I. Introduction
This course provides a graduate level introduction to the field of comparative politics. While International Relations (IR) concerns itself with the study of relationships and interactions between countries, comparative politics concerns itself with the study of political phenomena that occur predominantly within countries. At the same time, comparative politics as a field is continuing to develop a body of knowledge that not only sheds light on specific country cases, but that also draws generalizable lessons about the causes and consequences of a range of domestic political phenomena. Thus, comparative politics is a vast field of research and the substantive topics covered in this course range from political institutions and regimes to intra-state conflict to identity politics. This course provides an introduction to the dominant questions, theories, and empirical research in each of these topic areas. The class will be discussion-based and will rely heavily on active student participation.

II. Required Texts
The following books are required for purchase.


All other books whose chapters have been assigned on the syllabus (indicated by a star) will be made available by the instructor either electronically on Canvas or in some other convenient format. All
journal articles are available through the Georgia Tech Library through databases like JSTOR. Please go to [http://www.library.gatech.edu](http://www.library.gatech.edu) for more information.

**III. Course Learning Outcomes**

By the end of this course students who successfully complete the course should be able to:

- Explain, contrast and critique major theories in comparative politics
- Explain how key questions about the political world relating to the field of comparative politics are answered through the use of the scientific method
- Evaluate the strengths and weaknesses of a variety of methodologies and analytical tools used in comparative politics research
- *Students will be able to apply research skills to address problems in the field of international affairs.*
- *Students will be able to demonstrate knowledge of principal contemporary global challenges in the field of international affairs.*
- Clearly and effectively convey analytical findings through oral presentation.

**Course Requirements and Grading**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Brief Description (Further Details Below)</th>
<th>Due Dates</th>
<th>Percentage of Overall Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discussion Lead/Co-Lead x2</strong></td>
<td>Preparation of a blog post on the week’s readings (to be submitted on Canvas) as well as co-leading the discussion.</td>
<td>Schedule per Sign-up Sheet. Blog post due on Canvas by Noon ET on the day you are scheduled to present</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Article Review and Seminar Presentation x 2</strong></td>
<td>An article review and presentation on two separate weeks</td>
<td>Schedule Per Sign-up Sheet. <em>Due by the start of the class on which you are scheduled to present.</em></td>
<td>30%</td>
</tr>
<tr>
<td><strong>Participation</strong></td>
<td>Oral participation during class sessions + performance on any in-class exercises</td>
<td>See Schedule</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Final Paper</strong></td>
<td>8-10 pages double-spaced</td>
<td>Due on Canvas: April 25th, 2024 at Noon ET. (Outline Draft due on Canvas: April 11th, 2024 – Pass/Fail 5%)</td>
<td>25%</td>
</tr>
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Description of Graded Components

A. Discussion Lead/Co-Lead Assignment X 2 [30%]
You will be assigned to lead or co-lead the discussion on the week’s readings on two separate weeks and to prepare an accompanying written post to be posted on Canvas. The post should be submitted by Noon ET on which you are scheduled to co-lead the class session. The post must include the following elements to receive full credit:

(a) Five distinct bullet points (1-2 sentences each) summarizing your key takeaways from the assigned readings for the week.
   (i) The bullet points should not simply summarize or paraphrase what is found in the readings. Instead, they should articulate your own insights drawn from the reading(s).
   (ii) At least three of these bullet points should draw connections between readings, as opposed to focusing simply on one reading.
   (iii) The bullet points should collectively cover all of the assigned readings for the week.

(b) Three questions based on the readings that you would like to propose to the class for discussion (Avoid questions that lead to a simple yes/no answer or whose answers require only factual recall. Focus on questions that lead to analysis, synthesis, comparison, or critique and/or questions that relate to current events or policy debates. Also try to raise questions that are likely to elicit a variety of responses.)

