

## **Introduction to Comparative Politics – POL 1060**

Fall 2020, August 24 – December 8  
University of Cincinnati, Department of Political Science  
Synchronous online course  
Monday / Wednesday / Friday, 12:20 – 1:15

Instructor: Dr. Andrew A. Szarejko (szarejaa@ucmail.uc.edu)  
Office Hours: Wednesday and Friday, 3:30 – 4:30, and by appointment

Teaching Assistant: Jonathan Liu (liu4jo@mail.uc.edu)  
Office Hours: Monday and Thursday, 2:00 – 3:00, and by appointment

### **Course Description & Learning Objectives**

This course provides an introduction to the comparative study of political institutions and political behavior in countries around the world. We will focus on “doing” Comparative Politics—using theories to help explain individual cases and using cases to refine our theories of behavior. In the introduction to this course, we will discuss the nature of Political Science and its subfield of Comparative Politics—what makes this a distinct domain of inquiry, and how can we best study it? We will then explore key concepts and theories in Comparative Politics such as the relationship between ideology and action, the articulation of political interests, and group decision-making. We will then use those concepts to help us understand past and present developments in a variety of political settings. We will conclude with a discussion of emerging themes in Comparative Politics and its relevance to state and local politics in the United States.

### **Requirements**

#### *Attendance & Participation*

Due to COVID-19, this course will be conducted online and synchronously. That is, we *will* have mandatory live meetings, and these will be conducted via Microsoft Teams. These will mostly take the form of lectures, but we will also have some discussion-based sessions and some guest talks. My lectures will make use of PowerPoint slides, and I will post the slides on Canvas. I may also record lecture and post them on Canvas. Unless you are asking a question, you should generally keep your microphone muted during lectures. Note that you are not required to turn your camera on during lectures; I would encourage it—it’s much easier to “read the room” that way—but you will not be penalized for keeping your camera off. I will divide you into assigned groups for some discussions, and I would likewise encourage (but not require) you to turn your cameras on for those interactions. Toward the end of the class, I will ask you to anonymously assess your own participation as well as the participation of others in your group; these assessments may inform the participation grade you receive, but they will not be binding.

Please notify me as soon as possible if any documented medical, family/personal, or religious exceptions are likely to interfere with your regular participation in the course. Emergencies may not allow you time to email in advance; in such cases, just notify me as soon as possible via

email. Jonathan and I will do our best to remain flexible and to support you as exigencies arise. The most important thing this semester is to stay well.

Attending online class sessions is a necessary but insufficient condition for a high participation grade. Because this course will be conducted synchronously, you will have the opportunity to engage in in-class discussion that I will use to assess participation. Good participation in this course will primarily entail making contributions to in-class lectures and discussions that provide evidence of having done the readings and having paid attention to lectures—that is, it is not the quantity but the quality of your in-class questions, comments, and contributions to group discussions that will determine your participation grade.

Note that lectures and other class materials should not be disseminated to anyone outside the class.

### *Readings*

I have divided the class into weeks, and each week includes assigned readings. While I will discuss all required materials at least briefly in lectures, the readings and lectures are meant to complement each other. You should complete the assigned readings by Monday of each week, and I highly recommend completing the material in the order it is presented in the syllabus. I will make all materials freely available online through Canvas and/or through a link on the syllabus. Please note that I reserve the right to change any of the readings or assignments listed below, but I will communicate any such changes in advance. If you have any trouble accessing any required or optional materials, please let me know.

Good participation and paper grades alike will require you to have a strong comprehension of the material covered in both the readings and the lectures. I have tried to keep the reading load manageable while also covering essential material. In some cases, I have assigned blog posts or similarly public-facing pieces instead of journal articles to ensure we can cover an appropriate range of material without over-burdening you. I do assign many journal articles, however, and the methods some scholars use may be unfamiliar to you. I will discuss methods used in Comparative Politics in the first week of the course, but you don't need to understand every methodological choice that appears in the readings—you should focus on identifying the core argument of any given piece. If, however, unfamiliarity with methods impedes your understanding of a piece, please feel free to raise the issue in class or in office hours.

