

<b>Course Title:</b>	Comparative Politics
<b>Course Code:</b>	POL 3210
<b>Recommended Study Year:</b>	Second Year
<b>No. of Credits/Term:</b>	3
<b>Mode of Tuition:</b>	Lecture & Tutorial
<b>Class Contact Hours:</b>	3 hours per week
<b>Category in Major Program:</b>	Political Science Major Required Course
<b>Discipline:</b>	Political Science
<b>Teaching Period:</b>	Second Term, 2017-2018

### **Instructor:**

Dr. Dong ZHANG

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Office Hours: Monday 10:00 AM–12:00 PM; Tuesday 2:00–4:00 PM; or by appointment

**Lecture:** Tuesday 10:30 AM–12:30 PM (LKK 103)

**Tutorial Sessions:** Thursday 12:30–1:30 PM (WYL 113); Thursday 5:30–6:30 PM (WYL 105)

### **Course Overview:**

Comparative politics is devoted to understanding political realities in countries all over the world. This course introduces the big ideas and theories that explain the development trajectories of countries. We explore multiple dimensions of development including the state, democratic accountability, economic development and rule of law. Why do some countries have well-functioning states while others do not? Why are some countries stable democracies and others authoritarian? Why are some countries rich while others remain poor? Why do some countries have strong laws and property rights protection that support economic development while others do not? Lectures and readings will include cases from various regions around the world.

### **Teaching Methods:**

This course consists of lectures, classroom discussions, tutorials, presentations, and research and writing.

### **Aims:**

- Gain a firm understanding of political science research with a particular focus on causal reasoning;
- Describe and analyze the similarities and differences in patterns of politics around the world;
- Understand and develop explanations of variation across political systems.

### **Learning Outcomes:**

By the end of the course, the aim is that students will have improved the ability to:

- Apply critical thinking and analytical writing skills to the study of contemporary political events;
- Use theories of comparative politics to analyze important phenomena and events in a comparative manner;
- Discuss and assess the political and economic development trajectories of a given country.

### **Assessment of Learning Outcomes:**

- **Attendance and Participation(10%):** Students are expected to complete all required readings prior to each lecture and to attend all lectures and tutorial sessions. To secure a good participation grade, students are encouraged to actively contribute to the conversations during tutorial sessions.
- **Tutorial Presentation(10%):** Each student will sign up for one of “tutorial sessions” during the course. Two (up to three) students will work as a team to make a short presentation and lead discussion in each week’s tutorial session.
- **Term Paper(30%):** In a team of two students, you will write a paper of approximately 8 to 10 pages(Times New Roman, 12-point font, double spaced). Further details of expectations will be given during the course. This assignment will be due on **Tuesday, May 1 at noon**.
- **Final Exam(50%):** The final will cover all the course material. The format is a combination of short answer questions (IDs) and longer essay questions.

### **Prerequisites:**

Prior coursework in POL 2101(Introduction to Political Science) is advised.

### **Course Materials:**

There are no required books for this course. All readings will be made available in electronic form through Moodle.

### **Important Notes:**

1. Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week to achieve the course learning outcomes.
2. Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work.” Students are required to strictly follow university regulations governing academic integrity and honesty.
3. Students are required to submit writing assignment(s) using Turnitin.
4. To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.ln.edu.hk/>.

## Course Schedule and Reading List

### Lecture 1: Introduction: What is Comparative Politics?

Tuesday, January 23

There is no required reading for this lecture.

*Recommended:*

- David Laitin, “Comparative Politics: The State of the Subdiscipline,” in Helen Milner and Ira Katznelson, eds. *Political Science: The State of the Discipline* (W.W. Norton, 2003)
- Robert Keohane, “Political Science as a Vocation,” *PS: Political Science and Politics* 42,(2) 2009: 359-363.
- Robert Bates, “Area Studies and Political Science: Rupture and Possible Synthesis,” *Africa Today* 44, (2) 1996: 123-131

### Lecture 2: Methods and Approaches of Comparative Politics

Tuesday, January 30

- Gary King, Robert Keohane, and Sidney Verba, *Designing Social Inquiry: Scientific Inference in Qualitative Research* (Princeton University Press, 1994).
  - Chapter 1

*Recommended:*

- Arend Lijphart, “Comparative Politics and the Comparative Method,” *American Political Science Review* 65, (3) 1971: 682-93.
- James Mahoney and Gary Goertz, “A Tale of Two Cultures: Contrasting Quantitative and Qualitative Research,” *Political Analysis* 14, (3) 2006: 227-249
- David Collier, “Understanding Process Tracing,” *PS: Political Science & Politics* 44, (4) 2011: 823-830.

