

course time: Tuesdays and Thursdays, 11:00am-12:20pm

classroom: Beasley 206

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office hours: Tuesdays and Thursday 12:30-1:30, Wednesdays 1:00-2:00, or by appointment

office: Scharbauer 2007F

Course Description and Objectives

Just a few hundred years ago, people all over the world worked in jobs that they were born into and lived in communities that they rarely left. Most people did not go to school or learn to read. People had limited awareness of what was happening in the next town over, let alone elsewhere in the world.

Today, however, the world looks very different. We work jobs that we choose for ourselves and that might be quite different from the jobs that our parents had. Most of our countries aspire to universal public education and literacy. Even those of us that rarely leave our towns are aware that there are many other countries and continents in the world. We often consider ourselves as citizens of “nations,” rather than just our local villages.

What happened? How did human societies transform so rapidly and completely? In the first unit of this class, we will look at two different sets of answers to these questions about the origins of modern societies: one by Karl Marx and one by Max Weber.

In our second unit, we will look at the many different types of governments in the world. What factors can explain which kinds of countries end up with which kinds of governments? What impact does the type of government have on the society that it governs?

In our third unit, we will consider the various identity categories that shape our lives and the lives of people all over the world. How do categories like nationalism, gender, and religion shape the way that people think and act politically?

In our fourth and final unit, we look at questions relating to why some states have developed so much faster than others and why conservative populism—exemplified by Brexit and the election of Donald Trump—has emerged all over the world.

After taking this class you will be able to:

1. Effectively analyze issues relating to comparative politics, including issues relating to states, nations, societies, regime-types, political identities, and development
2. Critically and thoughtfully evaluate claims made by others about issues relating to comparative politics
3. Communicate clearly and effectively in writing about comparative politics

4. Speak confidently and clearly before an audience of your peers about comparative politics
5. Critically and carefully read challenging texts about comparative politics

Expectations and Course Policies:

1. *Assigned readings:* Prepare for each class by carefully reading the assigned materials, and bring the day's assigned reading to class with you.
2. *Current events:* Read the "World" section in either the *New York Times* or the *Wall Street Journal* daily.
3. *Attendance Policy:* Come to class on time, stay for the duration, and participate actively. This course will work best if you come prepared to participate in discussions. If you miss a class where an in-class activity or pop quiz was administered, you will receive a grade of zero unless the absence was an Official University Absence or unless the absence was due to properly documented illness or a properly documented personal/family emergency. If you leave early on a day that you submitted work (without prior approval) you will receive a grade of zero on that work.
4. *Technology Policy:* Students wishing to use computers, tablets, or smartphones to take notes in class are requested to use those devices *only* for class related purposes. I know how tempting it can be to use an electronic device for Instagram, Facebook, Twitter, Pinterest, Ravelry (the knitting social networking site), games, and other fun distractions, but if I catch a student doing so, that student will no longer be permitted to bring his or her electronic device to class. Remember that your primary responsibility at TCU is to learn. If you don't trust yourself to avoid online distractions, I encourage you to take notes with a pen or pencil. If I catch you using an electronic device for non-class related purposes during class, you will lose permission to use that device in class for the rest of the semester. Students wishing to make audio or video recordings of classes are required to see me to discuss acceptable use of those recordings and to sign a contract indicating that you will use those recordings responsibly. In the absence of written permission, you are not permitted to make audio or video recordings of classes.
5. *Extra Credit:* If I decide to establish an extra credit opportunity, the specifics will be announced in class or emailed out to all students enrolled in the class. So, come to class, check your TCU email, and don't expect to have an individualized extra credit assignment created for you.
6. *E-mail Policy:* Course-related communications will be sent to your TCU email account. Thus, check your TCU email regularly. "I did not see the email that you sent me" is not an acceptable excuse for failing to complete required course tasks. Also, feel free to email me questions, comments, or suggestions. In general (i.e. unless there are extraordinary circumstances), I will respond to student emails within 24 hours.
7. *Deadlines:* Deadlines for assignments are strictly enforced. Unless otherwise noted, an assignment submitted after the deadline will lose 10 points (out of 100) if it is submitted within 24 hours after the deadline, 20 points (out of 100) if it is submitted between 24 and 48 hours after the deadline, 30 points (out of 100) if it is submitted between 48 and 72 hours after the deadline, etc. So, for example, if a paper

deadline is 10am on Monday and you submit your paper at 10:30am on Monday, you will automatically lose 10 points. Once grades have been officially submitted for the course, late assignments will no longer be accepted.

