

POLITICAL SCIENCE 2

TEACHING LANGUAGE: English

SEMESTER: Second; Academic Year 2011/12

TOTAL LECTURE HOURS: 42

OFFICE HOURS: 28

CREDIT POINTS: 7

SCIENTIFIC FIELD: SPS/04 'Scienza Politica'

TOTAL HOURS OF EXERCISES: none

LECTURER: Roberto Farneti; office E 202 – **email:** rfarneti@unibz.it

PREREQUISITE: Students are advised to take this class after attending Political Science 1.

COURSE OVERVIEW

The course aims to survey some of the central topics in the political science sub-discipline of comparative politics. After a first introductory lecture focussing on the scope and status of comparative politics within the broader field of political science, the course will be structured around three major themes: a) the first section (lectures 2 through 6) illustrates the key concepts of democratic theory from a comparative perspective; b) In lectures 7 through 10 the course expands on current challenges to democratic universalism and explores, comparatively, two major case-studies; c) In lectures 11 through 16 the course focuses on European Comparative Politics, examining a number of case studies and explaining how, after World War II, European governments designed their institutions in order to cope with both internal emergencies and external threats; d) the course (lectures 17-21) addresses the case of Compound Democracies, comparing the EU and the US

TOPICS COVERED: Comparative politics; democratic theory; conflict-resolution and peace-making in a comparative perspective

EDUCATIONAL OBJECTIVES:

The course picks up and develops within the framework of comparative politics themes already introduced in the course Introduction to Politics A.

TEACHING FORMAT:

Two to three two-hour sessions each week, starting March 17, 2010. Instructor uses PowerPoint.

ASSESSMENT:

1. **Electronic forum.** The Teaching Assistant will set up for us a class-group on Facebook. Here we will be running an ‘electronic forum.’ The group’s name is ‘Comparative Politics,’ and it will be used by both Professor and Assistant for formal communication with students. There will be 3 or 4 groups of students, each with its own forum of discussion. Each week, at the end of the second day of class, the Professor will post a prompt that will come from our topic for that week. Each student will make two entries (one short paragraph each) to the forum, and the ensuing exchange will be further discussed in class the week after. Entries should always maintain professional courtesy but should not avoid an honest, critical analysis of comments by other students. The forum will allow us to share expertise and ideas, and get to know one another better. The quality of the discussion in the forum and the ability of students to comment and expand on the prompt will be evaluated. For students who will be attending consistently, entries to the forum, in-class discussions, and forum-related presentations will count towards the final grade. Non-attending students, who do not intend to participate in the Facebook forum, should contact the instructor at his office hours.
2. **Participation.** Depending on how many students will be attending the class, format and participation will be discussed and agreed-upon on week one. Attendance is not compulsory, but presentations and in-class discussion of case studies by registered students will be looked favorably upon.
3. **Two hour Final Examination:** 100% of the grade

COURSE TEXTBOOK:

- D. Caramani (ed.), *Comparative Politics* (Oxford 2008)

SUPPLEMENTARY READINGS:

- S. Fabbrini, *Compound Democracies: Why the United States and Europe Are Becoming Similar* (Cambridge 2007)
- F. Fukuyama, *Falling Behind* (Oxford 2008)
- H. Wydra, *Communism and the Emergence of Democracy* (Cambridge 2007)
- J. Zielonka, *Europe as Empire: The Nature of the Enlarged European Union* (Oxford 2006)
- T. Judt, *Postwar* (Penguin 2005)

Further supplementary readings (see below the breakdown description of each lecture) will be uploaded in the RC.

PART ONE: COMPARATIVE POLITICS AND DEMOCRATIC THEORY

Lecture 1 will briefly establish the overall goals for our exploration, it will describe the major analytical categories, and will define the central terms we will be employing. In lectures 2 through 5 students will rehearse some key notions for the study of democratic theory (from a comparative perspective) such as government, elections, and constitution.