In addition to the specific assigned reading for the class, you should be reading the international affairs section of a major national newspaper, such as the *New York Times* or the *Washington Post*, on a daily basis. Much of this course will be spent examining governments other than those of the United States, and familiarity with ongoing developments abroad will be useful in approaching the subject.

### *Book/Article Review*

The core assignment in this class is a written review of a peer-reviewed journal article or book on Comparative Politics (but not assigned in this class). The final paper of between 1,250 and 1,750 words will be due in electronic copy by 5:00 PM on December 7. Before the final paper, however, you will also write two shorter, related papers—a memo on the article/book you have

selected and a literature review. We will discuss all of these assignments further in class, but you will find deadlines and brief descriptions of each requirement below.

- 1) Article/book selection (Deadline: Friday, September 25, 5:00 PM)
  - a. You must select an article or book to review and include a brief explanation (between 250 and 500 words) as to why you have chosen that book/article. Specifically, you should explain (1) how it fits into the topics discussed in class, (2) what you believe you will learn from writing about it, and (3) why you want to learn more about that topic. You should provide the author(s), title, publisher, and publication date (as well as a link, the volume number, issue number, and page range if a journal article) at the beginning of your submitted file. I will not include this bibliographical information in the word count. You must receive my approval for your chosen book/article before submitting this paper; see below for more guidelines on how to choose a book/article for this project. If you want to review two books/articles, you may do so, but any more pieces than that would become unwieldy in these papers.
  
- 2) Literature review (Deadline: Friday, October 30, 5:00 PM)
  - a. You must submit a brief explanation of how your selected book or article fits into existing scholarship on Comparative Politics. You will be able to glean this from the article or book itself. On what scholarship are they building? What scholarship are they criticizing? These questions can help guide you in this piece. You ought to put answers to these questions in your own words and rely minimally on direct quotations. For this task, I want to hear (1) what general topic the author is addressing (e.g., democratization), (2) what more specific topic within that area the author is addressing (e.g., the causes of democratic backsliding), (3) what work the author is critiquing or complementing (e.g., existing work on democratic backsliding that has previously ignored a set of cases or that is better understood in light of recent developments), (4) what new thing the author believes they are adding to this literature (e.g., an improved method or novel data), and (5) why the author believes their new contribution to the literature is important (e.g., because it will allow us to more accurately answer the question of when democratic backsliding happens and how to prevent it). You may add whether the author is explicitly or implicitly approaching the question from using any of the theories or concepts we discuss in class. *The third component of this review—what work the author is critiquing or complementing—should identify at least three non-assigned journal articles or books that your author explicitly cites and at least three course readings on which your author’s piece might build (even if they aren’t explicitly citing it.* This should be roughly 750-1,000 words, but you may go up to 1,500 words at your discretion.
  
- 3) Final paper (Deadline: Friday, December 7, 5:00 PM)
  - a. You must submit a paper of between 1,250 and 1,750 words (not including the header, title, and footnotes/bibliography). This final paper should summarize the argument of your chosen article/book in no more than 200 words. The rest of the paper should focus on the strengths and weaknesses of the argument as well as

recommendations for future research. You should spend roughly 400 words on the strengths, 600 words on the weaknesses, and another 200 words on the recommendations for future research. *You should identify at least two strengths, at least three weaknesses, and two recommendations for future research.* In discussing the article/book's strengths, for example, you might discuss the novelty or rigor of its data or methods, its assessment of competing hypotheses, or any ways in which it usefully speaks to ongoing political or theoretical debates. In discussing the weaknesses, you might mention, e.g., any limitations in the methods or data, any alternative explanations it fails to adequately anticipate and rebut, or any unconvincing assumptions it makes. On both strengths and weaknesses, you ought to emphasize substance rather than style (clarity of writing may indeed be a strength of a piece, but that's not what I'm looking for here). In providing recommendations for future research on the topic of your chosen article/book, you might focus on, e.g., additional data that could be gathered, plausible alternative hypotheses that could be tested, or different approaches that could be taken to the same basic question and data. For more ideas on how you might engage the work, see the section, "A Checklist for Commenting on Papers" in this graduate-level [syllabus](#).

