

Govt 4: Politics of the World

Fall Term 2023

Mondays, Wednesdays, Fridays from 11:30AM - 12:35PM in Rockefeller 003

Prof. Yang-Yang Zhou (*she/her*)

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Office Hours: 20 min meetings on Tuesdays from 12:00-1:00PM on Zoom, Wednesdays from 2:00-3:00PM in Silsby 209. To schedule, go to calendly.com/yangyangzhou/govt-4-office-hours

1. Meet Your Instructor



Hello and welcome! I am an Assistant Professor (pre-tenure) in the Government Department. My research aims to bring evidence to questions, and often misperceptions, about the political causes and consequences of migration. My current projects are located in East Africa, South and North America, and Central Asia. You can learn more about them on my website.

I also co-host a podcast called Scope Conditions: scopeconditionspodcast.com, which features new research by emerging scholars in comparative politics.

2. Course Overview

This course introduces students to the study of *comparative politics*, which is defined as the study of domestic politics anywhere in the world. The course explores the role of the state in economic and social affairs. It focuses on the study of four major themes: (1) democracy and authoritarianism, (2) economic development, (3) political development, and (4) identity-driven conflicts. We will explore debates about the role of political institutions, civil society, and the state in shaping these issues. This course also provides an introduction to the comparative method; we will explore how scholars use cross-national and sub-national comparisons to gain insights into political dynamics.

By undertaking a social scientific approach to the study of politics, we will focus on understanding general explanations and evidence of patterns across time and space. There will be much less emphasis on detailed histories of politics in particular countries and places than what would be presented in area studies courses. Knowledge and insights from those courses will be an excellent complement to the materials presented here. Since we will cover a range of topics, each of which could become its own course, you will have the opportunity to delve in more detail the topics and regions that interest you in the exercises and assignments for this class.

3. Learning Objectives

- Cultivate an interest in comparative politics and social science more broadly,
- Apply the logic and tools of comparative political analysis,

- Identify the key research questions in comparative politics and demonstrate a command of the most influential answers to those questions.

Additionally, as this is an introductory course, part of the objectives include learning to write and communicate effectively, participating in a constructive and respectful manner, practicing good time management, and working effectively in both individual and group contexts.

4. Course Format

The class will meet three times a week this term. Each of the weeks' topics is paired with required readings that should be completed midweek, before Wednesday's class. The lectures will review the concepts discussed in these readings, but do not substitute for them. Friday will mostly be discussion-based, so please come prepared to engage in the readings.

Attendance is required. If you have to miss class, you are responsible for coordinating with a classmate to catch up on any material that you may have missed. You do not need to notify me about missing one or two classes, but if you anticipate missing several classes, please let me know. Lecture slides will be posted at the end of each week.

Both required and recommended **readings** are available on Canvas. Several readings come from *Boix, Carles and Stokes, Susan C. (Eds.). The Oxford Handbook of Comparative Politics.*, so you may find it useful to have a physical copy. Each chapter is written by a notable political scientist either summarizing or putting forward a theory about a major topic in comparative politics. For recommended readings, I may discuss them briefly in lecture. If you choose, you may incorporate them in your assignments and exams but they are not required.

Our **X-hour** is Tuesdays from 12:15 - 1:05PM. I typically use this time for zoom-based office hours. But in case we need to reschedule a class for any reason, we can use this time. I would let you know ahead of time, but please don't schedule other obligations that conflict with the X-hour for this course.

5. Assignments and Grading Criteria

1. Participation in class discussions and online exercises during class (20%)
2. In-class midterm exam (20%): This exam will draw from assigned readings and class lectures up to that point in the course. The format will be several short essay questions, designed to help you prep for your final paper. **On Friday Oct 13.**
3. Final paper (30%): A 7-page double-spaced paper that uses the comparative method to examine the state of democracy in a country or region of your choice. You will find a guide with the grading rubric available on Canvas with more instructions. Late Policy: Barring a circumstance that requires accommodation, late papers will be marked down 5pts on a 100pt scale for each late day, including weekends. Since the final exam will be related to your paper, you must turn in your paper before the final exam. **Due Monday Nov 13 at 11:59PM.**
4. In-person final exam (30%): This exam will draw from your final paper, assigned readings, and class lectures throughout the course. The format will be several short essay questions. **Date and Location TBA.**

Note: final grades for this class will be scaled to produce a B+ median, in keeping with the Government Department policy.

