

Democracy and Dictatorship

MW 9:50AM, F 9:40AM, Willis 204

Professor Huan Gao

Office: Willis 413

Office hour: MW 2:30-5PM or by appointment

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Course Overview

This course is a broad introduction to the main theories and approaches of comparative politics, which is a subfield of political science that seeks to understand domestic political issues and political systems by comparing various political entities. We will be exploring variations in the world's governments, political parties, bureaucracies, and markets, trying to understand both why such diversity exists and what are the consequences of different political systems and choices.

This course tours the most influential works in a wide range of topics, examining theoretical debates through the analysis of cases from across the world. There is a particular focus on four key questions in politics, which are:

- 1) What is a modern "state" and how is it formed? What are its consequences?
- 2) Why are some countries democratic and others persistently undemocratic?
- 3) What explains national and regional prosperity and poverty?
- 4) What affect the relationships between those who hold power and those without?

Class Requirement and Expectations

This course is about reading, analyzing, and criticizing the classic theories and cutting-edge research in political science, as well as leveraging things learned to pursue new inquiries. Therefore, it is crucial that students keep up with their readings assignments and always arrive in class having read the assigned materials and ready to discuss. This course does not require any book purchase; all readings will be made available electronically. You are encouraged to mark up questions, reflections, and points of interest as you read, and you should bring these responses to the class discussion.

Classroom Policy

Active participation in class discussion is a crucial part of this course. It will also form a part of your grade. Participation means actively analyzing, questioning, and otherwise engaging with readings as well as comments from your classmates in discussions. You are expected to participate often and demonstrate that you consistently complete reading assignments. Participation also means contributing to a positive classroom environment. It means being punctual for class, showing courtesy and

supporting your peers in discussions, and taking responsibility in group projects and peer support activities. We have a big class, so it is not always possible for everyone to share all their thoughts and responses. If you have unanswered questions or additional comments, I encourage you to come to office hour for further discussion. This can contribute towards your participation grade.

Office Hours

Office hours are Monday and Wednesday afternoon, from 2:30 to 5PM. You should also feel welcome to come to office hour with any question or concern. Please use the sign-up sheet on my office door to plan for a timeslot and avoid line-ups. You can also email me for appointment time outside of usual office hour should you be busy during regular office hour.

Student Evaluations

Student evaluations will be based on five components:

- 1) Participation in class 20%
- 2) Book review assignment 15%
- 3) Take-home midterm 20%
- 4) Debate (group) 10%
- 5) Final paper 25% and preliminary assignments 10%

Summary of Assignments

Participation (20%)

Your participation grade is determined by both your participation in class discussions and your contribution towards a constructive learning environment. Participation means actively analyzing, questioning, and otherwise engaging with readings as well as comments from your classmates in discussions. You are expected to participate often and demonstrate that you consistently complete reading assignments. Participation also means contributing to a positive classroom environment. It means being punctual for class, showing courtesy and supporting your peers in discussions, and taking responsibility in group projects and peer support activities. Peer evaluations for group activities will also play a part in participation grade.

Book review assignment (15%)

For this assignment, you will read one additional article or book chapter from a designated list and produce a book/article review. These additional articles discuss topics covered during the first month of the course and engage in dialogue with required readings. Your review should provide a quick summary of the main arguments and evidence of the article/book chapter, discuss its connection to the literature, and assess the quality of its arguments and evidence. The book/article review should be between 3 and 5 pages in length, or 600 to 1000 words.

Take-home midterm (20%)

The take-home midterm will be distributed on the last day of week 5, and you will have 48 hours to complete and submit it. The midterm will contain short-answer questions on theoretic concepts discussed in the first half of the course as well as prompts for essay questions.

Debate (group) (10%)

For this assignment, the class will be randomly split into six groups and assigned positions on three debate statements. An entire class will be dedicated to debate preparation, and the actual debate will take place in the following two classes. This will take place in the final week of class and serve as a conclusion to all topics discussed in the course.

Research paper (25%), proposal (2%), outline (6%), and peer review (2%)

This course requires a comparative case study research paper, due on the last day of the exam period. The paper should be between 8 and 12 pages in length. It needs to propose a clear, well-defined research question, review existing literature, and use a comparative case study design to answer the question. You can compare two or more countries, states, cities, government agencies, or any other entities that help answer your research question.

This paper is a term-long project that we will visit throughout the course. Students are required to submit a paper proposal in week five. This proposal should lay out the research question, present some relevant literature, propose cases that can be used to answer your research question, and list some potential sources for data. This proposal will be graded based on completion only. After submitting the proposal and receiving feedback and suggestions from the professor, student will prepare a more substantial outline of the paper in poster format. The outline should also contain key arguments, some preliminary evidence, potential sources of more data and evidence. In addition to the question and method first laid out in the proposal. There will be a poster session in which students see and discuss each other's outlines, raise questions, and offer suggestions. You will also have to produce written feedback for one assigned partner. The final paper is due on the last day of the exam period.