8. *Makeup Exams:* Makeup exams are not permitted unless you missed the exam due to an Official University Absence, a properly documented illness, or a properly documented personal/family emergency. "I overslept" is not an acceptable reason to make up an exam.
9. *Statement on TCU's Discrimination Policy:* TCU prohibits discrimination and harassment based on age, race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, predisposing genetic information, covered veteran status, and any other basis protected by law, except as permitted by law. TCU also prohibits unlawful sexual and gender-based harassment and violence, sexual assault, incest, statutory rape, sexual exploitation, intimate partner violence, bullying, stalking, and retaliation. We understand that discrimination, harassment, and sexual violence can undermine students' academic success and we encourage students who have experienced any of these issues to talk to someone about their experience, so they can get the support they need. TCU's Policy on Prohibited Discrimination, Harassment and Related Conduct is linked to the course's D2L site, as well as a link that you can use to report a bias incident.
10. *Statement on Title IX at TCU:* As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep any information you share private to the greatest extent possible. However, I have a mandatory reporting responsibility under TCU policy and federal law and I am required to share any information I receive regarding sexual harassment, discrimination, and related conduct with TCU's Title IX Coordinator. Students can receive confidential support and academic advocacy by contacting TCU's Confidential Advocate in the Campus Advocacy, Resources & Education office at (817) 257-5225 or the Counseling & Mental Health Center at <https://counseling.tcu.edu/> or by calling (817) 257-7863. Alleged violations can be reported to the Title IX Office at <https://titleix.tcu.edu/student-toolkit/> or by calling (817) 257-8228. Should you wish to make a confidential report, the Title IX Office will seek to maintain your privacy to the greatest extent possible, but cannot guarantee confidentiality. Reports to law enforcement can be made to the Fort Worth Police Department at 911 for an emergency and (817) 335-4222 for non-emergency or TCU Police at (817) 257-7777.
11. *Obligations to Report Conduct Raising Title IX or VAWA Issues:* All TCU employees, except Confidential Resources, are considered Mandatory Reporters for purposes of their obligations to report, to the Coordinator, conduct that raises Title IX and/or VAWA (Violence Against Women Act) issues. Mandatory Reporters are required to immediately report to the Coordinator information about conduct that raises Title IX and/or VAWA issues, including any reports, complaints or allegations of sexual harassment, discrimination and those forms of prohibited conduct that relate to nonconsensual sexual intercourse or contact, sexual exploitation, intimate partner

violence, stalking and retaliation involving any member of the TCU community, except as otherwise provided within the Policy on Prohibited Discrimination, Harassment and Related Conduct. Mandatory Reporters may receive this information in a number of ways. For example, a complainant may report the information directly to a Mandatory Reporter, a witness or third-party may provide information to a Mandatory Reporter, or a Mandatory Reporter may personally witness such conduct. A Mandatory Reporter's obligation to report such information to the Coordinator does not depend on how he/she received the information. Mandatory Reporters must provide all known information about conduct that raises Title IX or VAWA issues to the Coordinator, including the identities of the parties, the date, time and location, and any other details. Failure of a Mandatory Reporters to provide such information to the Coordinator in a timely manner may subject the employee to appropriate discipline, including removal from a position or termination of employment. Mandatory Reporters cannot promise to refrain from forwarding the information to the Coordinator if it raises Title IX or VAWA issues or withhold information about such conduct from the Coordinator. Mandatory Reporters may provide support and assistance to a complainant, witness, or respondent, but they should not conduct any investigation or notify the respondent unless requested to do so by the Coordinator. Mandatory Reporters are not required to report information disclosed (1) at public awareness events (e.g., "Take Back the Night," candlelight vigils, protests, "survivor speak-outs," or other public forums in which students may disclose such information (collectively, public awareness events); or (2) during an individual's participation as a subject in an Institutional Review Board approved human subjects research protocol (IRB Research). TCU may provide information about Title IX rights and available resources and support at public awareness events, however, and Institutional Review Boards may, in appropriate cases, require researchers to provide such information to all subjects of IRB Research.

