

# GVPT 280: Introduction to Comparative Government

Time: 11:00 AM – 12:15 PM Tuesday and Thursday

Professor: Marcus Johnson

Office: Chincoteague 3117F

Classroom: MMH 1400

Office hours: Tuesdays 1:00 pm to 3:00 pm or by appointment

Email: [mjohnso6@umd.edu](mailto:mjohnso6@umd.edu)

TAs:

- Maura Dodson: [mdodson2@terpmail.umd.edu](mailto:mdodson2@terpmail.umd.edu)
  - Office Hours: Friday 12pm - 1pm
  - Office: Chincoteague 3117
- Mwai Sande: [mwaiveronicasande@gmail.com](mailto:mwaiveronicasande@gmail.com)
  - Office Hours: Thursday 2pm - 3pm
  - Office: Chincoteague 3117
- Mingyang Su: [msu1@umd.edu](mailto:msu1@umd.edu)
  - Office Hours: Wednesday 1pm - 3pm
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## Course Description

In his acclaimed essay, “Politics and the English Language” (1946), George Orwell claims: “In our age there is no such thing as ‘keeping out politics’. All issues are political issues...” Over 70 years later, this argument still rings true. Consequently, this course aims to provide you with a framework to unpack the *how* and *why* of political outcomes. In particular the course will introduce you to the ever-present role of political institutions and their impact on individual political behavior as a way to question and interpret real world political outcomes. This course examines politics through a decolonial perspective and will challenge you to examine the politics behind key social facts. As an introductory course to a large field of scholarship, this course necessarily will engage scholarly debates on a variety of topics such as political regimes, institutions, economic development, contentious politics, and identity politics all at a birds eye view. As a bridge

into concepts and arguments that may be new to you, the course will challenge you to critically engage scholarly conversations where you often encounter them, including current events, podcasts, literature, and film. By the end of the course, I hope that you will come to see yourself as a scientific consumer of political issues and current events.

## Syllabus

This syllabus is a breathing document, meaning that it provides a solid structure of the course but specific dates, class topics, and assignment details are subject to change. I will always communicate about updates to the syllabus to provide you with adequate time to make adjustments as necessary. Please keep track of your email and this document on Canvas, which you can find under the “Welcome to the Semester” tab on the course homepage.

## Course Goals

Upon successful completion of the course you will be able to...

- Assess and disentangle institutional and behavioral explanations for key political outcomes
- Discern the arguments and assumptions at the heart of our understanding of key political outcomes
- Understand and Apply methods in comparative politics to real world political phenomena.
- Read and Take Effective Notes on social science work. In particular you will be able to identify the **question, theory, dependent variable, independent variable, methodology, and findings** of any piece of empirical scholarship.
- Consume knowledge intelligently (including social science, news and current events, data and analysis)

## COVID-19 Course Policies

**Masking:** As a courtesy to your classmates and to me, I ask that you please wear a well-fitting mask for the entire duration of our class. Please properly secure your mask so that your nose and mouth are fully covered.

**Attendance:** Your active engagement in in-class activities is integral to the course experience. However, for health and safety, your attendance for in-person class meetings

is not required. That said, I hope that everyone will be able to attend and participate in each class meeting. I will live-stream lectures on Zoom and will record lectures, although I cannot vouch for the audio and video quality of live-streams and recordings.

If you are feeling sick, have possibly been exposed to COVID-19, or are awaiting diagnostic test results, you should NOT come to class. If for whatever reason you are feeling ill or uncomfortable with in-person attendance, please attend through Zoom. If you will be unable to attend class, please email your TA as soon as you can. Attendance will not be directly factored into your final grade, but participation (which is conditional on attendance) will be. Please see the grading policy and chart below for more details.

**Participation:** You should consistently contribute to class and small group discussions, whether you are attending through Zoom or in-person. You can contribute to class discussion by speaking to your peers in breakout sessions or making contributions to the full class discussion by voice or in the Zoom chat function (for virtual attendance). We will also utilize Google Docs for live annotations of class activities and class-polling to gauge comprehension. Finally, there will be several short, ungraded “exit tickets” that I will ask you to complete throughout the semester. You should complete the exit ticket assignment before the start of the next lecture to earn full participation credit.

**Assignment Submission:** You will submit all assignments for this course via Canvas. Please do not email or submit hardcopies of assignments to me. Name your documents by combining the assignment abbreviation (e.g. PS1 for problem set #1, PS2 for problem set #2) and your first name and last name (e.g. PS1\_MarcusJohnson).