You should submit all of these assignments on Canvas as Word or Pages files (.doc, .docx, or .pages, not as PDFs, please), and the documents should be double-spaced and typed in 12-point Times New Roman font with standard spacing, 1-inch margins, and page numbers in the upper right-hand corner. I ask that you use footnotes and a bibliography as opposed to in-text, author-date citations. For relevant examples from the Chicago Manual of Style, see [here](#). Please note that I will not include headers, titles, page numbers, footnotes, or bibliographies in the word count for your papers (but do not abuse the space in the footnotes, please).

All articles and books you select will be subject to my approval, which means you will want to consult with me before submitting the first assignment on September 25 (you can simply send an email asking if a source is acceptable, or we can discuss it during office hours). The goal here is to encourage you to engage deeply with a single academic text rather than, e.g., a piece of journalism or popular writing. Your source should therefore be a peer-reviewed journal article or university-press book.

If you choose to review an article, you could start by searching for something of interest on [Google Scholar](#) or by looking through some of the following journals: the *American Political Science Review*, *Comparative Political Studies*, *Journal of Democracy*, *Democratization*, or *World Politics*. Articles from other journals (including others that appear in the assigned readings) may be acceptable as well—these are just some of the more prominent journals in the field.

If you choose to review a book, you will similarly want to look for a book published by an academic through a major university press (such as the university presses of Oxford, Cambridge, Cornell, Princeton, MIT, Harvard, Yale, Stanford, or the University of Michigan). For narrower ideas, you might again consult Google Scholar, book reviews in journals like *Perspectives on Politics* or *International Studies Review*. You can also consult me or Jonathan for ideas. If you

choose a book, I do not expect or require you to purchase it. If you cannot access it through the library, please let me know.

### *Reading Response Papers*

In addition to the review-related papers, I will ask you to complete three reading response papers throughout the course. The course is divided into five sections, and you will need to complete one reading response in each of the three middle sections (i.e., Theories & Concepts in Comparative Politics, Cases in Comparative Politics, and Themes in Comparative Politics). In any given section, you will need to pick one week and upload a reading response paper for that week on Canvas by 12 PM that Monday. So, for example, if you want to write a response paper on the readings for the week on “Ideology, Culture, and Political Action,” your paper should be uploaded on Canvas by noon on Monday, August 31. The only exception will be for the week that begins with Labor Day (September 7). In that case, you should upload your paper by noon on Wednesday, September 9. Each reading response should be about 200-400 words. I will ask you to pick one or two readings from that week and explain (1) a new thing you learned from your chosen reading(s), (2) why you found that new thing to be especially important or interesting, and (3) one or two questions you still have about the topic. Use the same formatting guidelines as are described above, but you need not include footnotes and a bibliography for these.

### **Procedures**

#### *Office Hours and Email Etiquette*

I will hold virtual office hours on Microsoft Teams twice a week, as will Jonathan. You are free to come to these office hours to discuss any relevant academic matters with us. I encourage you to come for substantive questions about readings, lectures, and assignments (e.g., the sort of questions that might be difficult to answer briefly via email). We are also happy to discuss related academic matters such as post-graduate plans, internship ideas, and the like. If the stated office hours do not work for you, please send me or Jonathan an email to arrange for an appointment.

I also encourage you to send us questions by email. When doing so, please include POL 1060 in the subject line. If you send either of us an email and do not receive a reply within 24 hours, feel free to follow up. If it is a time-sensitive matter, you may follow up sooner as well, but keep in mind that we might not reply immediately to emails sent at odd hours.