### Lecture 3: The Modern State and State-Society Relations

Tuesday, February 6

- Jeffrey Herbst, “War and the State in Africa,” *International Security* 14, (4) 1990: 117-139.

*Recommended:*

- Max Weber, “Politics as a Vocation,” in *From Max Weber: Essays in Sociology* (Oxford University Press, 1946): pp.77-84.
- Charles Tilly, “War Making and State Making as Organized Crime,” in Peter B. Evans, Dietrich Rueschemeyer, and Theda Skocpol, eds., *Bringing the State Back In* (Cambridge University Press, 1985): pp.169-191

- Francis Fukuyama, *The Origins of Political Order: From Prehuman Times to the French Revolution* (Farrar, Straus and Giroux, 2011).
  - Chapters 2-5

#### **Lecture 4: Political Identities and Nationalism**

*Tuesday, February 13* (to be rescheduled)

- Ernest Gellner, *Nations and Nationalism* (Cornell University Press, 1983)
  - Chapters 1, 4 and 5

*Recommended:*

- Benedict Anderson, *Imagined Communities* (Verso, 1983)
  - Chapters 1 and 8
- Rawi Abdelal, Yoshiko Herrera, Alastair Iain Johnston, and Rose McDermott, "Identity as a Variable," *Perspectives on Politics* 4, (4) 2006: 695-711
- Kanchan Chandra, "What is Ethnic Identity and Does It Matter?" *Annual Review of Political Science* 9, 2006: 397-424

\*\*\*\*\* No lecture on February 20 (Chinese New Year Holidays) \*\*\*\*\*

#### **Lecture 5: Democracy and Dictatorship**

*Tuesday, February 27*

- Robert Dahl, *Polyarchy: Participation and Opposition* (Yale University Press, 1971).
  - Chapters 1-2

*Recommended:*

- Philippe Schmitter and Terry Karl, "What Democracy Is. . . and Is Not," *Journal of Democracy* 2, (3) 1991: 75-88
- Barbara Geddes, "What Do We Know About Democratization after Twenty Years," *Annual Review of Political Science* 2, 1999: 115-44
- Jennifer Gandhi, *Political Institutions under Dictatorship* (Cambridge University Press, 2008)
  - Chapter 1

#### **Lecture 6: Democratic Transitions**

*Tuesday, March 6*

- Samuel Huntington, *The Third Wave: Democratization in the Late Twentieth Century* (University of Oklahoma Press, 1991).
  - Read pages 3-46

*Recommended:*

- Robert Dahl, *Polyarchy: Participation and Opposition* (Yale University Press, 1971).
  - Chapter 3
- Seymour Martin Lipset, "Some Social Requisites of Democracy: Economic Development and Political Legitimacy," *The American Political Science Review* 53, (1) 1959: 69-105
- Dankwart Rustow, "Transitions to Democracy: Toward a Dynamic Model," *Comparative Politics* 3, (2) 1970: 337-63.

**Lecture 7: Hybrid Regimes and Democratic Recession**

*Tuesday, March 13*

- Steven Levitsky and Lucan Way, "The Rise of Competitive Authoritarianism," *Journal of Democracy* 13, (2) 2002: 51-65
- Larry Diamond, "Facing Up to the Democratic Recession," *Journal of Democracy* 26, (1) 2015: 141-155

*Recommended:*

- Thomas Carothers, "The End of the Transition Paradigm," *Journal of Democracy* 13, (1) 2002: 5-21.
- Larry Diamond, "Elections Without Democracy: Thinking About Hybrid Regimes," *Journal of Democracy* 13, (2) 2002: 21-35.
- Andreas Schedler, "The Menu of Manipulation," *Journal of Democracy* 13, (2) 2002: 36-50.

**Lecture 8: Political Economy I: Prosperity and Poverty**

*Tuesday, March 20*

- Daron Acemoglu and James Robinson, *Why Nations Fail: The Origins of Power, Prosperity, and Poverty* (Crown Publishing Group, 2012)
  - Read pages 46-87

*Recommended:*

- William Easterly, *The Elusive Quest for Growth: Economists' Adventures and Misadventures in the Tropics* (The MIT Press, 2002)
  - Chapters 2 and 3
- Jared Diamond, *Guns, Germs, and Steel: The Fates of Human Societies* (W.W. Norton & Co., 1997)
  - Chapter 4
- Douglass North, *Institutions, Institutional Change, and Economic Performance* (Cambridge University Press, 1990)
  - Chapter 1