**Office Hours:** Every week, I will hold office hours in-person and via Zoom on Tuesdays from 1:00 pm to 3:00 pm or by appointment. If you will attend my scheduled office hours, please use my [Calendly link](#) to schedule a 15-minute slot. If you cannot meet with me during that time, please contact me by email to arrange a separate time to meet. Given the ongoing COVID situation, I will assume that we will meet on Zoom, unless you specify otherwise.

**Course Communication:** In an effort to hold in-class announcements to a minimum, I will be using e-mail and Canvas to communicate most of the nuts and bolts of the course. I ask that you check your email and Canvas regularly. You are responsible for any information that I pass along via this medium. If you email me, you can expect a response

between 24 and 48 hours on weekdays. I will respond to weekend emails on the following Monday.

## Additional Course Policies

**Accessibility Statement:** The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational, working, and living environment for people of all abilities. The University of Maryland is also committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University, or be subjected to discrimination. The University of Maryland provides reasonable accommodations to qualified individuals. Reasonable accommodations shall be made in a timely manner and on an individualized and flexible basis.

Discrimination against individuals on the grounds of disability is prohibited. The University also strictly prohibits retaliation against persons arising in connection with the assertion of rights under this Policy.

Accessibility & Disability Service (ADS) facilitates reasonable accommodations to qualified individuals. For assistance in obtaining an accommodation, contact Accessibility and Disability Service at (301) 314-7682, or [adsfrontdesk@umd.edu](mailto:adsfrontdesk@umd.edu). More information is available at the ADS website.

After receiving an Accommodations Letter from ADS, as a student you are expected to provide your course instructors with a copy of the Accommodations Letter, and meet with them, either virtually or in person to obtain their signature on the Acknowledgement of Student Request form. You and your instructors will discuss a plan for how the accommodations will be implemented in the course throughout the semester. Specific details regarding the implementation of certain ADS approved accommodations agreed upon among ADS, you as the student and the individual course instructor must be documented on a Detailed Implementation Plan, signed by you and the instructor, and submitted to ADS.

**Equity policy:** Our class will take a principled stance against racism, sexism, transphobia, homophobia, xenophobia, ableism, ageism and any other forms of language or (in)action that promotes inequities in the class community. Everyone makes mistakes and we will not cancel you for a lapse in judgment. However, we reserve the right to call each other in in the event that someone's words or actions (including my own) violate this policy of equitable treatment.

All bias incidents should be reported to the [University's Office of Diversity and Inclusion](#) using [this online form](#).

Land Acknowledgement: We are on the ancestral lands of the Piscataway People, who were among the first in the Western Hemisphere. We are on indigenous land that was stolen from the Piscataway People by European colonists. We pay respects to Piscataway elders and ancestors. Please take a moment to consider the many legacies of violence, displacement, migration, and settlement that bring us together here today.

[But what is the University of Maryland doing to address the continued practice of land theft?](#)

## Labor Based Grading<sup>1</sup>

This course uses a form of grading called **labor-based contract grading**. There are no points or letter grades in this course, aside from the final letter grade you earn at the end. The premise of contract grading is that if you do the work/labor required to earn a B, you will see enormous gains in your learning. Traditional grading systems encourage you to work for “points,” as if learning were a game whose goal was to get a certain grade. Contract grading redirects your focus on the process of learning. **Contract grading provides you with the reassurance that if you complete all of the assigned work (the labor), you will earn a B.** This can free you up to take risks, and to focus on your learning, not your grade.

**Therefore the default grade for the course is a “B”.** In a nutshell, if you do all that is asked of you in the manner and spirit it is asked, if you work through the processes we establish and the work we assign ourselves in the labor instructions during the semester, if you do all the labor asked of you, then you’ll get a “B” course grade. It will not matter what I or your colleagues think of your writing and participation, only that you are listening to our feedback compassionately. If you do not participate fully, turn in assignments late, forget to do assignments, or do not follow the labor instructions precisely, you will get a lower course grade (see the final breakdown grade table on the last page of this contract).

This system is better than regular grading for giving you a clear idea of what your final grade looks like at any moment. If you are doing everything as directed and turning things in on time, you’re getting a B. The Canvas gradebook will reflect a labor-based assessment model, and I will do my best to update it as often as I can when your labor is

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<sup>1</sup> Wording and policy adapted from Rehanna Khesgji’s MUS237 Syllabus and Grading Contract

incomplete, late, missed, or ignored, so you should be able to check your standing at any time during the semester. Please reach out to me with any questions.

