

Government and Politics Around the World

An Introduction to Comparative Politics

PSCI-3600

Fall 2023

Tuesdays and Thursdays 12:00PM - 1:20PM, Wooten Hall 111

Dr. Roman Hlatky; roman.hlatky@unt.edu

Office Location: Wooten Hall 138

Office Hours: Tuesdays: 2:00PM-5:00PM; and by appointment

Course Overview

Why are some countries democracies, while others are dictatorships? Why are some countries richer than others? Why does France have a socialist party, while the United States does not? Why is ethnic conflict more prevalent in India than in Singapore? These are the types of questions that scholars in comparative politics seek to answer, generally through comparisons across or within states. At its core, comparative political analysis is about explaining variation in political behaviors, institutions, processes, and outcomes across the world. This class is an introduction to this field of study. Through an exploration of key topics in comparative politics you will become familiar with the major debates in the field. More importantly, you will develop the tools to form your own reasoned opinion on these debates.

This course will familiarize you with the toolkit, both conceptual and methodological, of modern comparative political science. We will focus on how political scientists use theory and evidence to identify and explain broad patterns in political behavior and outcomes. To that end, we will work with data to give you first-hand experience in answering political questions.

This course will explore the politics of specific countries. For some of the topics that we cover, we will also explore how the phenomenon works “on the ground” in a different country or region. Through this exploration, you will learn about different parts of the world and ground concepts and theories in real-world, empirical examples.

Finally, this course will introduce you to the variety of resources available to you on campus. Many of you are likely freshman stepping foot on campus for the first time. Others are juniors and seniors preparing graduate school applications, or looking for internships and jobs. UNT has a variety of offices and staff members to support you and help you pursue your goals, be they academic, professional, or personal. Thus, for the first several weeks of the semester, I will spend some time during each class talking about these resources.

Learning Outcomes

By the end of the course, you will be able to:

1. Identify the big debates in comparative politics, and form your own reasoned opinion about them.
2. Use the conceptual and methodological toolkit of political science to understand politics in various countries around the world, even ones we did not directly study.

3. Apply the comparative and social scientific method to the study of domestic political behavior and institutions.
4. Analyze and interpret qualitative and quantitative data to support your arguments.
5. Produce written and oral work that presents an argument, supports it with evidence, and presents substantive implications and conclusions.
6. Develop and implement self-care strategies to manage academic pressures, reduce stress, and enhance your quality of life.

Course Structure, Requirements, and Strategies for Success

This class meets twice a week on Tuesdays and Thursdays from 12:00PM to 1:20PM. Generally, courses will begin with a lecture about the topic at hand. After the lecture, we will move on to discussion where we will debate the questions and implications raised by the material that we cover. You are expected to have done all the readings for a given class, and to have done them carefully. **All readings are available on Canvas.**

I highly recommend taking reading notes by jotting down important arguments, the evidence used to substantiate them, and their implications, as well as your critiques and any questions that the readings raise. Finally, I suggest that you do your best to keep up with the news. Much of what we learn is reflected in the current events of the world around you. Thus, keeping up with the news will not only help make you a better thinker and citizen, it will also help you in this class. I recommend the *BBC*, *Al Jazeera*, or the *Economist*.

This class has five requirements with the following grade breakdowns:

1. **Discussion Posts - 20%** – There are sixteen weeks in this semester (including Thanksgiving and the first week of classes). For ten out of these sixteen weeks (that means you get six free weeks!), you are required to submit a discussion post, or craft a thoughtful (meaning not just repeating the same thing they said) response to someone else's discussion post on Canvas. These are due on Sunday of a given week at 11:59PM (i.e., before the next week starts). These posts should be two to three short paragraphs and related to the week's: (1) class lecture or discussion; (2) readings; or (3) world current events related to class. You have a high degree of freedom in choosing what to write about, but please remember to always write respectfully and thoughtfully (especially if you are commenting on someone else's post). These will be graded on completion – as long as it is evident that you put some effort, thought, and time into your post (and it is relevant to the class).
2. **Opposite the Editorial Page Assignment - 5% and 15% = 20% total** – You will be responsible for writing an Opposite the Editorial Page, commonly known as an op-ed. An op-ed is an argument that is evidence-based and seeks to convince an audience of a certain conclusion. In this class, it can be about any current events related to comparative politics (excluding events in the United States). 5% of the grade is based on choosing a topic, and getting it approved by me by the deadline noted in the class schedule below. 15% of the grade is for the actual op-ed, which should be typed, no more than 750 words, double-spaced, and turned in on Canvas by the deadline noted in the class schedule. We will discuss this assignment more in class, but for now here are some resources and example op-eds that you can reference when writing:

