

Introduction to Comparative Politics	Professor Sven Steinmo
Political Science 2012 Fall 2018	Office Hours: Mon.: 3:00-5:30pm and Tues. 1:30-2:30
Class lectures: Math 100, M + W 10:00-10:50am	Office: Ketchum 157
e-mail: steinmo@colorado.edu	Telephone: 492-1283

Course Purpose:

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 while examining 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 third 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 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 these ostensibly similar 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 the 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. The course will end with a puzzle: Has liberal democratic capitalism run its course?

In conclusion, this course is intended to offer students somewhat of a survey of the world through the lens of comparative political economy. 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) two mid-term exams (worth 20% of total class grade each); 2) a research paper (20%); 3) the final exam (30%); and 4) participation and attendance in discussion seminars (10%). Students should bring class “clickers” to the weekly lectures.

- 1st Mid-term, in class = 20% of class grade.
- 2nd Mid-term in class = 20% of class grade
- Research paper = 20 % of class grade.
- Final exam, Sun. May 6, 1:30 p.m = 30% of class grade
- Recitation participation and attendance = 10 % of class grade

Exams:

Each mid-term will be worth 20% of the class grade. The final will be cumulative and will count for 30% of the class grade. The mid-terms and final exams will consist of short answer questions as well as essay questions. These essay questions will be available at our WEB site at least one week before each exam. Exams will cover both assigned reading and materials presented in the class lecture/discussions as well as materials presented in the documentaries, films and videos shown during class.

Short research paper

Each student is required to write a short research paper which takes up some of the major themes of this course and focuses on a particular country. In other words, you may choose to write a paper on a country (or region, with permission from your TA) and try to explain their political and economic status. You may focus on a developing/poor country, a wealthy country, or a rising nation. The key question you will be asked to explore is what explains that country’s relative success, or failure, in the modern world? For example, you may be interested in Argentina, or Tanzania and wonder why these apparently resource rich countries have had so many difficulties developing successful democratic/capitalist regimes? Or, you may be interested in examining a

country like Sweden, or Germany, try to explain how and why they have apparently done so well despite their high levels of taxation and government regulation. The point here is to give you the opportunity to explore, research and write about a country (or region?) that you find particularly interesting. In any case, **you are required** to meet with your TA at least two weeks before the paper is due and have the basics of your paper pre-approved before you can submit the final paper. You will be expected to engage in real research for this paper. It should include an extensive bibliography with diverse sources. We expect these papers to be between 8 and 10 pages each (double spaced, 11 or 12 font, regular margins), including the bibliography.

Your paper should develop an argument and properly address the counter arguments to your thesis. Papers will be due in class on December 3, 10:50 am. We will, of course, discuss expectations for this paper later in the semester. Papers must be simultaneously turned into the class Canvas web page and submitted to *Turnitin.com* to check for plagiarism (see below).

Papers that are turned in late will be marked down one “notch” for each day it is late. So, for example, a paper turned in on December 4 (one day after the due date) which would have received a “B” grade, will receive a “B-“. A paper that would have received an “A” if turned in on time, but is turned in two days late will receive a “B+”.

Grading:

All assignments will be graded according to the following scale:

A	=	94+
A-	=	90-93
B+	=	87-89
B	=	84-86
B-	=	80-83
C+	=	77-79
C	=	74-76
C-	=	70-73
D+	=	67-69
D	=	64-66
D-	=	60-63
F	=	59 and below

Papers, exams, or assignments that are not turned in will receive “0” credit.

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 week before their discussion class recitation meets. Speak to your TA about specific requirements. 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?).

Plagiarism:

I take plagiarism very seriously. Plagiarism is defined as the use of another's ideas or words without appropriate acknowledgment. Examples of plagiarism include: failing to use quotation marks when directly quoting from a source; failing to document distinctive ideas from a source; fabricating or inventing sources; and copying information from computer-based sources, i.e., the Internet.

Papers or exams that are discovered to be plagiarized will be given an "F" and the student will be given an "F" for the entire course. For information on Turnitin, please refer to <https://oit.colorado.edu/services/teaching-learning-tools/turnitin-plagiarism-protection>.

Required Readings:

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

Course reader: "**University of Colorado Boulder PSCI 2012, *Introduction to Comparative Politics Custom Edition***" Exclusive * Paperback ISBN: 9781544329949

Additional readings will be available on the class website/Canvas page.
<https://canvas.colorado.edu>

Weekly schedule

All assignments are subject to change.

Please keep a close look at the course canvas page each week on the "Calendar" page.

August 27 Introduction --
Reading: No required reading

PART I: Why are the Rich, So Rich?