### **Requirements for a “B” grade**

- *Participation.* You agree to fully participate in our scheduled class sessions and their activities and assignments, which means you will need to be present in class as often as you can, as most activities cannot be done before or after class and require your colleagues to complete. You are expected to read and take effective notes on every required reading to prepare for class meetings and the course assignments. I will expect that you have read, listened to and watched all required readings, podcasts and videos in preparation for the last class session assigned to that material (typically that is the second class dedicated to that material, but follow the course schedule as this may vary). If you are absent, you have notified the Professor beforehand (when possible) and communicated with your TA within 48 hours of the missed class to make up missed in-class assignments (required).
- *Sharing and Collaboration.* You agree to work cooperatively and collegially in groups when asked. Give thoughtful peer feedback through the virtual forum spaces on Canvas, and work faithfully with your group/partner on other collaborative tasks.
- *Late/Incomplete Work.* You agree to turn in properly and on time all work and assignments expected of you in the spirit they are assigned, which means you’ll complete all of the instructions for each assignment. During the semester, you may, however, turn in a few assignments late. The exact number of those late assignments is stipulated in the table on the last section of this contract. Late work is defined as any work or document due that is turned in AFTER the due date/time BUT within 48 hours of the deadline. For example, if some work (say a discussion post) was due on Monday, August 29 at 11:59 pm, that post must be turned in by Wednesday the 31st at 11:59 pm to be considered late.
- *Missed Work.* If you turn in late work AFTER the 48 hours stipulated in Late/Incomplete Work, then it will be considered “missed work,” which is a more serious mark against your grading contract. This is due to the fact that assignments may be used in class soon after they are due, so turning in something beyond 48 hours after it is due means it is assured to be less useful, and its absence has the potential to hurt your colleagues in class (since they depended on you to turn in your work).
- *Ignored Work.* You agree not to ignore any work expected of you. Ignored work is any work unaccounted for in the semester—that is, I have no record of you doing

it or turning it in. Accumulating any “ignored work” will keep you from meeting our contract expectations (see table in Final Assessment Breakdown Section).

### **Community-based labor for earning higher than a “B” grade**

The grade of B depends primarily on behavior and labor. Have you shown responsible effort and consistency in our class? Have you done what was asked of you in the spirit it was asked? Higher grades of B+, A-, and A, however, require more labor that helps or supports the class in its mutual discussions and examinations of the link between comparative politics and current events. **You will earn higher than a B in the class if you do all of what is required for a B and put in extra labor that benefits you and the whole class.** You may complete as many of the following items of extra labor as you like. Each item completed fully and in the appropriate manner will raise your final course grade 0.5 of a letter grade. So completing one will raise your B to an A-; completing two will raise your B to an A.

The same logic applies to those who are contracting for a C or below. Say, for example, you have submitted 4 late assignments (within 48 hours of the deadline) and 2 missed assignments (after 48 hours), which means you meet the contractual agreement for a C grade. Finishing one of the extra assignments listed below will bring you up 0.5 of a letter grade (e.g. C to a B-). You may even do more than two items and continue to raise your grade by 0.5 of a letter grade per item.

### **Overview of the Assignments (R: required assignments; CB: community-based assignments)**

- **Discussion Forums (R):** There will be a discussion forum on Blackboard for 7 of our synchronous meetings this semester (dates indicated below). **You are required to participate in 4 discussion forums this semester.** That means you will be allowed to skip 3 discussion forums, but **please note that your participation in the 1st and 6th discussion forums is required (Sept. 8 and Nov. 21).** To earn full credit in the discussion forum you will need to make an original post and respond to at least one other student’s original post. I will make discussion forum prompts available approximately 7-days before the submission deadline. Postings should not exceed 250 words (roughly two short paragraphs). Our teaching team will monitor and contribute to the Discussion Forum throughout the semester.

