

Introduction to Comparative Politics

Political Science 111 (Fall 2016) Course
4 Credits, Gen Ed (SB)

Monday Class: Online Content
Wednesday Class: 2:30 p.m. – 3:20 p.m., Marcus 131
Mondays or Fridays: Section Meeting with Teaching Assistant

Timothy Pachirat
Office: 402 Thompson Hall
Email (best way to reach me): pachirat@umass.edu
Office Hours: By appointment via weblink to be sent to the class

Teaching Assistants

Basileus Zeno
bzeno@umass.edu
Alexandria Nylen
anylen@umass.edu

Usmaan Farooqui
ufarooqui@umass.edu

Siddhant Issar
sissar@umass.edu
Ethan Tupelo
etupelo@umass.edu

Course Description

What is “the state” and why is it the primary unit of political identity in today’s world? Why are state leaders sometimes chosen with ballots and other times with bullets? Why do the vast majority of people in today’s world struggle under conditions of desperate poverty while a small elite enjoys extraordinary wealth and privilege? How much will “the state” continue to matter as the world becomes increasingly interconnected?

This course introduces you to historically informed and ethnographically grounded comparative political analysis as a way of addressing these and other urgent questions. 1) *Historically informed*, because we explore the key processes of state and market formation from which our present era has emerged, replete with paradoxes and promises. 2) *Ethnographically grounded*, because we take seriously the everyday lived experiences and agency of ordinary people as a way of understanding and evaluating large, impersonal structures like states, markets, and ideologies. And finally, 3) *comparative political analysis*, because we trace how the political world we inhabit today unfolds from the legacies of capitalism, colonialism, and the nation-state system, and manifests itself in a variety of regime types, economic systems, and political cultures that are often better understood when placed in comparison with one another.

In short, this course aims to provide you with the material we must work with and confront if we wish to understand--and shape--the present and future of our deeply interconnected world.

Course Structure

Every course tells a story. In this course, the focus of our story is on the origins, rise, and consequences of the modern world. We begin (week one) with the question: “What is the study of comparative politics and what is it good for?” Next (week two), we turn our attention to the world that existed *before* the world we live in, thinking critically about our choice of starting points and why it matters. In week three, we examine the emergence and rise of the modern state system, that dominant, seemingly inescapable political feature of our time. In week four, we take account of those who intentionally resisted this system, adapting their geography, agriculture, and cultures to repel the states that sought to “civilize” them. In weeks five and six, we turn to the political and economic trajectories of Britain, France, the United States, and Germany, four modern democratic capitalist states that exhibit striking variation despite their key commonalities. In weeks seven through eleven we look closely at the enormous gaps in power and wealth that have been produced since the ascendancy of these and other “advanced” nation-states, focusing in particular on the world’s two most populous countries: India and China. In these weeks, we attend not only to the big structures of state, economy, and culture, but also to how these structures make themselves felt in the everyday lives of ordinary people. We will immerse ourselves in the lives of the Zhang family as they travel 2,100 kilometers across China in the world’s largest human migration (week nine), and, along with twelve year old Sunil and sixteen year old Abdul, we will become embroiled in the horrific aftermath of the suicide of a one-legged woman in a slum of Mumbai, India (weeks ten and eleven). After this, we pivot sharply to one of the most central and enduring questions of comparative politics: the classification, measurement, and evaluation of regimes, focusing in particular on the varieties of non-democratic regimes (week twelve), and ending with a close examination of what happens to a nearly-extinct group of mountain gorillas when the state is unable to exercise an effective monopoly on violence within its territory (week thirteen). In our final week (fourteen), we draw on the 2011 catastrophic meltdown of three nuclear reactors in Fukushima, Japan in order to zoom back out to a planetary level where we will conclude our semester together with the urgent question: what might it mean to do comparative politics in the age of the Anthropocene?¹

Course Goals

As a part of the General Education requirement (Social and Behavioral Sciences), this course provides you with an opportunity to examine prior assumptions, broaden your knowledge of the world, and hone your critical thinking and communication skills. It also invites you to engage in intellectual and moral dialogue with your professor, teaching assistants, and classmates, and to learn to listen to and consider viewpoints different from your own. The broad aim of the course is to equip you to participate as an informed global citizen in the major political questions facing our world today.

