

Democracy and Dictatorship

MW 12:30 PM, F 1:10 PM, CMC 301

Professor Huan Gao

Office: Hasenstab 317

Office hour: MW 2:30-4:30PM 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 determines the characteristics of politics and the quality of governance?

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 markup 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 discussions is a crucial part of this course and contributes to your own as well as your peers' learning process. You are expected to participate in class discussions often, engage with your peers meaningfully, and contribute your fair share in all group activities and assignments. Just as importantly, you are expected to contribute to a positive classroom environment. It means being punctual in class, showing courtesy, and being supportive of your peers in discussions and group 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 hours for further discussion. This can contribute towards your participation grade.

Office Hours

Office hours are Monday and Wednesday afternoon, from 2:30 to 4:30PM. You should also feel welcome to come to office hours 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 20%
- 2) Case study assignment 2*7.5%
- 3) Reading response write-ups 2*7.5%
- 4) Data exploration assignment 15%
- 5) Debate (group) 5%
- 6) Final paper 30% (including preliminary proposal/outline)

Translation of percentages to letter grades is as follows:

A: 94+	A-: 90-93	
B+: 87-89	B: 84-86	B-: 80-83
C+: 77-79	C: 74-76	C-: 70-73
D: 60-69	F: under 60	

Summary of Assignments

Participation (20%)

Your participation grade is determined by both your participation in class discussions and your contribution toward 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.

Every Saturday, a set of reading questions related to next week's readings will be posted to Moodle. These questions will help guide you to find the most important questions and debates within the readings. If you have to be absent from class or feel that you cannot find an opportunity to share your thoughts in class, you can also post on the reading questions forum on Moodle, which will help improve your participation grade in the course.

Reading response write-ups (2*7.5%)

Over the course of the term, you will write two short papers in response to provided prompts using course readings from the corresponding week. Please see the assignment document for prompts and due dates. These reading responses should be 3-5 pages in length.

Case study presentations (2*7.5%)

For this assignment, you will work in **teams of three or four** to present one country's history and development in one specific topic area such as economic development, democratization, welfare state policies, etc. The final product will be an oral presentation accompanied by slides, approximately 10 minutes in length. Your presentation should address all the specific prompts provided, connect to readings, and apply theories learned in the course whenever appropriate. The presentation will be presented in class with the goal of teaching your peers. It should address all the questions in the prompt and use additional visual material to make the presentation engaging and educational. **Please sign up for two specific assignments and time slots as soon as possible, one before the midterm break and one after, as it will be first come first serve.** Some class time will be provided for you to finalize your groups and work together.

Data assignment (15%)

The data assignment guides students in exploring the correlation between one aspect of democracy and an economic or social outcome of interest. You will produce summary statistics and visualization of the data as well as analyze and evaluate the quality of the data you are working with. The final written report should be 3-5 pages in length, including graphs and visualization. This can be done individually or in pairs.

Debate (group) (5%)

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 (30%)

This course requires a comparative case study research paper, due on the last day of the exam period. This paper should be a culmination of your learning throughout the course; you should feel encouraged to use materials from both your case study assignments and your data assignment towards the final project. **You may work in pairs for the final paper.** The paper should be between **8 and 12 pages in length (10-15 pages for those working in pairs)**. 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 and propose cases that can be analyzed to answer your research question with justifications. You will also have a chance in week five to discuss your ideas with peers and receive feedback, as well as explore the possibility of working together in pairs. In week 8 you will prepare a more substantial outline of the paper in poster format. The outline should also further clarify and refine the research question, outline the comparative method and cases, propose key arguments and some preliminary evidence, as well as present potential sources of more data and evidence. There will be a poster session in which students see and discuss each other's outlines, raise questions, and offer suggestions.