- **Problem Set 1 (Mid-term)- Data and Concepts (R):** Define and Operationalize one of the following concepts from Unit 1, “Introduction to Political Institutions and the State”: Economic Development, National Political Community, and Regime Type (Democracy v. Authoritarianism). Graph the correlation between your operationalized concept (dependent variable) and the rule of law (independent variable) at the country level. Defend your operationalization and interpret the relationship that you observe in the graph. 1.5-2 pages double-spaced.
- **Problem Set 2 (Final)- Theories and Case Studies (R):** This assignment asks you to make a case for whether the “realist theory” or the “folk theory” of democracy provides a better explanation of recent results from an election outside of the United States. Your paper should explain the key differences between the two theories of voter behavior and include a clear thesis statement that explains which theory best explains the results of the election and why it provides the best explanation. Be sure to use information about the election and the country to defend your choice. **3-5 pages double-spaced.**
- **Problem Set 1 Supplement (CB):** For this assignment, you should compare the relationship between the rule of law and your operationalized concept in the country you selected in Discussion Form 1 to the general relationship between the rule of law and your operationalized concept as shown in your scatter plot (Part 3 of Problem Set 1). Does your country behave similarly to most other countries, or is it an outlier? Use 2-3 original sources (i.e. newspaper articles and scholarly journals), to propose a plausible explanation for the direction and strength of the relationship between the rule of law and your operationalized concept. **You must complete Problem Set 1 to earn credit for this supplemental assignment.**
- **Problem Set 2 Supplement (CB):** Upload an original video presentation that presents the key issues and debates from the election you chose. Your video presentation should be 5-7 minutes long. You should introduce the most important political parties/candidates and the key issues and debates in no more than 2 minutes. The remaining 3-5 minutes should present 2-3 factors from your election that complicate a simple dichotomy between the folk and realist theories of political behavior. A recorded power-point presentation with your voice recorded counts as a video presentation. But, there must be a visual and audio component. **You must complete Problem Set 2 to earn credit for this supplemental assignment.**
- **Current Events Presentation (CB):** Upload an original video presentation that makes a connection between a current event in the news and material from our course. Your video presentation should be 5-7 minutes long. You should explain



the who/what/when/where of the current event in no more than 2 minutes. The remaining 3-5 minutes should explain the how/why of the current event using a theoretical framework from our course. A recorded power-point presentation with your voice recorded counts as a video presentation. But, there must be a visual and audio component.

- **Course Playlist (CB):** Curate a playlist for the semester. Your playlist should include 6-8 songs and each song should correspond to one class session. Each song should clearly identify which lecture (lecture title and date) it relates to and include a 3-5 sentence annotation that explains why you think the song is relevant to that day’s lecture. Be sure to engage key-terms and concepts from the course in your annotation. Podcast episodes count as songs!
- **Complete 6 Discussion Board Posts (CB):** Everyone is required to complete 4 discussion board posts this semester. Complete 2 additional posts (including responses to other students) to earn an additional 0.5 of a letter grade.

Below is a table that shows how late/incomplete/missing/or ignored work affects your successful fulfillment of our contract. There are 6 required assignments this semester (4 discussion board posts & responses and 2 problem sets). Additionally, there will be in-class activities for in-person meetings that you will submit to Canvas. These will be counted as participation for that day.

	<b># of late/incomplete required assignments</b>	<b># of missed assignments</b>	<b># of ignored assignments</b>	<b># of missed participation assignments (exit tickets)</b>
<b>A</b>	2	1	0	4
<b>B</b>	2	1	0	4
<b>C</b>	3	2	1	5
<b>D</b>	4	3	2	6
<b>E</b>	5	4	3	7
<b>F</b>	6	5	4	8

## Important Dates

To keep up with all dates for class meetings, readings, and assignments please follow the [course schedule](#), also available on Canvas.

The following dates are important course meetings and deadlines

- Sep. 8: Discussion board #1 post due (response due Sep. 12th)
- Sep 15: Class is canceled
- Sep. 27: Discussion board 2 post due (response due Sep. 30)
- Oct. 6: Discussion board 3 post due (response due Oct. 10)
- Oct. 18: Discussion board 4 post due (response due Oct. 21)
- Oct. 23: Problem Set #1 is due
- Oct. 25 & 27: Scheduled visits to “Get Out the Vote: Suffrage and Disenfranchisement in America” at Hornbake Library. No lecture.
- Nov. 3: Discussion board 5 post due (Response due Nov. 7)
- Nov. 17: Discussion board 6 post due (Response due Nov. 21)
- Nov. 22 & 24: No class. Happy Thanksgiving!
- Dec. 6: Discussion board 7 post due (Response due Dec. 9)
- Dec. 8: Final class will be asynchronous – no in-person attendance.
- Dec. 14 (finals): Problem Set #2 is due

# GVPT 280: Reading and Assignment Schedule

This document includes a class-by-class schedule for topics, readings and assignments. You should use this document to know what to prepare before each class meeting and to keep track of what is due and when.