Specifically, at the end of this course you will be able to:

¹ Anthropocene (adjective): relating to or denoting the current geological age, viewed as the period during which human activity has been the dominant influence on climate and the environment (Google Dictionary).

- 1) Identify the historical contexts leading to the rise of capitalism, colonialism, and the establishment of the sovereign nation-state as primary units of political identity in the contemporary world.
- 2) Develop empirically and theoretically informed analyses of the politics of a range of countries in the world.
- 3) Evaluate and situate the politics of your home country in light of the existing alternatives.
- 4) Understand how large, impersonal structures like the state, the economy, and political institutions impact the everyday lived experiences of ordinary people.
- 5) Articulate the strengths and weaknesses of a variety of methodological and theoretical approaches to the study of comparative politics.

Design of the Course

Traditionally, this course meets twice per week for fifty-minute lectures, and a third time for fifty-minute sections. However, to increase student interactions in large lecture courses, we are making use of new technologies to engage students both online and in class. The purpose of this re-design is to advance the learning goals discussed in the previous section of the syllabus. The course is part of a highly developed experiment in “blended” learning. Studies show that student learning is greatest when they not only acquire factual knowledge, but also attempt to apply it and get quick feedback. Specific studies of blended learning show that students arrive in class better prepared, engage in deeper and more meaningful discussions of the course content, create higher quality projects, and earn higher scores on exams when compared to instruction through the traditional format.

For this reason, much of the factual content of the course will be delivered online, and lecture and sections will be devoted to applying key concepts and making sure you understand the material. Some call this a “flipped” classroom. Rather than having the instructor or teaching assistant lecture throughout the entire class, students participate more fully in class discussions and activities because they have acquired the content beforehand.

How will you acquire the content? In lieu of Monday’s class, you will engage with lectures, readings, and other online activities that will be posted through the course website. You will then take a short online quiz that helps you think about the main questions and concepts of the video lecture and readings.

Our Wednesday classes and your weekly sections will be dedicated to discussing some of the questions and raising additional ones that will help you to better understand the course material. *You are expected to complete each week’s readings and view each week’s posted lectures before you come to class each Wednesday.*

The *exceptions* to this general pattern are the two weeks (week nine and week thirteen) where we will meet in class on both Monday and Wednesday in order to view films together. Additionally, the class scheduled for Wednesday, November 30 will be held online rather than in Marcus 131. Please make sure you make a note of these exceptions in your calendar.

Course Website

With the exception of two required texts, all course material will be available through Moodle. This includes screencasts of lectures, required readings, pre-class activities, required quizzes, and study guides. I will use Moodle to communicate with you and post announcements of new material or changes to the schedule.

You can access Moodle <<https://moodle.umass.edu/>> by entering your UMass ID and password. If you have questions about Moodle, please refer to this useful website: <http://www.oit.umass.edu/support/moodle/help-students> or contact the help center at 413-545-9400 (8:30 a.m. - 4:45 p.m., M-F).

Required Texts

I am acutely attuned to the hyperbolic rise in textbook prices and the financial burden this places on students and their families. With assistance from an Open Education Initiative Grant from the Office of the Provost and UMass Amherst Libraries, I have tried to draw heavily on open source and fair use materials, limiting required texts for the class to two (relatively) inexpensive books. Hard copies of these books are available for purchase at Amherst Books, 8 Main Street, Amherst (phone: 413-256-1547). Alternatively, you may purchase electronic copies of these books for instantaneous download from Amazon.com. These electronic copies can be read on multiple computer, laptop, tablet, or mobile devices with free installation of a Kindle app. Finally, both books are widely available free of charge at all Five College libraries, and Katherine Boo's book is also available, free of charge, in hard copy and as an electronic download loan from the Amherst Public Library.

Katherine Boo, *Behind the Beautiful Forevers: Life, Death, and Hope in a Mumbai Undercity* (New York: Random House, 2012). Print price: new, \$16; used starting at \$0.60; Electronic price: \$8.50; or free of charge for download in a variety of electronic formats with an Amherst Public Library card (all UMass students qualify for an Amherst Public Library card; present your student ID and proof of campus address).

Robert Marks, *The Origins of the Modern World, Second or Third Edition* (Rowman and Littlefield, 2006; 2014). Second Edition Print: starts at \$3.65 used; Second Edition Electronic: \$13.99 (Amazon.com). Third Edition Print New: \$24; used starting at \$16; Third Edition Electronic: \$20.99.