- [Washington Post](#) Guide to Writing an Op-Ed
 - [Writing Effective Op-Eds – Duke University](#)
 - [HOW TO WRITE AN OP-ED OR COLUMN – Harvard University](#)
 - Example 1: “Voter suppression kept my grandfather from voting. It wont stop me” – [Washington Post](#)
 - Example 2: “As nuclear talks resume in Vienna, the game has just begun” – [CNN](#)
3. **Country Presentation (Group Project) - 20%** – In groups, you will work together on a presentation about the domestic political situation of a foreign country of your choice (any country except the U.S.). The presentation should cover key elements necessary to understanding political developments. Think about this as if you were briefing a U.S. diplomat who has been assigned to a position in your country for the first time – what would they need to know? You will present during class time. Further information and guidelines will be provided later on.
 4. **Dataset Identification Assignment - 5% and 10% = 15% total** – You will be responsible for identifying either: (1) an existing source of data about the political world; or (2) describing, in detail, how you would create such data. After identifying the data, you will write a two-page report describing the data itself (i.e., what type of data it is, what does it “look like”, how is stored and accessed, etc.) and what types of questions this data allows you to answer about the world around us, and how it can do so. You do not need to actually use the data to answer these questions, but you do need to be specific about how one would use it to do so. We will go over an example in class. 5% of this assignment is dataset identification – meaning finding data and talking to me to make sure it is appropriate for the assignment; and 10% is the actual two-page write-up (typed, double-spaced, turned in on Canvas).
 5. **Final Exam (Essay) - 25%** – there will be an open-book, open-notes, open-internet take home final. The final will consist of one essay question.

*** Key Dates to Remember ***

- **September 5th:** OP-ED Topic Choice due by 11:59 PM on Canvas
- **September 28th:** OP-ED due by 11:59PM on Canvas
- **October 12th:** Groups assigned for Presentation
- **October 17th:** Dataset Identification Assignment Choice due by 11:59PM on Canvas
- **November 9th:** Final Exam Assigned
- **November 16th:** Dataset Identification Assignment due by 11:59PM on Canvas
- **December 5th and 7th:** Group Presentations in class (all groups must be ready on the 5th)
- **December 10th:** Final Exam due by 11:59PM on Canvas.

Grading Scale:

Grade	%
A	89.50 - 100
B	79.50 - 89.49
C	69.50 - 79.49
D	60.00 - 69.49
F	59.99 and below

Participation: Most, if not all, of our classes will have a set time for discussion. During these discussions, I expect you to contribute to the conversation by raising questions, critiques, or by discussing points that you found convincing. To promote conversation, for each session, I have listed several questions that we can discuss. These can be found in the course outline below. Do not worry about making the “right” comment; as long as your contribution is thoughtful it adds value to our learning. Finally, I realize that, for various reasons, verbal participation may not be easy for many of you. If this applies to you, please come see me in office hours during the first or second week of class. Together, we can work out alternate strategies for participating or techniques that help you verbally participate in class.

Importantly, we will be discussing a variety of controversial issues that may hold special significance to students. It is important to discuss ideas in a supportive and respectful manner, acknowledging that others may have different opinions. I encourage you to see things from a different point of view and use feedback from each other to augment your ideas. And while I encourage debate and disagreement as a productive aspect of classroom discussion, you will be expected to act in a respectful manner at all times.

Attendance Policy: Attending class is mandatory. That being said, unforeseen circumstances arise, and I understand that you may have other things going on in your life that cause you to miss class. Thus, each student is allowed two unexcused absences, no warning necessary. All other absences require documentation (e.g., a doctor’s note). **Each unexcused absence exceeding the two absence limit will result in a lowering of your final grade by five percent.** In other words, let’s talk if you have to miss class, so we don’t have to pointlessly lower your grade. Finally, please do your best to arrive to class on time.

Religious Observances: By university policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss an assignment in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Office Hours: I have scheduled office hours on Tuesdays between 2:00PM and 5:00PM. I am also available by appointment. In addition, I am usually working in my office and have an open-door policy. If you come by and my office door is open, feel free to knock and come on in. Also, we do not have to meet in my office, if you feel more comfortable meeting elsewhere, let me know. Coffee shops are great for this! Two more things. First, you do not have to come to office hours alone. If your peers have similar questions, or if you feel a group discussion would be more useful for you, by all means come to office hours with your classmates. Second, I encourage you to come by office hours during the first couple weeks of class and introduce yourself. Learning about your interests and goals helps me tailor the class and make it more useful for you.