A few general guidelines for the course schedule

- **Required readings/watching/listening:** Almost every class session has required media. These are readings, podcasts, videos that you should watch to prepare for a particular class meeting. I expect that you will have read these things closely enough to discuss them in class and to cite and reference them in your reflection essays and assignments.
- **Suggested readings/watching/listening:** If you find the material for a particular class interesting, feel free to sample some of the suggested sources. Sometimes, I will use these suggested sources in lectures and course discussion, but I will not expect that you have done this reading for class or assignments.
- **Writing assignments:** When you see a writing assignment listed for a particular date, that means that you should have completed the assignment on that date by 11:59 PM. This should be your general rule.
- **When should you complete the reading:** We will cover most readings and media over 2 class periods. I expect that you will have started some reading by our first meeting on a particular subject and that you will have completed the reading by our second class meeting. But please notice that there will be some readings that we will only cover in 1 class period, so you should come to the class meeting ready to discuss the reading. The general rule of thumb is to keep track of the next two classes. If our next class meeting is on a Tuesday, you should also take a glance at Thursday to see whether we will cover the same readings. If you see the same readings listed for Tuesday and Thursday, then you should plan to have started the reading for Tuesday's class and completed it by the start of Thursday's class.

# Module 1: Decolonization and the Science of Comparison

## Key Questions

- Have you read the syllabus and the course schedule?
- What is the function of comparison in comparative politics? What are some of the methods that comparativists use to compare governments?
- What are the tradeoffs between small-N research and large-N research? Can you think of an example of both?
- What are omitted variables, and why do they matter to proving causation?
- What is operationalization?
- How do we decolonize the study of political science as students and scholars of the discipline?

## Important Dates

- Sep. 8: Discussion board #1 post due (response due Sep. 12th)

<b>Week 1</b>	<p>Class 1: Course Intro <b>Aug. 30</b></p>	<p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Course schedule</li> </ul> <p><b>Note:</b> Come prepared with questions about the syllabus, schedule, in-person learning &amp; safety, grading, etc.</p>
	<p>Class 2: Thinking like a comparativist (part 1) <b>Sep. 1</b></p>	<p><b>Required Reading:</b> <a href="#">Paola Villafuerte, “Decolonizing Science: What is ‘Parachute Science?’”</a> and <a href="#">Melissa Nobles, Chad Womack, Ambroise Wonkam &amp; Elizabeth Wathuti, “Science must overcome its racist legacy: Nature’s guest editors speak”</a></p> <p><b>Suggested Reading:</b> Leanne Powner (2007), “Reading and Understanding Political Science” (pgs. 1-14, pay particular attention to pages 6-14)</p>

Week 2	Class 3: Thinking like a comparativist (part 2)  Sep. 6	<p><b>Required Reading:</b> <a href="#">Paola Villafuerte, “Decolonizing Science: What is ‘Parachute Science?’”</a> and <a href="#">Melissa Nobles, Chad Womack, Ambroise Wonkam &amp; Elizabeth Wathuti, “Science must overcome its racist legacy: <i>Nature’s</i> guest editors speak”</a></p> <p><b>Suggested Reading:</b> Leanne Powner (2007), “Reading and Understanding Political Science” (pgs. 1-14, pay particular attention to pages 6-14)</p>
	Class 4: Decolonizing CP  Sep. 8	<p><b>Required Reading:</b> Frantz Fanon, <i>Wretched of the Earth</i>, (pgs 95-106 &amp; pgs 311-316)</p> <p><b>Suggested Reading:</b> Michael Hanchard, <i>The Spectre of Race: How Discrimination Haunts Western Democracy</i> (Introduction, Chp. 1, Chp. 5) <a href="#">&amp; check out this podcast conversation with the author</a></p> <p><b>Assignment:</b> Discussion Board Post 1 (due 11:59 PM Thursday 9/8); Response to one other student’s post (due 11:59 PM Monday 9/12)</p> <p><b>Additional assignment or this becomes the discussion board – pick a country to follow for the remainder of the semester</b></p>

## Module 2: Institutionalism – How states and institutions shape political outcomes

### Key Questions

- What are institutions? What are some of the measures that political scientists use to distinguish between states with strong institutions and states with weak institutions?
- What is the definition of: economic development, national political community, regime (the democracy-authoritarianism continuum)? What are some of the ways that we can operationalize these concepts? Are there any trade offs to different operationalizations?
- How do institutionalist arguments for political phenomena (economic development, nation-state formation, and political regimes) differ from functionalist arguments? What are some of the factors that make it difficult to design institutions that function in the way that they are intended to?
- If good institutions are typically correlated with good governance outcomes, what are some ways that we can determine whether this relationship is causal?