Reading Load

Careful, active reading of the assigned texts is a central component of this course. The reading load for this course averages 48 pages per week, and is expected to take between two and three hours of focused reading time per week to complete, depending on your reading speed. In some weeks, there are "Optional Readings." These are not required but listed as additional resources and may also be used to inform class lectures. Additionally, in some weeks, part of the reading is noted as "Required" and the other part as "Skim." This is to help you allocate your reading time amongst

portions of the text that are more central than others.

In the course schedule, I have also noted the “Key Questions” that we will consider each week, as well as questions for you to “Mull while you read.” Note that weekly online quizzes will often draw from these questions.

To help you plan ahead and effectively organize your study time, here is a chart listing the number of pages of required reading each week and noting whether the reading is mostly narrative (N), analytical (A) or a combination of both (A/N). (Most people read well-written narrative texts at a much faster pace than densely written analytic texts.) *If you find yourself regularly spending substantially more than three hours a week on focused reading for this course, please contact your teaching assistant to work out a study plan.*

<i>Week</i>	<i># Pages</i>	<i>Type</i>	<i>Week</i>	<i># Pages</i>	<i>Type</i>
1	0				
2	66	A/N	9	0	
3	60	N	10	244	N
4	39	N	11	0	
5	33	A	12	43	A
6	60	A/N	13	5	A/N
7	53	A/N	14	18	N
8	58	A/N	average 48 pages per week		

Requirements and Grading

Your final grade in the class will be determined as follows:

1) **Attendance and Participation (15%).** Your preparation, presence, and participation are crucial. Please complete the required readings, be on time for each class, bring all relevant readings, and contribute energetically to the class and section discussions. Your class participation grade will be assessed based on lecture attendance and your contributions to section discussions. Teaching assistants may distribute additional section syllabi that detail specific section expectations and requirements. Please note that unexcused absences in lecture or in section will count heavily against you. An absence will be excused only with documentation of medical necessity or with *prior* approval from your Teaching Assistant.

2) **Weekly Online Quizzes (25%).** After viewing the online lectures and completing the readings each week, you will take an online quiz. Your single lowest quiz score will not count against you. To count for credit, questionnaires must be submitted by 11 a.m. each Wednesday. There will be no make-up quizzes offered.

3) **Two Short Papers (15% each, 30% total).** There will be two take-home essays, each not to exceed 1,000 words in length, excluding bibliography. The first essay prompt will be distributed on September 28 and must be submitted via Moodle by 2 p.m. on October 12. The second essay prompt will be distributed on October 31 and must be submitted via Moodle by 2 p.m. on November 16.

A note on citations:

It doesn't matter much to me what citation style you want to use, as long as it is: a) widely recognized and b) used consistently throughout your papers. Sometimes, professors can be picky about which citation style they want you to use, but most just want to see you using a citation style consistently and correctly. It's a good idea to pick one that you like, learn it well, and use it as your default citation style throughout college.

The three major citation styles are MLA, APA, and the CMS. The Course Resources section of Moodle contains a helpful .pdf chart comparing the three citation styles. The chart is from Purdue University's Online Writing Lab (OWL), which has a bunch of other information about putting together academic papers that you may also find helpful throughout your time in college and beyond. Their website is <https://owl.english.purdue.edu/owl/>

- 3) **Final Exam (25%).** Check SPIRE for the date and location of the final exam for this course. A detailed study guide for the final exam will be distributed in early to mid November.

You are expected to meet all deadlines. Extensions will be granted only for documented medical emergencies. Further, it is expected that you attend the final exam at its scheduled time. There will be no make-ups for this exam unless there is a documented medical emergency. If you have a documented pre-existing commitment for the date and time of the final exam, you must notify your teaching assistant and me in writing by October 19. Make-ups will not be considered after this date.

Statement on Academic Honesty

The integrity of the academic enterprise of any institution of higher education requires honesty in scholarship and research. Academic honesty is therefore required of all students at the University of Massachusetts-Amherst. Academic dishonesty (cheating, fabrication, facilitating dishonesty) is prohibited in all programs of the university. In this class, plagiarism, cheating, and other forms of academic dishonesty will result in a failing grade, possibly for the entire course, and will be reported to the University's Academic Honesty Board. See the University Undergraduate Rights and Responsibilities handbook for further details.

