

POLS 220
Politics Around the World
Spring semester 2019
MW lecture 11.00-11.50 am
F discussion or lecture at 11.00
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Syllabus v.1

This course offers an introduction to the academic field of comparative and global politics. It covers the historical, core concerns of the field including the development of the modern state, state failure and civil war, democratization, authoritarian regimes, nationalism and multiculturalism, political parties and electoral systems, the formation of racial identities and hierarchies, the relationship between the state and the market, and challenges to economic and social development, including gender disadvantage. Readings and examples are drawn from all regions of the world.

Format of class

All sections of this class meet twice per week together for lecture and once a week, on Friday, for smaller group discussion. The section you are enrolled in (1-2) determines the time and location of your Friday discussion group. At various points, all sections will meet together at 11 am Friday (e.g. review sessions and exams).

Discussion section meeting times and places:

- POLS 220-001. Friday 11 am, MITCH 211
- POLS 220-002. Friday 11 am, SSCO 1111

Policies

You are required to arrive to class on time, having completed the assigned reading for the week. This includes reading a national newspaper on a *daily basis*.

You may not use laptops, tablets, or smart phones in class, unless you have a condition verified by the Accessibility Resource Center (ARC). You should take notes by hand in a notebook. Academic research has found that: 1) student performance is negatively correlated with laptop use in class; and 2) students learn more and do better on tests when they take notes by hand.

Most course communication will occur over UNM Learn. The syllabus, readings, lecture slides, and assignments will be posted on the course website.

Accommodation of Disabilities

In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor's attention, as I am not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow. Contact Accessibility Resource Center at 277-3506 for additional information.

If you need an accommodation based on how course requirements—such as note-taking—interact with the impact of a disability, you should contact me to arrange an appointment as soon as possible. At the appointment, we can discuss the course format and requirements, anticipate the need for adjustments and explore potential accommodations. I rely on the Disability Services Office for assistance in developing strategies and verifying accommodation needs. If you have not previously contacted them, I encourage you to do so.

Title IX

In an effort to meet obligations under Title IX, which is part of federal law mandating equal opportunities in access to education, UNM faculty, Teaching Assistants, and Graduate Assistants are considered “responsible employees” by the Department of Education (see [pg 15 of this document](#)). This designation requires that any faculty member, TA, or GA who receives a report of gender discrimination, including sexual and gender harassment and violence, must convey this information to the Title IX Coordinator at UNM's Office of Equal Opportunity (oeo.unm.edu). For more information on campus policy regarding sexual misconduct, see [here](#).

Political Science Program Student Learning Objectives

1. Students will demonstrate an ability to think critically about political problems, trends, and developments.
2. Students will demonstrate an ability to communicate effectively.
3. Students will demonstrate strong analytical writing skills.
4. Students will demonstrate knowledge and understanding of fundamental concepts and theories in political science.

5. Students will be able to apply political science theories and/or concepts to real-world cases.
6. Students will be able to evaluate theories in light of empirical evidence.
7. Students will demonstrate knowledge and understanding of their rights and obligations as citizens.

POLS 220-Specific Student Learning Objectives

By the end of the course, students should be able to:

1. Describe the concept of the state, the state's role, and processes of state formation.
2. Analyze the relationship between governments and markets in both developing and advanced economies and analyze how this relationship shapes society and policy outcomes.
3. Describe different types of political systems, including authoritarian and democratic regimes, with reference to real-world examples. Identify the causes of democratization.
4. Describe the different institutional arrangements of democracy, specifically the differences between parliamentary and presidential systems. Analyze the relationship between electoral and party systems.
5. Analyze how the state shapes social identities, hierarchies, and inequalities.

Readings

Since keeping up with current events is an important component of this class, all students should subscribe to *The New York Times* and read it daily. If you prefer, you may also subscribe to the *Wall Street Journal*. As a student, you are entitled to a special educational discount. An online subscription (giving you full access to the website and archives) is a cost-effective option.

Please bear in mind that in order to read both of these papers on the internet you need an online subscription.

All required readings for the course will be posted in pdf format on UNM Learn (marked with "*"); some are listed with a URL for you to find yourself. The readings are available on UNM Learn under the author's name and the date of publication (e.g. "Huntington 1968").