## Important Dates

- Sep 15: Class is canceled
- Sep. 27: Discussion board 2 post due (response due Sep. 30)
- Oct. 6: Discussion board 3 post due (response due Oct. 10)
- Oct. 18: Discussion board 4 post due (response due Oct. 21)

Week 3	<p>Class 5: States and Institutions</p> <p>APSA</p> <p><b>Sep. 13</b></p>	<p><b>Required Reading:</b> Mancur Olson, <i>Power and Prosperity</i> (pgs. 1-10); Daron Acemoglu and James Robinson, <i>Why Nations Fail</i> (pgs. 7-28)</p> <p><b>Suggested Reading:</b> Cedric Robinson, <i>The Terms of Order</i> (Chp. 1 &amp; Chp. 5)</p>
	<p><b>Sep. 15</b></p>	<p><b>NO CLASS</b></p>
Week 4	<p>Class 6: Economic Development and Growth</p> <p><b>Sep. 20</b></p>	<p><b>Required Reading:</b> Mancur Olson, <i>Power and Prosperity</i> (pgs. 1-10); Daron Acemoglu and James Robinson, <i>Why Nations Fail</i> (pgs. 7-28)</p> <p><b>Suggested Reading:</b> Cedric Robinson, <i>The Terms of Order</i> (Chp. 1 &amp; Chp. 5)</p>
	<p>Class 7: Economic Development and Growth</p> <p><b>Sep. 22</b></p>	<p><b>Required Reading:</b> Daron Acemoglu and James Robinson, <i>Why Nations Fail</i> (pgs. 28-44)</p> <p><b>Recommended Activity:</b> Use the <a href="#">Gap Minder tool to explore the relationship between your country's GDP and level of CO<sub>2</sub> emissions</a></p>

Week 5	<p>Class 8: Buen Vivir and Degrowth</p> <p><b>Sep. 27</b></p>	<p><b>Required Reading:</b> <a href="#">Juan Francisco Salazar, “Buen Vivir: South America’s rethinking of the future we want”</a></p> <p><b>Recommended Podcast:</b> CBC Radio, "<a href="#">The Degrowth Paradigm</a>”</p>
	<p>Class 9: National Political Communiti -es</p> <p><b>Sep. 29</b></p>	<p><b>Required Reading:</b> Anibal Quijano, “The Coloniality of Power and Eurocentrism in Latin America” (pgs. 222-229); Melissa Nobles, <i>Shades of Citizenship</i> (pgs. 1-6, pgs. 14-22)</p> <p><b>Assignment:</b> Discussion Board Post 2 (<b>due 11:59 PM Thursday 9/29</b>); Response to one other student’s post (<b>due 11:59 PM Monday 10/3</b>)</p> <p><b>Suggested Reading:</b> Read your country’s qualitative assessments of minority group risk by the <a href="#">Minorities at Risk Project</a></p>
Week 6	<p>Class 10: National Political Communiti -es</p> <p><b>Oct. 4</b></p>	<p><b>Required Reading:</b> Anibal Quijano, “The Coloniality of Power and Eurocentrism in Latin America” (pgs. 222-229); Melissa Nobles, <i>Shades of Citizenship</i> (pgs. 1-6, pgs. 14-22)</p> <p><b>Suggested Reading:</b> Read your country’s qualitative assessments of minority group risk by the <a href="#">Minorities at Risk Project</a></p>
	<p>Class 11: National Political Communiti -es</p> <p><b>Oct. 6</b></p>	<p><b>Required Reading:</b> Rough Translation Podcast, “<a href="#">The Global Legacy of George Floyd</a>”; Kat Devlin, Laura Silver, Christine Huang, Nicholas Kent and Aidan Connaughton, “<a href="#">Outside U.S., Floyd’s killing and protests sparked discussion on legislators’ Twitter accounts</a>”</p> <p><b>Suggested Reading:</b> Read your country’s qualitative assessments of minority group risk by the <a href="#">Minorities at Risk Project</a></p> <p><b>Writing Assignment:</b> Discussion Board Post 3 (<b>due 11:59 PM Thursday 10/6</b>); Response to one other student’s post (<b>due 11:59 PM Monday 10/10</b>)</p>

