

**Introduction to Comparative and International Politics (GO 103-001)—Prof. Ginsberg  
TT 9:40-11:00 am—Ladd 307**

Office Hours (Ladd 314) TT 8:30-9:30 am, 11:00 am-12:30 pm and Tuesdays 4:00-5:00 pm  
and by appointment on Wednesdays; phone x5245 (rginsber@skidmore.edu)

Teaching Assistant Dominic Green '12—Office Hours (Ladd 314)--Tuesdays 8:30-11:00 am, 12:30-2:00  
pm, and 3:00-4:00 pm; Thursdays 8:30-11:00 am and 12:30-3:00 pm; phone 607-643-9056; dgreen

course listerv: [go103-001-list@skidmore.edu](mailto:go103-001-list@skidmore.edu)

**Four Quotes Germane to the Course**

de Tocqueville: "Without comparison, the mind does not know how to proceed."  
Sodaro: In studying comparative politics, "you truly study yourself in relation to the rest of humanity."  
Confucius: "To learn without thinking is in vain; to think without learning is dangerous."  
Nau: "Learning or knowing anything requires thought and investigation, theory and fact."

**Six Course Objectives**

- introduce students to the conceptual foundations and methods of inquiry in two related political science subfields—comparative government and international politics
- enhance student knowledge of different nation-states with focus on political development, political culture, and political institutions
- advance student knowledge of the evolving international order and its major players, issues, and dynamics
- investigate the relationships between comparative and international politics
- develop and improve critical thinking, analytical, and writing skills
- prepare students for advanced coursework in government and international affairs

**Three Course Requirements**

- three quizzes (20 percent each);
- three five-page think pieces—hard copy only (10 percent each); and
- active participation (10 percent) in discussion of readings; classroom/written exercises; responses to study questions; definitions of key concepts; and strict adherence to class attendance policy

**Two Required Texts**

Michael J. Sodaro, *Comparative Politics: A Global Introduction*  
Henry R. Nau, *Perspectives on International Relations*

**Schedule of Lectures, Reading Assignments,\* and Exams**

\*bring scheduled reading to class; key concepts/study question responses will be assigned and are due at start of class

Part One: Introduction to Comparative Politics (Sodaro Text)

|      |   |
|------|---|
| 9-8  | Introduction to Comparative Politics. Ch. 1                                     |
| 9-13 | Major Topics and Methods. Chs. 2-3  |
| 9-15 | Power and States. Chs. 4-5  |
| 9-20 | Matching Nations with States: Israel and former Yugoslavia. Ch. 6               |
| 9-22 | Values and Institutions in Democracies. Chs. 7-8                                |
| 9-27 | Conditions of Democracy: Afghanistan and Iraq. Chs. 9-10                        |
| 9-29 | Session on Internships in Government and International Affairs with Ms. Loretto |

|       |   |
|-------|---|
| 10-4  | Student Study Session in Preparation for First Quiz       |
| 10-6  | First Quiz (in-class).                                    |
| 10-11 | Political Participation and Political Culture. Chs. 11-12 |
| 10-13 | Political Ideology. Ch. 13                                |
| 10-18 | Britain and France. Chs. 16-17                            |
| 10-20 | Germany. Ch. 18   |
| 10-25 | Japan and Russia. Chs. 19-20                              |
| 10-27 | China. Ch. 21. First Think Piece Due at Start of Class    |
| 11-1  | Catch-Up and Review for Second Quiz (take-home)           |

#### Part Two: Introduction to International Politics (Nau Text)

|       |   |
|-------|---|
| 11-3  | Theory and History. Intro. and Chs. 1-2                                 |
| 11-8  | World Wars I and II. Chs. 3-4   |
| 11-10 | During and After the Cold War. Chs. 5-6                                 |
| 11-15 | Terrorism. Ch. 7  |
| 11-17 | Globalization in History, Theory, and Practice. Chs. 8-9                |
| 11-22 | Trade, Investment, and Finance. Ch. 10                                  |
| 11-29 | Critical Perspectives on Development. Ch. 13                            |
| 12-1  | Non-State Actors. Ch. 15. Second Think Piece Due at Start of Class.     |
| 12-6  | Global Governance. Ch 16 and Conclusion to the Book                     |
| 12-8  | Review for Final  |
| 12-15 | Third Quiz—1:30-4:30 pm. Third Think Piece Due at Start of Exam Period. |