To kickstart the discussion, you may start by discussing your bullet points with the class and then posing your questions to stimulate class discussion. (Try not to read your bullet points word for word, instead, a more effective approach is to use what you have written as a jumping off point so that the discussion flows smoothly). You should also seek to continue to the discussion by responding to classmates’ comments and questions and posing follow-up questions of your own. If two or more students are assigned for a given class, you must coordinate to divide up the readings that you will focus on. A sign-up sheet will be distributed in the second week of class to determine the schedule of discussion leads or co-leads. Your grade will be based on your post as well as your performance as discussion co-lead in class.

B. Article Review and Associated Seminar Presentation x 2 (30%)
Length of Each Written Review: 4 to 5 pages (double-spaced)
Length of Each Seminar Presentation: 10 minutes + time for Q&A at the end.
You will be assigned to deliver a seminar presentation on two separate weeks and you will also need to submit a written review at the start of class on the same date on which you are scheduled to present. For the class session in which you are assigned to present, you should do the following:

- find a scholarly article published a peer-reviewed academic journal in or after 2015 that is not listed on the course syllabus but whose topic is related to the assigned readings for the given week that you are scheduled to present.
submit a written review of the article. Your written review will be due on Canvas (please submit under the relevant assignment) at the beginning of class on the day you will present.

-deliver an oral presentation in class on the specified day. Your slides are due 30 minutes before class on the day on which you are scheduled to present.

For each of the above tasks, it is crucial to very closely follow the guidelines provided with the assignment on Canvas. (The guidelines are in a document on Canvas labeled “Written Review and Oral Presentation Guidelines”)

I will send an electronic sign-up sheet where you can indicate your preferences for when to present. If you do not fill in this sheet by the stated deadline, you will be automatically assigned a presentation slot. Please note that once the presentation schedule is finalized (by the beginning of the third week of the semester), you will not be able to make any changes to this schedule. Thus, if you do not present at the time you are scheduled, you will receive a zero for the presentation portion of your grade unless in the event of a verified illness or emergency.

C. Final Essay + Outline (25%)
Essay Length: 8 to 10 pages in length (double-spaced, 12 point font, 1 inch margins; not including title page and reference pages).
Your final essay assignment is intended to demonstrate your understanding of social scientific research methodology and your ability to conduct research in comparative politics. For this assignment, you will pick an outcome that is closely related to a key topic in comparative politics that appears on the syllabus. You will then formulate a research question pertaining to the outcome and formulate a logical social scientific argument to address the question. You will then pick a specific case – e.g. a country, province, city or town – as a context for exploring this argument and assessing the evidence in support of it. An outline – following a prescribed format – will be due on Canvas two weeks before the due date which will allow an opportunity to receive feedback from your peers (and from the instructor, if you wish). The final goal will be to write a cogent essay that puts forward a logical and evidence-based argument in accordance with standard comparative politics methodologies. Further detailed guidelines for this assignment will be provided in class and on Canvas. It is important to follow these guidelines very closely in order to do well on the assignment.

D. Class Participation and In-Class Exercises (15%)
The class participation mark will be based on attendance and the quality of your in-class oral comments (including responses to questions posed during article review presentations) as well as on the quality of your performance on written exercises that will be handed to you in class. The quality of your participation depends heavily on the extent to which you draw on the assigned readings in your comments and questions. Therefore, it is advisable to come to class prepared with notes on the readings and any questions or comments you may have. Many of the in-class exercises will involve small group work and you are expected to be an active contributor to your group’s discussions. Each week starting in Week #3, your in-class participation will receive a score of 0, 1, 2 or 3. A 3 indicates excellent participation – both in terms of quality and quantity; a 2 indicates adequate participation – lacking in either quality or quantity or both; a 1 indicates minimal levels of participation. Intermediate scores are possible as well. Failure to attend class will result in a score of 0 unless in the event of an excused absence (See below for a definition of what constitutes an excused absence) or unless alternative arrangements for participation have been made. Your overall class participation mark will be calculated by averaging your individual scores for each week after dropping your lowest score. If
you are not able to attend class in person due to illness or the need to self-isolate, please contact me to make alternative arrangements for participation.

