

# **Instructor's Manual/Test Bank**

*to accompany*

Powell • Dalton • Strøm

## **Comparative Politics Today:**

### **A World View**

*Tenth Edition*

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New York Boston San Francisco  
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Instructor's Resource Manual to accompany *Comparative Politics Today: A World View*, 10e, by G. Bingham Powell, Jr.; Russel J. Dalton; Kaare Strøm

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## PREFACE

This Instructor's Manual/Test Bank is intended to accompany *Comparative Politics Today: A World View*, Tenth Edition, edited by G. Bingham Powell, Russell J. Dalton and Kaare Strøm. The text is a fine example of the rich tradition of comparative politics pioneered by the general editors. It provides a systematic, functional approach to the study of the contemporary world which is 'elegant' in the best sense of the word: simple, clear, and predictive.

Chapters 1 and 2 discuss the relevance of the study of comparative politics and provide definitions of the major conceptual tools. A basic model of structural-functional analysis is provided in Chapter 3 through 7.

Subsequent chapters use the model in specific country studies providing regularity and prediction to the learning process. The text is unique in its logical coherence: the framework is present and then applied in a variety of settings. The country studies include some of the familiar regulars—England, France, Germany, Japan and the United States, but the text has been expanded to reflect the increasing complexity of the world of states. Nigeria, Mexico, India, Brazil, Russia, China, Iran are important and complex—experiencing both domestic and externally generated change—and at a seemingly increasing rate. The inclusion of these diverse cases is an important contribution to the relevance of classroom study. Each of the case studies is written by an author well-versed both in the organizational framework and the substance of the particular country case studies. All of these chapters have also been updated.

As the world changes and develops, faculty is hard pressed to provide “constants,” and where it is not possible to stop history for a semester, it is possible to provide a consistent framework for political analysis. This framework is eminently useful in periods both of quiescence and change. Where structural-functional analysis is often criticized for not being able to account for change, the authors of these chapters take change in the social-political arena as a constant and try to provide adequate explanation.

The text may or may not be used in its entirety; instructors can do a beginning to end syllabus within a 15- or 18-week session or they may develop the first four chapters which consider the basic model and then pick and choose from the individual case studies available. It must be noted that each of the chapters and its respective authors have presented a massive amount of material within this framework. If the students develop a clear idea of the model, the various permutations, complexities and idiosyncrasies of the individual cases will present challenge, interest and variety. Encouraging class discussion which uses information from previous chapters for purposes of comparison makes the class truly a class in comparative politics. This kind of managed discussion is also a good review mechanism, keeps the integrative process in the forefront, and makes the class less sequential and more **additive**.

This text is meant for a substance-based class. It encourages students to learn more about the world around them in an organized, patterned way. The rigor of the exercise is a combination of the text materials, the preparation of the instructor and the enthusiasm and dedication of the student.

By the end of the term, students should be able to study any country of the world using the basic model provided. This is adequate testimony to its usefulness in the study of comparative politics. Cross case study application is intrinsic to the basic requirement of comparison.

One of the teaching suggestions is that instructors require a research paper on a country not presented within the text. Although this may stretch the semester for the faculty, the research process itself is supremely useful for the study.

This Instructor's Manual is designed not only to provide summaries, outlines, and learning objectives, for instructors, but to encourage and support the development of critical thinking skills of students. Like the text, it has been updated to give a more current account of the countries studied. This will provide you with accurate information as you prepare your lectures. Questions for students who are convergent as well as divergent thinkers are included in each lesson. Several essay or thought questions are generally found near the end of each lesson which are designed to manifest the thinking process itself. For the low convergent student, questions regarding naming, defining and listing are included. For the more complex thinker, questions are asked requiring the student to compare, summarize, translate and contrast. Divergent thinkers are often overlooked by instructors. This manual includes questions specifically designed to build on this natural thought process. Questions are asked which encourage them to draw conclusions, relate specific instances to other instances both academic and drawing from personal experiences, analyze, predict, evaluate and judge relative merit. More advanced students may be able to achieve a degree of self-analysis: How did I arrive at my conclusion? What method of logic and reasoning was used? Is there an underlying moral or ethic base for my conclusion?

# CHAPTER 1

## *Issues in Comparative Politics*

### LEARNING OBJECTIVES

*After studying this chapter, students should be able to:*

- Distinguish between the fundamental concepts of *politics*, *government*, and *political decisions*.
- Understand how the concepts of *politics*, *government*, and *political decisions* are interrelated.
- Understand how different scholars conceive of the *state of nature* and how this affects *government*.
- Understand why we form *governments*.
- Discuss and describe the various purposes of *government* and when *government* becomes the problem.
- Distinguish between the fundamental concepts of *political system*, *state*, *sovereignty*, *nation*, *nationality*, and *ethnicity*.
- Discuss the various challenges encountered in building *nation-states*.
- Discuss how nation-states are influenced by the processes of economic development and democratization.