### Instructions for Assignments

#### Student Participation and Contribution

Students are expected to bring the relevant reading to class each day, arrive on time to discuss reading and other assignments, and submit responses to study questions and key concepts as assigned. No unexcused absences are permitted. Missing class before Thanksgiving break in order to fly or drive home early is not an excused absence. Each unexcused absence beyond the first instance will result in a full letter drop in the participation grade. Three or more unexcused absences will result in a full-letter drop in the final grade. Four or more unexcused absences will result in failure in the course. If students cannot make class, for whatever reason, they are required to let Dr. G. know before the start of class by phone. Since late arrivals to class are disruptive, students arrive on time. For each late arrival beyond the first two, the student will suffer a half-letter grade drop in the participation grade. Due dates for assignments and scheduled exams, which are detailed in the syllabus, are fixed and cannot be changed. In fairness to students who meet deadlines, and to best prepare for the “zero tolerance” of late work in either graduate/law school or the workplace, no late submissions will be accepted. To anticipate last minute hitches, do not wait until it is too late to print out a document. Students are asked not to send the professor written work by electronic mail.

#### Exercises

Study Questions. Responses to study questions—which serve as written assignments for students and lend structure to lectures and discussions—are required as assigned. The questions are designed to encourage students to think creatively and analytically on the basis of what they have learned in the reading. When you respond to study questions, explain what you mean by using examples. Be concrete. Dr. G. may require students either to submit their written responses for evaluation or to come to class prepared to discuss them. Study questions are included in the quizzes.

Key Concepts. Key concepts are building blocks in students’ understanding of comparative and international politics. Dr. G. assigns key concepts for each chapter. For each key concept students should provide a brief definition, offer a date and an example when appropriate, and explain how the concept is relevant to the study of either comparative politics or international politics. Students are more apt to learn, define, and remember key concepts if they first understand the context and significance of those concepts.

Students may wish to reserve a section in their notebooks for a glossary or use note cards. Students should find their definitions only in the assigned text or in the lectures (and **not** other non-course sources). Dr. G. may require students either to submit their key concepts for evaluation or to come to class prepared to define key concepts in the course of discussion. Knowledge of key concepts is tested in the quizzes.

### Sample Definitions of Key Concepts in Comparative Politics

Define, provide example, and explain relevance to the study of CP. The more we clearly/concisely define our concepts, the more scientific our approach to CP can be, and the more we are able to use these concepts to compare and contrast different political systems across the world without normative judgments.

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#### Comparative Politics

**Definition:** Comparative politics, a subfield of political science, is the systematic-empirical study of a wide variety of political systems to learn similarities/differences among governmental types, such as democracies, authoritarian systems, and totalitarian dictatorships. Some main topics of CP include: political institutions, political power, political culture, political socialization, and political parties.

**Example:** democracies are both liberal (US) and social (France); among nondemocracies there are semi-authoritarian (Egypt), authoritarian (China), theocratic (Iran), and totalitarian (North Korea) states.

**Relevance:** the purpose of comparative government is to learn more about (a) our own political system through the process of comparing; (b) other political systems to ascertain differences and similarities; and (c) how different governments solve social, political, and economic problems like healthcare and environmental change. CP is related to international politics: it helps us to understand the impact of the domestic politics of states on other countries (e.g., the crisis in Sudan is spilling over into other countries as refugees flee).

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#### International Politics

**Definition:** International politics, a subfield of political science, refers to the political relations between states.

**Example:** The troubled relationship between Israel and Iran or the peaceful relationship between the U.S. and Canada.

**Relevance:** international politics has a huge impact on domestic politics; e.g., the conflict between India and Pakistan over the disputed territory of Kashmir caused a Pakistani-based terrorist organization that supports the union of Kashmir with Pakistan to attack Mumbai, India, late last year, unleashing mayhem.

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#### Political ideology

**Definition:** Political ideology is a set of political beliefs held by a group of people about government and politics and activated by, for examples, forming a political party, fielding candidates for office, campaigning, engaging in voter education, and/or fomenting revolution.

