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| **Introduction to Comparative Politics** | Professor Sven Steinmo |
| Political Science 2012  Fall 2020 | Office Hours:  Mondays: 2:00 - 4:00, Tues. 9:00- 11:00 |
| Mon. + Wed.  10:20am – 11:10am | Office:  Ketchum 157 |
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**Online format and the COVID crisis**

As we all know, the pandemic has changed education in rather fundamental ways.  given that this is intended to be a large introductory level course that traditionally has over 400 students it will be impossible for us to meet face-to-face in a classroom on campus. consequently, we will make several adjustments. first, the lectures will be presented online at the scheduled time for the course on Mondays and Wednesdays. Each lecture (and the powerpoints that go with it) will also be put online and available through the Canvas system available through your university web browser. This will allow those of you who are not able to login at the time of the course lecturers to be able to review the lectures and the media presentations that go with them at a time that suits you better.

Of course, this will all be an experiment. I have not taught the course like this online and I expect none of you have taken a course like this online. I will do everything I can to make this course as interesting and productive as I possibly can. I will also have open " zoom" office hours on Mondays and Tuesdays.  I hope that you will contact me directly with questions and issues you would like to discuss during these open hours. I can also be reached by email at [steinmo@colorado.edu](mailto:steinmo@colorado.edu).

It is our hope that you will be able to have “in person” discussion sections in which you will be able to directly interact with your teaching assistants and each other. At this point, however, we are unclear whether this will be possible given the recurrent “waves” of the Covid-19 virus.  We will just have to wait and see.

**What is this course all about?**  
This course is intended as an introduction to different political and economic systems found around the world. We will focus on several broad issues and questions and examine a limited set of countries for comparison. It is my hope to introduce the student to a variety of issues and dilemmas that are likely to be of key significance to them as citizens in a globalizing and shrinking world. We will explore the relationships between political, economic and social development as we seek to understand three basic questions:

* **How did ‘The West’ become so rich?**
* **Why are poor countries so poor?**
* **Will the 21st Century be Asian?**

**Structure of the Course:**

In the first section of the course we begin a discussion of the democratic/capitalist world. We ask, how and why did democratic capitalism develop when and where it did? Here we will try to understand the relationship between capitalism, free markets and the growth of modern democracy. We will see that the very meaning of “democracy” and the functioning of modern capitalism can be quite different in different democratic countries. In this section of the course we will focus on the cases of Britain and the United States.  We explore the relationship between liberal democratic capitalism and their rise as world powers.  We will also examine some of the stresses these countries now face as the world becomes ever more ‘globalized.’

In the second part of the course we will examine some less developed nations in the world today. First, we will look at some of the generic problems of less developed nations in an attempt to understand their common dilemmas as they try to modernize in an increasingly integrated world. Of course, we cannot cover all countries in the developing world in one semester so we will focus on the African case of Nigeria as well as our Latin American neighbor to the south, Mexico.  We hope to develop a somewhat better understanding of the different issues, opportunities and conflicts that these countries and regions face. We will try to understand both why these countries have not “succeeded” in becoming liberal capitalist democracies, and whether the standards and models of essentially European/American capitalist democracy are reasonable and appropriate for countries struggling with nationhood in the modern global world economy.

In the final third of the course we will examine the newly rising powers in East Asia.  Many have suggested that these countries will be the next superpowers as twilight of liberal democratic capitalism wanes.  First, we will look at the rise (and fall?) of the Japanese economic miracle and then the booming power of China.

We conclude the course by returning to our original questions about the rise (and fall?) of liberal democracy in an increasing competitive and globalized world.

In sum, this course is intended to offer students a survey of the world through the lens of comparative politics. I hope to give the students an understanding of the variation in political and economic systems in the world and to give them some tools which might help them understand why different countries have taken such divergent paths. Once we have a better understanding of how and why modern countries are so different, then perhaps we can have a more intelligent discussion about how and whether they can or should be “more like us.”

**Requirements:**  
Your grade in the course will be based on: 1) a mid-term exam (25%); 2) the final exam (35%); 3) participation in discussion seminars (10%); 5) three  quizzes (10% each).