As I have already said, you can contact me or Jonathan for any relevant academic matters. For most issues, however, Jonathan should be your first point of contact, especially for any questions on readings, assignments, or extensions. For technical issues, [IT@UC](mailto:IT@UC) should be your first point of contact; Jonathan should be your second point of contact. You should contact me for any questions about absences or any broader questions/concerns about course content.

#### *Green Teaching and Learning*

I borrow from American University’s Center for Teaching, Research, and Learning to encourage “green” teaching and learning [practices](#). For this online class, I would encourage you to read this

syllabus and all other assigned readings on a laptop or tablet, and I would also encourage you to take notes on a laptop/tablet rather than on paper. That said, [research](#) suggests that hand-writing notes can be better for recall and comprehension, so the choice of digital or hand-written note-taking is up to you. If you opt for the latter, I would suggest you try to mitigate paper usage by writing on recycled paper and maximizing the amount of writing per page. We will discuss optimal means of taking notes on readings on the first day of class.

### *Late Assignments*

All appeals for extensions will be considered on a case-by-case basis. All deadlines and other times on this syllabus are in Eastern Standard Time, but for those of you outside EST, I am willing to work with you to ensure that paper deadlines occur at a reasonable hour—just send me an email if you think the deadlines will be an issue. That said, predictable issues such as a large work-load are insufficient grounds for an extension. Late assignments will automatically lose 15 points, plus an additional 10 points for each 24-hour period that elapses after the original due date. E.g., a paper submitted up to 24 hours late will begin at an 85, a paper submitted between 24 and 48 hours late will start at a 75, and so on until you reach a 55 (F).

### *Grading*

Grades will be based on the merit of your work; there is no grading “curve” employed in this class. Your final grade will be calculated as follows:

<b>Participation</b>	<b>15%</b>
<b>Reading Response Papers</b>	<b>15%</b>
<b>Article Selection</b>	<b>10%</b>
<b>Literature Review</b>	<b>25%</b>
<b>Final Paper</b>	<b>35%</b>

Each of the above requirements will be graded on the following scale:

100 to 95	A	74 to 71	C
94 to 91	A-	70 to 67	C-
90 to 87	B+	66 to 63	D+
86 to 83	B	62 to 59	D
82 to 79	B-	58 to 55	D-
78 to 75	C+	Below 55	F

An “A” grade means that you have demonstrated a genuinely superior level of understanding of the subject and have provided ample evidence of that insight. We will round up for grades at or above *N.5*. I will discuss grading standards further in class. For more information on Cincinnati’s grading policies, see [here](#).

### *Assignment Feedback*

You will receive grades and feedback on the review-related papers within two weeks of the submission of each piece. Jonathan and I will provide all feedback on the Canvas course page; I will discuss how we are going to divide grading in class. If at any point you would like to know if your participation has been satisfactory—or if you would like additional feedback beyond

what we provide on Canvas—please send an email or use the office hours of whoever originally graded your paper. Reading response papers will be graded primarily for completion—if, however, your work is unsatisfactory, we will provide feedback on how to improve later reading response papers.

### *Grade Disputes*

You are entitled to a satisfactory explanation for why you received the grade you did. If you are not satisfied with the explanation provided via Canvas, you should first reach out to me or Jonathan, whichever one of us graded your paper. If, after further discussion, you remain unsatisfied with your grade, you may request that your paper be re-graded by the person who did not originally grade your paper, albeit with the understanding that the revised grade may be better, the same, or worse. You may also appeal your final grade on the grounds of a mathematical error, error in grading procedures, or inequity in the application of policies stated in this syllabus.

## Part I. Introduction

**Monday, August 24**

### *Introduction*

- Amelia Hoover Green, “How to Read Political Science: A Guide in Four Steps” (2013).
- William Strunk, Jr. and E.B. White, “Elementary Principles of Composition,” in *The Elements of Style* (2000 [1918], Macmillan Publishing Co.)