Though it is not required this year, you may find it helpful to refer to a textbook for background and explanation of concepts. The textbook I recommend, and which we have assigned in previous years, is:

David Samuels, *Comparative Politics* (Boston: Pearson Education, 2013 or 2018 editions). Referred to in the schedule as *Samuels*.

Used copies may be available in the UNM bookstore; you may also purchase or rent the paper book or an e-book from an internet vendor or another discounted retailer.

Assignments

There will be two midterms and a final exam.

Midterm 1: **February 13. 11am-12 pm**

Midterm 2: **March 25. 11am-12pm**

Final exam: **May 8. 10am-12 pm.**

In addition, students will take a map quiz during discussion section in the second week of class on January 25.

Grading

The map quiz and class attendance and participation will count for 30 percent of your final grade.

The midterms will count for 20 percent each (for a total of 40 percent).

The final exam will count for 30 percent.

Office Hours

Mala Htun	Wed. 1.30-3.00 p.m.	SSCI 2041
Carlos Contreras	Tues. 10.00 – 11:50 a.m.	SSCI 2044
Melanie Dominguez	Mon. 9.00-11.00 a.m.	SSCI 2044

The purpose of office hours is to answer administrative questions and to resolve confusion or add clarity to course materials. It is NOT to fill you in on material you missed by not attending class.

Schedule

Week 1. January 14, 16, 18. Introduction to Comparative Politics.

David Samuels, *Comparative Politics* (Boston: Pearson Education, 2013), pp. 1-27. Hereafter referred to in the schedule as *Samuels*.

*FIRST MEETING OF DISCUSSION SECTIONS: JANUARY 18.

***No Class on January 21 for MLK Day.**

Week 2. January 23, 25. Concept and Role of the State.

Thomas Hobbes, *Leviathan* (Cambridge edition ed. Richard Tuck), chapter 17.

Samuel Huntington, *Political Order in Changing Societies* (New Haven: Yale University Press, 1968), pp. 1-59.

Recommended:

Samuels, chapter 2 on the state.

Peter A. Hall and Rosemary Taylor, "Political Science and the Three New Institutionalisms," *Political Studies* 44 (December 1996): 936-957.

Steven Levitsky, and María Victoria Murillo. "Variation in institutional strength." *Annual Review of Political Science* 12 (2009): 115-133.

***MAP QUIZ on JANUARY 25.**

Week 3. January 28, 30, February 1. Origins and Development of the State in Europe and Africa

Charles Tilly, *Coercion, Capital, and European States, AD 990-1992* (Blackwell, 1992), pp. 1-5, 16-23, 96-9. Also excerpted as Chapter 16 of Craig Calhoun et. al., eds. *Contemporary Sociological Theory* (John Wiley and Sons, 2012).

Jeffrey Herbst, "War and the State in Africa," pp. 28-32 (reprinted from *International Security* 14, 4 (1990)) (READ FIRST FIVE PAGES ONLY)

Jeffrey Herbst, "Responding to State Failure in Africa," *International Security* 21, 3 (1996), pp. 120-132 ONLY (the rest is optional).

Recommended:

Otto Hintze, "Military Organization and the Organization of the State," in Feliz Gilbert, ed., *The Historical Essays of Otto Hintze* (1975).

Charles Tilly, "War Making and State Making as Organized Crime," in Peter Evans, Dietrich Rueschemeyer, and Theda Skocpol eds. *Bringing the State Back In* (1985).

Week 4. February 4, 6, 8. State Failure and Civil War

Paul Collier, *Breaking the Conflict Trap: Civil War and Development Policy*. Washington, D.C.: World Bank Publications, 2003. pp. 51-81.

Robert Rotberg, "The new nature of nation-state failure." *Washington Quarterly* 25.3 (2002): 83-96.

Laura Seay, "How rape is weaponized in civil wars," *The Washington Post*, June 29, 2018.

https://www.washingtonpost.com/news/monkey-cage/wp/2018/06/29/how-rape-is-weaponized-in-civil-wars/?noredirect=on&utm_term=.88426912bf19

Recommended:

James Fearon and David Laitin, "Ethnicity, Insurgency, and Civil War," *American Political Science Review* (2003).

Dara Kay Cohen. *Rape during civil war*. Cornell University Press, 2016.

Week 5. February 11, 13. Midterm review and Midterm I.

Midterm Review. Monday February 11.

Midterm I. Wednesday, February 13 in main classroom at 11:00 am.

No Class Friday February 15 or Presidents' Day Monday February 18.

