

**POLS 120: Introduction to Comparative Politics**  
**Occidental College**  
**Updated November 14, 2024**

Spring Semester, 2024  
Mondays, Wednesdays, and Fridays  
1:55-2:50 PM  
Room: Johnson Hall 301

**Instructor:** Dr. Isaac Hale (he/him)  
**Email:** [halei@oxy.edu](mailto:halei@oxy.edu)  
**Office Hours:** Monday, Wednesday, and Friday: 3:00-4:00 PM  
**Office:** Johnson Hall 308

## Course Description

The study of politics can generally be divided into a few broad sub-fields, including American Politics, Comparative Politics, International Relations, Political Theory, and Public Law. Of these, Comparative Politics has the least helpful name. What makes it different from International Relations? Is it just an extension of American Politics research to a global context? Comparative Politics does have much in common with both fields, but it stands on its own as well.

This course is not really an in-depth introduction to the entire subfield of Comparative Politics – that is simply too much to ask in a single semester. If this class piques your interest, you are highly encouraged to seek out additional upper division Comparative Politics courses which will provide more detailed explorations of specific topics in the sub-field. Instead, this class will attempt to provide a broad overview of the main concepts and research areas that dominate Comparative Politics. Each week will focus on a different topic, and will feature readings, lecture, and discussion that will unpack why that topic is important to the study of Comparative Politics.

Substantively, this class will address the interplay between the two main branches of Comparative Politics: institutions and behavior. The institutional approach to Comparative Politics examines how variation in institutions across countries (or other politically relevant units) shape political outcomes, incentives, and policy. While institutions provide the framework within which political actors operate, the behavioral approach allows us to understand how and why those actors behave the way they do within those constraints. Understanding both approaches is critical for a holistic view of Comparative Politics.

I have taken several steps to make this course as engaging and accessible as possible. There will be no final exam for this course. Instead, the course will have brief assignments throughout the semester and a final paper. This will help ensure that students face less pressure and that each graded assignment is worth less of the total grade.

One final note – this course is meant to be fun! While the material in this class will take a broad perspective on Comparative politics, our discussions should be extremely relevant to recent political events. If there is something happening in the news that is relevant to our class, I will be sure to allocate time to discuss it. Elections, changes in government, institutional reform, and policy debates are all fair game!

## Course Objectives

The student learning outcomes for this course are as follows:

- Engage with the comparative method for testing theories of politics
- Learn about broad differences in institutional structures across democratic, non-democratic, and hybrid regimes
- Discover the limitations in popular descriptions of regime types
- Explore how institutional difference shape political outcomes across countries
- Gain a nuanced understanding of how political and institutional change occurs in comparative contexts
- Apply knowledge from the class to contemporary political events, including the 2024 US presidential election
- Interrogate how lessons from other countries could be applied to US politics
- Uncover the causes of democratization and democratic backsliding
- Produce a final paper that demonstrates a mastery of the topics covered in this course

## Required Texts

There is **no** required textbook for this course. You may access all readings through the Canvas portal for this class or via hyperlinks in the syllabus.

## Core Program Requirements

POLS 120 fulfills a Global Connections (CPGC) core program requirement.

## Class Expectations

### *Credit Hour Policy*

POLS 120 is a 4-unit course. On average, you should expect to spend at least twelve (12) hours a week (including in-class time) on this course.

### *Lecture Slides*

Slides will be used in class on most days. Slides will be posted to Canvas following the class session.

### *Online Access*

All readings and documents for this course can be accessed through the Canvas website or via hyperlinks in the syllabus schedule. Messages will be sent by me via Canvas, so make sure you have email notifications for Canvas messages activated.

### *Email*

I welcome questions and comments by email. When you email me, you should compose your email as you would any piece of professional correspondence. I will respond to your emails as quickly as possible, but please do not expect a quick response to email sent on weekends or after 5pm on any day.