* Mid-term,                                                 =          25% of class grade.
* Final exam,                                              =          35% of class grade
* Recitation participation                           =          10 % of class grade
* Three quizzes                                          =          30% of class grade (10% each)

*Exams:*

The mid-term will be worth 25% of the class grade. The final will be cumulative and will count for 35% of the class grade. The mid-term and final exams will consist of short answer questions as well as longer essay questions. Exams will cover both assigned reading and materials presented in the class lecture/discussions as well as materials presented in the documentary films shown during class. You will be given a choice of different essay questions to write on at least 3 days in advance of the actual exam. The professor will choose the particular questions you will write on at the time of the exam. Given the novelty of the whole on-line experience, we will work out the details of the exams as we move into the semester.

*Recitation sections:*

Participation in the weekly discussion sections is an important component of this class and will account for 10% of your overall course grade.  Students are expected to read the assigned reading for each class session before their discussion class recitation meets.  Student's grade in recitation will be based on: a) attendance, b) participation and c) preparedness (e.g. have you done the reading and are you prepared to discuss/debate it?).

*Quizzes:*

There will be three quizzes in this semester. They will be announced during lecture on the day of the quiz. In other words, they will be “pop” quizzes. They will be offered “on-line” and you will be given a specific amount of time to complete the quiz.  The quizzes are designed to ensure that you are doing the course readings, following course lectures and discussion topics held in your recitation sections.  Given the fact that this is now an “online” course, I am a little uncertain the exact format of these quizzes. My expectation is that the quiz questions will be given to you at the end of a specific lecture and you will have a relatively short period (2-4 hours?) to answer the questions and submit your answers online directly to your TA.  The quizzes may consist of short answer questions.  Each quiz will be worth 10% of course grade each for a total of 30% of the course grade.

**Required Readings:**

O’Neil et al., *Cases in Comparative Politics, Norton*, 2018

Course reader: **“University of Colorado Boulder PSCI 2012*, Introduction to Comparative Politics Custom Edition*”**

Additional readings will be available on the class website/Canvas page.

***Weekly schedule***

**August 24** -     Introduction

***PART I:  Why are the Rich, So Rich?***

**August 26** – Why did “The West” grow so rich?  Ideas, Institutions, Technology.

Readings:  A. Clark, *“A Sixteen Page Economic History of the World”* (See class website or:

<http://assets.press.princeton.edu/chapters/s8461.pdf> )

**August 31** -- Why Britain?

Readings:  Yural Harrari, *Sapiens, selections* from Chapters 16 and 17.

[*Sapiens chapter 16-17 redacted.pdf*](file:////courses/65249/files/21079245/download%3fwrap=1)

*Also on class Canvass Calendar website.*

*See “calendar”.*

**September 1** – The Evolution of Democratic Capitalism in Britain.

Readings: P. O’NEIL et. al., *Cases in Comparative Politics,* Chapter 2, “Britain,” pages 35-61.

**September 3** – British ideas in the New World

Readings: P. O’NEIL et. al., *Cases in Comparative Politics,* Chapter 2, “Britain,” pages 61 -87.

***September 7 – Labor Day, No class meeting***

**September 9** – America, The Land of Milk and Honey

Readings:  F. Turner, *The Significance of the Frontier in American History*, Chapter 1,

[Turner Intro to Frontier Thesis.pdf](file:////courses/65249/files/21079275/download%3fwrap=1)

**September 14** – American Exceptionalism and America Leadership

Readings:  P. O’NEIL et. al., *Cases in Comparative Politics,* Chapter 2, “USA” pages 93-116.

and, Steinmo, [KELLER essay.pdf](file:////courses/65249/files/21079314/download%3fwrap=1)

**September 16** – Trouble in Paradise?

Readings:  P. O’NEIL et. al., *Cases in Comparative Politics,* Ch. 2, “USA” pages 116-140.