**Wednesday, August 26 / Friday, August 28**

### *Thinking Like a Comparativist*

- Aristotle, *Politics* (c. 350 BC): [Book I, Parts 1-2](#); [Book III, Parts 1-7](#).
- Mark Irving Lichbach and Alan S. Zuckerman, “Paradigms and Pragmatism: Comparative Politics during the Past Decade,” in *Comparative Politics: Rationality, Culture, and Structure*, 2nd edition (Cambridge University Press, 2008): 1-17.
- **Optional:** Charles Lees, “We Are All Comparativists Now: Why and How Single-Case Scholarship Must Adapt and Incorporate the Comparative Politics Approach,” *Comparative Political Studies* Vol. 39, No. 9 (2006): 1,084-1,108.

## Part II. Theories & Concepts in Comparative Politics

**Monday, August 31 / Wednesday, September 2 / Friday, September 4**

### *Ideology, Culture, and Political Action*

- Karl Marx, “Theses on Feuerbach” (1845).
- Max Weber, *The Protestant Ethic and the Spirit of Capitalism* (1930): Chapters 1-2.
- Alexis de Tocqueville, *Democracy in America, Volume 1* (1835): Introductory Chapter.
- **Optional:** Ronald Inglehart, “Giving Up on God: The Global Decline of Religion,” *Foreign Affairs* Vol. 99, No. 5 (September/October 2020): 110-118.

**\*Monday, September 7, 2020 – Labor Day Holiday**

**Wednesday, September 9 / Friday, September 11**

### *Individual Interests and Group Decision-Making*

- Theda Skocpol, “Social Revolutions and Mass Military Mobilization,” *World Politics* Vol. 40, No. 2 (1988): 147-168.
- Thomas Dietz, Elinor Ostrom, and Paul C. Stern, “The Struggle to Govern the Commons,” *Science* Vol. 302, No. 5,652 (December 12, 2003): 1,907-1,912.

**Monday, September 14\* / Wednesday, September 16 / Friday, September 18**

### *The Role of Institutions*

- Douglass C. North, “Institutions,” *Journal of Economic Perspectives* Vol. 5, No. 1 (1991): 97-112.
- Arend Lijphart, “Constitutional Choices for New Democracies,” *Journal of Democracy* Vol. 2, No. 1 (1991): 72-84.



- **Optional:** Jon Elster, “Forces and mechanisms in the constitution-making process,” *Duke Law Journal* Vol. 45, No. 2 (1995): 364-396.

\*Guest Talk: Dr. Tessa Provins, Assistant Professor of Political Science, University of Pittsburgh

**Monday, September 21 / Wednesday, September 23 / Friday, September 25\***

***Democrats, Autocrats, and Political Transitions***

- Philippe C. Schmitter and Terry Lynn Karl, “What Democracy Is . . . and Is Not,” *Journal of Democracy* Vol. 2, No. 3 (1991): 75-88.
- Jennifer Gandhi and Ellen Lust-Okar. 2009. “Elections under Authoritarianism.” *Annual Review of Political Science*, Vol. 12: 403-422.
- Thomas Carothers, “The End of the Transition Paradigm,” *Journal of Democracy*, Vol. 13, No. 1 (2002): 5-21.
- **Optional:** Richard W. Soudriette and Andrew Ellis, “Electoral Systems Today: A Global Snapshot,” *Journal of Democracy*, Vol. 17, No. 2 (2006): 78-88.
- **Optional:** Adam Przeworski and Fernando Limongi, “Modernization: Theories and Facts,” *World Politics* Vol. 49, No. 2 (1997): 155-183.