Schedule of Readings and Assignments

March 28	What is comparative politics?	<ul style="list-style-type: none"> • Introduction • Going over the syllabus
March 30	Defining the "state"	<ul style="list-style-type: none"> • Krasner, Stephen D. "Approaches to the state: Alternative conceptions and historical dynamics." (1984): 223-246.
April 1	The origin of states in Europe	<ul style="list-style-type: none"> • Hobbes, Thomas. <i>Leviathan</i>. Minneapolis, MN: First Avenue Editions, a division of Lerner Publishing Group, 2018, 112-120. (Chapter 13-14, up to "What it is to lay down a right".) • Tilly, Charles. "War making and state making as organized crime." In Peter Evans, Dietrich Rueschemeyer, and Theda Skocpol eds. <i>Bringing the state back in</i>, 1985, 169-191.
April 4	The origin of states, non-European cases	<ul style="list-style-type: none"> • Centeno, Miguel Angel. "Blood and debt: War and taxation in nineteenth-century Latin America." <i>American Journal of sociology</i> 102, no. 6 (1997): 1565-1605.
April 6	What is democracy	<ul style="list-style-type: none"> • Sen, Amartya Kumar. "Democracy as a universal value." <i>Journal of democracy</i> 10, no. 3 (1999): 3-17. • Democracy Index 2021: The China Challenge. A report by The Economist Intelligence Unit.

April 8	Origin of democracy and dictatorship: modernization theory	<ul style="list-style-type: none"> Inkeles, Alex. "Making men modern: On the causes and consequences of individual change in six developing countries." <i>American journal of sociology</i> 75, no. 2 (1969): 208-225.
April 11	Origin of democracy and dictatorship: the classist view	<ul style="list-style-type: none"> Moore, Barrington. <i>Social origins of dictatorship and democracy: Lord and peasant in the making of the modern world</i>. Beacon Press, 1993, 3-39. Chapter 1.
April 13	Origin of democracy and dictatorship: the institutional view	<ul style="list-style-type: none"> North, Douglass C., and Barry R. Weingast. "Constitutions and commitment: the evolution of institutions governing public choice in seventeenth-century England." <i>Journal of economic history</i> (1989): 803-832.
April 15	The comparative method	<ul style="list-style-type: none"> Lijphart, Arend. "Comparative politics and the comparative method." <i>American political science review</i> 65, no. 3 (1971): 682-693.
April 18	International context and contemporary democratization	<ul style="list-style-type: none"> Huntington, Samuel P. "Democracy's third wave." <i>Journal of democracy</i> 2, no. 2 (1991): 12-34. Book review assignment due
April 20	Revolution	<ul style="list-style-type: none"> Theda Skocpol, "France, Russia, China: A Structural Analysis of Social Revolutions," <i>Comparative Studies in Society and History</i> 18, no. 2 (1976): 175–210.
April 22	Economic development: classic and neoliberalism	<ul style="list-style-type: none"> Smith, Adam. <i>The Wealth of Nations: An inquiry into the nature and causes of the Wealth of Nations</i>. Harriman House Limited, 2010. Book II, Introduction, Chapter 1, Chapter 3. W. W. Rostow, <i>The Stages of Economic Development: A Non-Communist Manifesto</i>, selected excerpts. In <i>The globalization and development reader: Perspectives on development and global change</i>. John Wiley & Sons, 2014: 52-62.
April 25	Economic development: the historical and political view	<ul style="list-style-type: none"> Karl Marx and Frederick Engels, <i>Communist Manifesto</i>, Chapter 1. Weber, Max, <i>The Protestant ethic and the spirit of capitalism</i>. Selected excerpts. And Gershenkron, Alexander. "Economic backwardness in historical perspective." In <i>The globalization and development reader: Perspectives on development and global change</i>. John Wiley & Sons, 2014: 39-52; 62-79. Final paper proposal
April 27	Economic development: neoliberalism and statist approach	<ul style="list-style-type: none"> Stiglitz, Joseph E. "Some lessons from the East Asian miracle." <i>The world Bank research observer</i> 11, no. 2 (1996): 151-177. Amsden, Alice H. "Why isn't the whole world experimenting with the East Asian model to