**September 21** – Brexit/Trump and the end of Liberalism?

Readings:  *The Economist,* “*What’s Gone Wrong with Democracy?”*

[What's wrong with Democracy Today?.docx](file:////courses/65249/files/21079241/download%3fwrap=1)

**September 23** – Summing up Part 1 –

***PART II – WHY ARE THE POOR SO POOR?***

**September 28** – Introduction to the Developing World

Readings:  Class Reader, A. Baker, *Geography and Economic Prosperity*, Chapter 1, pages 1- 23

**September 30** – Why are the Poor So Poor?

Readings:  “The Plunder of Africa” book review, By Howard French. See Class Calendar.

[The Plunder of Africa \_ Foreign Affairs.pdf](file:////api/v1/canvadoc_session%3fblob=%257B%2522moderated_grading_whitelist%2522:null,%2522enable_annotations%2522:null,%2522enrollment_type%2522:null,%2522anonymous_instructor_annotations%2522:null,%2522submission_id%2522:null,%2522user_id%2522:107720000000166593,%2522attachment_id%2522:21079317,%2522type%2522:%2522canvadoc%2522%257D&hmac=f66929c853818e54d3b60200e80c55411c1627f1)

**October 5** – Africa – The Legacies of Colonialism

Readings:  Class Reader, A. Baker, *Slavery and Colonialism*,

**October 7** – The Nigerian Story,

Readings: P. O’NEIL et. al., *Cases in Comparative Politics,* Ch. 14, pp. 731-746 and pp 766- 772.

**October 12** – Africa Booming?

Readings: Class Reader, *Africa in Transition*, Class Reader, *Introduction to Comparative Politics*

**October 14** – Latin America

Readings: Class Reader, A. Baker, *Globalization and Neo-colonialism*,

**October 19** – Mexico

Readings: P. O’NEIL et. al., *Cases in Comparative Politics,* Ch. 11, pp. 560-571.

**October 21** - Mexico

Readings: P. O’NEIL et. al., *Cases in Comparative Politics,* Ch. 11, pp. 571-615.

**October 26** – The Problem of Aid

Readings: Class Reader, A. Baker, “Foreign Aid and the Bretton Woods Institutions,”

**October 28**

**Mid-Term Exam**

***PART III --- WILL THE 21ST CENTURY BE ASIAN?***

**November 2** – Will the 21st Century be Asian?

Readings: James Fallows, *“How the World Works,”* (see class WEB site).

[Fallows - How the World Works .pdf](file:////api/v1/canvadoc_session%3fblob=%257B%2522moderated_grading_whitelist%2522:null,%2522enable_annotations%2522:null,%2522enrollment_type%2522:null,%2522anonymous_instructor_annotations%2522:null,%2522submission_id%2522:null,%2522user_id%2522:107720000000166593,%2522attachment_id%2522:21079324,%2522type%2522:%2522canvadoc%2522%257D&hmac=f2a2b49217f4ec19db9af6bcc59dea824cd4b675)

**November 4** – The Japanese Miracle

Readings: P. O’NEIL et. al., *Cases in Comparative Politics,* Ch. 6, pp. 275 - 300.

**November 9**– What Happened to the Miracle?

Readings: P. O’NEIL et. al., *Cases in Comparative Politics,* Ch. 6, pp. 300 - 329.

**November 11** – East Asia Rising?

Readings: P. O’NEIL et. al., *Cases in Comparative Politics,* Ch. 8, pp. 386 - 414.

**November 16** -- The Century of Humiliation

Readings: P. O’NEIL et. al., *Cases in Comparative Politics,* Ch. 8, pp. 415 - 444.

**November 18** – A New Economic Model?

Readings: *“China is Done Biding its Time,”*  Curt Cambell and Mira Rapp-Hooper,

[China Is Done Biding Its Time \_ Foreign Affairs.pdf](file:////courses/65249/files/21079328/download%3fwrap=1)

**November 23** – The Future of China (and the World).

Readings:  *“China vs. America”* by Graham Allison, see class calendar

[China vs. America \_ Foreign Affairs.pdf](file:////courses/65249/files/21079329/download%3fwrap=1)

**November 25** -- The Twilight of the Liberal World?

Readings: R. Kagen, *“The Twilight of the Liberal World*?”