### *Laptops and Other Electronics*

Generally speaking, laptops are not allowed in class. [Numerous studies confirm that](#) students who take notes by hand retain more information over time and that laptop bans improve student engagement in

smaller classes. It is also far less distracting to others when there is not typing and visual distraction going on during a lecture/discussion. As such, laptops, phones, and other electronic devices are not allowed in class.

If you have a documented learning disability that is helped by typing your notes, contact me and I will be happy to consider an exception. Furthermore, if you have a very compelling reason why you strongly prefer to take notes during lecture with a laptop, you may write me an email letting me know, and we can discuss the matter individually. Any laptops approved for use in-class must not be used for web surfing during class.

You may bring an e-reader, tablet, or another “lie-flat” device to access readings in class. You may not use it for tasks such as surfing the web or email. You are encouraged to bring printouts or e-reader copies of the readings to class.

### ***Desk Name Tag (yes, this is required)***

To facilitate discussion, I ask that you place a name tag on the desk in front of you in class each day. Although attendance will not be taken, showing up to class with your desk name tag will affect your participation grade. One way to make this name tag is to take an 8½ x 11-inch piece of construction paper or lightweight cardboard, fold it in half lengthwise (so it’s now 4¼ x 11 inches), and write your name on one side so that your name is upright when you put the folded piece of paper like a tent on the desk in front of you. Please write your full name (**FIRST AND LAST**—using whatever name you prefer to be called as your first name) in **LARGE, VERY DARK, BOLD** letters. I will bring nametag supplies on the first day of class.

## **Grading**

Grading for this course will be calculated as follows:

Response Papers (best 9 out of 11)	63%
Analytic Essay	27%
Participation	10%
<b>Total:</b>	<b>100%</b>

The final letter grade will be assigned according to the standard table:

93-100: A	87-89: B+	77-79: C+	67-69: D+
90-92: A-	83-86: B	73-76: C	60-66: D
	80-82: B-	70-72: C-	00-59: F

If you are 0.5 points or less from the next letter grade at the end of the course, the grade submitted to the registrar will be rounded up to the next letter grade. You will not be able to see this rounding on Canvas.

All graded items listed above are detailed in the sections that follow.

### **Analytic Essay**

In lieu of a final exam, you are required to submit an analytic essay for this class. Make sure to use 12-point font, one-inch margins, **double-spacing**, and proper citation format (see section below). Additionally, please number each page. The essay should be **five-six pages long** (and should certainly not exceed seven). This page limit does not include a bibliography, which should be at the end of your paper.

Essays will be graded on content (evidence provided), analysis (claims drawn about the evidence provided), structure (clarity of thesis and logical “flow” of the essay), and mechanics (grammar, punctuation use, sentence and paragraph composition, etc.). The following elements are part of an A paper:

1. **A clear thesis** presented in the first paragraph and argued throughout. Include “In this essay I will argue that…” or something similar.
2. **Evidence to support your thesis** in the form of facts, ideas from existing research, and thoughtful, balanced analysis.
3. **Clear structure**, including an introduction, a conclusion, and reasonably sized body paragraphs. Each body paragraph should start with a topic sentence that introduces that paragraph.
4. **A bibliography** with a complete list of your sources. Some guidelines:
  - Include a **minimum of five (5)** sources total.
  - At least **three (3) academic sources** for each paper. These should be *academic articles* or *university press books*.
  - At least two of your three academic sources must be from outside the class (meaning that it is not on the syllabus).
    - Google Scholar can be very useful for finding sources
  - Lectures and the textbook may be cited, but do **not** count towards your required sources.
5. **Appropriate and sparing use of quotes.** Quotes do not speak for themselves. They should always be preceded by context and followed by analysis of that quote.
6. **Clear writing** with few grammatical errors.

Essay prompts will be posted on Canvas. The essay is due on the scheduled final exam day (Monday, December 9), at midnight (11:59 PM).

## Response Papers

There are no exams in this class. However, 63% of your grade will be determined by **eleven (11) short** response papers. The response papers are a means for you to engage on a deeper level with the (often complex!) articles and chapters we are reading for class.

