

POLS 103 A: COMPARATIVE POLITICS

EASTER SEMESTER 2020

Last updated on March 27, 2020 following the transition to online learning during the coronavirus pandemic

Notes on changes to learning in the course following the transition:

Because several of you do not have access to sufficiently high-speed internet connections and cannot participate in synchronous Zoom classes, with the exception of quizzes all learning in the last few weeks of the semester will be asynchronous: I will send you links to recorded lectures prior to scheduled class time and you will participate in online discussions held on Blackboard. During those discussions you will need to demonstrate your knowledge of the material covered in the lectures as well as course readings and answer questions posed by myself and your peers.

You can listen to my lectures, familiarize yourself with the relevant course material, and contribute to Blackboard discussions at any point before the start of the class scheduled to cover a new topic. For example, you should learn about authoritarianism in China and Russia, the focus of the March 31 class, before the start of the class on constitutions and constitutional design on April 2.

I will administer quizzes on Blackboard on select Tuesdays and Thursdays in the first few minutes of scheduled class time. Please make sure that you have internet access during that time. I will notify you of quizzes via email. The quizzes may address material covered in any previous class, although they will typically focus on the content of the last few classes. To familiarize yourself with the new quiz interface you can take the test quiz located in the Assessment tab of the course page on Blackboard.

My office hours remain the same. You are welcome to use Google Chat to talk with me at any point during my regularly scheduled office hours or make an appointment to speak with me via either Google Chat or Zoom.

BASIC INFORMATION

Professor: Karol Czuba

Classes:

In the first half of the semester: Tuesday and Thursday, 1.30-2.45 pm (unless noted otherwise in the class schedule), Walsh-Ellett Hall 206

Following the transition to online learning: asynchronously on Zoom except for quizzes administered at 1.30 pm on select Tuesdays and Thursdays

Office hours: Tuesday and Thursday, 11 am-12 pm, and by appointment, in Guerry Hall 211 before and on Google Chat or Zoom after the transition to online learning (you can book an appointment with me here: <https://karol-czuba.youcanbook.me>)

Contact: Blackboard messages, mkczuba@sewanee.edu, and (during the first half of the semester only) 931-598-1547

OUTLINE

This course will introduce you to the essential questions of comparative politics, to some prominent scholarly responses to those questions, and to key concepts that help us to make inferences about how

political power is organized and used in different parts of the world. We will consider questions such as:

- What are states, how have they formed, and why are they the dominant mode of organization of political power?
- Why are some countries democracies, while others are ruled by authoritarian regimes? Under what conditions does regime change happen?
- What are the effects of different types of constitutional design and electoral systems?
- When does the human capacity for collective action result in conflict and when does it lead to peace and stability?
- Why are collective identities such as ethnicity, gender, and race politically salient in some settings, but not in others?
- Do ideas and ideologies really motivate political action, or do they simply conceal the pursuit of material interests?

While these are standard questions covered in most introductory comparative politics courses, we will build our answers in relation to two other, and particularly topical, phenomena: the rise of inequality and populism. We will interrogate the causes and effects of these twin trends and their relationships to one another and to the other key themes in the course. We will do so in part by exploring the politics and political systems of China, India, Nigeria, Russia, South Africa, and the United Kingdom as well as the United States. Our discussions and the readings and assignments that you complete in the course will not only familiarize you with the main topics in comparative politics, but also help you to develop the analytical skills necessary for critical engagement with Political Science scholarship.