### CHAPTER SUMMARY

#### WHAT IS POLITICS?

**Politics** deals with human decisions and political science is the study of such decisions. In order to make political comparisons, we need to understand what politics is and what it means to study politics comparatively. Within political science, the subfield of **comparative politics** is both a subject of study comparing the nature of politics and processes across different political systems; and, a method of study involving how and why we make these comparisons. **Political decisions** are public, authoritative, and take place within a community we refer to as a **political system**.

The *public sphere* of politics deals with collective decisions that extend beyond the individual and private life, typically involving government action. Politics thus affects us in many important ways. Therefore, it is important to study how political decisions are made and what their consequences are. The *authoritative* nature of politics means that formal power rests in individuals or groups whose decisions are expected to be carried out and respected. Thus, political decisions are binding for members of that political system. Governments and other authorities may use persuasion, inducements, or brute force to ensure compliance. As such, politics refers to activities associated with the control of public decisions by a given people in a given territory, where the control may be supported by authoritative means. Comparative politics

studies how governments and politics function to address the challenges emerging out of the new international order created by the end of the Cold War.

## **GOVERNMENTS AND THE STATE OF NATURE**

Governments are organizations that have the power to make binding, authoritative decisions over people in a given community. Contemporary debates over the nature and appropriate role of government can be traced back to the seventeenth and eighteenth centuries. Utilizing the state of nature (or conditions before the formation of government) as a construct, political philosophers have debated whether governments are a force for good or evil. The contrast between Hobbes and Rousseau concerning the state of nature is most striking. Hobbes thought of the state of nature as mercilessly inhospitable (“the life of man, solitary, poor, nasty, brutish, and short”) and proposed a pact where all agreed to give up power to a monarch, a *Leviathan*, to overcome the state of nature. In contrast, Rousseau viewed humans in the state of nature as innocence, but were corrupted by the introduction of property. Thus, governments were therefore necessary to overcome this corruption. Locke viewed the state of nature as one where businesslike individuals created government to guarantee and protect the fruits of their labor. This model of limited government is generally considered critical to the development of liberal Western democracies.

## **WHY GOVERNMENTS?**

Governments have several purposes. Governments create and maintain a community in which people can feel safe and comfortable. Governments can help generate such communities by supporting and creating a national identity and **political culture** (see Chapter 3). Governments guarantee security from foreign attack while creating domestic order, establish and protect the rights of citizens, promote economic efficiency and growth, and are necessary for the creation of public goods. **Public goods** are things such as clean air, clean water, etc., that cannot be denied to citizens within the community regardless of whether they contributed to the creation of these public goods. Governments, particular democracies, also promote social justice and protect the weak advancing the idea that democracies allow for majority rule, while protecting minority rights.

## **WHEN DOES GOVERNMENT BECOME THE PROBLEM?**

Governments, despite all of their good, might create problems with their authoritative decisions. **Libertarians** argue the greatest problem of government as its encroachment on individual freedoms, whereas **anarchists** are concerned primarily with the threats that governments pose to social communities. Governments may destroy communities, violate basic human rights, and/or create inefficiencies by intervening in the economy. Public officials may use governments for private gain and create vested interests favoring the status quo. Thus, if government does become a problem, the structures and policies of government may be difficult, or nearly impossible, to change.

## **POLITICAL SYSTEMS AND STATES**

Governments are critical for understanding comparative politics, but they are only one part of the **political system**. Like all systems, political systems consist of interdependent parts and boundaries delineating them from their environment. Political systems are a particular type of social system that makes authoritative public decisions. Political systems include political parties, interest groups, and the mass media. The political system refers to the whole collection of related, interacting governmental institutions and agencies. Comparative politics concerns itself with the study of states. A **state** is a particular type of political system with **sovereignty** or independent legal authority over a population in a particular bounded territory. Sovereignty is based on the recognized right to self-determination and rests with those who have the ultimate right to make political decisions. The domestic and international environments may influence the sovereignty of a state. States may choose to share sovereignty on certain by joining international organizations such as the **European Union**.

States must also be distinguished from nations and nation-states. A nation is often defined as a group of people who have a common identity. In **nation-states**, national identifications and sovereign political authority largely coincide. The Treaty of Westphalia (1648) established the principle by which the nation-state emerged as the dominant political system. Although this process of nation-building was often harsh, it produced European nation-states in which the inhabitants of most states have a strong sense of community. Contemporary nation-states face additional political, economic, social, and cultural challenges from the processes of **globalization** (see Chapter 7). The processes of globalization have also brought new global responsibilities for the **United Nations** including increased authority over world security, constraining, supporting, and sometimes replacing the unilateral actions of individual states. While the sovereignty of states may be diminishing, they are still the most important political systems.