## Lecture 9: Political Economy II: State, Bureaucracy and Economic Development

Tuesday, March 27

- Alexander Gerschenkron, *Economic Backwardness in Historical Perspective: A Book of Essays* (Harvard University Press, 1962)
  - Read pages 5-30

*Recommended:*

- Chalmers Johnson, "Political Institutions and Economic Performance: The Government Business Relationship in Japan, South Korea, and Taiwan," in Frederic Deyo, ed. *The Political Economy of the New Asian Industrialism* (Cornell University Press, 1987): pp. 136-64.
- Peter Evans, *Embedded Autonomy: States and Industrial Transformation* (Princeton University Press, 1995)
  - Read pages 47-60
- Richard Doner, Bryan Ritchie, and Dan Slater, "Systemic Vulnerability and the Origins of Developmental States: Northeast and Southeast Asia in Comparative Perspective," *International Organization* 59: (2) 2005: 327-361

## Lecture 10: Political Economy III: Varieties of Capitalism

Tuesday, April 3

- Peter Hall and David Soskice, "An Introduction to Varieties of Capitalism," in Bob Hancke, ed. *Debating Varieties of Capitalism: A Reader* (Oxford University Press, 2009)
  - Read pages 21-55

*Recommended:*

- Ben Ross Schneider, "Hierarchical Market Economies and Varieties of Capitalism in Latin America," *Journal of Latin American Studies* 41, (3) 2009: 553-575.
- Andreas Nölke and Arjan Vliegthart, "Enlarging the Varieties of Capitalism: The Emergence of Dependent Market Economies in East Central Europe," *World Politics* 61, (4) 2009: 670-702.
- Andreas Nölke, Tobias ten Brink, Simone Claar and Christian May, "Domestic Structures, Foreign Economic Policies and Global Economic Order: Implications from the Rise of Large Emerging Economies," *European Journal of International Relations* 21,(3) 2015: 538-567

## Lecture 11: Rule of Law and Property Rights

Tuesday, April 10

- Douglass North and Barry Weingast, "Constitutions and Commitment: The Evolution of Institutions Governing Public Choice in Seventeenth-Century England," *Journal of Economic History* 49, (4) 1989: 803-832

*Recommended:*

- Hernando De Soto, *The Mystery of Capital: Why Capitalism Triumphs in the West and Fails Everywhere Else* (Basic Books, 2000)
  - Chapter 2
- Jordan Gans-Morse, "Threats to Property Rights in Russia: From Private Coercion to State Aggression," *Post-Soviet Affairs* 28, (3) 2012: 263-295
- Donald Clarke, "Economic Development and the Rights Hypothesis: The China Problem," *The American Journal of Comparative Law* 51, (1) 2003: 89-111

**Lecture 12: Corruption and Governance**

*Tuesday, April 17*

- Johann Lambsdorff, "Causes and Consequences of Corruption: What Do We Know from a Cross-Section of Countries?" in Susan Rose-Ackerman, ed., *International Handbook on the Economics of Corruption* (Edward Edgar, 2006): pp.3-51

*Recommended:*

- Samuel Huntington, *Political Order in Changing Societies* (Yale University Press, 1968)
  - Read pages 59-72
- Daniel Treisman, "What Have We Learned About the Causes of Corruption from Ten Years of Cross-National Empirical Research?" *Annual Review of Political Science* 10, 2007: 211-244
- Frederico Finan, Benjamin Olken and Rohini Pande, "The Personnel Economics of the State," in Esther Duflo and Abhijit Banerjee, eds., *Handbook of Field Experiments* (Elsevier Science, 2017): Chapter 2

**Lecture 13: The Future of Development**

*Tuesday, April 24*

- John Williamson, "Is the 'Beijing Consensus' Now Dominant" *Asia Policy* 13, (Jan) 2012: 1-16

# Assessment Rubrics<sup>1</sup>

## Participation (10%)

<b>Criteria</b>	<b>Excellent A, A-</b>	<b>Good B+, B, B-</b>	<b>Fair C+, C, C-</b>	<b>Pass – Failure D+, D, F</b>
<b>Class attendance &amp; participation</b>	Class attendance is regular and the student speaks up regularly and enthusiastically	Class attendance is regular and the student speaks up now and then	Class attendance is quite regular but the student participates only when asked by the instructor	Class attendance is erratic and participation is nil or almost nil
<b>Articulateness</b>	Expression of ideas or opinions were consistently factually accurate, logical and clear	Expression of ideas or opinions were generally factually accurate, logical and clear. Lapses were rare and minor in nature.	Expression of ideas or opinions were generally factually accurate, logical and clear, but with a number of minor lapses	Ideas or opinions were not expressed logically, and were characterized by significant factual inaccuracies and lack of clarity

<sup>1</sup> The rubrics except the “term paper” section were developed by Professor Che-po CHAN.