OBJECTIVES AND LEARNING OUTCOMES

The course has multiple objectives, which correspond to the knowledge and skills that you should attain during the semester. By the end of the course, you should be able to:

1. Explain key concepts such as ‘political order,’ ‘state,’ ‘democracy,’ ‘polyarchy,’ ‘authoritarianism,’ ‘hybrid regime,’ ‘ethnicity,’ ‘nation’ and ‘nationalism,’ ‘institution,’ ‘collective action,’ ‘revolution,’ ‘civil war,’ ‘ideology,’ and several more.
2. Understand the most important causes of the formation and evolution of states.
3. Explain key sources of regime change and durability.
4. Evaluate the effects of different types of constitutional design and electoral systems.
5. Assess the role of political parties and interest groups in politics.
6. Understand the reasons for political mobilization of different collective identities.
7. Identify different types of collective action, their effects, and the reasons why people rely on them.
8. Understand the role of ideas and ideologies in politics.
9. Explain the relationships between the phenomena covered in the course.
10. Assess the sources of variation across different regions of the world.
11. Productively contribute to your own and fellow students’ learning through careful and critical engagement with the course material, presentations, and active participation in classroom and online discussions.
12. Conduct your own research, develop and substantiate arguments, and communicate your analysis and findings through both speaking and writing.

The course also meets Learning Objective 4 – Exploring Past and Present: Perspectives on Societies and Cultures of the General Education Requirements.

PEDAGOGICAL APPROACH

This is an introductory course in that I do not assume that you will have any prior knowledge of the subject matter and in that we will only address a small fraction of the many political and socioeconomic phenomena relevant to comparative politics, theories intended to explain those phenomena, and rich empirical evidence that scholars and others have collected in different settings. At the same time, this course will challenge you. We will cover concepts, theories, explanations, and empirical evidence that may be difficult to understand. To make sense of the course content, you will need to think about it carefully, logically, critically, and creatively and to develop new analytical skills. In other words, you will need to think like a social scientist.

This is a difficult set of skills to acquire and I am committed to helping you develop it. I fully expect that some of the material I ask you to absorb and the tasks I want you to complete will be challenging and confusing. Indeed, I will expose you to new content and ways of knowing and thinking precisely so that you come up against and grapple with the limits of your own understanding. All this new-ness can be destabilizing and disorienting. This is good because not having the knowledge and skills needed to decipher social reality forces us to learn, to discard erroneous preconceptions, to make sense of existing explanations and develop new ones, to collect new empirical evidence that challenges our assumptions, and to communicate what we have learned to others through careful and clear writing and speaking based on evidence, rather than emotional arguments. I welcome your every question about any aspect of the course and this learning process, but you will also need to work hard to benefit from and do well in the course.

Involvement in class activities is an integral and necessary component of learning in the course. Active learning fosters students' ability to think clearly, logically, and critically and develop essential analytical skills. Because my students are active participants in their learning, I expect you to be prepared for, (when possible) attend, and productively contribute to our classes.

Equally important to this learning process is the development of your ability to conduct your own research. I have designed the assignments and the final exam in this course so that you will not only have to demonstrate your knowledge of the course material, but also collect additional empirical evidence, critically assess scholarly arguments, develop your own perspective, and—since academic work is a collaborative endeavor—present your analysis and findings in a coherent and articulate manner, in both writing and speaking, to me and to your fellow students.

ASSESSMENT

OVERVIEW

Grading scheme

Class involvement	15%
Quizzes	5%
Analysis assignment 1:	
Initial draft	5%
Final draft	5%
Analysis assignment 2:	
Initial draft	5%
Final draft	5%
Research proposal	5%

Research essay:		
Initial draft		10%
Final draft		15%
Final exam:		
In-class component		15%
Out-of-class component		15%
Extra credit		5%

Assignment submission deadlines and exam date

Analysis assignment 1:		
Initial draft		February 24
Final draft		March 2
Analysis assignment 2:		
Initial draft		March 9
Final draft		April 1
Research proposal		April 8
Research essay:		
Initial draft		April 20
Final draft		April 29
Final exam		May 3, 9-10 am

ASSESSMENT DETAILS

Class involvement

The class involvement grade will reflect the productive contributions that you make to our discussions. These discussions will take place in the classroom during the first half of the semester and on Blackboard following the transition to online learning. During both classroom and online discussions you will need to demonstrate that you have read and reflected on the readings, paid attention to the content introduced by me, and carefully listened to or read your fellow students' contributions as well as ask questions and offer your own answers and analysis on class topics. To help you prepare for classes, I will often place discussion questions on Blackboard. Needless to say, you must show up to be a part of the shared intellectual work of the course. I expect you to attend every scheduled class meeting during the first half of the semester and to actively contribute to the Blackboard discussions in the second half of the semester. See the Policies section of the syllabus for exceptions.