6. Course Schedule and Readings

Week 1: Why Study Comparative Politics and How Do We Do It?

Sept 11, 13, and 15

- Go over the syllabus
- Required Readings:
 - Green, Amelia H. (2013). "How to Read Political Science: A Guide in Four Steps."
 - Lijphart, Arend. (1971). "Comparative politics and the comparative method." *American Political Science Review*, 65(3), 682-693.
 - Geddes, Barbara. (1990). "How the cases you choose affect the answers you get: Selection bias in comparative politics." *Political Analysis*, 2, 131-150.
- Recommended:
 - Fearon, James D. (1991). Counterfactuals and hypothesis testing in political science. *World politics*, 43(2), 169-195.
 - Mahoney, James and Celso M. Villegas (2009) "Historical Enquiry and Comparative Politics" Chapter 3 in Boix, Carles and Stokes, Susan C. (Eds.). *The Oxford Handbook of Comparative Politics*.
 - Wood, Elizabeth J. (2009) "Field Research" Chapter 5 in Boix, Carles and Stokes, Susan C. (Eds.). *The Oxford Handbook of Comparative Politics*.

Week 2: What is the State and Where Does It Come From?

Sept 18, 20, and 22

- Required Readings:
 - Spruyt, Hendrik. (2009) "War, Trade, and State Formation" Chapter 9 in Boix, Carles and Stokes, Susan C. (Eds.). *The Oxford Handbook of Comparative Politics*.
 - Weber, Max. (1946). "Politics as a Vocation," in *From Max Weber: Essays in Sociology* (eds. H.H. Gerth and C. Wright Mills). New York: Oxford University Press, pp. 77-83.
- Recommended:
 - Tilly, Charles. (1985) "War Making and State Making as Organized Crime" in Rueschemeyer, Evans, and Skocpol, eds, *Bringing the State Back In*. pp. 44-77.
 - Scott, James. (1998). *Seeing like a State*. New Haven: Yale University Press. Excerpts.

Week 3: What are Democracies and How do we Get Them?

Sept 25, 27, and 29

- Required Readings:
 - Schmitter, Philippe, and Terry L. Karl. (1991) "What Democracy Is... and Is Not." *Journal of Democracy* 2: 75–88.
 - Geddes, Barbara. (2009) "What Causes Democratization?" Chapter 14 in Boix, Carles and Stokes, Susan C. (Eds.). *The Oxford Handbook of Comparative Politics*.
 - Wood, Elisabeth. (2001) "An Insurgent Path to Democracy: Popular Mobilization, Economic Interests and Regime Transition in South Africa and El Salvador." *Comparative Political Studies* 34:8, pp. 862-888.

- Explore
 - * Our World in Data: <https://ourworldindata.org/democracy>,
 - * Freedom House: <https://freedomhouse.org/>,
 - * Varieties of Democracy: <https://v-dem.net>

- Recommended:

- Przeworski, Adam and Fernando Limongi. (1997). “Modernization: Theories and Facts.” *World Politics* 49, pp. 155-184.
- Dahl, Robert A. (1998). *On Democracy*, New Haven: Yale University Press. Chapter 4.
- Acemoglu, Daron and James Robinson. (2006). *Economic Origins of Dictatorship and Democracy*. New York: Cambridge University Press. Chapters 1–3.

Week 4: What are Non-Democracies and How do they Survive?

Oct 2, 4, and 6

- Required Readings:

- Levitsky, Steven and Lucan A. Way. (2002) “Elections Without Democracy: The Rise of Competitive Authoritarianism.” *Journal of Democracy* 13, No. 2: 51-65.
- Gandhi, Jennifer and Adam Przeworski. (2007) “Authoritarian Institutions and the Survival of Autocrats,” *Comparative Political Studies* 40:11.

- Recommended:

- King, Gary, Jennifer Pan, and Molly Roberts, “How Censorship in China Allows Government Criticism but Silences Collective Expression,” *American Political Science Review* 107, no. 2 (2013), pp. 326-343
- Listen to my and Alan Jacobs’ interview with Anne Meng on her book *Constraining Dictatorship: Scope Conditions Podcast Episode 1.14*

Week 5: Is Democracy Eroding?