**There will be a response paper every week EXCEPT:**

- Week 1, the first week of class
- Week 2, Labor Day + Professor Hale presenting at APSA
- Week 14, Thanksgiving week
- Week 15, the last week of class

Each response paper will be short, roughly 1-2 pages each (single-spaced). Each one should take you no more than an hour or two to complete.

I will count your top nine (9) response papers towards your final grade, meaning you can drop a total of two (2) of them with no questions asked. Since you may miss or drop two response papers, no make-up papers will be offered. For the same reason, there is no need to inform me if you are unable to submit a

response paper (or decide not to). All response papers will be graded out of 7 points. Each paper (not including the two dropped papers) will be worth 7% of your final grade.

**Prompts will be posted to Canvas on Wednesdays. You will have four full days to complete each response paper, meaning submissions will close at 11:59 PM each Sunday.**

- Due to Fall Break, the response paper following Week 7 will instead be due at 11:59 PM on Tuesday, October 15<sup>th</sup>

Make sure to use 12-point font, one-inch margins, and **single-spacing**. All response papers will receive comments from me on Canvas. You do not need to include a bibliography and in-text citations in your response paper **unless** you refer to a source besides the assigned readings.

## Participation

Your participation grade will be based on the overall effort you put into the class, including the effort you put into your assignments, your attendance in class (and having a desk tag!), and your participation in discussions. Come to class, participate in class discussions, earn a good participation grade, and get more out of the class. It's a win-win. You are also encouraged to bring up news stories, relevant examples, and “dank” comparative politics memes.

## Extra Credit Meme

You may earn extra credit by creating and submitting a meme related to course content. The extra credit is worth up to one point on your final grade (e.g., raising an 89% final grade to a 90%). In order to receive full credit, the meme must be used correctly! I suggest using <https://knowyourmeme.com> to make sure you are using your meme correctly. You can create memes using meme generators such as <https://imgflip.com/memegenerator>. Your meme will be shared in class, so be creative!

- The meme is due Wednesday, November 20<sup>th</sup> at 11:59 PM

## Late Submissions

Do not wait until the night before it is due to begin to work on an assignment. Life is complicated and full of unexpected surprises. Plan for uncertainty by managing your time efficiently. Even if your work is not complete because something unexpected interfered, submit what you have accomplished prior to the emergency. After-the-fact extensions will be granted only under extreme circumstances, and at my sole discretion.

If you know in advance that you will miss an assignment deadline, you may submit a partially completed assignment early — and then appeal for an extension.

Assignments submitted late will have 10% deducted from their final score for every day they are late. This penalty begins immediately following the day and time the assignment is due and will not be prorated.

Due to grade submission deadlines, no late assignments will be accepted after 11:59 PM on Sunday, December 15<sup>th</sup>.

## Grade Appeals

If you are not satisfied with the grade you receive on an assignment, please take the following steps:

- 1) Review any comments/feedback I have provided. Check your Canvas submission.
- 2) If you still have questions, come to my office hours, or contact me by email.
- 3) If you still believe the grade you received is in error, submit a one-paragraph written request for a regrade by email. If the request is approved, your work will receive a completely new evaluation by me. Your score may increase, decrease, or stay the same.

## Disabilities

Occidental College (Oxy) complies with the Americans with Disabilities Act of 1990 as amended, Section 504 of the Rehabilitation Act of 1973 as amended, and other applicable state and federal law prohibiting discrimination against individuals with disabilities.

- All accommodation requests including academic, housing (ESA & Service Animal) and temporary accommodations are managed by the Disability Services Office. It is a student's responsibility to request accommodations via the [Disability Services](#) website. For information about additional accommodations and support services, students can email [accessibility@oxy.edu](mailto:accessibility@oxy.edu).
- Oxy's Psychological Testing Program: We offer low cost psychological testing for students who qualify. Any student who thinks they may have a learning, or psychological disability may contact Disability Services at [accessibility@oxy.edu](mailto:accessibility@oxy.edu) to learn more about psychological testing.
- Academic Success Coaching: Disability Services offers Academic Success Coaching for all students who struggle with organization, time management, etc. Please contact [accessibility@oxy.edu](mailto:accessibility@oxy.edu) for more information.