12. *Student Disability Services*: Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the Coordinator of Student Disabilities Services in the Center for Academic Services located in Sadler Hall, 11. Accommodations are not retroactive, therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations. Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-7486.
13. *Academic Misconduct*: (See Sec. 3.4 from the Student Handbook): Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life and are listed in detail in the Undergraduate Catalog. Specific examples include, but are not limited to:
 - Cheating: Copying from another student's test paper, laboratory report, other report, or computer files and listings; using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; collaborating with or seeking aid from another student during a test or laboratory without permission; knowingly using, buying, selling, stealing, transporting, or

soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; substituting for another student or permitting another student to substitute for oneself.

- **Plagiarism:** The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore.
- **Collusion:** The unauthorized collaboration with another in preparing work offered for credit.

Emergency Response Information:

Building & Room Number: Beasley 206

The predetermined Rally Point is located at: the steps on the University Street side of the Library

In the event of an emergency, call the TCU Police Department at 817-257-7777.

Download the FrogShield Campus Safety App on your phone:

<https://police.tcu.edu/frogshield/>

See "TCU Resources" section of D2L page for more information about TCU Alert text messages.

Grading: Grades in this course will be determined as follows:

Two in-class exams: each is worth 20%

Final Paper (Due **Thursday, December 19 at 1:30pm**):¹ 30%

Reading quizzes and other learning exercises: 20%

Participation in a debate: 10% (4% for debate performance, 5% for short paper about debate topic, 1% for attendance and attentiveness at other debates).

Your debate grade is not influenced by whether your team wins or loses the debate.

Grades are determined on a 100-point scale as follows:

A: 93.5 and above	B: 82.5-86.4	C: 72.5-76.4	D: 62.5-66.4
A-: 89.5-93.4	B-: 79.5-82.4	C-: 69.5-72.4	D-: 59.5-62.4
B+: 86.5-89.4	C+: 76.5-79.4	D+: 66.5-69.4	F: 59.4 and below

If you feel that you have been graded unfairly on any course assignment, please wait 24 hours after the assignment is returned and then contact me with a typed statement about why you believe you were graded unfairly. This statement must provide substantive reasons why you believe that you were graded unfairly. The appeal process must be initiated one week after the exam/homework was returned.

Quizzes: We will have at least eight quizzes in this class. The quizzes will mostly cover assigned readings, but might also touch on current events and materials that we have covered in class. If you do the readings, follow current events, and pay attention in

¹ For graduating seniors the paper is due on Tuesday, December 17 at 1:30pm.

class, your quiz grade should be quite high. Quizzes will usually take place at the beginning of class, and no extra time will be granted to students arriving late. In-class exercises and homework assignments will also be factored into your quiz grade. Your lowest quiz grade will be dropped.

If you miss a quiz because of an Official University Absence, a properly documented illness, or a properly documented family/medical emergency, you have one week to either visit my office hours or make an appointment with me to make up your quiz. If you wait more than one week to see me after missing a class where a quiz was given, you will receive a grade of zero for the missed quiz. Students who miss classes for reasons other than Official University Absences, properly documented illness, or properly documented family/medical emergency will receive a grade of zero for missed quizzes.

Final Paper: Instead of a final exam, students will be required to write a final paper. This will require you to combine analysis of class materials with some research that you will do on your own. A more specific assignment will be distributed later in the semester.

Participation in a debate: Each student will participate in a debate about a core issue in comparative politics. These debates will require you to do some outside research about the topic. In addition, students will also have to write a short paper about the topic that they debate. Unless otherwise noted, this paper will be due one week after the debate. A specific assignment—including grading rubrics—will be distributed early in the semester.

Office Hours: I encourage students to take advantage of my office hours in order to ask questions about the course materials or to chat about issues related to the course or political science more generally. No appointment is necessary to come to my office hours. If you have classes or other obligations during my office hours and like to meet with me, I encourage you to email me to make an appointment.

Course Materials: The following books are required. They are available at the TCU bookstore, but feel free to buy copies at other bookstores or online. Readings that aren't in these books will be available online, through the course's TCU Online site (which can be found at d2l.tcu.edu):

Karl Marx and Friedrich Engels, *The Communist Manifesto* (any edition is ok; you can also read the free edition that is linked to the course website. But you can find a paper copy for less than \$5).