Statement on Disabilities

The University of Massachusetts-Amherst is committed to providing an equal educational opportunity for all students. If you have a documented physical, psychological or learning disability on file with Disability Services (DS) or Psychological Disabilities Services (PDS), you may be eligible for reasonable academic accommodations to help you succeed in this course. If you have a documented disability that requires an accommodation, please notify me with the first

two weeks of the semester so that we may make appropriate arrangements.

Classroom Etiquette

In a larger-enrollment course like this one, it is important that we work together to make this the best learning experience for everyone. I will do my best to provide you with interesting information and learning opportunities. Your behavior can help make this a positive learning experience too. Here are some basic rules of classroom etiquette that will help make the class run smoothly.

1. Please be seated and ready to learn at the start of class.
2. Come to class with appropriate materials for taking notes. You may want to bring assigned readings and your notes from the online lectures.
3. During lectures and sections, please silence all technologies, such as cell phones, iPods, iPads, or other music players that could distract other students.
4. Please minimize conversations/talking that is not related to classroom activities.
5. Please refrain from activities, such as texting and surfing the internet, which could distract other students.
6. Our class period lasts for 50 minutes. Please don't pack up your stuff until after the class is over.

Succeeding in this Class

I want you to succeed in this class. I encourage you to sign up to see me during my office hours, or to approach me with questions or concerns before or after class. I typically arrive in the lecture hall 10 minutes before class and stick around afterwards too. My goal is to answer all emails within 72 hours of receiving them; if you have not heard from me *after* 72 hours, please resend your email.

The teaching assistants are also available to help you. I urge you to take advantage of their knowledge and willingness to help you learn. You should feel free to talk with them before or after class, and in their office hours.

Here are some recommendations for doing well in the course:

1. Go to all classes and sections.
2. Be an active listener (take notes!) and participate as much as possible.
3. View the online lectures and read the assignments before the class. Come to class having thought about the materials. The weekly quizzes should help you with this.
4. Take good notes on materials. Pay special attention to important concepts, which may appear in bold in the readings, or are highlighted in lectures. You may want to

create flash cards of key concepts and terms.

5. Get in the habit of reading one or more newspapers regularly. Pay special attention to coverage of politics in other countries and/or issues that connect to themes we cover in class. In the United States, *The New York Times* and the *Wall Street Journal* typically offer differing views on issues. Outside the United States, the *BBC* and *The Guardian* have extensive international political coverage. Additionally, several other news sources such as *The Economist* and the *BBC* feature extensive information about the politics and leaders in various countries and regions. Additionally, there are several excellent specialized blogs covering politics in various regions. For Mainland Southeast Asia, for example, see the *New Mandala* website, maintained by the Australian National University. Additionally, your Teaching Assistants may be able to direct you to other region or country specific resources.

6. If you have questions about ideas in the readings or in the news, contact your TAs via email or office hours, or ask me after class.

7. Start your writing assignments early, and work with your TA to improve them before the final due date. Don't put things off to the last minute.

8. Keep a personal calendar. Write down all of the important dates for this course, and keep track of them over time. If there are scheduling conflicts, let your teaching assistant and me know ASAP.

9. Consider forming a small study group with other students in the class to go over readings and prepare for exams.

Schedule

Week One: What is Comparative Politics and What is it Good For?

September 7 (Marcus 131)

Key Question: What is the study of Comparative Politics and what is it good for?

Optional Reading:

December Green and Laura Luehrmann, "A Village of 1,000 People," in *Comparative Politics of the Third World*, (Rienner, 2011) pp. 7-8.

Marc I. Lichbach and Alan S. Zuckerman, "Research Traditions and Theory in Comparative Politics: An Introduction," in Ronald Rogowski and Patrick O'Neal, eds., *Essential Readings in Comparative Politics* (W.W. Norton, 2013), pp. 3 – 7.

Gerald Munck, "Table 2.2: The Origins and Evolution of Comparative Politics in the United States," in *Passion, Craft, and Method in Comparative Politics* (Johns Hopkins Press, 2007), pp. 38 – 39.

Week Two: Prime Meridians, or, In 1405 Zheng He sailed the blue....