## Academic Dishonesty

Academic Integrity is a shared community value. It is built around trust and respect between members of the Occidental Community and embodies a commitment to honesty and integrity in every aspect of one's academic life.

All members of the Occidental community are committed to uphold the highest degree of academic integrity. Unless stipulated otherwise, the academic work done for all assignments is expected to be the student's own; students are expected to give proper credit to the ideas and work of others.

Generally speaking, you must cite the person at the end of the sentence in which you use another person's idea. When you use a specific phrase, you must put that phrase in quotation marks and cite the original author at the end of the sentence in which you use the phrase. If you wish to submit a piece of writing that you have used in another class, you must receive my permission before doing so.

Signing the Academic Integrity Commitment at the beginning of every semester represents a student's affirmation to uphold the shared values of honesty and integrity. When signing the Integrity Commitment associated with work in a course, students are affirming that they have not cheated, plagiarized, fabricated, or falsified information; nor assisted others in these actions.

Refer to [Student Handbook](#) for the framing of the commitment, definitions of Academic Ethics, and Process for alleged violations of the commitment.

## Support Services

A number of services are available here at Occidental College to make sure that you excel in your academically and socially.

There are a number of opportunities for **academic support**. Please visit the following website at <https://www.oxy.edu/academics/student-success> to see the variety of services offered, including writing support, tutoring, research assistance, language tutoring, and academic coaching.

The Emmons Wellness Center provides **medical services and counseling**. Visit their website for information on specific services provided: <https://www.oxy.edu/student-life/resources-support/emmons-wellness-center>

## Accommodations for Reasons of Faith and Conscience

Consistent with Occidental College's commitment to creating an academic community that is respectful of and welcoming to persons of differing backgrounds, we believe that students should be excused from class for reasons of faith and conscience without academic consequence. While it is not feasible to schedule coursework around all days of conviction for a class as a whole, faculty will honor requests from individual students to reschedule coursework, to be absent from classes that conflict with the identified days. Information about this process is available on the ORSL website: <https://www.oxy.edu/student-life/resources-support/orsl/academic-accommodations>

## Sexual Harassment and Assault Resources

In the event that you write or speak about having experienced discrimination or harassment on the basis of a protected characteristic or sexual misconduct (including sexual assault, dating/domestic violence, stalking, sexual exploitation or any other form of sexual and/or gender-based harassment), as a designated Responsible Employee, I must inform the Civil Rights & Title IX Office. They will contact you to let you know about resources and support services at Oxy, as well as reporting options both on and off-campus. You have no obligation to respond to the Civil Rights & Title IX Office or to meet with them to discuss support services and reporting options.

If you do not want the Civil Rights & Title IX Office contacted, instead of disclosing this information to your instructor, either through conversation or a class assignment, you can speak confidentially with:

- Oxy's Survivor Advocate, Project SAFE ([survivoradvocate@oxy.edu](mailto:survivoradvocate@oxy.edu))
- Emmons Counseling (For appointments, call: 323-259-2657)
- Rev. Dr. Susan Young, Office of Religious and Spiritual Life ([myoung@oxy.edu](mailto:myoung@oxy.edu))
- Oxy 24/7 Confidential Hotline (323-341-4141)

The College's civil rights policies, along with additional resources, can be found at: <https://www.oxy.edu/civil-rights-title-ix>. If you would like to contact the Civil Rights & Title IX Office directly, you may email Civil Rights & Title IX Coordinator Alexandra Fulcher at [afulcher@oxy.edu](mailto:afulcher@oxy.edu) or call 323-259-1338.

## Weekly Topics & Readings

The list below indicates reading assignments and class topics. All readings be available on Canvas or hyperlinked below. You should do each day's readings before that day's class. I will generally keep us on schedule but note that discussions may bleed over from one class to the next.