## **DIVERSITY OF STATES**

States vary across a variety of different characteristics. They vary in size—from one square kilometer (Vatican City) to more than 17 million square kilometers (Russia)—and population – a few thousand (Vatican City) to more than 1.3 billion (China). States also vary, often profoundly, in their histories, institutions, cultures, religions, economies, and social structures; all of these factors shape their politics and political systems. These factors may affect their power relative to other states in their region or across the globe.

## **CHALLENGES: BUILDING COMMUNITY**

Despite their diversity, states face common challenges: building community and identity; securing economic development and growth; and advancing democracy and civil liberties. One of the most important challenges facing political systems worldwide is to build a common identity and a sense of community among the citizens. The absence of a common identity can have severe political consequences including conflicts over national, ethnic, or religious identities.

The term **nation** refers to a group of people with a common identity. When we speak of a “nation,” we refer to the self-identification of a people. That common identity may be built upon a common language, history, race, or culture, or simply upon the fact that this group has occupied the same territory. Nations may or may not have their own state or independent government. **Ethnicity** is an important part of identity; even though it generally has little basis in actual genetics, culture, or history. The German sociologist Max Weber argued that ethnic groups are usually defined by common physical traits, languages, and cultures that individuals believe separates them from other people. Language and religious differences may also create cleavages that impede the ability to create a national sense of community. More recently, **religious fundamentalism** has emerged as a potential problem in homogeneous societies.

## FOSTERING ECONOMIC DEVELOPMENT

Economic development is generally measured by the **gross domestic product (GDP)** per capita, which is the value per population of goods and services produced in a nation-state in a given year. For poorer economic states, the most urgent the issues of economic development are how to improve the immediate welfare of their citizens while investing for the future. In order to become more productive, a country needs to develop a skilled and healthy labor force and to build the infrastructure that material welfare requires. However, wealth, income, and opportunity are rarely evenly distributed within nations, and the unequal distribution of resources and opportunities is among the most serious causes of political conflict. Further, the politics of a nation-state may be sharply affected by internal divisions of income, wealth, and other resources.

Although industrialization and high productivity may eventually encourage a more equal distribution of income, the first stages of industrialization may actually increase **income inequality**. As economies modernize they create a dual economy—a rural sector and an urban industrial and commercial sector, both with inequalities of their own. These inequalities increase as education and communication spread more rapidly in the modern sector, which may contribute to the political instability of developing countries.

## FOSTERING DEMOCRACY, HUMAN RIGHTS, AND CIVIL LIBERTIES

Another force transforming contemporary political systems is the process of **democratization**, which includes the enhancement of human rights and the expansion of freedom. **Democracies** are states in which citizens have basic civil rights and liberties in including a free mass media; competitive political parties contest free and fair elections in which leaders are chosen by voters to serve in representative assemblies. Democratization results from a combination of factors, particularly economic development and social modernization.

There have been two recent periods of democratic transitions. The first period (between 1943 and 1970) involved the independence of former colonies (e.g., India and Nigeria). The second began in 1974, and continued through the collapse of the former Soviet Union. This “third wave” of democratization included Eastern bloc nations. As a result of these three waves, democracy has become a common goal of the global community.

However, democracy is not an all-or-nothing proposition. For example, in states where individual rights are not guaranteed, one must fear a “tyranny of the majority,” where unpopular opinions are suppressed and unpopular groups are persecuted. However, no democracy is perfect, and we can speak of shades or gradations of democracy. This process often takes time to establish democratic institutions and to have citizens recognize them and comply with the rules of the democratic process.

**Oligarchies** are authoritarian states in which the few govern, and rights are withheld from the majority. Other authoritarian states include **party**, **military**, or **personal dictatorships**.

**Totalitarian systems** are states in which the government controls all rights and privileges of citizens.

## **LOOKING FORWARD**

Governments and politics have played a large role in human societies of the past and continue to touch every facet of our lives. The last several decades have been a period of tremendous social, economic, and political change in the world. Economic development, improved living standards, the spread of human rights, and democratization improved the life chances and life conditions of billions of individuals. At the same time, continuing social, economic, and political problems remain. Progress in one area can create new opportunities, but also new problems in another. Economic development, for example, can sometimes stimulate ethnic strife and destabilize political institutions. Economic development can also disrupt social life. And the process of development has been uneven across and within nations. The goal of this book is to examine the ways in which citizens, policymakers, and governments address the policy challenges that face them today.

