

COURSE NAME: Comparative Politics
DISCIPLINE: POLITICAL SCIENCE (ELECTIVE)
COURSE INSTRUCTOR: SUCHARITA SEN
CREDITS: 3

Course Objective:

The course will introduce students to the study of comparative politics which is one of the main sub-fields of political science. The course introduces students to different theoretical approaches and methodologies that are used in this field in order to study developed and developing societies. This course intends to equip students with the key tools that are used in comparative analysis in order to form a more nuanced understanding of the social, political and economic nature of political conflicts that grip world politics today. The course will use major schools of thought to explore what democracy and authoritarianism means based on how it is carried out by states today, as well as why some countries are more democratic than others. We will also explore social movements, the causes of political violence and revolutions, and state collapse and reconstruction.

Course outline and readings

Introductory lectures on state systems- Democracy and Authoritarianism (Weeks 1-4)

Introduction: Comparative Politics edited by Daniele Caramani

Democracies- Required reading- Caramani, Chapter 5, 79-95.

Transitions to Democracy edited by Lisa Anderson

Authoritarian Regimes- Required reading- Daniele Caramani Chapter 6, 96-110.

Democracy as a Universal Value:

Amartya Sen, "Democracy as a Universal Value," in Kesselman, 184-193.

Thomas Carothers, "The End of the Transition Paradigm," in Kesselman, 247-255.

Week 5: Presentations

Week 6: Mid Term exams

Development, Industrialization, Communism and Post-Communism (Week 7 - 9)

Communism and Post-Communism- Patrick H. O'Neil. Essentials of Comparative Politics, 5th Edition, Chapter 9, 270 – 307.

Paul Collier and Jan Willem Gunning, “Why has Africa Grown Slowly?” Journal of Economic Perspectives 13, no. 3 (1999), pages 3-22.

Political Violence, Revolutions and State Re-Building (Weeks 10-13)

Political Violence and Revolution from O'Neil, Chapter 7, 206-237.

Jack A. Goldstone, Revolutions: Theoretical, Comparative, and Historical Studies (Belmont, CA: Wadsworth/Thomson Learning, 2003), chapter 1.

State Collapse and State Re-Building- Robert Rotberg, “The Failure and Collapse of Nation-States: Breakdown, Prevention, and Repair,” in Robert I. Rotberg, ed., When States Fail (Princeton, NJ: Princeton University Press, 2004): 1-49.

Week 14 – Review and End Term Exams

NOTE ON GRADING:

Attendance and participation: 10 marks

Presentations in week 5: 20 marks

Mid Term examination: 20 marks

End Term examination: 50 marks

A Note on Classroom Punctuality/Conduct

JSLH conducts all classes on a foundation of professionalism. It is expected that students should be present in class and seated within five minutes of the class start time. Students arriving after a ten-minute window from the designated start time will be refused entry/attendance. Please show courtesy to your instructors and co-learners by observing punctuality. Please also note that the seminar room is a place for free expression and critical thinking and this comes with a responsibility on the part of students to respect opinions expressed and actively participate in the work of the classroom discussion.

A Note on Plagiarism

In line with JGU policy, JSLH operates a zero-tolerance approach to Plagiarism. The unacknowledged use of material by others within your work is a violation of academic integrity and all reported cases will be investigated before potential disciplinary action. Instructors will address methods of citation and presentation within written work.

Disability Support and Accommodation Requirements:

JGU endeavors to make all its courses accessible to students. All students with a known disability needing academic accommodations are required to register with the Disability Support Committee dsc@jgu.edu.in or Dr Keerty Nakray knakray@jgu.edu.in. The Committee has so far identified the following conditions that could possibly hinder student's overall well-being. These include: physical and mobility related difficulties; visual impairment; hearing impairment; medical conditions; specific learning difficulties e.g. dyslexia; mental health. The Disability Support Committee maintains strict confidentiality in its discussions.