Week 7	<p>Class 12: Democrati- c, Authoritari- an and Hybrid Regimes</p> <p><b>Oct. 11</b></p>	<p><b>Required Reading:</b> Mérida Jiménez, “Is Democracy in Worldwide Decline? Nope. Here’s Our Data” and Michael Abramowitz and Sarah Repucci, “Democracy Beleaguered”</p> <p><b>Suggested Reading:</b> Read <a href="#">your country’s narrative report by Freedom House (2021)</a></p>
	<p>Class 13: Democrati- c, Authoritari- an and Hybrid Regimes</p> <p><b>Oct. 13</b></p>	<p><b>Required Reading:</b> Mérida Jiménez, “Is Democracy in Worldwide Decline? Nope. Here’s Our Data” and Michael Abramowitz and Sarah Repucci, “Democracy Beleaguered”</p> <p><b>Suggested Reading:</b> Read <a href="#">your country’s narrative report by Freedom House (2021)</a></p>
Week 8	<p>Class 14: Regimes and Represent- -ation</p> <p><b>Oct. 18</b></p>	<p><b>Required Reading:</b> Jennifer M. Piscopo, “<a href="#">What does it take to get women elected?</a>”</p> <p><b>Writing Assignment:</b> Discussion Board Post 4 (<b>due 11:59 PM Tuesday 10/18</b>); Response to one other student’s post (<b>due 11:59 PM Friday 10/21</b>)</p>

## Module 3:

### Key Questions

- What are the key differences between the folk and realist theories of democracy?
- How do political institutions impact the logic of political behavior?
- Is economic voting always rational? Is identity-based voting always irrational?
- Which election will you analyze for the final assignment? What are the main political issues that are relevant to your election? How does the evidence from



your election align with the predictions of the realist and folk theories of democracy?

- How will you collect evidence from your election to test the realist and folk theories?
- How does the collective action problem apply to contentious political behavior? Is there a collective action problem for more conventional forms of political behavior? How are collective action problems solved?
- How does Euromaiden help us to understand the current conflict between Ukraine and Russia?

### Important Dates

- Oct. 23: Problem Set #1 is due
- Oct. 25 & 27: Scheduled visits to “Get Out the Vote: Suffrage and Disenfranchisement in America” at Hornbake Library. No lecture.
- Nov. 3: Discussion board 5 post due (Response due Nov. 7)
- Nov. 17: Discussion board 6 post due (Response due Nov. 21)
- Nov. 22 & 24: No class. Happy Thanksgiving!
- Dec. 6: Discussion board 7 post due (Response due Dec. 9)
- Dec. 8: Final class will be asynchronous – no in-person attendance.
- Dec. 14: Problem Set #2 is due

Week 8 (cont.)	Class 15: Political Behavior	<p><b>Required Reading:</b> Chris Achen and Larry Bartels, <i>Democracy for Realists</i> (pg 1-11, 18-20)</p> <p><b>Recommended Reading:</b> Sean Illing, “Two Imminent Political Scientists: The problem with democracy is voters” and “A Discussion of Christopher H. Achen and Larry M. Bartels’ <i>Democracy for Realists</i>”: the contributions by Antje Schwennicke, Elizabeth F. Cohen, Niel Roberts and Gerald C. Wright</p>
	Oct. 20	
	Sunday Oct. 23	<p><b>Writing Assignment:</b> Problem Set 1: Data and Concepts (<b>due at 11:59 PM</b>)</p>

