exam (30%)

There will be a midterm exam on March 5th (Thursday). The midterm exam is comprised of multiple choice, short answer, and essay questions.

- Case Study Project (15%)

In order to enhance your critical thinking, research, and presentation skills, you are required to conduct and present a case study project. Instructions and guidelines of the case study project will be handed out during the second week of the semester.

- Final Exam (30%)

The final exam is on May 5 (Tuesday) for the 11:30am class/May 7th (Thursday) for the 10:00am class. It will be comprised of multiple choice, short answer, and essay questions.

## VII. Course Schedule and Readings:

### *Week 1. Politics and Comparative Politics*

Tuesday 1/14. Introduction to the Course

- Syllabus

Thursday 1/16 Introduction to Comparative Politics

- Chapter 1 (pp. 1-23) in *Comparative Politics*

### *Week 2. The Comparative Method: Why and How?*

Tuesday 1/21. Theories, Hypotheses, and Evidence

- Chapter 2 (pp. 24-46) in *Comparative Politics*

Thursday 1/23. The Science in Social Sciences

- \*King, Gary, Robert Keohane and Sidney Verba. (1994). The Science in Social Sciences, excerpt from *Designing Social Inquiry*, 3-12.
- Canvas Assignment due

### *Week 3.*

Tuesday 1/28. Quiz 1

- Sign up for case study project

Thursday 1/30. Video: *The Dark Ages* (2007), History Channel

- Canvas Assignment due

### *Week 4.*

Tuesday 2/4. The State I

- Chapter 3 (pp. 47-70) in *Comparative Politics*

Thursday 2/6. The State II

- \*Herbst, J. (1990). War and the State in Africa. *International Security* 14(4), 117-139.

### *Week 5.*

Tuesday 2/11. Political Economy I

- Chapter 4 (pp. 71-96) in *Comparative Politics*

Thursday 2/13. Political Economy II

- \*Esping-Andersen, Gosta. (1990). Chapter 1, *The Three Worlds of Welfare Capitalism*. Princeton, NJ, Princeton University Press; Cambridge, Polity Press, 9-34.

### *Week 6.*

Tuesday 2/18. Development I

- Chapter 5 (pp. 97-120) in *Comparative Politics*

Thursday 2/20. Development II

- \*Acemoglu, Daron. (2003). Root causes: A Historical Approach to Assessing the Role of Institutions in Economic Development. *Finance and Development* 40, 27-30.

*Week 7.*

Tuesday 2/25. Democracy and Democratization I

- Chapter 6 (pp. 121-146) in *Comparative Politics*

Thursday 2/27. Democracy and Democratization II

- \*Lipset, Seymour M. (1960). Economic Development and Democracy, excerpt from *Political Man*, 31-51.

*Week 8.*

Tuesday 3/3. Authoritarian Regimes and Democratic Breakdown I

- Chapter 7(pp. 147-173) in *Comparative Politics*

Thursday 3/5.

- Midterm Exam (please bring a blue book and pen)

*Week 9. Spring Break*

Tuesday 3/10 & Thursday 3/12.

- No class

*Week 10.*

Tuesday 3/17. Authoritarian Regimes and Democratic Breakdown II

- \*Levitsky, Steven and Lucan Way. (2010). Chapter 1, *Competitive Authoritarianism: Hybrid Regimes after the Cold War*, 3-36.

Thursday 3/19. Constitutions and Constitutional Design I

- Chapter 8 (pp. 174-200) in *Comparative Politics*

*Week 11.*

Tuesday 3/24. Constitutions and Constitutional Design II

- \*Stepan, A. C. (1999). Federalism and Democracy: Beyond the U.S. Model. *Journal of Democracy* 10(4), 19-34.

Thursday 3/26. Legislatures and Legislative Elections I

- Chapter 9 (pp. 201-228) in *Comparative Politics*

*Week 12.*

Tuesday 3/31. Legislatures and Legislative Elections II

- \*Iversen, T., & Soskice, D. (2006). Electoral Institutions and the Politics of Coalitions: Why Some Democracies Redistribute More than Others. *The American Political Science Review*, 100(2), 165-181.

Thursday 4/2. Executives

- Chapter 10 (pp. 229-253) in *Comparative Politics*
- \*Linz, Juan. (1990). The Perils of Presidentialism. *Journal of Democracy* 1 (1), 51-69.