Lecture 1 [February 28, 2012]. Introduction and course-overview

- D. Caramani (ed.), *Comparative Politics*, pp. 1-22

Lecture 2 [February 29]. Comparing Democracies

- D. Caramani (ed.), *Comparative Politics*, pp. 108-131

Lecture 3 [March 1]. Legislatures and Governments

- D. Caramani (ed.), *Comparative Politics*, pp. 160-169; 186-187; 189-194

Lecture 4 [March 6]. Parties

- D. Caramani (ed.), *Comparative Politics*, pp. ...

Lecture 5 [March 7]. Constitutions (Case study: The Weimar Constitution and the process of constitutionalization in Germany after WWII)

- D. Caramani (ed.), *Comparative Politics*, pp. 217-225; 230-234
- R.J. Evans, "The Failure of Democracy," in *The Coming of the Third Reich* (Penguin 2005); pp. 78-96

Lecture 6 [March 8]. Political Culture and Political Socialization

- D. Caramani (ed.), *Comparative Politics*, pp. 419-452

PART TWO: CHALLENGES TO DEMOCRACY AND DEMOCRATIC STATE-BUILDING

This part of the course focuses on regions, contested areas, and minority nationalism as actual challenges to democratic universalism. It considers democratic peace theory and democratic state building as, respectively, the *theoretical* and *political* response to the challenge posed by "identity politics" to democracy. Democratic peace theory—"the claim that democracies rarely fight one another because they share common norms of live-and-let-live and domestic institutions that constrain the recourse to war" (S. Rosato)—is supported by a sort of "historical success story" grounded on a major historical example, the United States as a case of successful democratization and attendant "regionalization from above" (D. Caramani, p. 279). In lectures 9 and 10 we will compare

the political system of the United States (seen as a result of a story of successful democratization: the alleged piece of historical evidence that democratic peace theory is correct) with both Latin America (as a case of historical failure) and the European Union (as a different case of historical success story).

Lecture 7 [March 13]. Regions

- D. Caramani (ed.), *Comparative Politics*, pp. 367-379
- S. Bose, *Contested Lands*, pp. 279-303

Lecture 8 [March 14]. Democratic Peace Theory

- S. Rosato, “The Flawed Logic of Democratic Peace Theory” *APSR* 4, 2003, pp. 585-602
- F. Zakaria, “Why Washington Worries” *Newsweek* March 18, 2009 [NON mandatory]
[<http://www.newsweek.com/id/189240/page/2>]

Lecture 9 [March 15]. Democratic State Building

- D. Caramani (ed.), *Comparative Politics*, pp. 625-651
- M. Mandelbaum, “Democracy without America” *Foreign Affairs* Sept-Oct 2007 [NON mandatory]

Lecture 10 [March 27] Comparing an Historical Success Story with an Unsuccessful One

- F. Fukuyama, “Do Defective Institutions Explain the Development Gap between the United States and Latin America?” in *Falling Behind*, pp. 194-221
- A. Beattie, “Making Choices: Why Did Argentina Succeed and the United States Stall?” in *False Economy: A Surprising Economic History of the World* (Riverhead 2009), pp. 5-42
[NON mandatory]

PART THREE: EUROPEAN COMPARATIVE POLITICS

These 6 lectures will be dedicated a) to understanding the attitude of the EU towards prospective members of the union (e.g. Turkey), and b) to look at European political systems from the perspective of their ability to respond to such challenges as institutional crisis, external threats, and other emergencies. Lectures 13 and 14, in particular, will take into account a number of theories of conflict resolution and will test the ways in which both European governments and international agencies have responded to ethnic conflict in former Yugoslavia. Current theories of international justice, conflict-resolution, and peace-making seem to rest on the assumption that sources of grievance should in principle be associated with structural injustice. These lectures will examine some alternative approaches to conflict resolution and will focus on some typical attitudes, responses, and recipes offered by a number of international actors throughout the Yugoslav wars. The overall approach will

be both comparative *and* historical and will bring the theoretical achievements of the previous lectures to bear on a comparative analysis of political systems (focusing especially on political history, key institutions, political cultures, and interest groups, all notions we encountered in lectures 2 through 5).