Quizzes

In some classes I will administer quizzes to ask a few questions about the content of readings or material covered in that class. These are low-stakes exercises intended to ensure and measure your engagement with the course content. Following the transition to online learning all quizzes will be posted on Blackboard at the start of the scheduled class time. You will have ninety seconds to complete every question. For example, a quiz comprised of four questions will be available for six minutes. The quizzes will not be announced in advance and they cannot be made up if you miss a class or are not online at the start of the scheduled class time, no matter the reason. The quiz in which you did worst during the semester will not count towards your final grade.

Analysis assignments

The purpose of the analysis assignments is to provide you with an opportunity to practice thinking like a Political Scientist. These exercises will allow you to not only demonstrate your understanding of the course material, but also, and most importantly, help you to think critically about some key aspects of comparative politics, engage with scholarly work, and analyze political phenomena. The assignments should be 2 pages long. Assessment of the analysis assignments will be in two parts.

First, you will prepare and submit to me a draft assignment and sign up to meet with me during the assignment workshop. During the meeting you will read the assignment to me and I will provide you with feedback and assign the first grade for the assignment.

Second, you will revise the assignment based on the feedback you received. The second grade for the assignment will assess the improvement that you have made to the assignment and its correspondence to the criteria contained in the assignment rubric.

Research proposal

The purpose of the research proposal is to assist you in selecting your essay question from a list provided by me, locating sources, and organizing your ideas as well as to provide you with feedback about your work that you can use as you prepare your research essay. The proposal should be 1 page long. It should: a) identify your selected question; b) state your thesis; c) outline the key arguments that you intend to advance in support of that thesis; and d) explain what scholarly and nonacademic sources you will draw on in your research essay. You should attach a one-page proposed bibliography to your proposal. You do not need to have read all the sources prior to proposal submission, but you will need to justify your choices.

Because of the transition to online learning, the research proposal workshop originally scheduled in the course is not feasible. I will provide you with written feedback on the research proposal unless you prefer to receive in-person, spoken feedback, in which case we will schedule a Zoom meeting.

Research essay

The research essay must be on the same topic as the research proposal. The essay should be 4-5 pages long and follow the structure of a university essay. (I will provide you with a handout explaining how to effectively write argumentative essays.) Make sure that you clearly state your argument in the introduction, determine its scope, define the key concepts, demonstrate your critical engagement with scholarship, support your assertions with evidence (citing any contrary views or evidence as relevant), and conclude by summarizing your findings and outlining any questions or avenues that may require future research. Research essay of this length should draw upon at least 6-8 *academic* sources; you may also use nonacademic sources. Please incorporate a minimum of two sources from the course syllabus in your essay.

Assessment of the essay will be in two parts.

First, you will prepare and submit to me the initial draft of the research essay. I will read the draft, provide you with feedback, and assign the first grade for the essay.

Second, you will revise the essay based on received feedback. The second grade for the essay will assess the improvement that you have made to the assignment and its correspondence to the criteria contained in the essay rubric.

Final exam

You will write a two-part exam. The first, out-of-class component will consist of an essay. I will post the essay questions twenty-four hours before the exam. You will submit the essay at the start of the exam. The second part of the exam will comprise short answer questions, which you will answer during the scheduled exam time.