**Presentation (10%)**

<b>Criteria</b>	<b>Excellent A, A-</b>	<b>Good B+, B, B-</b>	<b>Fair C+, C, C-</b>	<b>Pass – Failure D+, D, F</b>
<b>Organization</b>	The student presents information in a logical and well thought sequence and instructor can easily follow.	The student presents information in logical and acceptable sequence which instructor can follow.	Difficulty following presentation because student jump around.	Cannot understand presentation because there is no sequence of information
<b>Subject knowledge</b>	The student demonstrates full knowledge by answering all questions with explanation and elaboration.	The student is at ease answering questions, but fails to elaborate.	The student is uncomfortable with information and is able to answer only rudimentary questions.	The student does not have grasp of information; cannot answer questions about subject
<b>Graphics</b>	The student's graphics explain and reinforce screen text and presentation.	The student's graphics relate to text and presentation	The student occasionally uses graphics which could not support well text and Presentation	The student uses superfluous graphics or no graphics
<b>Content</b>	Presentation has sufficient and very good examples and no misspelling or grammatical error.	Presentation has adequate and relevant examples and minor misspelling and/or grammatical error	Presentation has a few and marginal examples and major misspelling and/or grammatical error.	Presentation has almost no or irrelevant example and major spelling and/or grammatical error.
<b>Articulateness</b>	Excellent articulation with clear voice, correct pronunciation and relevant emphasis on important parts	Good articulation with clear voice, mostly correct pronunciation and some emphasis on important parts	Fair articulation with occasional unclear voice, some incorrect pronunciation and few emphasis on important parts	Students mumble, incorrectly pronounces many terms and audience could hardly find out main points of the presentation

**Term Paper (30%)**

<b>Criteria</b>	<b>Excellent A, A-</b>	<b>Good B+, B, B-</b>	<b>Fair C+,C, C-</b>	<b>Pass – Failure D+, D, F</b>
<b>Argument (5 points)</b>	Arguments are clearly stated and defensible; alternative explanations are addressed effectively	Arguments are valid and well-supported; some alternative explanations are addressed	Arguments are generally valid; alternative explanations are not addressed	Arguments are weak and invalid
<b>Evidence (10 points)</b>	Sufficient, compelling evidence to support each key argument	Evidence in general is appropriately used to support main arguments	Some evidence is appropriately used but uneven	Little or no evidence is presented
<b>Organization &amp; writing (3 points)</b>	Structure enhances the paper, strong sections and seamless flow; virtually no English error.	Structure supports the paper, clearly ordered sections fit together well; some minor English errors.	Structure is of inconsistent quality, may have redundancies or disconnections; frequent English errors.	Needs significant reorganization; English errors significantly impair readability.
<b>Citations &amp; references (2 points)</b>	All references and citations are correctly written and presented.	A few references or citations are missing or incorrectly written.	Many references or citations are missing or incorrectly written.	References or citations are not provided at all.

**Examination (50%)**

<b>Criteria</b>	<b>Excellent A, A-</b>	<b>Good B+, B, B-</b>	<b>Fair C+,C,C</b>	<b>Pass – Failure D+, D, F</b>
<b>Comprehension of all the relevant concepts.</b>	Demonstrates a deep insightful level of understanding	Demonstrates a good surface level of understanding	Demonstrates an adequate level of surface understanding	Demonstrates an inadequate level of understanding
<b>Application of concepts to the topic.</b>	Appropriate concepts are all applied correctly, to provide in-depth analysis elaboration to all aspects of the topic	Appropriate concepts are correctly applied, to provide analysis to all important aspects of the topic	Appropriate concepts are, for the most part, correctly applied, to provide analysis to all important aspects of the topic	Concepts are not applied, or are generally applied inappropriately or incorrectly; important aspects of the topic unaddressed
<b>Presentation</b>	Expression of ideas were consistently accurate, logical and clear	Expression of ideas were generally accurate, logical and clear. Lapses were rare and minor in nature.	Expression of ideas were generally accurate, logical and clear, but with a number of minor lapses	Ideas were not expressed logically, and were characterized by significant inaccuracies and lack of clarity
<b>Quality of English in the report</b>	English is consistently excellent	English is proficient, with no major errors	English is of a fair standard but some errors are present	English is below standard, with many major errors