\*Guest Talk: Ms. Zabe Shafi, Senior Program Officer, Middle East and North Africa, National Democratic Institute

### **Part III. Cases in Comparative Politics**

**Monday, September 28 / Wednesday, September 30\* / Friday, October 2**

***The United Kingdom & The European Union***

- Walter Bagehot, “The House of Commons” and “Its Supposed Checks and Balances” in *The English Constitution* (1867).
- Will Jennings and Martin Lodge, “Brexit, the Tides and Canute: The Fracturing Politics of the British State,” *Journal of European Public Policy* Vol. 26, No. 5 (2019): 772-789.
- **Optional:** Andrew Moravcsik, “In Defense of the ‘Democratic Deficit’: Reassessing Legitimacy in the European Union,” *Journal of Common Market Studies* Vol. 40, No. 4 (2002): 603-624
- **Optional:** Andreas Follesdal, and Simon Hix, “Why There is a Democratic Deficit in the EU: A Response to Majone and Moravcsik,” *Journal of Common Market Studies* Vol. 44, No. 3 (2006): 533-562.

\*Guest Talk: Dr. Martin Lodge, Professor of Political Science and Public Policy, London School of Economics

**Monday, October 5 / Wednesday, October 7 / Friday, October 9\***

***Russian Politics and the Post-Soviet World***

- Ammon Cheskin and Luke March, “State-Society Relations in Contemporary Russia: New Forms of Political and Social Contention,” *East European Politics* Vol. 31, No. 3 (2015): 261-273.

- Roberto Stefan Foa and Grzegorz Ekiert, “The Weakness of Postcommunist Civil Society Reassessed,” *European Journal of Political Research* Vol. 56, No. 2 (2017): 419-439.
- **Optional:** David Foglesong and Gordon Hahn, “Ten Myths About Russia: Understanding and Dealing with Russia’s Complexity and Ambiguity,” *Problems of Post-Communism* Vol. 49, No. 6 (2002): 3-15.
- **Optional:** Alexander Cooley, Whose Rules, Whose Sphere? Russian Governance and Influence in Post-Soviet States,” *Carnegie Endowment for International Peace* ([2017](#)).

\*Guest Talk: Dr. Ammon Cheskin, Senior Lecturer in Nationalism and Identity, University of Glasgow

**Monday, October 12\* / Wednesday, October 14 / Friday, October 16**  
**Chinese Politics**

- Cheng Li, “China in the Year 2020: Three Political Scenarios.” *Asia Policy* Vol. 4, No. 1 (2007): 17-29.
- Additional Readings TBA.

\*Lecture by Mr. Jonathan Liu.

**Monday, October 19 / Wednesday, October 21\* / Friday, October 23**  
**Nigerian Politics**

- A. Carl LeVan and Patrick Ukata, “Introduction,” in *The Oxford Handbook of Nigerian Politics* (2018): 1-18.
- Peter Lewis and Darren Kew, “Nigeria’s Hopeful Election,” *Journal of Democracy* Vol. 26, No. 3 (2015): 94-109.
- **Optional:** Gero Erdmann, “Party Research: Western European Bias and the ‘African Labyrinth.’” *Democratization* Vol. 11, No. 3 (2004): 63-87.
- **Optional:** Nathan Jensen and Leonard Wantchekon “Resource Wealth and Political Regimes in Africa,” *Comparative Political Studies* Vol. 37, No. 7 (2004): 816-841.

\*Guest Talk: Dr. A. Carl LeVan, Professor of Comparative and Regional Studies, American University

**Part IV. Themes in Comparative Politics**

**Monday, October 26 / Wednesday, October 28 / Friday, October 30\***  
**The Sources of Political Violence**

- Stathis N. Kalyvas, “The Ontology of ‘Political Violence’: Action and Identity in Civil Wars,” *Perspectives on Politics* Vol. 1, No. 3 (2003): 475-494.
- Brian J. Phillips, “To Understand Political Violence in the US: Think Movements, Not Groups,” *Political Violence at a Glance* ([June 22, 2020](#)).