Extra credit

I encourage you to attend campus events relevant to the content of the course. I will announce such events in class and welcome suggestions of events of which I may not be aware. You can submit to me up to five short (approximately one-page-long) reflection papers detailing the content of events that I have announced in class and your response to the information and perspectives offered by speakers. I will increase your course grade by 1% for every reflection paper you submit. The announced events are open to all students. Only students who attend the events can receive extra credit.

ADDITIONAL INFORMATION**Assignment formatting**

All assignments should be double-spaced with one-inch margins in Times New Roman 12-point font. All citations should follow the Chicago author-date style. The lists of sources, which you must submit with every written assignment, do not count towards the specified assignment length. If you choose to include a cover page, it also does not count towards the assignment length.

Assignment submission

During the first half of the semester, you will submit both electronic and paper copies of all of your assignments. Paper copy submission is not feasible following the transition to online learning; after March 14 all assignment submission will be electronic.

The electronic copy of every assignment should be submitted on Blackboard by 11.59 pm on the day that assignment is due. You can leave the paper copy in the box on the door of Guerry 211 on the same day or bring it to the next class. I will not grade any assignment until you have submitted both copies. Later submission will attract penalties specified below. The electronic and paper copies must be identical.

All written work must include the pledge.

I strongly advise you to keep rough and draft work *and* final copies of all of your assignments. You should keep all assignments until the marked assignments have been returned to you and the grades have been posted. You must also retain the initial draft of your research essay until you can resubmit them along with the final draft.

Late submission

I will not accept late submission of the out-of-class component of the final exam.

I will apply a late submission penalty of 1% of the assignment grade per weekday (Monday to Friday) to all other assignments submitted after the submission deadline. If the electronic and paper copies are submitted on different days, I will use the date of first submission to calculate any penalties.

As per University policies, the last day for submitting written work is the last day of classes: April 29. I will not accept work submitted after that date.

Assignment return

I will grade and return all assignments submitted on time no later than two weeks after submission.

Grade appeals

If you wish to appeal your grade for any assignment, you should approach me no earlier than 72 hours and no later than two weeks after that assignment was returned to you. To appeal the grade, please submit a 150-200 word written explanation of why you wish to have the grade reviewed to me. I will

decide whether or not to review the grade based on the strength of your argument. If I decide to review the grade, I may keep the grade that you originally received, reduce it, or increase it.

Grading scale

A+ = 97-100, A = 96-93, A- = 92-90, B+ = 89-87, B = 86-83, B- = 82-80, C+ = 79-77, C = 76-73, C- = 72-70, D+ = 69-67, D = 66-63, D- = 62-60, F = 59 or less

POLICIES

Contact

I strongly encourage you to raise questions not answered by the syllabus during classes and office hours.

In the first half of the semester, you are very welcome to stop by my office during office hours and discuss with me any aspect of the course or other academic concerns that you may have. Following the transition to online learning, feel free to use Google Chat to talk with me at any point during my regularly scheduled office hours.

You can also sign up for a ten-minute appointment (or, within reason, more than one such appointment) during my office hours on my youcanbook.me page. Additional appointments are available several times a week. Those appointments have to be booked at youcanbook.me. When making your booking, please note whether you need to speak 'face-to-face.' If so, I will set-up a Zoom meeting and send a link for you to connect at the appointed time. Otherwise, we will talk via Google Chat at the appointed time. I am only available to speak with students during the times specified on the booking page.

During the first half of the semester, you may also call my office during office hours, although I will prioritize speaking to students who brave the elements to see me in person. I will generally not have time to return phone calls and I will not discuss the course on the phone outside office hours.

I am also happy to answer short questions via Blackboard messages or email. Questions that require more than one short response should be addressed during office hours. I will respond to emails and messages within one full working day. I have every confidence that you know better than to email or message your professors to ask questions answered in the syllabus.

Attendance

I expect you to attend every scheduled class meeting and I will take attendance. Following the transition to online learning, I will record you as absent from a class if you make no contribution to the Blackboard discussion on the topic covered in that class.