## **CHAPTER OUTLINE**

### **I. WHAT IS POLITICS?**

- A. In order to make political comparisons, we need to understand what politics is and what it means to study politics comparatively.
  - 1. Comparative politics is both a subject of study—comparing the nature of politics and the political process across different political systems, and, a method of study—involving how and why we make such comparisons.
- B. Politics deals with human decisions, and political science is the study of such decisions
  - 1. Political decisions are those that are public and authoritative. Political decisions take place within some society or community that we call a political system.
- C. Politics refers to activities associated with the control of public decisions among a given people and in a given territory, where this control may be backed up by authoritative means

1. Politics involves the crafting of these authoritative decisions—who gets to make them and for what purposes

## II. **GOVERNMENTS AND THE STATE OF NATURE**

- A. Governments are organizations of individuals who have the power to make binding decisions on behalf of a particular community. Governments have authoritative and coercive powers and do many things.
- B. Political philosophers thought about the state of nature as the condition of humankind if no government existed.
  1. Thomas Hobbes
    - a. Hobbes was the ultimate pessimist. He thought of the state of nature as mercilessly inhospitable, a situation of eternal conflict of all against all, and a source of barbarism and continuous fear. The life of man was solitary, poor, nasty, brutish, and short
  2. Jean-Jacques Rousseau
    - a. Rousseau, in contrast, was more optimistic about the state of nature. For him, it represented humanity before its fall from grace, without all the corruptions that governments have introduced.
  3. John Locke
    - a. John Locke's ideas have been particularly important for the development of Western democracies. He took a position between those of Hobbes and Rousseau.
  4. To some, government is the solution to many human needs and problems. To others, the government is often part of the problem. To some, government exists to create the social order that protects its citizens; to others, government limits our freedoms.

## III. **WHY GOVERNMENTS?**

- A. Community and nation-building
  1. One of the first purposes of governments is to create and maintain a community in which people can feel safe and comfortable.
- B. Service and order
  1. Providing security and order is a critical role of modern governments. Hobbes believed that only strong governments can make society safe for their inhabitants, and providing security and law and order is among the most essential tasks that governments perform.
    - a. Externally, security means protecting against attacks from other political systems.
    - b. Internally, security means protecting against theft, aggression, and violence from members of one's own society. In most societies providing this is the function of the police.
- C. Protecting rights
  1. John Locke considered property rights to be particularly critical to the development of prosperous communities. Therefore, Locke believed that the primary role of government is to establish and protect such rights.

- a. Without effective protection of property rights, people will not invest their goods or energies in productive processes.
  - b. Governments must also protect many other social and political rights.
- D. Promoting economic efficiency and growth
- 1. Governments may be especially important in providing public goods, such as clean air, a national defense, or disease prevention.
  - 2. Public goods have two things in common.
    - a. One is that if one person enjoys them, they cannot be withheld from anyone else in that community.
    - b. The second is that one person's enjoyment or consumption of the goods does not detract from anyone else's
- E. Social justice
- 1. Many people argue that governments are needed to promote social justice by redistributing wealth and other resources among citizens.
- F. Protecting the weak
- 1. We rely on the government to protect individuals and groups that are not able to speak for themselves.

#### IV. **WHEN DOES GOVERNMENT BECOME THE PROBLEM?**

- A. When and how government intervention is necessary and desirable are among the most disputed issues in modern politics.
- 1. Libertarians see the greatest problem of government as its encroachment on individual freedoms, whereas anarchists are concerned primarily with the threats that governments pose to social communities.
- B. Destruction of community
- 1. Government, they hold, implies power and inequality among human beings. While those who have power are corrupted, those without it are degraded and alienated
- C. Violations of basic rights
- 1. Just as governments can help establish many essential rights, they can also use their powers to violate these rights in the most serious manner.
  - 2. The challenge for many democracies is creating a government strong enough to govern effectively but not so strong that it could destroy the rights of its citizens.
- D. Economic inefficiency
- 1. Governments can help economies flourish, but they also can distort and restrict a state's economic potential.
  - 2. Government regulation of the economy may distort the terms of trade and lower people's incentives to produce.
  - 3. Inefficiencies may arise when governments actually own or manage important economic enterprises. This is particularly likely if the government holds a monopoly on an important good, since monopolies generally cause goods to be undersupplied and overpriced.
- E. Government for private gain

1. Society also may suffer if government officials make decisions to benefit themselves personally, or select policies to get themselves reelected regardless of whether those policies would be the best for the society.
- F. Vested interests and inertia
1. Government-created private gains are difficult to change or abolish once they have been established because some people enjoy government jobs, contracts, or other favors that they otherwise might not have had.
  2. Vested interests make it difficult to change government policies or make them more efficient. Vested interests are particularly likely in political systems that contain a lot of safeguards against rapid political change.