Week 6. February 20, 22. Political Violence

Philip Gourevitch, "After the Genocide. When a people murders up to a million fellow-countrymen, what does it mean to survive?" *The New Yorker*. December 18, 1995.

<http://www.newyorker.com/magazine/1995/12/18/after-the-genocide>

Paul Mozur, "A Genocide Incited on Facebook, With Posts From Myanmar's Military," *The New York Times*, October 15, 2018.

<https://www.nytimes.com/2018/10/15/technology/myanmar-facebook-genocide.html>

Amanda Taub and Max Fisher, "Facebook Fueled Anti-Refugee Attacks in Germany, New Research Suggests," *The New York Times*, August 21, 2018.
<https://www.nytimes.com/2018/08/21/world/europe/facebook-refugee-attacks-germany.html>

Recommended:

Mahmood Mamdani. *When victims become killers: Colonialism, nativism, and the genocide in Rwanda*. Princeton University Press, 2014.

Week 7. February 25, 27, March 1. Authoritarian Regimes.

David Collier, "Introduction." In *The New Authoritarianism in Latin America* (1979), pp. 3-16.

Francis Fukuyama, "The Patterns of History," *Journal of Democracy* 23, 1 (2012).

Minxin Pei, "How China is Ruled," *American Interest* (Mar/Apr 2008).

Recommended:

Jennifer Gandhi and Ellen Lust-Okar. "Elections under authoritarianism." *Annual review of political science* 12 (2009): 403-422.

Steven Levitsky and Daniel Zieblatt, *How Democracies Die* (Crown, 2018).

Week 8. March 4, 6, 8. Democracy and Democratization.

Robert Dahl, *Polyarchy: Participation and Opposition* (Yale Press, 1973), chapter 1.

Arend Lijphart, *Patterns of Democracy: government forms and performance in thirty-six countries*(New Haven: Yale University Press, 1999), introduction.

Recommended:

Samuel P. Huntington, "Democracy's third wave." *Journal of democracy* 2.2 (1991): 12-34.

Seymour Martin Lipset, *Political Man* (New York: Anchor Books, 1963), pp. 27-63.

Adam Przeworski and Fernando Limongi, "Modernization: Theories and Facts." *World Politics* 49, no. 2 (1997).

Carles Boix and Susan Stokes, "Endogenous Democratization," *World Politics* 55 (July 2003).

Robert Dahl, *Democracy and its Critics* (Yale Press 1989).

Arend Lijphart, "Constitutional Choices for New Democracies," *Journal of Democracy* 2, 1 (Winter 1991): 72-84.

Francis Fukuyama, "Why is democracy performing so poorly?" *Journal of Democracy* 26.1 (2015): 11-20.

Mala Htun and G. Bingham Powell, eds. *Political Science, Electoral Rules, and Democratic Governance: Report of the Task Force on Electoral Rules and Democratic Governance*. American Political Science Association, 2013.

SPRING BREAK March 11-15

Week 9. March 18, 20, 22. Collective Action and Political Representation

Anthony Downs, *Economic Theory of Democracy* (New York: Harper and Row, 1957), chs. 7-8.

Recommended:

Mancur Olson, *The Logic of Collective Action* (Harvard University Press, 1965, 1971), pp. 1-52.

Scott Mainwaring. *Rethinking party systems in the third wave of democratization: the case of Brazil* (Stanford University Press, 1999), Chapters 1 and 2.

MIDTERM EXAM #2: Monday March 25 in main classroom at 11:00 am.

Week 10. March 27, 29. Race and Ethnicity.

Kenneth Prewitt, "Racial classification in America: where do we go from here?" *Daedalus* 134.1 (2005): 5-17.

Mala Htun, "Emergence of an Organized Politics of Race in Latin America," in Juliet Hooker and Alvin Tillery, eds. *Race, Class, and Ethnicity in the Americas*. Report of the APSA Task Force on Race and Class in the Americas. 2016.

Justin Wolfers, David Leonhardt, and Kevin Quealy, "1.5 Million Missing Black Men," *The New York Times*, April 20, 2015.