**Example:** Iran's theocracy; liberalism; social democracy; Obama's Democratic Party

**Relevance:** in comparative politics we compare and contrast different political systems, including political parties and their political ideologies. Every country has political parties or a political party backed by an ideology; thus, there is a basis for scientific comparison and study.

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#### Identity

**Definition:** The different ways in which individuals and groups are defined in society, e.g., by religion, ethnicity, age, gender, socioeconomic class, and race. It is a key concept of the social constructivist perspective.

Example: Sudan is divided along identity lines: Muslims in the North, Christians and animists in the south—and thus the country is not united by a common identity and is embroiled in internal warfare (or you could refer to another country, like Belgium, which is divided by two national identities) or, conversely, Denmark has a strong sense of national identity.

Relevance: The concept is relevant to CP because identity is an important element of nation-building and a key ingredient in keeping a country united and peaceful; we can compare and contrast states across the world on the basis of the concept of identity since all states in the world have single or multiple identities.

Think pieces offer students an opportunity to write creatively, critically, and analytically about what they have learned. Thus, think pieces entail even more in-depth thought and elucidation of ideas than the study questions found at the end of the chapters. A think piece is not a research paper, but rather a thought-provoking essay that revolves around the support of creative and original ideas. Therefore, citations (numbered endnotes on the sixth page entitled “Endnotes”) should be limited to necessary support of the student’s original ideas. In order to get feedback, students should consult with Dr. G. when selecting a think piece and structuring an argument. Dr. G. makes available for examination excellent think pieces of students from previous years. The Writing Center is a good place to go for critiques of draft papers. Criteria for evaluating excellence in student think pieces include

- cover page (creative title/subtitle)
- clear introduction that features a provocative argument or theme with a description of the main points around which the piece revolves
- effective delivery and overall quality of presentation
- originality, creativity, and persuasiveness
- spelling and grammar
- page numbers, margins, and paragraphs; stapled paper
- response to query
- accuracy of content
- clear conclusion that links back to the theme and purpose of the piece
- support of argument in body of piece with illustrative examples
- adherence to five-page length
- citation page as needed
- consultation with Dr. G.

#### First Think Piece Options (due 10-27 at start of class)

- (1) What is political socialization? Why is it an important concept of/analytical tool in comparative politics? Choose one of the following options:
  - A. How has your process of political socialization influenced your views towards government and politics?
  - B. Choose an alter-ego your age from one of the countries we are studying. Ask how the process of his/her political socialization influenced his/her views toward government and politics?
- (2) What is the value (and what are the pitfalls) of the study of comparative politics as a subfield of political science and as part and parcel of an international affairs education?
- (3) What is an electoral system and why is it important to study in comparative government? What are proportional representation, winner-take-all single member district, and mixed electoral systems and their variants? How do they compare and differ? What are their relative virtues and pitfalls? Which system do you favor and why?
- (4) What model of government would be most appropriate for post-conflict Libya in 2011 and why? Be specific and offer explanations as you offer a draft constitution.

#### Second Think Piece Options (due 12-1 at start of class)

- (1) In the first half of the course we examined the differences between democracies and authoritarian political systems. Explain those differences by comparing and contrasting major governmental features of a democratic system and a semi-authoritarian or an authoritarian system that we have covered in class (France, UK, Germany, Japan, Russia, and China). In fashioning your response, draw explicitly on what you have learned of the importance of political development and political culture as explanatory contexts for understanding political systems.
- (2) In the second half of the course, we focus on how political scientists explain international politics. In consultation with Dr. G., choose any historical or contemporary international political development or event and explain its causes, using together appropriate levels of analysis and theoretical perspectives. Do not choose WWI or WWII, since we are already focusing a lot on the causes of these conflicts.
- (3) The syllabus began with four germane quotes. Select one in consultation with Dr. G., interpret the quote as it relates to the study of comparative and politics, and make concrete what you write by use of examples.

Third Think Piece Options (due 12-15 at start of final exam period)

- (1) We have spent the past fourteen weeks studying the very basic concepts, methods, and content of two subfields of political science: comparative politics and international politics.

In this think piece, first define these sub-fields and explain how they together help students of international affairs understand topics of comparative or international politics that we have examined in Sodaro and Nau. Then consider and respond to the following.