August 29 – The Spirit of Capitalism: How did the West get so rich?
Readings: A. Clark, "*A Sixteen Page Economic History of the World*" (See class Canvas website: <https://canvass.colorado.edu> look at the "calendar."
OR, go directly to the website: <http://assets.press.princeton.edu/chapters/s8461.pdf>)

September 2, no class meeting (enjoy your Labor Day weekend).

September 5 -- Why Britain?

Readings: Yurial Harrari, *Sapiens*, selections from Chapter 16 and 17. See class Canvas website. See “calendar”.

September 10 – The Co-Evolution of Democracy and Capitalism

Readings: P. O’NEIL et. al., *Cases in Comparative Politics*, Chapter 2, “Britain,” pages 35-58.

September 12 – The Rise (and Fall?) of Britain

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

September 17 –In the Land of Milk and Honey

Readings: F. Turner, *The Significance of the Frontier in American History*, Chapter 1, See class Canvas website. See “calendar”.

September 19 – American Exceptionalism and America Institutions

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

September 24– The rise of the Activist State

Readings: P. O’NEIL et. al., *Cases in Comparative Politics*, Ch. 2, “USA” pages 118-140.

Read also: The Universal Declaration of Human Rights:

<http://www.un.org/en/universal-declaration-human-rights/index.html>

September 26 – Trouble in Paradise?

Readings: *The Economist*, “What’s Gone Wrong with Democracy?” On class Canvas website. See “calendar”.

Readings on Liberalism under Threat (To be announced: probably from recent *Foreign Affairs*).

October 1 ---- In class Mid-term Exam

PART II – WHY ARE THE POOR SO POOR?

October 3 – Introduction to the Developing World

Readings: Class Reader, A. Baker, *Geography and Economic Prosperity*, Chapter 1, pages 1-12

October 8 – Is Geography Destiny?

Readings: Class Reader, A. Baker, *Geography and Economic Prosperity*, Ch. 1, pages 12-23

October 10 – Africa: The Legacies of Colonialism

Readings: Class Reader, A. Baker, *Slavery and Colonialism*, Chapter 2, pp. 23-47

October 15 – The Nigerian Story

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

October 17 – The danger of a Single Story: Is Africa Booming?

Readings: Class Reader, Jason McClure, *Booming Africa?* Chapter 3, pp. 47-33.

October 22 – Introduction to Latin America

Readings: Class Reader, A. Baker, *Globalization and Neo-colonialism*, Chapter 4, pp. 73-99.

October 24 – Mexico

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

October 29 - Mexico

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

October 31– The Dilemmas of International Aid

Readings: Class Reader, A. Baker, “Foreign Aid and the Bretton Woods Institutions,” Ch. 5, pp 99-125

November 5 – Summing up the course so far.

November 7 -- 2nd Mid-Term Exam -- in Class

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

November 12 - Asia Rising

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

November 14 – The Japanese Hybrid

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

November 19 – 21 Thanksgiving Break --- Enjoy your holiday

November 26 – What Happened to the Japanese Miracle?

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

November 28 – East Asia Rising?

Readings:

Graham Alison, *Chapters 1 and 6* from “*Destined for War?*.” See class Canvas website.

December 3 -- The Century of Humiliation

Readings: P. O'NEIL et. al., *Cases in Comparative Politics*, Ch. 8, pp. 387 - 414.

December 5 – The Rise Post-Communist China

Readings: P. O’NEIL et. al., *Cases in Comparative Politics*, Ch. 8, pp. 415 - 436. And, Gary King, et. al. "How censorship in China allows government criticism but silences collective expression." *American Political Science Review*, 107.2 (2013): 326-343. See *class Canvas website*:

December 10 – The Future of China (and the World)

Readings: Graham Alison, *Chapters 7* from “*Destined for War?*.” See *class Canvas website*. And, class Reader, Peter Katel, “*Emerging China*” Chapter 6, pp. 125-147.

Also suggested:

Forbes Magazine article, “*The Future of China*,” (To be announced, see class website).

December 12 – Conclusions and Implications

Readings: R. Kagen, “*The Twilight of the Liberal World?*” (see class website).

FINAL EXAM Saturday, December 15, 4:30 – 7:00pm

Final points:

SYLLABUS STATEMENTS

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](#). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](#) under the Students tab on the Disability Services website.

Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. 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. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on [classroom behavior](#) and the [Student Code of Conduct](#).

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); 303-492-5550). Students who are 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](#).

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (including sexual assault, exploitation, harassment, dating or domestic violence, and stalking), discrimination, and 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. Information about the OIEC, university policies, [anonymous reporting](#), and the campus resources can be found on the [OIEC website](#).

Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, 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. I will make every attempt to accommodate you if given at least two weeks notice.

See the [campus policy regarding religious observances](#) for full details.