**Attendance Policy**
Since the success of the course depends heavily on student involvement and participation, you are expected to participate in every class session barring an excused absence (which includes the need to self-isolate or quarantine).

**Excused Absences**
Excused absences are those that are a result of a **verified** illness or emergency or “approved Institute activities”. In order to have an illness or emergency situation verified, you **must** contact the Office of Student Life who will contact me on your behalf to verify your situation. More information on this procedure can be found using the following link: [https://studentlife.gatech.edu/content/class-attendance](https://studentlife.gatech.edu/content/class-attendance). To be excused for participation in Institute activities, you **must** contact the Office of the Registrar to formally approve your absence. Absence due to a religious observance will be excused provided you inform me of the upcoming absence, in writing, within the first two weeks of class. Please note that - due to the ongoing pandemic – the following circumstances will also qualify as an excused absence: **(1) if you are required to quarantine based on the guidance provided by Stamps Health Services, (2) if you complete the daily self-check protocol and stay home because you are experiencing any symptoms.** If these circumstances arise, please be sure to contact me as soon as possible so we can explore alternative arrangements for class participation while you are self-isolating.

**Unexcused Absences**
I do understand that there may at times be obligations or unforeseen circumstances that come up that are important, but that do not fall under the category of an “excused absence”. I cannot make individual exceptions to the general policy for such circumstances. However, to account for these circumstances, your lowest weekly participation score is dropped. Any **additional** unexcused absences may result in your participation score being lowered if the criteria for excused absences are not met and/or if alternative arrangements for participation have not been made. Please note that in the event of an unexcused absence, you will not receive any special accommodations (e.g. a tutoring session during office hours, a make-up exam, opportunities for a make-up presentation or in-class assignment) for the class sessions you miss. **Please note that a missed seminar presentation due to an unexcused absence will receive a zero mark.**

**Course Website**
I make heavy use of Canvas throughout the semester. **Please make sure that you set up necessary alerts so you are up to date on important course announcements posted on Canvas. You are expected to have read any Canvas announcements within 48 hours of posting them.**

**Email Policy**
Email is the best way to contact me outside of class. However, please note that I will often not be available to respond to email inquiries outside of regular working hours so please keep this in mind when anticipating response times. To ensure that I accidentally do not overlook your email, it would be helpful if you could include the course number in the subject line “e.g. INTA 6202”. Please note that, unless specifically stated otherwise, I will **not** accept copies of assignments via email. You must submit your assignments through Canvas.

**Course Expectations & Guidelines**
Accommodations for Individuals with Disabilities
If you are a student with learning needs that require special accommodation, contact the Office of Disability Services (often referred to as ADAPTS) at (404)894-2563 or http://disabilityservices.gatech.edu/, as soon as possible, to make an appointment to discuss your special needs and to obtain an accommodations letter. If you would like to discuss your learning needs, please email me as soon as possible to set up a time to do so.

Assignment Turn-In
All assignments should be submitted online on Canvas by the specified due date. Please see below for the policy on late assignments.

Academic Integrity
Academic dishonesty in the form of cheating or plagiarism will not be tolerated. According to the Georgia Tech Student Affairs Policy, “Plagiarism” is the act of appropriating the literary composition of another, or parts of passages of his or her writings, or language or ideas of the same, and passing them off as the product of one's own mind. It involves the deliberate use of any outside source without proper acknowledgment. For information on Georgia Tech's Academic Honor Code, please visit http://www.catalog.gatech.edu/policies/honor-code/ or http://www.catalog.gatech.edu/rules/18/. Any student suspected of cheating or plagiarizing on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Late Assignments and Missed Presentations
Late assignments are strongly discouraged and will incur penalties except in the event of a verified illness or emergency. Any major scheduling conflicts – including those that arise due to participation in “approved Institute activities” - should be discussed with me at least two weeks before the assignment due date. The penalty for a late assignment will be a deduction of 2% of the assignment mark for a paper handed in on the due date but after the time specified and an additional 2% for each subsequent day that the paper is not turned in. An assignment handed in more than 7 days past the due date will receive a mark of 0 unless in the event of a verified illness or emergency. If you are unable to come to class on the day of your seminar presentation due to the need to self-isolate due to potential exposure to an illness, please contact me to make alternative arrangements. If you miss a seminar presentation and fail to make alternative arrangements in advance, you will receive a mark of 0 for the assignment unless in the event of a verified illness or emergency (documentation will be requested).