Date	Topic	Readings Due
Week 1		
Wed, Aug 28	Course Introduction	<ul style="list-style-type: none"> <li>Read the syllabus</li> </ul>
Fri, Aug 30	The Comparative Method	<ul style="list-style-type: none"> <li>CANVAS: Patrick O'Neil. 2020. <i>Essentials of Comparative Politics</i>, chapter 1: Introduction</li> </ul> <p><b>Optional:</b></p> <ul style="list-style-type: none"> <li>CANVAS: Gerardo Munck. 2007. "The Past and Present of Comparative Politics." In Munck and Snyder, <i>Passion, Craft and Method in Comparative Politics</i>. Baltimore, MD: The Johns Hopkins University Press.</li> </ul>
Week 2		
Mon, Sep 2 <sup>nd</sup>	<b>NO CLASS</b>	<ul style="list-style-type: none"> <li>Labor Day</li> </ul>
Wed, Sep 4 <sup>th</sup>	<b>NO CLASS</b>	<ul style="list-style-type: none"> <li>Professor Hale will be presenting at the 2024 meeting of the American Political Science Association (APSA) in Philadelphia</li> </ul>
Fri, Sep 6 <sup>th</sup>		
Week 3		
Mon, Sep 9 <sup>th</sup>	The Modern State	<ul style="list-style-type: none"> <li>CANVAS: Patrick O'Neil. 2020. <i>Essentials of Comparative Politics</i>, chapter 2: States</li> </ul>
Wed, Sep 11 <sup>th</sup>	Regime Types	<ul style="list-style-type: none"> <li>CANVAS: Leah Gilbert &amp; Payam Mohseni. 2011. "Beyond authoritarianism: The conceptualization of hybrid regimes." <i>Studies in Comparative International Development</i></li> </ul>
Fri, Sep 13 <sup>th</sup>	Regime Types	<ul style="list-style-type: none"> <li>Seva Gunitsky. 2015. "<a href="#">How Do You Measure 'Democracy'?</a>" In <i>The Washington Post: The Monkey Cage</i> blog.               <ul style="list-style-type: none"> <li>Alternate access link: <a href="https://archive.ph/fTbeL">https://archive.ph/fTbeL</a></li> </ul> </li> <li>Dinorah Azpuru &amp; Michael Hall. 2017. "<a href="#">Yes, our 'flawed' democracy just got downgraded. Here's why.</a>" In <i>The Washington Post: The Monkey Cage</i> blog.               <ul style="list-style-type: none"> <li>Alternate access link: <a href="https://archive.ph/zwlpV">https://archive.ph/zwlpV</a></li> </ul> </li> <li>Sarah Bush. 2017. "<a href="#">Should we trust democracy ratings? New research finds hidden biases.</a>" In <i>The Washington Post: The Monkey Cage</i> blog.               <ul style="list-style-type: none"> <li>Alternate access link: <a href="https://archive.ph/Ux0XI">https://archive.ph/Ux0XI</a></li> </ul> </li> </ul>