Freedom of speech is an essential ingredient in a democracy. It is one of the features that most distinguishes a democracy from an authoritarian or totalitarian system of government. But is it absolute? Describe and explain the comparative and international politics dimensions and implications of the publication in Denmark, by a private press, of cartoons satirically depicting the prophet Muhammed. This assignment requires you to unpack this complex topic at the intersection of democracy and authoritarianism and between comparative and international politics. So it is not just your opinion that is being solicited; it is how you evaluate and analyze the problematic, using the perspectives and concepts we have studied to help inform your response.

- (2) We have spent the past fourteen weeks studying the very basic concepts, methods, and content of two subfields of political science: comparative politics and international politics.

Define these sub-fields and explain how they together help students of international affairs understand any specific topic of comparative or international politics that we have examined in Sodaro and Nau (but not the subject of your second think piece).

Be explicit about the explanatory value that comes from having a comparative AND international perspective when studying international affairs.

**Sodaro Key Concepts and Study Questions by Chapter  
Use Examples to Make Your Responses/Explanations Concrete**

**Concepts**

Chapter One—comparative politics, international politics, globalization, democratization (and its waves), NGOs, and scientific approach to comparative politics

Chapter Two—politics, democracy, authoritarianism, totalitarianism, theocracy, political ideology, political left and right

Chapter Three—-independent/dependent/intervening variables, theory, hypothesis, model

Chapter Five—failed state, constitutional and absolute monarchies, republic, unicameral and bicameral legislatures, federal and conferral systems, heads of government and state, state sovereignty

Chapter Six—nation, nationalism

Chapter Eight—presidential, parliamentary, and mixed political systems, single-member, PR, and mixed electoral systems, coalition government, vote of no confidence

Chapter Nine—democratic transition and consolidation, civil society

Chapter Eleven—political party (catch-all and cadre political parties), interest group, dissidence, revolution

Chapter Twelve—political culture, political socialization, civic culture

### **Study Questions**

Chapter One

- What did Mark Twain mean when he wrote, “The ancients stole our best ideas”?
- What are three advantages of studying comparative politics and why?
- Are democracies more peaceful than nondemocracies?

Chapter Two

- What are three major differences between democratic and authoritarian regimes?
- What are five major sources of political conflict?
- What are the origins of the terms political left and right?
- What is the difference between political ideology and theory?

Chapter Three

- What five steps are used to test/verify a hypothesis? Explain each step.
- What are the benefits and pitfalls of a scientific/empirical approach to studying comparative politics?

Chapter Four

- What is political power?
- What is the difference between dominance and influence?
- Why is the rule of law so important in a democracy?
- What are three significant observations drawn from examining the data in Table 4.1?

Chapter Five

- What is the difference between a state and a government, a state and a nation, and a state and a sovereign state? Why are such distinctions important?
- What did Sodaro mean when he wrote, “...sovereignty isn’t what it used to be”?
- What are the purposes of a state from the perspective of Locke, Hobbes, Rousseau, and Smith?
- What most contributes to the role of the military in Pakistan and Turkey?

Chapter Six

- What are the distinguishing characteristics of a people that define their identity as a nation?
- What is a nation-state and when did it originate?
- What are the major types of nationalism--both positive and negative types?
- For minority nations that are within states but retain a strong sense of national identity, what are the choices they have (or do not have) to constitute themselves as a distinct entity? Cover the entire spectrum of options.
- Why is it so hard to stitch together a single Sudanese national identity?
- What are other examples of nations without states? Explain why each nation is stateless.
- What would happen in the world if all nations received statehood? What would be the consequences?
- Why is statehood so elusive for the Kurds?
- Why has it been so difficult to date to establish a Palestinian state? What are the prospects for an independent Palestine?
- Why did Yugoslavia disintegrate in the 1990s? What are the lessons learned?

#### Chapter Seven

- What are the roles of democratic values and respect for the rule of law in democracies?
- What are the differences between representative and direct democracy?
- Should a democracy based on freedom of expression and a free press permit or not permit publication of depictions of the Prophet Muhammad (which Islamic law forbids)?
- Do you think economic well-being (e.g., a job) and a clean environment (e.g., clean water) should be included in the rights guaranteed in a democracy?
- Should democracies encourage the development of democracy in countries where antidemocratic and militantly anti-western parties enjoy significant popularity? Or should they support semi-authoritarian or authoritarian regimes that keep these parties under control while limiting democracy for everyone else as well?