Oct 9, 11, and 13

- **Midterm is in-class on Friday Oct 13**

- Required Readings:

- Bermeo, Nancy. (2016). “On Democratic Backsliding.” *Journal of Democracy* 27(1): pp. 5-19.
- Gamboa, Laura. (2017). “Opposition at the Margins: Strategies Against the Erosion of Democracy in Colombia and Venezuela.” *Comparative Politics* 49(4): pp. 457-477.

- Recommended:

- Levitsky, Steven and Daniel Ziblatt. (2018). *How Democracies Die*. New York: Crown. [Open Access through Dartmouth Library](#)
- Listen to Tarik Abou-Chadi’s interview with Daniel Ziblatt: [Transformation of European Politics Podcast Episode 12](#)

Week 6: What is the Relationship between States and Markets?

Oct 16, 18, and 20

- Required Readings:

- Krueger, Anne. (1990). “Government Failures in Development.” The Journal of Economic Perspectives.
- Kohli, Atul. (2004). State-Directed Development. Cambridge: Cambridge University Press. Introduction and Conclusion.
- Recommended:
 - Mkandawire, Thandika. (2001). “Thinking About Developmental States in Africa.” Cambridge Journal of Economics.
 - Naidu, Suresh, Pascual Restrepo and Daron Acemoglu. (2014). “Democracy Does Cause Growth.” cepr.org/voxeu/columns/democracy-causes-economic-development
 - Slipowitz, Amy, Guillermo Vuletin, and Julia Ruiz Pozuelo. (2016). “Democracy does not cause growth.” VoxEU column rebuttal. cepr.org/voxeu/columns/democracy-does-not-cause-growth
 - Pande, Rohini. (2020). “Can democracy work for the poor?” Science.

Week 7: How do Historical Legacies shape Contemporary Politics?

Oct 23, 25, and 27

- Required Readings:
 - Mamdani, Mahmood (2001). “Beyond Settler and Native as Political Identities: Overcoming the Political Legacy of Colonialism.” Comparative Studies in Society and History.
 - Nunn, Nathan, and Wantchekon, Leonard. (2011). “The slave trade and the origins of mistrust in Africa.” American Economic Review, 101(7), 3221-52.
- Recommended:
 - Acemoglu, Daron, Simon Johnson and James Robinson (2001). “The Colonial Origins of Comparative Development: An Empirical Investigation.” American Economic Review, vol. 91(5) 1369-1401.
 - Iyer, Lakshmi (2010). Direct versus indirect colonial rule in India: Long-term consequences. The Review of Economics and Statistics, 92(4), 693-713.
 - Explore the New York Times 1619 Project: <https://www.nytimes.com/interactive/2019/08/14/magazine/1619-america-slavery.html>. Directed by Nikole Sheri Hannah-Jones.

Week 8: How are Identities Politicized and to What Ends?

Oct 30, Nov 1 and 3

- Required Readings:
 - Posner, Daniel (2004). “The political salience of cultural difference: Why Chewas and Tumbukas are allies in Zambia and adversaries in Malawi.” American Political Science Review, 98(4), 529-545.
 - Kalin, Michael and Nicholas Sambanis. (2018). “How to Think About Social Identity.” Annual Review of Political Science 21(1):239257.
- Recommended:
 - Varshney, Ashutosh. “Ethnic conflict and civil society.” World Politics 53.3 (2001): 362-398.

- Miguel, Edward (2004). “Tribe or nation? Nation building and public goods in Kenya versus Tanzania.” *World politics*, 56(3), 327-362.
- Chandra, Kanchan. (2006). “What is Ethnic Identity and Does it Matter?” *Annual Review of Political Science*.
- Habyarimana, James, Macartan Humphreys, Daniel Posner and Jeremy Weinstein (2007). “Why Does Ethnic Diversity Undermine Public Goods Provision?” *American Political Science Review* 101, 4: 709 - 725.
- Lieberman, Evan and Prerna Singh. (2017). “Census Enumeration and Group Conflict: A Global Analysis of the Consequences of Counting.” *World Politics*.

Week 9: How do Citizens Collectively Make their Voices Heard?