Week 4		
Mon, Sep 16 <sup>th</sup>	Parliamentarism	<ul style="list-style-type: none"> <li>• CANVAS: Matthew Shugart. 2006. "Comparative Executive-Legislative Relations." In <i>The Oxford Handbook of Political Institutions</i>.</li> <li>• Justin McElroy. 2017. "<a href="#">Timeline: the B.C. Election that took 52 days.</a>" <i>CBC News</i>.</li> </ul>
Wed, Sep 18 <sup>th</sup>	Presidentialism	<ul style="list-style-type: none"> <li>• Akhilesh Pillalamarri. 2016. "<a href="#">America Needs a Parliament.</a>" <i>The National Interest</i>.</li> <li>• CANVAS: Scott Mainwaring, &amp; Matthew Shugart. 1997. Juan Linz, "Presidentialism, and Democracy: A Critical Appraisal." <i>Comparative Politics</i>, 29(4), 449–471.</li> </ul> <p><b>Optional:</b></p> <ul style="list-style-type: none"> <li>• CANVAS: Horowitz, Donald L. 1990. "Comparing Democratic Systems." <i>Journal of Democracy</i>, Vol. 1, Issue 4, 73-79.</li> </ul>
Fri, Sep 20 <sup>th</sup>	Legislative Organization	<ul style="list-style-type: none"> <li>• CANVAS: Michael Laver. 2008 "Legislatures and Parliaments in Comparative Context." In <i>The Oxford Handbook of Political Institutions</i>.</li> </ul>
Week 5		
Mon, Sep 23 <sup>rd</sup>	Legislative Organization	<ul style="list-style-type: none"> <li>• CANVAS: John Carey. 2003. "Discipline, Accountability, and Legislative Voting in Latin America." <i>Comparative Politics</i>, 35(2), 191–211.</li> </ul>
Wed, Sep 25 <sup>th</sup>	Semi-presidentialism	<ul style="list-style-type: none"> <li>• CANVAS: Selection from Matthew Shugart and John Carey. 1992. <i>Presidents and Assemblies: Constitutional Design and Electoral Dynamics</i></li> </ul>
Fri, Sep 27 <sup>th</sup>	Country Case: France	<ul style="list-style-type: none"> <li>• CANVAS: Selection from Robert Elgie. 2002. <i>Divided Government in Comparative Perspective</i></li> </ul> <p><b>Optional:</b></p> <ul style="list-style-type: none"> <li>• CANVAS: Roy Pierce. (1991). "The Executive divided against itself." <i>Governance</i>, 4(3), 270–294.</li> </ul>

Week 6		
Mon, Sep 30 <sup>th</sup>	Electoral Systems	<ul style="list-style-type: none"> <li>CANVAS: Electoral Systems Factsheet. 2017. Government of Canada.</li> <li>CANVAS: Michael Gallagher &amp; Paul Mitchell. (2018). "Dimensions of Variation in Electoral Systems." <i>The Oxford Handbook of Electoral Systems</i>, 23.</li> <li>Lee Drutman. 2017. "The Case for Proportional Voting." <i>National Affairs</i>. <a href="http://www.nationalaffairs.com/publications/detail/the-case-for-proportional-voting">http://www.nationalaffairs.com/publications/detail/the-case-for-proportional-voting</a></li> </ul>
Wed, Oct 3 <sup>rd</sup>	Electoral Systems	<ul style="list-style-type: none"> <li>CANVAS: Pippa Norris. 1997. "Choosing electoral systems: proportional, majoritarian and mixed systems." <i>International Political Science Review</i> 18:3</li> </ul>
Fri Oct 4 <sup>th</sup>	Electoral Systems	<ul style="list-style-type: none"> <li>CANVAS: Bernard Grofman. (2016). "Perspectives on the Comparative Study of Electoral Systems." <i>Annual Review of Political Science</i>, 19(1), 523–540.</li> </ul>
Week 7		
Mon, Oct 7 <sup>th</sup>	Party Systems	<ul style="list-style-type: none"> <li>CANVAS: Herbert Kitschelt. 2009. "Party Systems." In <i>The Oxford Handbook of Comparative Politics</i>. Oxford University Press.</li> </ul>
Wed, Oct 9 <sup>th</sup>	Party Systems	<ul style="list-style-type: none"> <li>CANVAS: Herbert Kitschelt. 2009. "Party Systems." In <i>The Oxford Handbook of Comparative Politics</i>. Oxford University Press.</li> </ul>
Fri, Oct 11 <sup>th</sup>	Country Case: the UK	<ul style="list-style-type: none"> <li>Jack Blumenau &amp; Simon Hix. 2015. "<a href="#">Britain's evolving multi-party system(s)</a>." <i>LSE General Election</i> blog.</li> <li>Sohini Desai. 2024. "<a href="#">From the U.K. and France, two lessons for the future of U.S. democracy</a>." <i>If you can keep it</i> blog.</li> </ul>
Week 8		
Mon, Oct 14 <sup>th</sup>	<b>NO CLASS</b>	<ul style="list-style-type: none"> <li>Fall Break</li> </ul>
Wed, Oct 16 <sup>th</sup>	Far-left, far-right, and niche parties	<ul style="list-style-type: none"> <li>CANVAS: Milada Anna Vachudova. 2021. "Populism, Democracy, and Party System Change in Europe." <i>Annual Review of Political Science</i>. 24:471–98.</li> </ul>
Fri, Oct 18 <sup>th</sup>	Country Case: Spain	<ul style="list-style-type: none"> <li>CANVAS: David Vampa. 2020. "Competing forms of populism and territorial politics: the cases of Vox and Podemos in Spain." <i>Journal of Contemporary European Studies</i>. 28:3, 304-321.</li> </ul>