You may have up to three emergency absences before your grade is negatively affected. These absences may be used for any reason (illness, doctor's appointments, other responsibilities, school-sanctioned sports events, class field trips, etc.). They cannot include University no-cut mandatory attendance dates. The three emergency absence dates are "no questions asked"; that is, you do not need to communicate with me the reasons for your absence.

Except for documented medical emergencies, each additional absence will result in a reduction of your overall class involvement grade by 25%. I will also reduce your class involvement grade if you habitually arrive late or leave early.

It is your responsibility to obtain from fellow students notes on the material covered in classes that you miss.

Electronics

You may use a laptop or another electronic device with a keyboard to make notes and/or consult content relevant to the course. You may not use that device for any other purpose. Phones may not be used in the classroom unless explicitly permitted by me. Use of other electronic devices such as headphones and earbuds is not permitted. I will deduct your class involvement grade by 10% every time I notice that you are using an unauthorized electronic device during the scheduled class time.

Accommodations

The University of the South is committed to fostering respect for the diversity of the University community and the individual rights of each member of that community. In this spirit, and in accordance with the provisions of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), the University seeks to provide students with disabilities with the reasonable accommodations needed to ensure equal access to the programs and activities of the University. Any student with a documented disability needing academic adjustments is requested to speak with Student Accessibility Services and the instructor, as early in the semester as possible. If you have already requested accommodations, it is your responsibility to present your instructor with a copy of your academic accommodations letter from Student Accessibility Services which is located in the Dean of Students Office (931.598.1229). Accommodations will not be provided without this documentation, and accommodations cannot be applied retroactively. Additional information about accommodations can be found at <https://new.sewanee.edu/campus-life/playing/wellness-commons/university-wellness-center/student-accessibility-services/>. If you have questions about physical accessibility, please inform your instructor so that we can ensure an accessible, safe, and effective environment.

Academic integrity

All forms of academic dishonesty, including plagiarism, are violations of the Honor Code and will be treated as such.

Plagiarism is assuming credit for the work of someone else. This means that every time you use someone else's words or refer to an idea of theirs, you must cite their work.

Additionally, all work should be a product of individual and original work (unless group work is assigned by the professor). Students at the University of the South are required to be familiar with and adhere to the Student Handbook and the Honor Code System. Refer to <http://www2.sewanee.edu/academics/catalog/>.

If you ever have a question about an assignment or need additional help, please ask for assistance rather than jeopardize your academic career.

Title IX matters

Sexual misconduct is a violation of federal Title IX law and University policy. Disclosure of sexual misconduct to University faculty, staff, or student leaders (i.e. proctors) is not confidential and these individuals are required to make reports, including names and circumstances, to the University's Title IX Coordinator. To report incidents of sexual misconduct, please file a report at ReportSexualMisconduct.sewanee.edu or contact the Title IX Coordinator (Dr. Sylvia Gray, titleix@sewanee.edu). For more information on mandatory reporting please see the Mandatory Reporter Policy. For resources on support or confidential disclosure, please refer to the Sexual Misconduct Policy.

UNIVERSITY RESOURCES

Writing support

The Writing Center, located on the main floor of duPont Library, provides objective peer support to Sewanee students who seek assistance with their writing projects. The student tutors can help at any stage in the writing process, including topic development, rough drafts, final drafts, and revisions. Students should bring a copy of the professor's written instructions to the meeting. The Writing Center will not accept papers that are dropped off.

Research support

The Research Help Center in duPont Library is available for all of your research paper, project, and presentation needs. Our librarians can help with each stage of the research process, including topic selection and narrowing, outlining, finding resources, interpreting academic resources, avoiding plagiarism, and integrating research into your paper or presentation. Walk-ins are welcome, but appointments with a research expert are strongly encouraged. You can find more details and sign up for appointments at library.sewanee.edu/researchhelp/librarians/.

The Center for Speaking and Listening

The Center for Speaking and Listening, located on the main floor of duPont Library, provides peer support to Sewanee students who seek assistance with their presentations.