#### Chapter Eight

- What are the major differences between presidential, parliamentary, and mixed presidential-parliamentary systems?
- What are the main advantages and disadvantages of coalition governments?
- Does the evidence support the hypothesis that PR electoral systems tend to result in higher voter turnout than plurality systems?

#### Chapters Nine and Ten

- What are ten conditions that help explain why and how democracies get established and endure?
- How do our ten conditions for democracy help us to explain democracy's past failures and potential for Afghanistan?
- How do our ten conditions for democracy help us to explain democracy's past failures and potential for Iraq?

#### Chapter Eleven

- Why are political parties an important form of mass participation in a democracy? What are their chief functions?
- Why are interest groups an important form of mass participation in a democracy? What are their chief functions?
- What did Sodaro mean when he wrote: “Precisely how interest groups function can differ markedly from one country to another”
- Why do social movements form and what are their functions?
- What are five important features or forms of mass participation in nondemocratic regimes?
- What is the importance of studying political participation for students of comparative government?

#### Chapter Twelve

- What are the main features of political culture?
- Why is studying political socialization important for understanding political culture?
- What does human development theory posit about the relationship of socioeconomic development to democratic institutions?
- Why is political culture one of the most important terms in the study of comparative government?

#### Chapter Thirteen

- What did Dr. Sodaro mean when he wrote: “Any attempt to understand CP in the contemporary world must explore the ideological sources of political life”?
- What are the main origins, tenets, and variants of liberalism, socialism, social democracy, and fascism? When responding, give examples of political parties associated with each ideology.
- What are four political orientations of modern Islam with examples?
- Given the tenets and variants of Islam, are Islam and democracy compatible?
- Do you think there is an end of ideology now that the Cold War confrontation between capitalism and socialism is over?

### **Study Guide for the Country Studies in Sodaro**

#### POLITICAL CULTURE AND POLITICAL SOCIALIZATION

Development/evolution of national unity—main watersheds  
 Development/evolution of political system—main watersheds  
 Type of political culture (consensual, conflictual)  
 Main distinguishing features/characteristics of the political culture

#### TYPE OF POLITICAL SYSTEM (AND HOW POWER IS DISTRIBUTED)

Presidential, parliamentary, mixed, republic, monarchy (variant),  
 unitary, federal, democracy (variant), authoritarian (variant), totalitarian

#### ELECTORAL AND POLITICAL PARTY SYSTEMS

System type, impact on distribution of power among political parties, voter turnout

Major political parties (political ideology, main distinguishing features)

#### EXECUTIVE POWER--Powers and functions of HOS and HOG (and his/her cabinet)

#### LEGISLATIVE POWER--Type (bicameral, unicameral) and powers/functions of each chamber

LAW-MAKING--How are laws made?

JUDICIARY--Highest court in the land? Functions? Is there power of judicial review?

ECONOMIC SYSTEM--Type of economic system; relationship between private and public sectors

**Nau Key Concepts and Study Questions**  
**Use examples to make concrete your responses**

Introduction and

Chapter 1: See below list of key concepts by theory, level of analysis, and method of inquiry

Realist Perspective

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|  |                      |
|--|----------------------|
| anarchy                                  | primacy of the state |
| zero sum game                            | hard power           |
| international system                     | balance of power     |
| hegemony and hegemonic stability         | deterrence           |
| self-defense and collective self-defense | security dilemma     |
| rational actor                           |                      |

Liberal Perspective

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|                      |                               |
|----------------------|-------------------------------|
| positive sum game    | civil society                 |
| collective security  | international interdependence |
| democratic peace     | soft power                    |
| international law    | IGO and INGO                  |
| civil society        | collective goods              |
| international regime | human society                 |
| global governance    | transnational relations       |

Identity Perspective

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|                         |                       |
|-------------------------|-----------------------|
| social constructivism   | identity              |
| belief, value, and norm | international society |

Critical Theory Perspective

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|                |                  |
|----------------|------------------|
| feminism       | Marxism          |
| post-modernism | environmentalism |

Key Levels of Analysis

Levels of analysis--individual, domestic, foreign policy, international systemic, global

Key Methods of Inquiry

Method, counterfactual reasoning, prisoner's dilemma, rationalist, constructivist

Study Questions

Ch. 1—What do the title and subtitle of Dr. Nau's book mean? Be explicit.