Max Weber, *The Protestant Ethic and the Spirit of Capitalism* (the Kalberg translation)

Stephen Orvis and Carol Ann Drogus, *Introducing Comparative Politics: the Essentials* (2018; ISBN is 9781506385693; you can order the paperback or the electronic edition)

Schedule:

27-Aug *Introduction*
Orvis and Drogus, Chapter 1 (pp. 2-30)

One article of your choice from Slate's "If It Happened There" series

29-Aug **CLASS IS CANCELLED**

Unit 1: Theories of Comparative Politics

3-Sep *Marx's explanation*
Marx & Engels, *The Communist Manifesto*

5-Sep *Religion and modernity*
Weber, *The Protestant Ethic and the Spirit of Capitalism*, Part I (pages 67-109)

10-Sep **FALL CONVOCATION**

12-Sep *Weber's explanation*
Weber, *The Protestant Ethic and the Spirit of Capitalism*, Part II (pages 113-179)

17-Sep *First debate*
No assigned reading

Unit 2: States and Regime Types

19-Sep *Modern states*
Orvis and Drogus, Chapter 2 (pp. 34-57)

24-Sep *States and surnames*
Scott, James C. 1998. *Seeing Like A State: How Certain Schemes to Improve the Human Condition Have Failed*, New Haven: Yale University Press, pp. 53-83

26-Sep *From political science (or other) degree to career*
No assigned reading

1-Oct *Governing institutions in democracies*
Orvis and Drogus, Chapter 5 (pp. 130-167)

3-Oct *Perils of presidentialism*
Stepan, Alfred, and Cindy Skach. 1994. "Presidentialism and Parliamentarism in Comparative Perspective." In *The Failure of Presidential Democracy*, edited by Juan J. Linz and Arturo Valenzuela. Baltimore: Johns Hopkins University Press, pp. 119-136

- 8-Oct *Institutions of participation and representation in democracies*
Orvis and Drogus, Chapter 6 (pp. 174-213)
- 10-Oct *Second debate*
No assigned reading
- 15-Oct **FALL BREAK**
- 17-Oct *Does civil society make democracy work?*
Putnam, Robert D. 1995. "Bowling Alone: America's Declining Social Capital." *Journal of Democracy* 6 (1):65-78
- Berman, Sheri. 1997. "Civil Society and the Collapse of the Weimar Republic." *World Politics* 49 (3):401-429
- 22-Oct **First exam**
- 24-Oct *Authoritarian regimes*
Orvis and Drogus, Chapter 8 (pp. 252-275)
- 29-Oct *"Vegetarian" authoritarianism*
Krastev, Ivan. 2011. "Paradoxes of the New Authoritarianism." *Journal of Democracy* 22 (2):5-16
- 31-Oct *Third debate*
No assigned reading

Unit 3: Identities in Comparative Politics

- 5-Nov *States and identity*
Orvis and Drogus, Chapter 4 (pp. 92-126)
- 7-Nov *Imagined communities*
Anderson, Benedict R. 1991. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso, pp. 9-46.
- 12-Nov *Religion and politics in the Muslim World*
Bellin, Eva. 2004. "The Robustness of Authoritarianism in the Middle East: Exceptionalism in Comparative Perspective." *Comparative Politics* 36 (2):139-157
- 14-Nov *Research beyond Google: Guest lecturer Robyn Reid*
No assigned reading

- 19-Nov *The political world of the Japanese housewife*
LeBlanc, Robin M. 1999. "Housewives and Citizenship." In *Bicycle Citizens: The Political World of the Japanese Housewife*. Berkeley: University of California Press, 61-88

Unit 4: Comparative political economy

- 21-Nov *Japan's economic miracle*
Johnson, Chalmers. 1982. *MITI and the Japanese Miracle: The Growth of Industrial Policy, 1925-1975*. Stanford, CA: Stanford University Press, 1-34
- 26-Nov Colonial legacy
Acemoglu, Daron, Simon Johnson, and James A. Robinson. 2001. "The Colonial Origins of Comparative Development: An Empirical Investigation." *American Economics Review* 91 (5):1369-1401
- 28-Nov **THANKSGIVING BREAK**
- 3-Dec *Trumpism's challenge to the postwar economic order*
Mudde, Cas, and Cristóbal Rovira Kaltwasser. 2018. "Studying Populism in Comparative Perspective: Reflections on the Contemporary and Future Research Agenda." *Comparative Political Studies* 51 (13):1667-1693.
- 5-Dec **Second exam**
No assigned reading
- 10-Dec *Wrapping it up*
No assigned reading
- 19-Dec **Final paper due at 1:30pm (to be submitted to the assignment folder on D2L)**. For graduating seniors the paper is due on Tuesday, December 17 at 1:30pm.