Politics study groups

The Department of Politics at Sewanee provides a study groups program, in which students study with advanced Politics majors who are preparing to take their comprehensive exams. Through partnerships, study group leaders will engage with interested students in helping students to read, study, and take notes more effectively; revise and reorganize written assignments; clarify concepts and provide examples, and create short- and long-term study goals. Please reference <http://www.sewanee.edu/academics/politics/politics-study-groups/> for more information about study groups, including schedules for study group leaders and instructions for joining a group.

Wellness

As a student, you may experience a range of challenges that can interfere with learning, such as stress, strained relationships, increased anxiety, substance misuse, mood changes, difficulty concentrating, and/or lack of motivation. These mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. Free counseling, psychological, and psychiatric services are available at the University Wellness Center, and treatment does work. You can learn more about confidential mental health services available on campus at <http://www.sewanee.edu/student-life/university-wellness-center/counseling-and-psychological-service-caps/>.

SCHEDULE AND READINGS

The textbook that we will be using in the course is:

Dickovick, J. Tyler, and Jonathan Eastwood. 2018. *Comparative Politics: Integrating Theories, Methods, and Cases*. New York: Oxford University Press.

The library has a copy of the textbook, which you can check out from the circulation desk. The textbook is also available for purchase from the University bookstore and the other usual sources. The differences between the third, 2018 edition and previous editions are limited. Feel free to obtain a copy of either of the first two editions and consult the library copy for page-number and content changes.

All readings are available online through Blackboard or links in the syllabus. Please pay attention to specified page numbers; in some cases only a section of a particular reading is required.

All readings listed in the syllabus are required.

I am likely to amend the schedule and readings to align them better with the learning needs of students in the course. For this reason, the schedule is tentative and likely to change as we move through the course material this semester.

PART I. COMPARATIVE POLITICAL ANALYSIS

January 14: Populism, inequality, and the value of comparative analysis

Anderson, Jon Lee. 2018. "Jair Bolsonaro's Victory Echoes Donald Trump's, with Key Differences." *The New Yorker*, October 30. <https://www.newyorker.com/news/news-desk/jair-bolsonaros-victory-echoes-donald-trumps-with-key-differences/>.

Matthews, Dylan. 2018. "The Global Top 1 Percent Earned Twice as Much as the Bottom 50 Percent in Recent Years." *Vox*, February 2. <https://www.vox.com/policy-and-politics/2018/2/2/16868838/elephant-graph-chart-global-inequality-economic-growth/>.

January 17: Introduction to comparative politics

Dickovick and Eastwood, pp. 1-23.

January 23 & 28: Comparative research

Dickovick and Eastwood, pp. 24-46. (note that this chapter contains substantial errors that I will address in class)

With a presentation on literature search and plagiarism by Courtney Zeitler from Jessie Ball duPont Library on January 28

PART II. THE STATE AND POLITICAL DEVELOPMENT

February 4: Political order and the state

Watts, Jonathan. "Venezuela on the Brink: A Journey Through a Country in Crisis." *The Guardian*, October 11. <https://www.theguardian.com/world/2016/oct/11/venezuela-on-the-brink-a-journey-through-a-country-in-crisis/>.

Dickovick and Eastwood, pp. 47-58.

Olson, Mancur. 1993. "Dictatorship, Democracy, and Development." *American Political Science Review* 87 (3): 567-76.

"Introduction: The EU – A Political System, but Not a State." Ottawa: Carleton University. <https://carleton.ca/ces/elearning/politics/introduction-the-eu-a-political-system-but-not-a-state/>.

February 6: State-making

Dickovick and Eastwood, pp. 58-70.

Tilly, Charles. 1985. "War Making and State Making as Organized Crime." In *Bringing the State Back In*, edited by Peter B. Evans, Dietrich Rueschemeyer, and Theda Skocpol. New York: Cambridge University Press. 169-91.