Why do we need perspectives and levels of analysis together to explain events in world politics and to draw a complete picture of world politics?

Is one perspective or method of international politics analysis better than another?

Choose any topic/event in IP and apply perspectives and levels of analysis to explain its causes.

Ch. 2—No assigned key concepts, but answer these study questions: What do realist, liberal, and identity perspectives most emphasize to explain the most important world developments from the Roman Empire and the birth of Christianity to the rise of nationalism and the nation-state in the late 19<sup>th</sup> century?

Ch. 3—concepts: hypernationalism (including irredentism), Schlieffen Plan, Triple Alliance and Triple Entente. Answer all study questions.

Ch. 4—concept: appeasement; answer all study questions

Ch. 5—concepts: Potsdam and Yalta conferences, arms race, balance of terror and MAD, nuclear deterrence (extended and minimum), Cold War, Long Telegram, containment, decolonization, détente, nonaligned movement. Answer questions one, two, and three.

Ch. 6—concepts: clash of civilization, end of history, genocide, jihad, terrorism. Answer all questions.

Ch. 7—concepts: ethnic cleansing; ethnic groups; global war on terrorism; Shiites, Sunnis, and Wahhabism. Answer all study questions.

Ch. 8—concepts: economic nationalism and beggar-thy-neighbor policies, multilateral trade liberalization, globalization 1.0, 2.0, and 3.0, hegemonic stability theory, Keynesian economics, Marshall Plan. Answer questions 1, 2, 3, and 4.

Ch. 9—read carefully/take good lecture notes; no key concepts; but answer study questions 1 and 5

Ch. 10—read carefully/take good lecture notes; no key concepts and no study questions

Ch. 13—read carefully/take good lecture notes; no key concepts and no study questions

Ch. 15—no key concepts, but answer all study questions

Ch. 16—no key concepts, but respond to all study questions

Conclusions—democratic peace; answer all study questions

## **POLITICAL DEVELOPMENT TIMELINES**

### **British Political Development Timeline**

|           |  |
|-----------|--|
| 1066      | Norman Conquest (established a single feudal order in England)   |
| 1215      | <i>Magna Carta</i>   |
| 1504-1547 | Rule of Henry VIII (split with Rome, establishment of C of E)  |
| 1542      | Wales joined with England  |
| 1640s     | Civil War, establishment of Republic by Oliver Cromwell (see below)  |
| 1658      | Restoration of Stuart Monarchy under Charles II (see below)  |
| 1688      | Glorious Revolution (bloodless)  |
| 1689      | Parliament selects and asks William and Mary to rule as joint sovereigns. Birth of constitutional monarchy and parliamentary supremacy |
| 1707      | Scottish union with Britain  |
| 1921      | Irish Independence   |

British Civil War, Establishment of Republic, Establishment of a Constitutional Monarchy, 1640-1689

Up until the 1640s—House of Commons consisted of knights/town mayors elected by property owners; House of Lords consisted of bishops/peers. The Monarch held considerable power since parliament only met occasionally. He had sole authority to convene/ dismiss parliament. All acts of parliament required the King's consent, so the King had veto power over legislation. He was in control of foreign policy. The King selected his own government ministers, judges, and officials.

In the 1640s King Charles I grew isolated while parliament became more united. The monarchy was running out of money; income from taxes authorized by parliament was down and parliament was not

willing to increase taxes. Parliament was against taxation without representation, a rally call of the American Revolution 130 years later. Charles I tried to circumvent parliament by dismissing it (which he had done before), but members of parliament refused to be dismissed. In 1640, when parliament was again convened, it enacted legislation that asserted its right not to be dismissed without its own consent. Parliament placed limits on how much the King could tax and spend independently of parliament. King Charles I refused to recognize the legitimacy of parliament.

1640s— In 1642 Charles I stormed parliament. Its leaders fled before arrest. Civil War followed. Charles I called on his supporters to fight the forces loyal to parliament. Oliver Cromwell led an army of parliament and defeated the army of Charles I.