- **Optional:** Alexis Leanna Henshaw, “Why Women Rebel: Greed, Grievance, and Women in Armed Rebel Groups,” *Journal of Global Security Studies* Vol. 1, No. 3 (2016).

\*Guest Talk: Dr. Brian J. Phillips, Associate Professor of Government, University of Essex

**Monday, November 2 / Wednesday, November 4\* / Friday, November 6**

***American Politics in Comparative Perspective***

- Juan J. Linz, “The Perils of Presidentialism,” *Journal of Democracy* Vol. 1, no. 1 (1990): 51-69.
- Byron E. Shafer, “American Exceptionalism,” *Annual Review of Political Science* Vol. 2 (1999): 445-463.
- **Optional:** Jordan Butcher and Aaron Kushner, “No, Term Limits Won’t #DrainTheSwamp: We Did the Research,” *The Washington Post* ([May 8, 2018](#)).
- **Optional:** Gwen Prowse and Vesla Weaver, “What Does Police Reform Mean?” *The Washington Post* ([June 17, 2020](#)).

\*Guest Talk: Dr. Vasabjit Banerjee, Assistant Professor of Political Science and Public Administration, Mississippi State University

\***Tuesday, November 3 – Election Day – Vote!** Go to <https://www.usa.gov/how-to-vote> to learn more.

**Monday, November 9 / Friday, November 13, 2020\***

***Colonial Legacies and Development, Part I***

- Jack Paine, “Democratic Contradictions in European Settler Colonies,” *World Politics* Vol. 71, No. 3 (2019): 542-585.\*
- Amanda Lea Robinson, “Colonial Rule and Its Political Legacies in Africa,” *Oxford Research Encyclopedia of Politics* ([March 2019](#)).

\*Guest Talk: Dr. Jack Paine, Assistant Professor of Political Science, University of Rochester

\***Wednesday, November 11, 2020 – Veterans Day Holiday**

**Monday, November 16 / Wednesday, November 18 / Friday, November 20**

***Colonial Legacies and Development, Part II***

- Alexander Morrison, “Russian Settler Colonialism,” *The Routledge Handbook of the History of Settler Colonialism* (Routledge, 2016): 313-326.
- Anne Booth and Kent Deng, “Japanese Colonialism in Comparative Perspective,” *Journal of World History* Vol. 28, No. 1 (2017): 61-98.
- **Optional:** Richard Aidoo, “African countries have started to push back against Chinese development aid. Here’s why.” *The Washington Post* ([October 16, 2018](#)).

**Monday, November 23\* / Wednesday, November 25**

***Comparative Utopias: Imagining the Perfect State***

- Dominique Gaurier, “Cosmopolis and Utopia,” *The Oxford Handbook of the History of International Law* (2012).
- Megan A. Stewart, “What’s So New about the Islamic State’s Governance?,” *The Washington Post* ([October 7, 2014](#)).

\*Guest Talk: Dr. Megan A. Stewart, Assistant Professor of Political Science, American University

\*Wednesday, November 25 – No lecture, group work as assigned.

\*Friday, November 27 – Thanksgiving Holiday

## Part V - Conclusion

**Monday, November 30\* / Wednesday, December 2**

### *Comparative Politics in Your Neighborhood*

- *Constitution of the State of Ohio*, Preamble and Articles I through IV (available [here](#)).
- A. Lee Hannah, “The Politics of Passing and Implementing Medical Marijuana in Ohio,” *Journal of Economics and Politics* Vol. 24, No. 1 (2019).
- **Optional:** Daniel C. Vock, “Pandemic dims prospects for Brent Spence Bridge upgrade,” *Ohio Capital Journal* ([May 14, 2020](#)).
- **Optional:** “Ohio’s businesses were all for mask mandates. Then politics got in the way.” *The Washington Post* ([July 24, 2020](#)).

\*Guest talk: Dr. A. Lee Hannah, Associate Professor of Political Science, Wright State University

**Thursday, December 3 – Tuesday December 8 – Exam Period**