September 12 (online) and September 14 (Marcus 131)

Key Questions: What are the distinguishing political and economic characteristics of the modern world? How might the stories we tell about the origins of the modern world inform and shape our study of comparative politics? In what ways is the study of comparative politics (necessarily) Eurocentric? In what ways is it not? Why start our study of contemporary comparative politics in the year 1400? What were the dominant characteristics of states and the everyday texture of life under the biological old regime? What was the significance of the Indian Ocean to China, India, *dar-al-Islam*, and Europe?

Mull while you read: Examine a map or globe, and find the longitude lines (the ones that run north-south). Find “0” longitude, the prime meridian. What parts of the world run through it? Which country do you think was able to define the prime meridian as starting in their land? Why? What difference does it make? What are the possible connections between where “0” is located and Ed Schatz’s study of “marked” and “unmarked” cases in the flagship journal of Political Science in the United States? In what ways might this matter to the study of comparative politics?

Required Readings (66 pages total):

Robert Marks, “Introduction: The Rise of the West?” “The Material and Trading Worlds, circa 1400,” and “Starting with China,” *The Origins of the Modern World*, pp. 1-66.

Optional Reading:

Edward Schatz and Elena Maltseva, “Assumed to be Universal: The Leap from Data to Knowledge in the *American Political Science Review*.” *Polity* 44(3), 2012, pp. 446 – 472.

Ido Oren, “American Political Science as Ideology” in *Our Enemies and US: America’s Rivalries and the Making of Political Science* (2003), pp. 1 – 23.

Timothy Kaufman-Osborn, “Dividing the Domains of Political Science: On the Fetishism of Subfields,” *Polity*, 38 (1) 2006, pp. 42 – 71.

Paul Pierson, “Increasing Returns, Path Dependence, and the Study of Politics,” *The American Political Science Review* 94 (2), 2000, pp. 251 – 267.

Week Three: What is the State?

September 19 (online) and September 21 (Marcus 131)

Key Questions: What are the key characteristics of the modern states and how did they emerge?

Mull while you read: What are the key differences between the agrarian states of

China and India in the 1400s and the industrialized states after 1750? Was the rise of the industrialized state “inevitable?” Once the first industrialized state was established, was it “inevitable” that this model become the dominant one in the world?

Required Reading (60 pages total):

Robert Marks, “Empires, States, and the New World, 1500-1775,” and “The Industrial Revolution and Its Consequences, 1750 – 1850” in *The Origins of the Modern World* pp. 67 – 123.

Max Weber, “Politics as Vocation,” in Ronald Rogowski and Patrick O’Neal, eds., *Essential Readings in Comparative Politics* (W.W. Norton, 2013), pp. 39 – 44.

Further Reading:

Russell Hardin, “Compliance, Consent, and Legitimacy,” in Charles Boix and Susan Stokes, eds., *The Oxford Handbook of Comparative Politics*, (Oxford, 2007), 236 – 255.

Hendrik Spruyt, “War, Trade, and State Formation,” in Charles Boix and Susan Stokes, eds., *The Oxford Handbook of Comparative Politics*, (Oxford, 2007), 211 – 231.

Charles Tilly, “How War Made States and Vice Versa” in *Coercion, Capital, and European States, AD 990 – 1900* (Blackwell, 1990), pp. 67 – 95.

Week Four: Seeing the State, Fleeing the State: The Zomia Hypothesis

September 26 (online) and September 28 (Marcus 131)

Key Questions: What is the Zomia hypothesis? Why does the existence and characteristics of Zomia matter to the study of comparative politics? What does a state look like from the perspective of everyday lived experience?

Mull while you read: What would a comparative politics that takes non-state spaces seriously look like? Is there anything natural, normal, or necessary about the state? Are there any surviving non-state spaces in the world today?

Required Readings (39 pages total):

James C. Scott, “Hills, Valleys, and States: An Introduction to Zomia,” *The Art of Not Being Governed: An Anarchist History of Southeast Asia*, pp. 1 – 39.

Further Reading:

James C. Scott, “Cities, People, and Language” in *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed* (Yale, 2000), pp. 53 – 83.

September 28, Instructions for first take-home essay distributed at the start of class.

Weeks Five and Six: Trajectories of European and U.S. State and Market

Formation: Four Cases

October 3 (no online lecture; work on essays), October 5 (Marcus 131), October 10 (online), and October 12 (Marcus 131).