<http://www.nytimes.com/interactive/2015/04/20/upshot/missing-black-men.html>

Recommended:

Rogers Brubaker, Mara Loveman, and Peter Stamatov. "Ethnicity as cognition." *Theory and society* 33, no. 1 (2004): 31-64

Mireya Navarro, "For Many Latinos, Racial Identity is More Culture than Color," *The New York Times*. January 13, 2012. Also available at (with photos): <http://www.nytimes.com/2012/01/14/us/for-many-latinos-race-is-more-culture-than-color.html?pagewanted=all>

Kenneth Prewitt, "Fix the Nation's Archaic Racial Categories," *New York Times*, August 21, 2013.

Henry Louis Gates, *Black in Latin America*.
<http://www.pbs.org/wnet/black-in-latin-america/>

Week 11. April 1, 3, 5. Citizenship, Nationalism, and Multiculturalism

Yasmin Soysal, "Changing Citizenship in Europe," in Cesarani and Fulbrook, eds., *Citizenship, Nationality, and Migration in Europe*. Routledge, 1996, pp. 17-29.

Jane Kramer, "Taking the Veil. How France's Public Schools Became the Battleground in a Culture War." *The New Yorker*. Nov. 22, 2004.

Alexander Stille, "The Justice Minister and the Banana: How Racist is France?" *New Yorker*, November 14, 2013.

Recommended:

Rogers Brubaker, *Citizenship and Nationhood in France and Germany* (Harvard University Press, 1992).

Week 12. April 8, 10, 12. Politics and Markets.

Adam Smith, *The Wealth of Nations*, ed. Edwin Cannan (University of Chicago Press [1776] 1976), pp. 7-25.

Karl Marx, *Economic and Philosophic Manuscripts of 1844*, selections

Karl Marx and Friedrich Engels, *The Communist Manifesto* in O'Neil and Rogowski, eds, *Essential Readings in Comparative Politics*, pp. 323-336.

Week 13. April 15, 17, 19. Welfare States

Stein Kuhnle and Anne Sander. "The emergence of the western welfare state." *The Oxford handbook of the welfare state*, eds. Francis Castles et. al. Oxford University Press 2010, pp. 61-80.

Gary Gutting and Nancy Fraser, "A Feminism Where 'Lean In' Means Leaning on Others," *New York Times*, October 15, 2015.

Alfred Stepan and Juan Linz, "Comparative Perspectives on Democracy and Inequality in the United States." *Perspectives on Politics* (Dec 2011).

Katrin Bennhold, "In Sweden, Men Can Have It All." *New York Times*, June 9, 2010.
Available at:
http://www.nytimes.com/2010/06/10/world/europe/10iht-sweden.html?_r=1&pagewanted=all

Nathan Heller, "Northern Lights: Do the Scandinavians really have it all figured out?" *The New Yorker*, February 26, 2015.
<http://www.newyorker.com/magazine/2015/02/16/northern-lights-4>

Recommended:
Samuels, chapter 12 on redistribution.

Gösta Esping-Andersen, *The Three Worlds of Welfare Capitalism* (Princeton: Princeton University Press, 1990).

Jacob Hacker and Paul Pierson, "Winner Take All Politics: Public Policy, Political Organizations, and the Precipitous Rise of Top Incomes in the United States," *Politics and Society* 38 (2010).

Martin Gilens and Benjamin I. Page. "Testing theories of American politics: Elites, interest groups, and average citizens." *Perspectives on politics* 12.3 (2014): 564-581.

Mala Htun and G. Bingham Powell, eds. *Political Science, Electoral Rules, and Democratic Governance: Report of the Task Force on Electoral Rules and Democratic Governance*. American Political Science Association, 2013, chapter by Carey and Hix.

Week 14. April 22, 24, 26. Political Economy of Development.

Joseph E. Stiglitz, "Some lessons from the East Asian miracle." *The World Bank research Observer* 11.2 (1996): 151-177.

Daron Acemoglu, "Root Causes: A Historical Approach to Assessing the Role of Institutions in Economic Development," *Finance and Development* (June 2003).

Javier Corrales, "Don't Blame it on the Oil," *Foreign Policy*, May 7, 2015.

Alissa Rubin, "Flawed Justice After a Mob Killed an Afghan Woman," *The New York Times*, December 26, 2015.

Recommended:

Amartya Sen, "The many faces of gender inequality." *New republic* (2001): 35-39.

Ronald Inglehart and Pippa Norris. "The true clash of civilizations." *Foreign policy* (2003): 63-70.

Week 15. April 29, May 1. Wrap Up and Final Exam Review.

Final Exam. Wed, May 8. 10am-12 pm.