Student-Faculty Expectations
At Georgia Tech we believe that it is important to continually strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. See http://www.catalog.gatech.edu/rules/22/ for an articulation of some basic expectations – that you can have of me, and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech, while in this class.

XII. Grades
Your final grade will be assigned as a letter grade according to the following scale:
A  90-100%
B  80-89%
C 70-79%
D 60-69%
F 0-59%

XIII. Grade Change Policy
Legitimate requests for grade changes are welcome. Simple computational or clerical errors should be brought to the professor’s attention immediately. Otherwise requests for grade changes must: i) be submitted in writing either electronically or in hard copy, ii) be submitted within 7 days of receiving the graded assignment, and iii) be no longer than 600 words and no shorter than 150 words. Requests for grade changes should identify what was required in the assignment, describe precisely how these requirements were fulfilled at a level above the received grade and address any relevant comments written by the professor on the graded assignment (if applicable) and explain why they do not apply. Note that grade changes requests can result in re-grades both up or down (or left unchanged). That is, if the greater scrutiny demanded by a grade change request reveals your assignment to deserve a lower grade than previously awarded, then the lower grade may be assigned.

INTA-6202 Spring 2024 Course Schedule

January 11th: Introduction and Course Overview (Week #1)

January 18th: Methodologies (Week #2)


PART II: Institutions, Regimes, and States

January 25th: Institutions (Week #3)

Part 1: Lecture and Discussion
Part 2: Article Review Presentations


**February 1st: Democracy: Concept, Origins and Consolidation (Week #4)**

*Part 1: Lecture and Discussion*

*Part 2: Article Review Presentations*


**February 8th: Authoritarian Regimes (Week #5)**

*Part 1: Lecture and Discussion*

*Part 2: Article Review Presentations*


**February 15th: State and Society (Week #6)**

*Part 1: Lecture and Discussion*

*Part 2: Article Review Presentations*


**February 22nd: The Institutional Roots of Economic Underdevelopment (Week #6)**
*Part 1: Lecture and Discussion*
*Part 2: Article Review Presentations*

*Why Nations Fail*, Chapters 1, 2, 3 and 4


**February 29th: The Resource Curse [Asynchronous Class] (Week #7)**


**March 7th: Federalism, Decentralization and Local Governance (Week #8)**
*Part 1: Lecture and Discussion*
*Part 2: Article Review Presentations*


**March 14th: Systems of Government and Electoral Rules (Week #9)**

*Part 1: Lecture and Discussion*

*Part 2: Article Review Presentations*


**March 21st: No Class – Spring Break (Week #10)**

**Part III: Identity, Society, and Political Behavior**

**March 28th: Ethnic and Religious Identity (Week #11)**

*Part 1: Lecture and Discussion*

*Part 2: Article Review Presentations*


April 4th: Gender (Week #12)
Part 1: Lecture and Discussion
Part 2: Introduction to Final Paper


April 11th (Week #13): Intra-State Conflict (Week #13)
Part 1: Lecture and Discussion
Part 2: Peer Feedback on Final Paper Outline


April 18th: Distributive Politics and Clientelism (Week #14)
Part 1: Lecture and Discussion
Part 2: Article Review Presentations