Week 9		
Mon, Oct 21 <sup>st</sup>	Country Case: The United States	<ul style="list-style-type: none"> <li>Adam Liptak. 2013. "<a href="#">Smaller States Find Outsize Clout Growing in Senate.</a>" <i>The New York Times</i>.</li> </ul>
Wed, Oct 23 <sup>rd</sup>	Country Case: The United States	<ul style="list-style-type: none"> <li>David Weigel. 2016. "<a href="#">How do other countries elect presidents without an electoral college? Pretty easily.</a>" <i>The Washington Post</i>. <ul style="list-style-type: none"> <li>Alternate access link: <a href="https://archive.ph/peXD5">https://archive.ph/peXD5</a></li> </ul> </li> <li>Drew Desilver. 2016. "<a href="#">Trump's victory another example of how Electoral College wins are bigger than popular vote ones.</a>" <i>Pew Research Center</i>.</li> </ul>
Fri, Oct 25 <sup>th</sup>	Democratization	<ul style="list-style-type: none"> <li>CANVAS: Barbara Geddes. 2009. "What Causes Democratization?" In <i>The Oxford Handbook of Comparative Politics</i>. Oxford University Press.</li> </ul>
Week 10		
Mon, Oct 28 <sup>th</sup>	Democratic Backsliding	<ul style="list-style-type: none"> <li>CANVAS: Andrew T. Little &amp; Anne Meng. 2024. "Measuring Democratic Backsliding." <i>PS: Political Science &amp; Politics</i></li> </ul>
Wed, Oct 30 <sup>th</sup>	Country Case: Turkey	<ul style="list-style-type: none"> <li>CANVAS: Murat Somer. 2019. "Turkey: The slippery slope from reformist to revolutionary polarization and democratic breakdown." <i>The ANNALS of the American Academy of Political and Social Science</i>. 681.1</li> </ul>
Fri, Nov 1 <sup>st</sup>	Country Case: Thailand	<ul style="list-style-type: none"> <li>European Parliament. 2019. "<a href="#">At a Glance: Thailand: from coup to crisis.</a>"</li> <li>CANVAS: Prajak Kongkirati. 2023. "Power without the Polls: Thai-Style Authoritarian Fragility amid the Defeat of Military-Backed Parties." <i>Contemporary Southeast Asia</i>. 45:3</li> </ul>