Late Assignments: Assignment deadlines are not just for you. Deadlines give me sufficient time to provide you with thoughtful and thorough feedback on each of your assignments, and to return graded assignments to you in a timely manner. Yet, sometimes, life rears its ugly head, making it difficult for us to complete our requisite responsibilities. Thus, for ***EITHER aka NOT BOTH*** the Op-Ed or the Data Project assignments, you get a week extension without penalty, without questions. After that, I will deduct 5% from the assignment grade every 24 hours until the assignment is submitted. For all other assignments, I will deduct 5% per 24 hours from the assignment grade until it is submitted. Please, if you anticipate being unable to meet an assignment deadline, let me know in advance so we can work together!

Appeals: If you believe a grade does not reflect your performance, you are welcome to dispute the grade. I ask that all grade appeals be made in writing. In the memo, explain why you should receive a higher grade on the assignment. This should be done within a week after the grade is announced and submitted after class or in office hours. After I read your memo, we will schedule a meeting to discuss why the grade does or does not warrant a change.

Academic Integrity: Each student in the course is expected to abide by the University of North Texas' Student Academic Integrity Policy, which can be found [here](#). If any of the policies therein are unclear to you, or if you have any others questions, please come see me during office hours. Plagiarism is taken very seriously at UNT. Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course.

Policies and Resources

To meet the learnings goals of this class, every student should have equitable opportunities in the classroom. Likewise, every student should feel comfortable engaging with the material, their peers and their instructor. To ensure that this is the case, I outline some policies and resources that help achieve this goal.

Statement on Learning Success: Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we will develop strategies to meet both your needs and the requirements of the course. I also encourage you to reach out to the student resources available through UNT. Many are listed on this syllabus, but I am happy to connect you with a person or Center if you would like.

Names and Pronouns: At UNT, we aim to facilitate advocacy, dialogue, and learning around issues related to gender equity. The ways in which we choose to address one another, through the use of preferred names and pronouns, can be a strategy that fosters an inclusive learning environment. Each of us will honor and respect an individual's request to be addressed according to their preferred name, with correct pronunciation and pronoun.

Triggering and Challenging Material: In this course, we may discuss material that can be triggering or emotionally challenging. Each of us brings to class our unique personal experiences, making it difficult to predict how the material will affect you. If you anticipate that certain material might be triggering, please come meet with me so that we can discuss possible strategies to put in place that will allow you to engage in the course to your fullest potential.

Services for Students with Disabilities: This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with me, or if you need specific arrangements in case the building needs to be evacuated, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. I promise to maintain the confidentiality of these discussions.

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the Office of Disability Access website at <https://studentaffairs.unt.edu/office-disability-access>. You may also contact ODA by phone at (940) 565-4323.

Counseling and Mental Health Center: Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep, and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone. Asking for support sooner rather than later is often helpful. If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support: <https://studentaffairs.unt.edu/counseling-and-testing-services>.

The UNT Learning Center: Did you know that more than one third of UNT undergraduate students use the Learning Center each year to improve their academic performance? All students are welcome to take advantage of the Learning Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring. For more information, visit <https://learningcenter.unt.edu/> or email LearningCenter@unt.edu.

The UNT Care Team: The UNT Care Team is a collaborative interdisciplinary committee of university officials that meets regularly to provide a response to students, staff, and faculty whose behavior could be harmful to themselves or others. To learn more about the Care Team go to: <https://studentaffairs.unt.edu/care-team>. If you have concerns about the safety or behavior of fellow students, TAs or Professors, let the Care Team know. Your call can be anonymous. If something doesn't feel right it probably isn't. Trust your instincts and share your concerns.

Additional Resources:

- Undergraduate Writing Center: <https://writingcenter.unt.edu/>
- Libraries: <https://library.unt.edu/>

- ITS: <https://aits.unt.edu/support>
- Student Emergency Services: <https://www.unt.edu/safety-emergency>
- Career Center: <https://careercenter.unt.edu/>
- Intramural Sports: <https://recsports.unt.edu/programs/intramurals>
- Study Abroad: <https://studyabroad.unt.edu/>

Title IX Reporting

Title IX is a federal law that protects against sex and gender based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UNT is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can: (1) Intervene to prevent harmful behavior from continuing or escalating; (2) Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation; (3) Investigate and discipline violations of the university's relevant policies (<https://policy.unt.edu/policy/16-005>).

Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, to report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one on one conversations) must be reported.

I am a Responsible Employee and must report any Title IX related incidents that are disclosed in writing, discussion, or one on one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee.

If you would like to speak with someone who can provide support or remedies without making an official report to the university, see here for a list of resources marked confidential <https://studentaffairs.unt.edu/survivor-advocate/get-help>.