**V. POLITICAL SYSTEMS AND STATES**

- A. A system by definition has two properties: (1) a set of interdependent parts, and (2) boundaries toward its environment
- B. Sovereignty – an independent legal authority over a population in a particular territory, based on the recognized right to self-determination. Sovereignty rests with those who have the ultimate right to make political decisions.
1. External sovereignty means the right to make binding agreements (treaties) with other states.
  2. Internal sovereignty means the right to make political decisions having to do with one’s own citizens.
- C. Nation-states – national identifications and sovereign political authority largely coincide – the state consists of individuals who share a common national identity .

**VI. THE DIVERSITY OF STATES**

- A. Just about the entire surface of the world today is covered by independent states. These states come in different sizes.
1. All these countries—new as well as old—share certain characteristics. They have legal authority over their territories and people; most have armies; they collect taxes and spend money; they regulate their economies, and maintain public order.

**VII. CHALLENGES: BUILDING COMMUNITY**

- A. Whether they are old or new, large or small, most of the world’s states face a number of common challenges.
1. The first is building community. Most states do not have a homogeneous population, and instilling a sense of shared identity can be a serious challenge.
  2. Second, even the wealthiest states face the challenge of fostering continued economic and social development.
  3. Finally, most states face significant challenges in advancing democracy and civil liberties.
- B. States and nations
1. The word nation is sometimes used to mean almost the same as the word state, as in the name the United Nations.

2. Strictly speaking, however, we wish to use the term nation to refer to a group of people with a common identity. When we speak of a “nation,” we thus refer to the self-identification of a people.
- B. Nationality and ethnicity
1. There is a fine line between nations and ethnic groups, which may have common physical traits, languages, cultures, or history. Like nationality, ethnicity need not have any objective basis in genetics, culture, or history.
  2. Ethnic differences can be a source of political conflict.
- C. Language
1. Language can be a source of social division that may overlap with ethnicity.
  2. Linguistic divisions can create particularly thorny political problems. Political systems can choose to ignore racial, ethnic, or religious differences among their citizens, but they cannot avoid committing themselves to one or several languages.
- D. Religious differences and fundamentalism
1. States also vary in their religious characteristics. In some religion is a basis of national identity for a majority of the population. In other societies religion can be a rallying point for political movements.
  2. Religion can be a source of intense disagreement, since beliefs may take the form of deep personal convictions that are difficult to compromise.
  3. Religious fundamentalism has emerged in some form in all major faiths in reaction to social modernization.

## VIII. FOSTERING ECONOMIC DEVELOPMENT

- A. Two major forces – economic development and political democratization – are transforming political systems and nations, and the lives of their citizens.
1. A political system cannot generally satisfy its citizens unless it can foster social and economic development. In affluent advanced industrial societies, contemporary living standards provide for basic social needs for most of the public.
- B. Problems with economic development
1. Inequality (income, wealth, opportunity)
    - a. Wealth, income, and opportunity are rarely evenly distributed within nations, and the unequal distribution of resources and opportunities is among the most serious causes of political conflict.
  2. Population Growth
    - a. As health care improves, living standards increase, and life expectancies lengthen, population sizes grow.
    - b. This is a positive development because it represents improved living conditions for these people, but rapid population growth also can pose policy challenges for many developing nations.

**IX. SECURING DEMOCRACY, HUMAN RIGHTS, AND CIVIL LIBERTIES**

A. Democracy

1. Democracy is the form of government to which most contemporary countries, more or less sincerely and successfully, aspire.
2. A democracy, briefly defined, is a political system in which citizens enjoy a number of basic civil and political rights, and in which their most important political leaders are elected in free and fair elections and are accountable under a rule of law.
3. Democracy literally means “government by the people.”

B. Authoritarian (autocratic) systems

1. Autocracies lack one or several defining features of democracy.
  - a. In democracies, competitive elections give citizens the chance to shape the policymaking process through their selection of key policymakers.
  - b. In authoritarian systems the policymakers are chosen by military councils, hereditary families, or dominant political parties.
2. Citizens are either ignored or pressed into symbolic assent to the government’s choices.
3. Authoritarian states can take several forms.
  - a. In oligarchies, literally “rule by the few,” important political rights are withheld from the majority of the population.
  - b. Other authoritarian states are party, military, or personal dictatorships.
4. Totalitarian systems
  - a. Systems in which the government constricts the rights and privacy of its citizens in a particularly severe and intrusive manner.