February 16, 12-1.15 pm: State-making: the United Kingdom in comparative perspective

Dickovick and Eastwood, pp. 543-551.

Alabrese, Eleonora, Sascha O. Becker, Thiemo Fetzer, and Dennis Novy. 2019. "Who Voted for Brexit? Individual and Regional Data Combined." *European Journal of Political Economy* 56 (1), 132-134.

February 16, 1.15-2.30 pm & 18: Economic and political development, inequality, and exclusion

Bevins, Vincent. 2016. "To Understand 2016's Politics, Look at the Winners and Losers of Globalization." *The New Republic*, December 20.

<https://newrepublic.com/article/139432/understand-2016s-politics-look-winners-losers-globalization/>.

Dickovick and Eastwood, pp. 97-120.

Scheidel, Walter. 2017. "The Only Thing, Historically, That's Curbed Inequality: Catastrophe." *The Atlantic*, February 21. <https://www.theatlantic.com/business/archive/2017/02/scheidel-great-leveler-inequality-violence/517164/>.

February 25: Analysis assignment 1 initial draft workshop (11 am-3.30 pm, Guerry Hall 211)

PART III. POLITICAL REGIMES

February 27: Democracy and democratization: India in comparative perspective

Dickovick and Eastwood, pp. 121-146 & 457-466.

Guha, Ramachandra. 2019. "India was a Miracle Democracy. But It's time to Downgrade Its Credentials." *Washington Post*, August 14.

<https://www.washingtonpost.com/opinions/2019/08/14/india-was-miracle-democracy-its-time-downgrade-its-credentials/>.

March 3: Democracy and democratic backsliding: the United States in comparative perspective

Dickovick and Eastwood, skim pp. 558-568.

Müller, Jan-Werner. 2017. "Introduction: Is Everyone a Populist?" In *What is Populism?* London: Penguin.

March 5: Authoritarianism

Dickovick and Eastwood, pp. 147-173.

March 10: Analysis assignment 2 initial draft workshop (11 am-3.30 pm, Guerry Hall 211)

March 31: Authoritarianism: China and Russia in comparative perspective

Dickovick and Eastwood, pp. 413-425 & 529-539.

PART IV: ORGANIZATION OF THE STATE

April 2: Constitutions and constitutional design: Nigeria in comparative perspective

Dickovick and Eastwood, pp. 174-200 & 514-524.

April 7 & 9: Legislatures and electoral systems

Dickovick and Eastwood, pp. 201-228, 553-554, & 569-570.

April 15 & 17: Coalitions, coalition-building, and executives

Dickovick and Eastwood, pp. 229-253, 525, & 571.

PART V: COLLECTIVE ACTION

April 21: Political parties and interest groups

Dickovick and Eastwood, pp. 254-279, 425-426, 539-540.

Gevisser, Mark. 2019. "State Capture: The Corruption Investigation That Has Shaken South Africa."

The Guardian, July 11. <https://www.theguardian.com/news/2019/jul/11/state-capture-corruption-investigation-that-has-shaken-south-africa/>.

April 23: Contentious politics

Dickovick and Eastwood, pp. 280-307, 426, 526-527, 540-541.

BBC, 2019. "Why Is There a War in Syria?" February 25. <https://www.bbc.com/news/world-middle-east-35806229/>.

PART VI: IDEAS AND IDENTITIES

(Because the spring break has been extended, we will not have time to cover these important topics this semester. I recommend that you familiarize yourself with the relevant readings, but none of the material addressed in Part VI of the course will be on the final exam.)

Identities

Dickovick and Eastwood, pp. 308-350, 467-468, 527, & 554-556.

Ideas and ideologies

Dickovick and Eastwood, pp. 351-371, 541-542, & 556.

Brooks, David. 2018. "How Democracies Perish." *New York Times*, January 11. <https://nyti.ms/2EyZnX3>.

April 28: Review