1649—Charles I was arrested and charged with crimes against the people, tried by a court of his subjects, found guilty, and publicly executed. The House of Lords and the monarchy were abolished. England became a republic. Cromwell dissolved parliament and imposed an authoritarian rule. With no monarchy for nine years, the English were shown that the nation could choose another system of government. When it returned, monarchy was never the same.

1658—death of Cromwell. Stuart monarchy restored under Charles II, who was expected to agree to the development of a constitutional monarchy. Charles II followed by his brother, James II, who tried to restore absolute monarchical powers.

1688—Glorious Revolution. James II, a Catholic, was driven from throne in bloodless revolution. Parliament invited the daughter of James, Mary, and her husband William (both Protestants) to become the monarchs.

1689—William and Mary accepted parliamentary invitation, thus acknowledging parliamentary supremacy and the beginning of constitutional monarchy. Other monarchs in Europe at the time were absolute. Parliament had asserted its right to choose the monarch because Mary was not the immediate heir to the throne.

### **German Political Development Timeline**

|             |  |
|-------------|--|
| Pre-1648    | Holy Roman Empire (First Reich)              |
| 1648-1815   | 300 Germanic states under Austrian influence |
| 1815-1870   | German Confederation of 38 states            |
| 1830s-1870s | <i>Zollverein</i>                            |
| 1871-1918   | German Empire (Second Reich)                 |
| 1919-1933   | Weimar Republic                              |
| 1933-1945   | Third Reich                                  |
| 1945-1948   | Occupation and Berlin Blockade (1948)        |
| 1949-1989   | German Democratic Republic                   |
| 1949-       | Federal Republic of Germany                  |
| 1961        | Construction of Berlin Wall                  |
| 1989        | Fall of the Berlin wall                      |
| 1990        | German Unification                           |

### **French Political Development Timeline**

|           |  |
|-----------|--|
| 1789      | French Revolution  |
| 1792      | Abolition of the monarchy, end of Bourbon Dynasty ( <i>Ancien Regime</i> ) |
| 1789-1792 | French First Republic  |
| 1799      | Coup d'etat led by Napoleon  |
| 1804-1814 | Napoleonic Empire  |
| 1815-1830 | Bourbon Restoration  |
| 1830-1848 | Louis Philippe monarchy (House of Orleans)                                 |
| 1848-1851 | French Second Republic   |

|           |                                 |
|-----------|---------------------------------|
| 1851-1870 | Second Empire                   |
| 1871      | Paris Commune                   |
| 1875-1940 | French Third Republic           |
| 1940-1944 | Occupation and Vichy Government |
| 1944-1946 | Provisional Government          |
| 1946-1958 | French Fourth Republic          |
| 1958-     | French Fifth Republic           |

### **Russian Political Development Timeline**

|               |   |
|---------------|---|
| 1300s-1613    | development and territorial expansion of Tsarist Russia   |
| 1613-1917     | Russian Empire ruled by the Romanov Dynasty   |
| 1862          | emancipation of the serfs (end to slavery)  |
| 1904-1905     | popular uprising; Russo-Japanese War lost by Russia   |
| 1914-1918     | Russia entered war on side of Britain/France; withdrew Nov. 1917  |
| March 1917    | social democratic revolution; creation of Provisional Government  |
| November 1917 | communist revolution; overthrow of Provisional Government   |
| 1917-1920     | Civil War between the Mensheviks and the Bolsheviks   |
| 1921-1991     | Union of Soviet Socialist Republics; Vladimir Ilyich Lenin head of CPSU in 1921   |
| 1921-1924     | creation of centralized state controlled by CPSU until Lenin's death in 1924  |
| 1924-1953     | CPSU leader Josef Stalin—collectivization; creation of CPE; purges  |
| 1953-1964     | CPSU leader Nikita Khrushchev—de-Stalinization reforms  |
| 1956          | Hungarian Revolution  |
| 1964-1982     | CPSU leader Leonid Brezhnev   |
| 1968          | Prague Spring   |
| 1979          | Soviet invasion of Afghanistan  |
| 1985-1991     | CPSU leader Mikhail Gorbachev—instituted economic/political reforms   |
| 1985          | Mikhail Gorbachev became head of CPSU   |
| 1991          | Russian President Yeltsin foiled coup d'état against Gorbachev designed to save USSR  |
| 1992          | end of USSR: creation of Russian Republic under President Boris Yeltsin with constitution based on French Fifth Republic; democratic transition commenced |
| 1993          | establishment of new constitution for a mixed presidential-parliamentary system   |
| 1990s         | Chechnya conflict   |
| 2000s         | end of democratic transition: semi-authoritarianism; murders of journalists, other assaults on freedom of the press                                       |
| 2004          | Vladimir Putin became President   |
| 2008          | Dmitri Medvedev became President; Putin became Prime Minister; invasion of Georgia  |