Nov 6, 8, and 10

- Required Readings:
 - Tarrow, Sidney. (1998). *Power in Movement: Social Movements and Contentious Politics*. Cambridge University Press, pp. 10-25.
 - Pan, Jennifer and Siegel, Alexandra. (2020). How Saudi crackdowns fail to silence online dissent. *American Political Science Review*, 114(1), 109-125.
- Recommended:
 - Kuran, Timur. (1995). *Private Truths, Public Lies: The Social Consequences of Preference Falsification*. Ch 3.
 - Yashar, Deborah. (2005). *Contesting Citizenship in Latin America: The Rise of Indigenous Movements and the Postliberal Challenge*. Cambridge University Press. Chapters 1-3.
 - Listen to my and Alan Jacobs’ interview with Alexandra Siegel on her research on dissent in authoritarian regimes: [Scope Conditions Podcast Episode 2.8](#)

Week 10: Democratic Choice!

Nov 13

- Last day of class, no required readings, but I will upload recommended readings based on which option we choose (see below).
- We can either (1) do a review; (2) I can give an extra lecture on ones of the following topics: Migration, Gender and Politics, or Redistribution and the Welfare State; or (3) I can present a research project that I’m currently working on. We’ll do a vote in class after the midterm.

7. Course Policies

Office Hours. As your instructor, I am fully committed to making sure that you learn everything you are hoping to learn from this class. If you feel like you’re not understanding the materials, do not suffer in silence. Please sign up for my office hours where we will meet one-on-one to figure it out together. In office hours, I am happy to discuss the course materials, anything related to political science, how to conduct social science research, what graduate school and academia is like, what you might want to do after graduation. By the end of this term, I hope to have met with each of you in my office hours at least once.

Emails. In the Subject line, write “Govt 4:” and the subject of your inquiry. Some days, I can receive up to a hundred emails, so this guarantees that it will catch my attention. I will try to respond within 24 hours, but I generally will not respond at night or weekends. I understand that academic issues can sometimes feel like emergencies. But there is almost always a sensible solution, and there are no emergencies in my class.

Academic Honor Principle. The faculty, administration, and students of Dartmouth College acknowledge the responsibility to maintain and perpetuate the principle of academic honor, and recognize that any instance of academic dishonesty is considered a violation of the [Academic Honor Principle](#). At the most basic level, this means submitting only original work done by you and citing all sources of information and ideas. We will discuss how to cite. If you are still unsure what constitutes as cheating and plagiarism, please ask.

Generative Artificial Intelligence. There is no official Dartmouth policy on the use of Generative AI (e.g. ChatGPT). On the one hand, I recognize that it will become a useful and perhaps even necessary tool for the future. However, as is, it does not do a good job of writing papers and importantly, citing sources correctly. So I recommend that if you choose to use these tools, only use them as a thesaurus to help come up with alternative short expressions (although I find the writing to be stilted and flowery). Do not use them to generate ideas, those should be your own and you should feel ownership over them. For your benefit, don’t rely on them too much for the writing part either. Writing is thinking, and through the process of writing you will refine your ideas.

Student Accessibility and Accommodations. Students requesting disability-related accommodations are required to register with Student Accessibility Services ([Apply for Services](#), (603) 646-9900) and to request that an accommodation email be sent to me in advance of the need for an accommodation. Then, students should schedule a follow-up meeting with me to determine relevant details such as what role SAS or its [Testing Center](#) may play in accommodation implementation. This process works best for everyone when completed as early in the quarter as possible. If students have questions about whether they are eligible for accommodations or have concerns about the implementation of their accommodations, they should contact the SAS office. All inquiries and discussions will remain confidential.

Mental Health and Wellness. The academic environment is challenging, our terms are intensive, and classes are not the only demanding part of your life. There are a number of resources available to you on campus to support your wellness, including: the [Counseling Center](#) which allows you to book triage appointments online, the [Student Wellness Center](#) which offers wellness check-ins, and your undergraduate dean. The student-led [Dartmouth Student Mental Health Union](#) and their peer support program may be helpful if you would like to speak to a trained fellow student support listener. If you need immediate assistance, please contact the counselor on-call at (603) 646-9442.

Religious Observances. Dartmouth has a deep commitment to support students’ religious observances and diverse faith practices. Some students may wish to take part in religious observances that occur during this academic term. If you have a religious observance that conflicts with your participation in the course, please meet with me as soon as possible – before the end of the second week of the term at the latest – to discuss appropriate course adjustments.