Schedule of Readings and Assignments

Jan 3	What is comparative politics?	<ul style="list-style-type: none"> • Introduction • Going over the syllabus
Jan 5	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. • White, Reginald James. <i>A Short History of England</i>. Cambridge: Cambridge University Press, 1967. Chapter 6.
Jan 8	<i>Case Study: The evolving English monarchy</i>	<ul style="list-style-type: none"> • White, Reginald James. <i>A Short History of England</i>. Cambridge: Cambridge University Press, 1967. Chapter 8-10, 14(optional)
Jan 10	The origin of states in Europe	<ul style="list-style-type: none"> • 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.
Jan 12	<i>Case study #1 work session</i>	
Jan 15	Origin of democracy and dictatorship: the institutionalist view	<ul style="list-style-type: none"> • Dahl, Robert A. <i>Polyarchy: Participation and opposition</i>. Yale university press, 2008, 1-10; 33-48. • Ertman, Thomas. "The Great Reform Act of 1832 and British Democratization." <i>Comparative Political Studies</i> 43, no. 8-9 (2010): 1000-1022.
Jan 17	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.
Jan 19	Non-European state-building	<ul style="list-style-type: none"> • Lachapelle, Jean, Steven Levitsky, Lucan A. Way, and Adam E. Casey. "Social revolution and authoritarian durability." <i>World Politics</i> 72, no. 4 (2020): 557-600. • Case study presentations: state-building
Jan 22	Post-colonial state-building	<ul style="list-style-type: none"> • Centeno, Miguel Angel. <i>Blood and debt: War and the nation-state in Latin America</i>. Penn State Press, 2002. • Herbst, Jeffrey. <i>States and power in Africa: Comparative lessons in authority and control</i>. Vol. 149. Princeton University Press, 2014. • Case study presentations: state-building
Jan 24	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. • Kirsch, Helen, and Christian Welzel. "Democracy misunderstood: authoritarian notions of democracy around the globe." <i>Social Forces</i> 98, no. 1 (2019): 59-92. • Case study presentations: state-building & Democratization
Jan 26	Contemporary democratization:	<ul style="list-style-type: none"> • Inglehart, Ronald, and Christian Welzel. "How development leads to democracy: What we know about

	modernization	<ul style="list-style-type: none"> modernization." <i>Foreign affairs</i> (2009): 33-48. Case study presentations: democratization
Jan 29	Contemporary democratization: Third Wave	<ul style="list-style-type: none"> Przeworski, Adam, and Fernando Limongi. "Modernization: Theories and Facts." <i>World Politics</i> 49, no. 2 (1997): 155-83. Huntington, Samuel P. "Democracy's third wave." <i>Journal of democracy</i> 2, no. 2 (1991): 12-34. Case study presentations: democratization
Jan 31	<i>Case Study: The Chinese economy</i>	<ul style="list-style-type: none"> Morgan, Stephen L. <i>The Chinese Economy</i>. First Edition. Newcastle upon Tyne: Agenda Publishing, 2021. Pg 49-71.
Feb 2	Looking at data	<ul style="list-style-type: none"> Data exploration assignment discussion (<i>bring your laptop</i>) Final paper ideas discussion Final paper proposal due
Feb 7	Economic development: classic approach	<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>The journal of economic history</i> 49, no. 4 (1989): 803-832. 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.
Feb 9	<i>Case study #2 work session</i>	
Feb 12	Economic development: cultural and institutional approach	<ul style="list-style-type: none"> Marx, Karl, <i>The Communist Manifesto</i> and <i>Alienated Labor</i>, selected excerpts. Weber, Max, <i>The Protestant ethic and the spirit of capitalism</i>. Selected excerpts. Gerschenkron, Alexander. "Economic backwardness in historical perspective." In <i>The globalization and development reader: Perspectives on development and global change</i>. John Wiley & Sons, 2014: 29-51; 62-79. Case study presentations: economic development Data exploration assignment due
Feb 14	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. Case study presentations: economic development
Feb 16	Policy making	<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.
Feb 19	Electoral institutions	<ul style="list-style-type: none"> Linz, Juan. "The Perils of Presidentialism." <i>Journal of Democracy</i> 1, no. 1 (1990): 51-69. 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. <ul style="list-style-type: none"> Case study presentations: electoral institutions and party systems
Feb 21	Welfare regimes	<ul style="list-style-type: none"> Esping-Andersen, Gosta. <i>The three worlds of welfare capitalism</i>. Princeton University Press, 1990. Pg. 9-54 Case study presentations: Welfare policies
Feb 23	Final paper conference	<ul style="list-style-type: none"> Final paper detailed outline due
Feb 26	Authoritarian resilience and transition	<ul style="list-style-type: none"> Geddes, Barbara. "What do we know about democratization after twenty years?" <i>Annual review of political science</i> 2, no. 1 (1999): 115-144. Case study presentations: Non-democratic regimes
Feb 28	Democratic backsliding	<ul style="list-style-type: none"> Anna Vachudova, Milada. "Ethnopolitism and democratic backsliding in Central Europe." <i>East European Politics</i> 36, no. 3 (2020): 318-340. Case study presentations: democratic backsliding
Mar 1	Final debate preparation	<ul style="list-style-type: none">
Mar 4	Final debate	<ul style="list-style-type: none">
Mar 6	Final debate	<ul style="list-style-type: none">
Mar 8	Future of democracy	<ul style="list-style-type: none">
June 5	End of exam days	<ul style="list-style-type: none"> Final project 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.