C. Waves of democratization

1. First Wave
  - a. In the first half of the twentieth century most Western states were transformed from autocracies or oligarchies to democracies.
2. Second Wave
  - a. After World War II, a second democratic wave—which lasted from 1943 until the early 1960s—saw both newly independent states and defeated authoritarian powers set up the formal institutions of democracy.
3. Third Wave
  - a. Another round of democratic transitions began in 1974, involving Southern Europe, East Asia, Latin America, and a number of African states.
  - b. The most dramatic changes came in Central and Eastern Europe, where in a few short years the Soviet empire collapsed, the nations of Eastern Europe rapidly converted to democracy, and many of these nations have now joined the European Union.
4. Factors leading to democratization

- a. Economic development transforms societies in ways that typically encourage democratization by creating autonomous political groups that demand political influence.
- b. Social modernization transforms the political values and political culture of the public, which increases demands for a more participatory system.

**X. LOOKING FORWARD**

- A. Social, economic, and political change in the world
  1. The last several decades have been a period of tremendous social, economic, and political change in the world.
    - a. Economic development, improved living standards, the spread of human rights, and democratization improved the life chances and life conditions of billions of individuals.
    - b. At the same time, continuing social, economic, and political problems remain. Progress in one area can create new opportunities, but also new problems in another.
    - c. Economic development can sometimes stimulate ethnic strife and destabilize political institutions. Economic development can disrupt social life.

**TEACHING IDEAS: DISCUSSION AND LECTURE SUGGESTIONS**

- Using electronic and print resources, use lectures to research different countries in terms of their type of political system, economic development (gross national product, gross domestic product, per capita income, etc.), level of democracy, and demographic statistics (including total population, life expectancy, etc.). Possible resources include World Bank Development Report, World Development Indicators (published by the World Bank), The World Factbook (available online through the Central Intelligence Agency’s website) and the Penn World Tables.
- Assign an in-class world map exercise. Stress the need to know countries and capitals by explaining how political and economic decisions made by one country affect neighboring countries in the region or countries across the globe.
- Debate the advantages and disadvantages of the different forms of government (i.e., democracy, autocracy, oligarchy, totalitarian, etc.). Compare and discuss how well each form of government performs the tasks of government mentioned in the text.
- Have students discuss and describe the “perfect government.” Offer various different scenarios for students to consider (e.g., less-developed countries, advanced-industrialized countries, ethnically diverse countries, etc.). Discuss and compare elements of the structures, institutions, and performance of the governments in each scenario.
- Assign selected excerpts from Huntington’s *The Third Wave* and/or *Clash of Civilizations* for students to read and discuss in lecture.

- Assign selection excerpts from Hobbes' *Leviathan* and/or Locke's *Second Treatise of Civil Government* and/or Rousseau's *The Social Contract* for students to read and discuss in lecture.
- Have students prepare weekly one-page summaries of current international events. You may want to require a subscription to the *New York Times* (or another leading newspaper covering international events).
- Discuss the characteristics that all states have in common. Discuss how demographic differences in states may alter the political system within the state. Compare how different forms of government handle demographic variations.

## **KEY TERMS AND CONCEPTS**

anarchism  
authoritarianism  
autocratic  
democracy  
democratization  
equality of income  
ethnicity  
European Union (EU)  
externalities  
globalization  
governments  
gross domestic product (GDP)  
human rights  
libertarianism  
military dictatorships  
nation

nation-states  
oligarchy  
party dictatorships  
personal dictatorships  
political culture  
political system  
public goods  
religious fundamentalism  
rent-seeking  
sovereignty  
state  
state of nature  
totalitarian systems  
United Nations (UN)  
vested interests

## **MULTIPLE CHOICE QUESTIONS**

1. The core of politics is
  - A. money.
  - B. power.
  - C. decision-making.
  - D. corruption.
  - E. altruism.

*Answer: C*

*Reference: p. 1*

*Bloom's Level: Knowledge*

2. A politically defined community within which political decisions take place is called a(n)
- A. political system.
  - B. autocracy.
  - C. authority pattern.
  - D. democracy.
  - E. proprietary system.

*Answer: A*

*Reference: p. 1*

*Bloom's Level: Knowledge*

3. Political decision-making in the United States would include all of the following examples EXCEPT
- A. town councils.
  - B. political party meetings.
  - C. church meetings.
  - D. cabinet meetings.
  - E. congressional committees.

*Answer: C*

*Reference: p. 2*

*Bloom's Level: Application*

4. The *public sphere* deals with collective decisions beyond the control of individuals; as such, the *public sphere* would tend to be the most extensive in which types of states?
- A. liberal-democratic states
  - B. constitutional states
  - C. laissez-faire states
  - D. limited government states
  - E. totalitarian states

*Answer: E*

*Reference: p. 1-2*

*Bloom's Level: Application*

5. Thomas Hobbes thought that the state of nature was
- A. inhospitable and full of conflict.
  - B. not subject to a social contract.
  - C. basically benign.
  - D. good until corrupted by government.
  - E. ended by the introduction of property.