Key Questions: Britain, The United States, France, and Germany could all accurately be classified as advanced industrial democracies. Yet there is significant institutional variation among them. How did their early trajectories of state and market formation influence the variation that exists among them today?

Mull while you read: Arend Lijphart, George Tsebelis, and Peter Hall and David Soskice each offer an analytic basis for the systematic comparison of democratic capitalist states. Identify the central analytic logic put forward by each author and map the political institutions and economy of each of four cases according to those logics.

October 7 Required Readings (33 pages total):

Arend Lijphart, "Introduction" and various charts, in *Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries*, (Yale, 1999), read pp. 1 – 4 and skim remainder.

George Tsebelis, "Decision-Making in Political Systems: Veto Players in Presidentialism, Parliamentarism, Multicameralism, and Multipartyism" *British Journal of Political Science* 25 (1995), read 289 – 293 and skim remainder.

David Soskice and Peter Hall, "Liberal Market Economies and Coordinated Market Economies," "Role of Culture, Informal Rules, and History," "Figure 1.3, Complementarities Across Subsystems in the German Coordinated Market Economy," "Figure 1.4, Complementarities Across Subsystems in the American Liberal Market Economy," "Major Characteristics of LME and CME," in *Varieties of Capitalism* (Oxford, 2001), pp. 8-9; 13-14; 28; 34.

Joel Krieger, "The Making of the Modern British State and Political Economy and Development," in *Introduction to Comparative Politics*, Mark Kesselman, Joel Krieger, and William Joseph, eds. (Houghton Mifflin, 2008), pp. 48 – 68.

Keep reading ahead for next week!

October 10 and October 12 Required Readings (60 pages total):

Mark Kesselman, "The Making of the Modern French State and Political Economy and Development," in *Introduction to Comparative Politics*, Mark Kesselman, Joel Krieger, and William Joseph, eds. (Houghton Mifflin, 2008), pp. 100 – 120.

Christopher Allen, "The Making of the Modern German State and Political Economy and Development," in *Introduction to Comparative Politics*, Mark Kesselman, Joel Krieger, and William Joseph, eds. (Houghton Mifflin, 2008), pp. 157 – 177.

Louis de Sipio, "The Making of the Modern American State and Political Economy

and Development,” in *Introduction to Comparative Politics*, Mark Kesselman, Joel Krieger, and William Joseph, eds. (Houghton Mifflin, 2008), pp. 314 – 334.

October 12, First take-home essay due via Moodle by 2 p.m.

Week Seven: The Gap

October 17 (online) and October 19 (Marcus 131)

Key Questions: How and why did a huge, growing, and seemingly permanent gap emerge between industrialized and non-industrialized worlds? What consequences did this gap have for Europeans, Asians, Africans, and Latin Americans?

Mull while you read: LIC, HIC, MNC, IMF, WTO, G7, G20, MDG, NIDL, EPZ, OECD, HICs, BRIC, BRICET, and CIVETS, are just some of the acronyms in “Growth and Development: A Progress Report.” What does the very existence of these acronyms suggest about the political and economic landscape of the contemporary world? Define each acronym and chart its relationship to “The Gap” described by Robert Marks.

Required Readings (53 pages):

Robert Marks, “The Gap,” *The Origins of the Modern World*, pp. 123 – 155.

December Green and Laura Luehrmann, “Growth and Development: A Progress Report,” in *Comparative Politics of the Third World*, (Rienner, 2011) pp. 103 – 139.

Skim:

December Green and Laura Luehrmann, “Colonialism: Gold, God, Glory,” in *Comparative Politics of the Third World*, (Rienner, 2011) pp. 43 – 53.

Week Eight: India, China, and the Gap Today

October 24 (online) and October 26 (Marcus 131)

Key Questions: We have been tracing the history of China and India from the 1400s to today. What are the key post-Industrial Revolution political and economic characteristics of each country?

Mull while you read: China is an authoritarian one-party state. India is a multi-ethnic, multi-party democracy. Does it make sense to compare them? Why or why not?

Required Reading (58 pages total):

Atul Kohli and Amrita Basu, “The Making of the Modern Indian State” and Political Economy and Development” in *Introduction to Comparative Politics*, Mark Kesselman, Joel Krieger, and William Joseph, eds. (Houghton Mifflin, 2008), pp. 266 – 276.