[The twilight of the liberal world order.pdf](file:////courses/65249/files/21079333/download%3fwrap=1)

***November 26 -- Thanksgiving.***

**November 30** – Inequality and the Challenges of Globalization

Readings --  TBA

**December 2** -- Dealing with Crises in the Modern World

Readings -- TBA

**December 7** – Last Class – Summing up

**FINAL EXAM      TBD**

**Final Notes and Requirements:**

**Classroom Behavior**

Both students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote or online. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy.  For more information, see the policies on [classroom behavior](http://www.colorado.edu/policies/student-classroom-and-course-related-behavior) and the [Student Code of Conduct](https://www.colorado.edu/sccr/sites/default/files/attached-files/2019-2020_student_code_of_conduct_0.pdf).

**Requirements for COVID-19**

As a matter of public health and safety due to the pandemic, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements, and public health orders in place to reduce the risk of spreading infectious disease. Required safety measures at CU Boulder relevant to the classroom setting include:

* maintain 6-foot distancing when possible,
* wear a face covering in public indoor spaces and outdoors while on campus consistent with state and county health orders,
* clean local work area,
* practice hand hygiene,
* follow public health orders, and
* if sick and you live off campus, do not come onto campus (unless instructed by a CU Healthcare professional), or if you live on-campus, please alert [CU Boulder Medical Services](https://www.colorado.edu/healthcenter/coronavirus-updates/symptoms-and-what-do-if-you-feel-sick).

Students who fail to adhere to these requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to [Student Conduct and Conflict Resolution](https://www.colorado.edu/sccr/). For more information, see the policies on [COVID-19 Health and Safety](https://www.colorado.edu/policies/covid-19-health-and-safety-policy) and [classroom behavior](http://www.colorado.edu/policies/student-classroom-and-course-related-behavior) and the [Student Code of Conduct](http://www.colorado.edu/osccr/). If you require accommodation because a disability prevents you from fulfilling these safety measures, please see the “Accommodation for Disabilities” statement on this syllabus.

Before returning to campus, all students must complete the [COVID-19 Student Health and Expectations Course](https://www.colorado.edu/protect-our-herd/how#anchor1). Before coming on to campus each day, all students are required to complete a [Daily Health Form](https://www.colorado.edu/protect-our-herd/daily-health-form).

Students who have tested positive for COVID-19, have symptoms of COVID-19, or have had close contact with someone who has tested positive for or had symptoms of COVID-19 must stay home and complete the [Health Questionnaire and Illness Reporting Form](https://www.colorado.edu/protect-our-herd/daily-health-form) remotely. In this class, if you are sick or quarantined**,**please notify me and your TA of your condition.

**Accommodation for Disabilities**

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed.  Disability Services determines accommodations based on documented disabilities in the academic environment.  Information on requesting accommodations is located on the [Disability Services website](https://www.colorado.edu/disabilityservices/). Contact Disability Services at 303-492-8671 or [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu) for further assistance.  If you have a temporary medical condition, see [Temporary Medical Conditions](http://www.colorado.edu/disabilityservices/students/temporary-medical-conditions) on the Disability Services website.

**Preferred Student Names and Pronouns**

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

**Honor Code**

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code ([honor@colorado.edu](mailto:honor@colorado.edu)); 303-492-5550). Students found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](https://www.colorado.edu/osccr/honor-code).

**Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation**

The University of Colorado Boulder (CU Boulder) is committed to fostering an inclusive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, or protected-class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or [cureport@colorado.edu](mailto:cureport@colorado.edu). Information about the OIEC, university policies, [anonymous reporting](https://cuboulder.qualtrics.com/jfe/form/SV_0PnqVK4kkIJIZnf), and the campus resources can be found on the [OIEC website](http://www.colorado.edu/institutionalequity/).

Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, dating and domestic violence, stalking, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

**Religious Holidays**

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance.  In this class, we will make every reasonable accommodation for differing religious beliefs and holidays.

See the [campus policy regarding religious observances](http://www.colorado.edu/policies/observance-religious-holidays-and-absences-classes-andor-exams) for full details.