Week 11		
Mon, Nov 4 <sup>th</sup>	US Election Preview	<ul style="list-style-type: none"> <li>To be announced on Canvas.</li> </ul>
Wed, Nov 6 <sup>th</sup>	<p>The 2024 Election: What Happened and What Comes Next?</p> <p>Campus event with <b>Carlos Algara</b> (CGU), <b>Raquel Centeno</b> (USC), and <b>Jennifer Merolla</b> (UCR)</p>	<ul style="list-style-type: none"> <li>Choi Auditorium at 1:15 PM</li> <li>Please read about the election results (nationally and state of California) <ul style="list-style-type: none"> <li>Oxy has free access to many news sources: <a href="https://libguides.oxy.edu/news/home">https://libguides.oxy.edu/news/home</a></li> </ul> </li> <li>You will receive 0.5 points of extra credit for attending</li> <li>This event will take place <u>instead</u> of normal class</li> </ul>
Fri, Nov 8 <sup>th</sup>	A Different Democracy?	<ul style="list-style-type: none"> <li>CANVAS: Steven Taylor, Matthew Shugart, Arend Lijphart, and Bernard Grofman. 2014. "Political Parties, Election Campaigns, and Interest Groups." In <i>A Different Democracy</i>. Yale University Press</li> </ul>
Week 12		
Mon, Nov 11 <sup>th</sup>	Country Case: Bolivia	<ul style="list-style-type: none"> <li>Gabriel Hetland. (2019). "Many wanted Morales out. But what happened in Bolivia was a military coup." <i>The Guardian</i>. <a href="https://tinyurl.com/sb7uo5d">https://tinyurl.com/sb7uo5d</a></li> <li>Mark Weisbrot. (2020). "Silence reigns on the US-backed coup against Evo Morales in Bolivia." <i>The Guardian</i>. <a href="https://tinyurl.com/y4cpbwpb">https://tinyurl.com/y4cpbwpb</a></li> </ul>
Wed, Nov 13 <sup>th</sup>	Country Case: Bolivia	<ul style="list-style-type: none"> <li>Kevin Young. (2020). "The Bolivian left's election win is a positive sign, but it inherits a dire situation." <i>The Guardian</i>. <a href="https://tinyurl.com/y5ljrprs">https://tinyurl.com/y5ljrprs</a></li> <li><a href="#">"Major Coding Error Reveals Another Fatal Flaw in OAS Analysis of Bolivia's 2019 Elections."</a> <i>Center For Economic and Policy Research</i>.</li> </ul>
Fri, Nov 15 <sup>th</sup>	<p>American Democracy and the 2024 Election</p> <p>Campus event with <b>Jake Grumbach</b> (UC Berkeley)</p>	<ul style="list-style-type: none"> <li>Choi Auditorium at 3:00 PM</li> <li>You will receive 0.5 points of extra credit for attending</li> <li>This event will take place <u>instead</u> of normal class</li> <li>Please read on CANVAS: Jake Grumbach. "Protecting Democracy from State Level Threats in the Age of National Parties." In <i>More Than Red and Blue: Political Parties and American Democracy</i>. American Political Science Association and Protect Democracy.</li> </ul>

Week 13		
Mon, Nov 18 <sup>th</sup>	Country Case Bolivia + Country Case: Chile	<ul style="list-style-type: none"> <li>CANVAS: Peter Siavelis. 2010. <i>President and Congress in Postauthoritarian Chile: Institutional Constraints to Democratic Consolidation</i>. Penn State Press. Chapter 1.</li> </ul>
Wed, Nov 20 <sup>th</sup>	Country Case: Chile	<ul style="list-style-type: none"> <li>Javier Sajuria. 2017. "<a href="#">Chile just went to the polls — and transformed its legislature.</a>" <i>Washington Post</i>. <ul style="list-style-type: none"> <li>Alternate link: <a href="https://archive.ph/o3zus">https://archive.ph/o3zus</a></li> </ul> </li> <li>OPTIONAL: extra credit meme due at midnight</li> </ul>
Fri, Nov 22 <sup>nd</sup>	Country Case: Chile	<ul style="list-style-type: none"> <li>CANVAS: Ricardo Gamboa &amp; Mauricio Morales. 2016. "Chile's 2015 Electoral Reform: Changing the Rules of the Game." <i>Latin American Politics and Society</i>, 58(4), 126–144.</li> </ul>
Week 14		
Mon, Nov 25 <sup>th</sup>	Country Case: Chile + Wrapping Up	<ul style="list-style-type: none"> <li>No assigned reading. Work on your analytic essay!</li> </ul>
Wed, Nov 27 <sup>th</sup>	<b>NO CLASS</b>	<ul style="list-style-type: none"> <li>Thanksgiving break</li> </ul>
Fri, Nov 29 <sup>th</sup>		
Week 15		
Mon, Dec 2 <sup>nd</sup>	<b>IN CLASS: Comparative Politics Jeopardy &amp; Snacks!</b>	