*Answer: A*

*Reference: p. 3*

*Bloom's Level: Comprehension*

6. All of the following are public goods EXCEPT
- A. public parks.
  - B. clean air.
  - C. food products.
  - D. national defense.
  - E. the police.

*Answer: C*

*Reference: p. 5*

*Bloom's Level: Application*

7. Libertarians see society as composed of
- A. collections of individuals.
  - B. individual human beings with fundamental human rights.
  - C. communities of people who are equal.
  - D. individuals in a hostile state of nature.
  - E. individuals who do not accept the rights to property.

*Answer: B*

*Reference: p. 6-7*

*Bloom's Level: Analysis*

8. Gross Domestic Product (GDP) refers to
- A. the overall output of the economy, including imports and exports.
  - B. the value of imports minus exports.
  - C. the relative price levels and cost of living across states.
  - D. the overall output of the domestic economy.
  - E. the rate of inflation plus the rate of unemployment in a given country.

*Answer: D*

*Reference: p. 18*

*Bloom's Level: Comprehension*

9. Because no one can prove that a “state of nature” ever actually existed, it is generally considered
- A. unimportant.
  - B. non-controversial.
  - C. nasty, brutish, and short.
  - D. idyllic.
  - E. differently by different political philosophers.

*Answer: E*

*Reference: p. 2-3*

*Bloom's Level: Application*

10. Governments have to create public goods because even though all may not contribute to creating them,
- A. minorities may be prevented from enjoying them.
  - B. all may enjoy them equally.
  - C. access can be limited to those who can afford them.
  - D. all may have to pay the price for their negative effects on the environment.
  - E. they may only benefit a small group.

*Answer: B*

*Reference: p. 5*

*Bloom's Level: Analysis*

11. The independent legal authority over a population in a particular territory is called
- A. democracy.
  - B. legitimacy.
  - C. sovereignty.
  - D. oligarchy.
  - E. representation.

*Answer: C*

*Reference: p. 9*

*Bloom's Level: Knowledge*

12. The idea of sovereignty is closely associated with
- A. democracy.
  - B. self-determination.
  - C. the military.
  - D. legitimacy.
  - E. oligarchy.

*Answer: B*

*Reference: p. 9*

*Bloom's Level: Comprehension*

13. The generally accepted event and date for the emergence of the state system is
- A. the Treaty of Westphalia (1648).
  - B. the Treaty of Vienna (1791).
  - C. the Declaration of Independence (1776).
  - D. the signing of the Magna Carta (1215).
  - E. the Treaty of Versailles (1917).

*Answer: A*

*Reference: p. 9*

*Bloom's Level: Comprehension*

14. Since the end of the Second World War, the largest group of new states in the world are in
- A. the former Soviet Union.
  - B. Eastern Europe
  - C. Latin America.
  - D. sub-Saharan Africa..
  - E. Asia

*Answer: D*

*Reference: p. 11*

*Bloom's Level: Knowledge*

15. Which of the following must be true for a political system to be a nation-state?
- A. It must be democratic.
  - B. It must have the support of its elites.
  - C. Its people must share a common language.
  - D. It must be a multicultural system.
  - E. Its national identification and sovereign political authority must coincide.

*Answer: E*

*Reference: p. 10*

*Bloom's Level: Comprehension*

17. Creating a national identity is considered the least problematic in a country in which
- A. the people do not share common physical traits.
  - B. the people share several common languages.
  - C. the people share a common history but not a common religion.
  - D. the people share only a common religion.
  - E. the people share a common history, language, and religion.

*Answer: E*

*Reference: p. 9*

*Bloom's Level: Analysis*

18. The term "nation" refers to
- A. a sovereign state.
  - B. a race of people.
  - C. the self-identification of a people.
  - D. a religious and cultural identity.
  - E. a defined land mass larger than a state.

*Answer: C*

*Reference: p. 14*

*Bloom's Level: Comprehension*

19. Which of the following is considered a multinational state?

- A. Germany.
- B. The Soviet Union.
- C. Japan.
- D. Mexico.
- E. Brazil.

*Answer: B*

*Reference: p. 14*

*Bloom's Level: Application*

20. When states and nations do not coincide, the result is often

- A. political conflict.
- B. economic development.
- C. democracy.
- D. a stronger political culture.
- E. political harmony..

*Answer: A*

*Reference: p. 14*

*Bloom's Level: Comprehension*

21. Which of the following statements about religious fundamentalism is TRUE?

- A. All religious fundamentalists are extremists.
- B. It is only found in Islam and Judaism.
- C. It began in Africa following decolonization.
- D. It is based on the sacred texts of various religions.
- E. It is generally strongest among the upper classes in a country.