### **Chinese Political Development Timeline Through 1989**

|           |  |
|-----------|--|
| 206 BCE-  | Ch'in Dynasty, followed by Han Dynasty (206 BCE-AD 200) & other imperial dynasties   |
| 1644      | Qing or Manchu Dynasty   |
| 1839-42   | Opium War (forced cession of Hong Kong to Britain)   |
| 1894-1895 | Sino-Japanese War (Japan took over Taiwan)   |
| 1911      | Revolution ending imperial rule; creation of Republic of China under President Sun Yat-Sen and his successor, Chiang Kai-Shek, both of the Nationalists (Kuomintang Party) |
| 1921      | founding of the Chinese Community Party (CCP)  |
| 1930s     | Civil War between the Communists under Mao Zedong and Nationalists under Chiang; Long March  |
| 1930s     | Japanese invasion of Manchuria and plunder-occupation of parts of China  |
| 1945      | end of Japanese occupation; resumption of Chinese civil war  |
| 1949      | end of civil war with creation of the People's Republic of China (PRC) and the defeat of the Nationalists, who fled to Taiwan (ROC)  |
| 1950s     | U.S.-ROC Mutual Defense Treaty   |
| 1950s     | forced collectivism of industry and agriculture in PRC   |
| 1958-59   | Great Leap Forward and death of approx. 30 million due to starvation   |

|              |   |
|--------------|---|
| 1966-69      | Cultural Revolution   |
| 1971         | expulsion ROC from UN followed by admission of PRC to UN  |
| 1976         | death of Mao  |
| 1978         | Deng Xiaoping named CCP chairman until death in 1997; CCP abandonment of class struggle as main task                |
| 1978-present | era of economic liberalization but not political reform   |
| 1979         | abrogation of U.S. defense treaty with ROC and severance of diplomatic relations in favor of recognition of the PRC |
| 1989         | Tiananmen Square student protest and repression by CCP; imposition of martial law                                   |

### **Japanese Political Development Timeline**

|             |   |
|-------------|---|
| 1853        | Commodore Perry's Opening of Japan  |
| 1868        | Meiji Restoration (aristocratic, not democratic, revolution)--ended shogun rule   |
| 1870s       | establishment of new political parties, including the Liberal Democratic Party in 1874                                  |
| 1879        | occupation of Okinawa   |
| 1889        | first Japanese constitution (ratified by elites)  |
| 1890        | first democratic election with partial male suffrage  |
| 1895        | occupation of Taiwan  |
| 1905        | end of Russo-Japanese War; invasion of Manchuria  |
| 1910        | occupation of Korea   |
| 1928        | universal male suffrage   |
| 1930s       | militarization of government; domination of the military, suppression of political parties                              |
| 1937        | invasion of China   |
| 1942        | bombardment of Pearl Harbor and declaration of war on Japan by the U.S.   |
| 1945        | U.S. dropped atom bombs on Hiroshima and Nagasaki   |
| 1945-1952   | occupation of Japan by US, trial and purge of former government's military leaders, and period of democratic transition |
| 1947        | new constitution for a parliamentary government with a constitutional monarchy and universal suffrage                   |
| 1950s       | democratic consolidation  |
| 1954        | U.S.-Japan Security Treaty  |
| 1950s-1980s | LDP domination and economic miracle/bubble  |
| 1990s       | burst of Japanese economic bubble   |
| 2000s       | era of uncertainty and severe economic crisis   |
| 2011        | Earthquake and nuclear disaster at Fukushima/Daiichi  |