		<p>develop?: Review of the East Asian miracle." <i>World Development</i> 22, no. 4 (1994): 627-633.</p> <ul style="list-style-type: none"> • <i>Simulation activity</i>
April 29		<ul style="list-style-type: none"> • <i>Simulation activity</i> • Take-home midterm due May 1
May 4	Presidentialism vs PR	<ul style="list-style-type: none"> • Did Trump prove that governments with presidents just don't work? https://www.washingtonpost.com/outlook/did-trump-prove-that-governments-with-presidents-just-dont-work/2021/02/04/9e9c69f2-5f3f-11eb-9430-e7c77b5b0297_story.html • Linz, Juan J. "The perils of presidentialism." <i>Journal of democracy</i> 1, no. 1 (1990): 51-69. • Horowitz, Donald L. "Presidents vs. parliaments: Comparing democratic systems." <i>Journal of democracy</i> 1, no. 4 (1990): 73-79.
May 6	Electoral institutions	<ul style="list-style-type: none"> • Neto, Octavio Amorim, and Gary W. Cox. "Electoral institutions, cleavage structures, and the number of parties." <i>American Journal of Political Science</i> (1997): 149-174.
May 9	Political parties and political participation	<ul style="list-style-type: none"> • Stokes, Susan C. "Political parties and democracy." <i>Annual Review of Political Science</i> 2, no. 1 (1999): 243-267.
May 11	The policy process	<ul style="list-style-type: none"> • Allison, Graham T. "Conceptual models and the Cuban missile crisis." <i>American political science review</i> 63, no. 3 (1969): 689-718.
May 13	Welfare regimes	<ul style="list-style-type: none"> • Esping-Andersen, Gøsta. "Welfare regimes and social stratification." <i>Journal of European Social Policy</i> 25, no. 1 (2015): 124-134. • Arts, Wil, and John Gelissen. "Three worlds of welfare capitalism or more? A state-of-the-art report." <i>Journal of European social policy</i> 12, no. 2 (2002): 137-158.
May 16	Civil society	<ul style="list-style-type: none"> • De Tocqueville, Alexis. <i>Democracy in America</i>. Volume 2, book 2, chapter 5-7, page 114-128 • Levi, Margaret. "Social and unsocial capital: A review essay of Robert Putnam's Making Democracy Work." <i>Politics & Society</i> 24, no. 1 (1996): 45-55.
May 18	Poster workshop session Pt. 1	<ul style="list-style-type: none"> • Final paper outline and poster due
May 20	Poster workshop session Pt. 2	<ul style="list-style-type: none"> •
May 23	State-society relations	<ul style="list-style-type: none"> • Berman, Sheri. "Civil society and the collapse of the Weimar Republic." <i>World politics</i> (1997): 401-429. • Tsai, Lily L. "Solidary groups, informal accountability, and local public goods provision in rural

		China." <i>American Political Science Review</i> (2007): 355-372.
		<ul style="list-style-type: none"> • Paper outline peer feedback due
May 25	Ethnic Conflict	<ul style="list-style-type: none"> • Posner, Daniel N. "The political salience of cultural difference: Why Chewas and Tumbukas are allies in Zambia and adversaries in Malawi." <i>American Political Science Review</i> (2004): 529-545. • Varshney, Ashutosh. "Ethnic conflict and civil society: India and beyond." <i>World politics</i> 53, no. 3 (2001): 362-398.
May 27	Debate Preparation	•
May 30	Debate 1	•
June 1	Debate 2	•
June 6	End of exam days	• Research paper due 9AM

Resources for Students

Accommodations for Students with Disabilities

Carleton College is committed to providing equitable access to learning opportunities for all students. The Office of Accessibility Resources (Henry House, 107 Union Street) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, autism spectrum disorders, chronic health, traumatic brain injury and concussions, vision, hearing, mobility, or speech impairments), please contact OAR@carleton.edu or call Sam Thayer ('10), Director of the Office of Accessibility Resources (x4464), to arrange a confidential discussion regarding equitable access and reasonable accommodations.

Assistive Technologies: Technological Resources for Students

The Assistive Technologies program brings together academic and technological resources to complement student classroom and computing needs, particularly in support of students with physical or learning disabilities. Accessibility features include text-to-speech (Kurzweil), speech-to-text (Dragon) software, and audio recording Smartpens. If you would like to know more, contact aztechs@carleton.edu or visit go.carleton.edu/aztech.

Library

Library staff can help you find and evaluate articles, books, websites, statistics, data, government documents, and more. [You can make an appointment with a librarian](#), get help via chat 24/7 from any page on the library's website, [email](#), or [call](#). The Library building has lots of great study spaces, and we'd love for you to visit! For more information and our hours, visit the Gould Library website at carleton.edu/library.

Writing

The Writing Center

The Writing Center a space with peer writing consultants who can work with you during any stage of the writing process (brainstorming to final proofreading). Hours and more information can be found on the [writing center website](#). You can reserve specific times for conferences by using their [online appointment system](#).

The Term-Long Program for Multilingual Writers

If English is not your first language and you believe you might benefit from working regularly with a writing consultant this term, email Melanie Cashin, [Multilingual Writing Coordinator](#), at mcashin@carleton.edu. She can arrange once- or twice-a-week meetings between you and a specific writing consultant throughout the term.