*Answer: D*

*Reference: p. 17*

*Bloom's Level: Comprehension*

22. Which of the following states are most likely to foster and promote civil liberties and civil rights?

- A. totalitarian states
- B. democratic states
- C. authoritarian states
- D. fascist states
- E. corporate states

*Answer: B*

*Reference: p. 23*

*Bloom's Level: Application*

23. Current trends in democratization show

- A. a halt to the process in recent years.
- B. a reverse in democratization since 1990.
- C. democracy continuing to spread rapidly in the 2000s.authoritarian states.
- D. transitions to democracy have become easier.
- E. a fourth wave of democracy may have begun.

*Answer: A*

*Reference: p. 24*

*Bloom's Level: Knowledge*

24. The signing of the START Treaty (2010) between the United States and Russia is an example of

- A. the unilateral power of the United States.
- B. the internal sovereignty of both countries.
- C. the external sovereignty of both countries.
- D. a movement towards democracy in Russia.
- E. the international influence of Vladimir Putin.

*Answer: C*

*Reference: p. 9*

*Bloom's Level: Application*

25. For many European countries, joining the European Union (EU) has meant

- A. a loss of internal nationality.
- B. a loss of external identity.
- C. no significant changes to the sovereignty of these countries.
- D. a gain of external sovereignty.
- E. a loss of external and internal sovereignty.

*Answer: E*

*Reference: p. 9*

*Bloom's Level: Application*

## **TRUE/FALSE QUESTIONS**

1. The terms nation and state both refer to the self-identification of a people.

*Answer: False*

*Reference: p. 14*

*Bloom's Level: Comprehension*

2. Demographic characteristics and the distribution of income and wealth greatly affect decisions in a political system

*Answer: True*

*Reference: p. 20*

*Bloom's Level: Analysis*

3. In order to foster economic development, states need to develop a skilled and healthy labor force.

*Answer: True*

*Reference: p. 17-18*

*Bloom's Level: Analysis*

4. Democracies tend to have a larger public sector than autocracies.

*Answer: False*

*Reference: p. 2*

*Bloom's Level: Application*

5. Thomas Hobbes had an optimistic view of man in the state of nature.

*Answer: False*

*Reference: p. 3*

*Bloom's Level: Comprehension*

6. Only governments can provide public or collective goods for their citizens.

*Answer: False*

*Reference: p. 5*

*Bloom's Level: Application*

7. Libertarians see the greatest problem of government as its encroachment on individual freedoms.

*Answer: True*

*Reference: p. 6*

*Bloom's Level: Knowledge*

8. When nations and states do not coincide the result is often political conflict.

*Answer: True*

*Reference: p. 14*

*Bloom's Level: Comprehension*

9. Many scholars argue that economic development improves the equality of income.

*Answer: True*

*Reference: p. 20*

*Bloom's Level: Analysis*

10. All democracies guarantee and protect human rights and civil liberties to all their people.

*Answer: False*

*Reference: p. 24*

*Bloom's Level: Comprehension*

## **SHORT ANSWER/ESSAY QUESTIONS**

1. Using contemporary examples, describe and discuss the difference between the terms nation and state as well as nationality and ethnicity? Provide examples of a nation, a state, and a nation-state where the two are congruent.  
*Bloom's Level: Application*
2. What functions do all states carry out? Which types of government perform these functions better than others?  
*Bloom's Level: Analysis*
3. Comparing two countries of *equal* size and population, discuss the economic and political development (similarities and differences) of each country.  
*Bloom's Level: Evaluation*
4. Comparing two countries of *unequal* size and population, discuss the economic and political development (similarities and differences) of each country.  
*Bloom's Level: Evaluation*
5. What problems are associated with economic development? How do these problems change with population increases or decreases. How can countries overcome income inequality as economic development increases?  
*Bloom's Level: Application*
6. When does government become the problem? How do public officials contribute to these problems? What can the general public and the electorate do to ease these potential problems?  
*Bloom's Level: Analysis*
7. Utilizing examples from the text, what are the implications of overpopulation for the processes of economic development and democratization?  
*Bloom's Level: Application*
8. What role does religion play in the nation-state? When do religious differences cause conflict? Is religious fundamentalism a negative development? Why or not?  
*Bloom's Level: Analysis*
9. Ethnic and linguistic differences are a matter of fact for contemporary nation-states. How can ethnic and linguistics differences strengthen or weaken the political system within a nation-state?  
*Bloom's Level: Application*
10. What factors have contributed to the waves of democratization? What is necessary for a democracy to consolidate and thrive?  
*Bloom's Level: Application*

## **ADDITIONAL READINGS**

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