*Week 13.*

Tuesday 4/7. Political Parties, Party Systems, and Interest Groups I

- Chapter 11 (pp. 254-279) in *Comparative Politics*

Thursday 4/9. Easter Holiday

- No class

*Week 14.*

Tuesday 4/14. Political Parties, Party Systems, and Interest Groups II

- \*Duverger, Maurice. (1954). The Number of Parties, excerpt from *Political Parties: Their Organization and Activity in the Modern State*, 436-40.

- Mock Election

Thursday 4/16. Revolutions and Contention I

- Chapter 12 (pp. 280-307) in *Comparative Politics*

*Week 15.*

Tuesday 4/21. Revolutions and Contention II

- \*Goldstone, Jack. A. (2011). Understanding the revolutions of 2011. *Foreign Affairs*. 90 (3), 8-16.

Thursday 4/23. Nationalism and National Identity

- Chapter 13 (pp. 308-327) in *Comparative Politics*

*Week 16.*

Tuesday 4/28. Race, Ethnicity, and Gender

- Chapter 14(pp. 328-350) in *Comparative Politics*

Thursday 4/30. Ideology and Religion in Modern Politics

- Chapter 15 (pp. 351-371) in *Comparative Politics*

*Week 17 Final Exam*

10 am class: 8:30- 10: 20am on **Thursday, May 7th**/11:30am class: 10:30am- 12:20pm on **Tuesday, May 5<sup>th</sup>**.

## VIII. University Policies

**Academic Honesty** – The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record including letters of recommendation. All work submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited, as is the use of any work untruthfully submitted as one's own. Note that you are responsible for ensuring that the words and ideas of others are properly attributed in *any* item that you submit, regardless of whether your submission is intentional or inadvertent and regardless of whether you consider the work a draft, notes or final submission.

**Copyright Policy** - Copyright laws and fair use policies protect the rights of those who have produced the material. To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit the [library copyright Web page](#) and download the following for reference purposes: [http://www.xavier.edu/library/copyright/copyright\\_policy\\_2009.pdf](http://www.xavier.edu/library/copyright/copyright_policy_2009.pdf) / . Xavier University, Canvas & Blackboard course sites contain copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

## VIII. Academic Support

**Students with Disabilities** – Students in need of accommodation based on the impact of a documented disability should notify the course instructor and contact Cassandra Jones in the Learning Assistance Center at 513-745-3280 or e-mail [jonesc20@xavier.edu](mailto:jonesc20@xavier.edu) to coordinate reasonable accommodations.

**Writing Center** - The [Writing Center](#) offers free one-on-one tutoring on writing assignments for all Xavier students. The Writing Center is located in the Conaton Learning Commons room 400. <http://www.xavier.edu/writingcenter/>

**Learning Assistance Center** - The [Learning Assistance Center](#) (LAC) provides support services to facilitate learning. The LAC has two main purposes: tutoring and disability

services. The tutoring services include subject specific tutoring, drop-in sessions, study skills assistance, and Supplemental Instruction (SI). For students with documented disabilities, services include accommodations such as extended time on exams, reduced distraction testing environment, note-taking assistance, and assistive technology. Services are provided in a positive and encouraging environment, which promotes appreciation for diversity and *cura personalis*. The LAC is located in the Conaton Learning Commons room 514. The web address is: <http://www.xavier.edu/lac/>.

**Sex Discrimination** - Xavier University seeks to provide an environment that is free from discrimination based on sex and/or gender. If you have experienced sex discrimination, including sexual violence, intimate partner violence, stalking, or sexual harassment, we encourage you to seek support from Xavier's confidential Advocacy & Prevention Coordinator and to report to Xavier's Chief Title IX Officer and/or Xavier University Police Department. Xavier faculty is committed to supporting students and promoting a safe, respectful environment. Therefore, if a student shares information regarding sex discrimination with a Xavier faculty member, that faculty member will share this information with Xavier's Chief Title IX Officer so that she can provide you with comprehensive information on your rights, options, and available resources. When sharing information with a faculty member, you may choose to withhold identifying information until you have spoken to a confidential resource to learn all options and resources. For a list of confidential and non-confidential resources, see: <http://www.xavier.edu/titleix/documents/22015-16XavierGender-BasedSexualMisconductReportingSupportOptions.pdf>.