William Joseph, "The Making of the Modern Chinese State" and Political Economy and Development" in Atul Kohli and Amrita Basu, *Introduction to Comparative Politics*, Mark Kesselman, Joel Krieger, and William Joseph, eds. (Houghton Mifflin, 2008), pp. 626 - 636.

Week Nine: Last Train Home: 归途列车 (Movie)

October 31 (Marcus 131) and November 2 (Marcus 131)

Key Questions: What is the texture of everyday life for the various members of the Zhang family? How does a deeper understanding of their lived experiences provide us with a basis for evaluating larger, impersonal structures like the economy, the state, and globalization?

Mull while you watch/read: Philip Pan writes that the Chinese state is, "engaged in the largest and perhaps most successful experiment in authoritarianism in the world. The West has assumed that capitalism must lead to democracy, that free markets inevitably result in free societies. But by embracing market reforms while continuing to restrict political freedom, China's Communist leaders have presided over an economic revolution without surrendering power." What are the central features of Chinese capitalism and how do they relate to the Chinese political system?

Start reading ahead:

Katherine Boo, *Behind the Beautiful Forevers, Life, Death, and Hope in a Mumbai Undercity*

October 31, Second take-home essay instructions distributed at the beginning of class.

Week Ten: Behind the Beautiful Forevers and Last Train Home Discussion

November 7 (reading day; no online lecture); November 9 (Marcus 131)

Required Reading (244 pages):

Katherine Boo, *Behind the Beautiful Forevers, Life, Death, and Hope in a Mumbai Undercity*, entire.

Week Eleven: Essay Writing Week: No Class, No Sections, No Online Lectures; Individual Meetings with TAs in Office Hours

November 14 (no online lecture; work on essays) November 16 (No class; University on Friday Schedule)

November 16, Second take-home essay due via Moodle by 2 p.m.

Week Twelve: Unpacking the Black Box of Authoritarianism

November 28 (online) and November 30 (online)

Key Questions: What are the varieties of non-democratic regimes? Why is it important to study these regimes in their own right, rather than viewing them as being

on the road to an inevitable transition to democracy?

Mull while you read: What is competitive authoritarianism and why did it become so prevalent after the end of the Cold War? What distinguishes competitive authoritarianism from other types of authoritarianism?

Required Readings (43 pages):

Steven Levitsky and Lucan Way, "Introduction" in *Competitive Authoritarianism: Hybrid Regimes after the Cold War* (Cambridge, 2010), pp. 3 – 36.

Robert Dahl, "Polyarchy," in Mark Kesselman, ed, *Readings in Comparative Politics* (Wadsworth, 2010), pp. 194 – 200.

Review:

Freedom House 2014 Map of Freedom

Polity IV Map Global Regime Map

Week Thirteen: State Failure and Market Aggression: Virunga (Movie)

December 5 (Marcus 131) and December 7 (Marcus 131)

Key Question: Can mountain gorillas belong to a state? How does state weakness and market aggression shape the life chances of the gorillas and people living in and near Virunga National Park in the Democratic Republic of the Congo? How does this film help us to better understand some of the key themes of this course?

Required Reading (5 pages):

Adam Smith, "An Inquiry into the Nature and Causes of the Wealth of Nations," in Ronald Rogowski and Patrick O'Neal, eds., *Essential Readings in Comparative Politics* (W.W. Norton, 2013), pp. 137 – 142.

Week Fourteen: Comparative Politics in the Age of the Anthropocene

December 12 (no online lecture; study for final exam); December 14 (Marcus 131)

Key Questions: Have we really escaped the constraints of the biological old regime? What are the implications, and consequences, of the Age of the Anthropocene for comparative politics today?

Mull while you read: What does the Fukushima nuclear disaster mean for how we think about the longevity of the modern nation-state and capitalism?

Required Reading (18 pages):

Robert Marks, "The Great Departure" in *The Origins of the Modern World*, pp. 155 – 195 (skim).

Evan Osnos, "Letter from Fukushima: Seven Months Later—Japan's Nuclear Predicament," *The New Yorker* October 17, 2011.

IN-CLASS FINAL EXAM (See SPIRE for Date, Location, and Time)