Week 6	<p>Class 16: Political Behavior</p> <p><b>Oct. 25</b></p>	<p>Scheduled visits to the “Get Out the Vote: Suffrage and Disenfranchisement in America” exhibition at Hornbake Library. See Canvas for your scheduled visit time and additional meeting details.</p>
	<p>Class 17: Political Behavior</p> <p><b>Oct. 27</b></p>	<p>Scheduled visits to the “Get Out the Vote: Suffrage and Disenfranchisement in America” exhibition at Hornbake Library. See Canvas for your scheduled visit time and additional meeting details.</p>
Week 7	<p>Class 18: Political Behavior</p> <p><b>Nov. 1</b></p>	<p><b>Required Reading:</b> Chris Achen and Larry Bartels, <i>Democracy for Realists</i> (pg 1-11, 18-20)</p> <p><b>Recommended Reading:</b> Sean Illing, “Two Imminent Political Scientists: The problem with democracy is voters” and “A Discussion of Christopher H. Achen and Larry M. Bartels’ <i>Democracy for Realists</i>”: the contributions by Antje Schwennicke, Elizabeth F. Cohen, Niel Roberts and Gerald C. Wright</p>
	<p>Class 19: Election Roundtable Discussion</p> <p><b>Nov. 3</b></p>	<p><b>Required Videos:</b> <a href="#">EU referendum: welcome to the divided, angry Kingdom   Anywhere but Westminster</a> and <a href="#">Colombia Votes No: Referendum rejects FARC peace deal vote</a></p> <p><b>Background on Brexit:</b> <a href="#">The Brexit Debate Explained in 2 Minutes</a></p> <p><b>Background on Colombian Referendum:</b> <a href="#">Can Colombia Rework its FARC Deal without Jeopardizing Peace?</a></p> <p><b>Writing Assignment:</b> Discussion Board Post 5 (<b>due 11:59 PM Thursday 11/3</b>); Response to one other student’s post (<b>due 11:59 PM Monday 11/7</b>)</p>
Week 8	<p>Class 20: Identity and Political Behavior</p> <p><b>Nov. 8</b></p>	<p><b>Required Reading:</b> Karen Ferree, “Explaining South Africa’s Racial Census” (read 803-810; skim 810-14; read conclusion); John Campbell, “South Africa’s DA struggles to Broaden Support”</p>

	<p>Class 21: Identity and Political Behavior</p> <p><b>Nov. 10</b></p>	<p><b>Required Reading:</b> Karen Ferree, “Explaining South Africa’s Racial Census” (read 803-810; skim 810-14; read conclusion); John Campbell, “South Africa’s DA struggles to Broaden Support”</p>
Week 9	<p>Class 22: Political Institutions and Political Behavior</p> <p><b>Nov. 15</b></p>	<p><b>Required Reading:</b> Glenn Kefford and Shaun Ratcliff, “<a href="#">Republicans and Democrats are more polarized on immigration than parties in the U.K. or Australia. Here’s why.</a>”</p>
	<p>Class 23: Political Institutions and Political Behavior</p> <p><b>Nov. 17</b></p>	<p><b>Required Reading:</b> Glenn Kefford and Shaun Ratcliff, “<a href="#">Republicans and Democrats are more polarized on immigration than parties in the U.K. or Australia. Here’s why.</a>”</p> <p><b>Writing Assignment:</b> Discussion Board Post 6 (<b>due 11:59 PM Thursday 11/17</b>; Response to one other student’s post (<b>due 11:59 PM Monday 11/21</b>))</p>
Week 11	<p>Tues. Nov 22</p>	<p><b>NO CLASS</b></p>
	<p>Thurs. Nov. 24</p>	<p><b>NO CLASS</b></p>

Week 12	<p><b>Class 24:</b> Costly Political Behavior</p> <p><b>Nov. 29</b></p>	<p><b>Required Reading:</b> MacDuffee Metzger, Megan, and Joshua A. Tucker. 2017. "Social Media and EuroMaidan: A Review Essay." <i>Slavic Review</i> 76 (1): 169–91.</p> <p><b>Related Reading:</b> Center for Social and Labor Research, "The real face of Maidan: statistics from protests that changed the country"</p>
	<p><b>Class 25:</b> Costly Political Behavior</p> <p><b>Dec. 1</b></p>	<p><b>Required Reading:</b> MacDuffee Metzger, Megan, and Joshua A. Tucker. 2017. "Social Media and EuroMaidan: A Review Essay." <i>Slavic Review</i> 76 (1): 169–91.</p> <p><b>Related Reading:</b> Center for Social and Labor Research, "The real face of Maidan: statistics from protests that changed the country"</p>
Week 13	<p><b>Class 26:</b> Costly Political Behavior</p> <p><b>Dec. 6</b></p>	<p><b>Required Watch:</b> Evgeny Afineevsky, <i>Winter on Fire: Ukraine's Fight for Freedom</i></p> <p><b>Writing Assignment:</b> Discussion Board Post 7 (<b>due 11:59 PM Tuesday 12/6</b>); Response to one other student's post (<b>due 11:59 PM Friday 12/9</b>)</p>
	<p><b>Class 27:</b> Thinking like a Political Scientist-- Beyond the course</p> <p><b>Dec. 8</b></p>	<p style="text-align: center;"><b>Last class of the semester</b></p> <p><b>Asynchronous Lecture:</b> Thinking like a Political Scientist--Beyond the course</p>
FINALS	<p><b>Weds Dec. 14</b></p>	<p style="text-align: center;"><b>FINAL Problem Set 2 Due at 11:59 PM</b></p>