Lecture 11 [March 28]. Yet another Historical Success Story: “The EU as a New Political System”

- D. Caramani (ed.), *Comparative Politics*, pp. 571-582 and 589-601 (no 583-588)
- T. Judt, *Postwar*, pp. 110 (on the “Iron Curtain Speech”), p. 155 (on the Zurich address), pp. 90-99 (on the Marshall Plan); pp. 149-156 (on NATO)
- T. Judt, *Postwar*, pp. 714-723 (on the Maastricht Treaty), pp. 730-732 (on the notion of “democratic deficit”)

Lecture 12 [March 29]. From Paris to Maastricht: 1951-1992

- T. Judt, *Postwar*, pp. 156-161; 241-247; 302-309 (on the Rome Treaty); 529-534 (on the SEA and Schengen)
- P. Ruttley, “The Long Road to Unity” in Pagden 2002, pp. 228-259

Lecture 13 [April 3]. Enlargement

- T. Judt, *Postwar*, pp. 762-768 (on expanding the EU east), pp. 787-791 (on EU and NATO)
- I. Barnes and P. Barnes, “Enlargement”, in M. Cini and N. Perez-Solorzano Borragan, *EU Politics* (Oxford 2009) pp. 418-434

Lecture 14 [April 4]. The EU and Turkey

- T. Judt, *Postwar*, pp. 764-768 (on expanding the EU east), pp. 787-791 (on EU and NATO)
- Murat Somer and Gönül Tol, “New Muslim Pluralism and Secular Democracy in Turkey and the EU” in E. Prügl and M. Thiel, *Diversity in the European Union* (London: Palgrave), pp. 95-111
- S. Fabbrini, *Compound Democracies*, pp. 220-228 [NON mandatory]

Lecture 15 [April 5]. The transition from Communism to Democracy

- H. Wydra, *Communism and the Emergence of Democracy*, pp. 189-216
- T. Judt, *Postwar*, pp. 650-684 [NON mandatory]

Lecture 16 [April 17]. Peace-making and democratization in the ex-Yugoslavia: The case of BiH

- T. Belloni, “Civil Society and Peacebuilding in Bosnia and Herzegovina” *Journal of Peace Research*, Vol. 38, No. 2, (Mar. 2001), pp. 163-180
- B. Steil and S.L. Woodward, “A European ‘New Deal’ for the Balkans” *Foreign Affairs* Nov.-Dec. 1999 [NON mandatory]

- S. Bose, *Contested Lands*, pp. 105-153 [NON mandatory]
- C. King, “Beyond Bosnia: Contextualizing the Politics of Southeastern Europe” *PS: Political Science and Politics*, Vol. 30, No. 3, (Sep. 1997), pp. 507-510 [NON mandatory]

PART FOUR: A Comparative Analysis of the US and the EU in Global Perspective

This section of the course addresses the issue of Compound Democracies (following Fabbrini 2006) and explores both similarities and differences of two notable political systems: the US and the EU.

Lecture 17 [April 18]. Comparing the US and the EU

- S. Fabbrini, *Compound Democracies*, pp. 202-232 (no pp. 220-228)

Lecture 18 [April 19]. The US political system I.

- Reading assignments TBA

Lecture 19 [May 8]. The US political system II.

- Reading assignments TBA

Lecture 20 [May 9]. Empire vs. “Society of Liberal Peoples”

- J. Zelonka, *Europe as Empire*, pp. 1-14 and 44-64
- N. Ferguson, *The War of the World* (New York, 2006), pp. lxii-lxix and pp. 626-46 [NON mandatory]
- J. Rawls, *The Law of Peoples* (Harvard, 2002), pp. 23-30 [NON mandatory]

Lecture 21 [May 10]. Cleavage Lines in Global Politics

- Reading assignments TBA