

**CPO 3003**  
**Comparative Politics**  
**Fall 2021**

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Course Web Page: [www.stevendroper.com/CPO3003.htm](http://www.stevendroper.com/CPO3003.htm)

**Course Description:**

This is an introductory course in comparative politics with an emphasis on democratic institution-building. We examine the theoretical and the practical dimensions of comparative politics. The first two sections of the course examine institutional and behavioral issues currently debated in newly established democracies in Africa, Asia, Europe, Latin America and the former Soviet Union. We explore competing theories of comparative politics as well as core issues in the field such as party and parliamentary development, influence of electoral systems and voting behavior. The final section applies these theories and concepts to case studies of Mexico and Russia. Our course is available on Canvas. On Canvas, you can access the course home page, readings and your grades.

**Instructional Method:**

This course is designated “in-person” by FAU.

**Classroom Requirements:**

- It is not appropriate to come to class late; however if you come to class late, please find a seat near the door.
- If you need to leave early, please discuss this with me prior to the start of class.
- Any personal issues should be dealt with before class begins so that you do not leave and re-enter the room. It is disruptive and interferes with the classroom experience.
- I require that cell phones be turned-off, including no text messaging. I consider texting during class to be inappropriate and disrespectful.
- I will respond quickly to emails; however as a courtesy, I ask that you address me politely in the message. It is inappropriate not to have a salutation. Proper salutations include “Dr. Roper” or “Professor Roper.” I will not respond to emails that do not address me respectfully.

**Grading Requirement:**

There are three examinations during the semester. The final examination is not cumulative. At the end of the semester, I will double a student’s best examination. The examinations consist of

multiple-choice questions. Material for the examinations is drawn from both the lectures and the assigned readings. I provide a make-up examination only with a University-approved excuse (please see the FAU policy below). Grades for the examinations and the course are not curved or adjusted.

**Points:**

Examination 1	100 points
Examination 2	100 points
Final Examination	100 points
(One examination will be doubled)	
<u>Total</u>	<u>400 points</u>

**Grades:**

Final grades for the course will be based on the following:

A	93-100%	(372-400 points)	C+	78-79%	(312-319 points)
A-	90-92%	(360-371 points)	C	73-77%	(292-311 points)
B+	88-89%	(352-359 points)	C-	70-72%	(280-291 points)
B	83-87%	(332-351 points)	D+	68-69%	(272-279 points)
B-	80-82%	(320-331 points)	D	60-67%	(240-271 points)
			F	0-59%	(0-239 points)

**FAU Policies:**

COVID-19 Statement: Due to the surge in COVID-19 cases and the delta variant, all students regardless of vaccination status are expected to wear masks while indoors in any FAU facilities, including classrooms and laboratories. Students experiencing flu-like symptoms (fever, cough, shortness of breath), or students who have come in contact with confirmed positive cases of COVID-19, should immediately contact FAU Student Health Services (561-297-3512). Symptomatic students will be asked to leave the classroom to support the safety and protection of the university community. For additional information visit <https://www.fau.edu/coronavirus>. In classes with face-to-face components, quarantined or isolated students should notify me immediately as you will not be able to attend class. I will not be able to offer an online version of the class but will make reasonable efforts to assist students in making up the work. Vaccinated students have much lower chances of needing to quarantine and a much lower chance of missing class time.

Disability Policy Statement: In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses—Boca Raton, Davie and Jupiter—however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas](http://www.fau.edu/sas).

Counseling and Psychological Services (CAPS) Center: Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services—individual counseling, support meetings, and psychiatric services, to name a few—offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling>.

Code of Academic Integrity Policy Statement: Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

Attendance Policy Statement: Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

### **Readings:**

All readings are available online in Canvas. There is a "Readings" folder in the Files application that contains all the course readings. Please bring them with you to class as we will be addressing specific arguments made by the authors.

### **Course Reading and Examination Outline:**

#### **Introduction: How to Study Comparative Politics**

John S. Dryzek. 2006. "Revolutions without Enemies: Key Transformations in Political Science." *American Political Science Review* 100:4 (Nov):487-492.

#### **State and Society**

Christopher Walker and Melissa Aten. 2018. "The Rise of Kleptocracy: A Challenge for Democracy." *Journal of Democracy* 29:1 (Jan):20-24.

### **Unitary and Federal Arrangements**

Jan Erk, and Lawrence Anderson. 2009. "The Paradox of Federalism: Does Self-Rule Accommodate or Exacerbate Ethnic Divisions?" *Regional and Federal Studies* 19:2 (May):191–202.

### **Democratization and Political Culture**

Nate Schenkkan, and Sarah Repucci. 2019. "The Freedom House Survey for 2018: Democracy in Retreat." *Journal of Democracy* 30:2 (Apr):100-114.

Marc F. Plattner. 2019. "Illiberal Democracy and the Struggle on the Right." *Journal of Democracy* 30:1 (Jan):5-19.

### **Examination 1 (Friday, 8 October)**

#### **Variations of Presidentialism and Parliamentarism**

Filip Reyntjens. 2016. "The Struggle Over Term Limits in Africa: A New Look at the Evidence." *Journal of Democracy* 27:3 (Jul):61-68.

#### **Elections and Electoral Systems**

Cynthia McClintock. 2018. "Reevaluating Runoffs in Latin America." *Journal of Democracy* 29:1 (Jan): 96-110

Pippa Norris. 1997. "Choosing Electoral Systems: Proportional, Majoritarian and Mixed Systems." *International Political Science Review* 18:3 (Jul):297-312.

#### **Parties, Party Systems and Voting Behavior**

Joseph LaPalombara. 2007. "Reflections on Political Parties and Political Development, Four Decades Later." *Party Politics* 13:2 (March):141-154.

### **Examination 2 (Wednesday, 17 November)**

#### **Case Study of Russia**

M. Steven Fish. 2017. "The Kremlin Emboldened: What Is Putinism?" *Journal of Democracy* 28:4 (Oct):61-75.

Vladislav Inozemtsev. 2017. "The Kremlin Emboldened: Why Putinism Arose." *Journal of Democracy* 28:4 (Oct):80-85.

Graeme Robertson and Samuel Greene. 2017. "The Kremlin Emboldened: How Putin Wins Support." *Journal of Democracy* 28:4 (Oct):86-100.

#### **Case Study of Mexico**

Kenneth F. Greene, Mariano Sánchez-Talanquer. 2018. "Latin America's Shifting Politics: Mexico's Party System Under Stress." *Journal of Democracy* 29:4 (Oct):31-42.

Andreas Schedler. 2014. "The Criminal Subversion of Mexican Democracy." *Journal of Democracy* 25:1 (Jan): 5-18.

### **Final Examination (Friday, 10 December 10:30-11:30)**