A COMPARATIVE INTRODUCTION TO POLITICAL SCIENCE

CONTENTION & COOPERATION

ALAN G. SMITH

A

COMPARATIVE INTRODUCTION

TO

POLITICAL SCIENCE

CONTENTION AND COOPERATION

— ALAN G. SMITH —

CENTRAL CONNECTICUT STATE UNIVERSITY

Arctic Ocean

Greenland

Beaufort Sea

Baffin Bay

United States

Iceland

Canada

Hudson Bay

Gulf of Alaska

Labrador Sea

North Pacific Ocean

North Atlantic Ocean

United States

Gulf of Mexico

The Bahamas

Mexico

Cuba

Dom. Rep.

Jamaica

Hawaii (United States)

Belize

Haiti

Honduras

Caribbean Sea

Guatemala

Nicaragua

El Salvador

Panama

Costa Rica

Trinidad & Tobago

Guyana

Venezuela

Suriname

French Guiana

Colombia

Galapagos (Ecuador)

Ecuador

Brazil

Bolivia

South Pacific Ocean

Chile

Argentina

Uruguay

Falkland Islands

South Georgia

South Sandwich Islands

Weddell Sea

Arctic Ocean

Svalbard (Norway)

Kara Sea

Laptev Sea

East Siberian Sea

Norwegian Sea

Barents Sea

Faroe Islands (Denmark)

Sweden

Finland

Russia

Bering Sea

Sea of Okhotsk

Norway

Estonia
Latvia
Lithuania

Kuril Islands

Ireland

North Sea

Denmark

U.K.

Poland

Ukraine

Kazakhstan

Aral Sea

Mongolia

Sea of Japan

North Korea

South Korea

Japan

France

Georgia

Armenia Azerbaijan

Uzbekistan

Kyrgyzstan

China

Portugal

Spain

Black Sea

Turkey

Greece

Turkmenistan

East China Sea

Tunisia

Mediterranean Sea

Iraq

Iran

Nepal

Bhutan

Taiwan

Canary Islands (Spain)

Morocco

Algeria

Libya

Egypt

Jordan

Saudi Arabia

Pakistan

India

Bangladesh

Myanmar

Pacific Ocean

Philippine Sea

Western Sahara

Red Sea

Oman

Arabian Sea

Bay of Bengal

Andaman Islands (India)

Thailand

Vietnam

Philippines

Mauritania

Mali

Niger

Chad

Sudan

Eritrea

Yemen

Djibouti

Somalia

Maldives

Sri Lanka

Brunei

Guam (United States)

The Gambia

Guinea Bissau

Guinea

Burkina

Nigeria

Central African Republic

Uganda

Ethiopia

Kenya

Malaysia

Singapore

Indonesia

Ivory Coast

Liberia

Ghana

Togo

Equatorial Guinea

Sao Tome & Principe

Cameroon

Congo

Dem. Rep. of the Congo

Rwanda

Burundi

Tanzania

Papua New Guinea

Angola

Zambia

Seychelles

Indian Ocean

Namibia

Zimbabwe

Botswana

Madagascar

Mauritius

Mozambique

Australia

South Africa

Swaziland

Lesotho

Fiji

South Atlantic Ocean

Great Australian Bight

Tasman Sea

Tasmania

New Zealand

1. Netherlands	7. Croatia	12. Montenegro	18. Moldova	23. Cambodia
2. Belgium	8. Bosnia and	13. Albania	19. Cyprus	24. Laos
3. Luxembourg	Herzegovina	14. Slovakia	20. Lebanon	25. Bahrain
4. Switzerland	9. Serbia	15. Austria	21. Palestinian	26. Benin
5. Liechtenstein	10. Kosovo	16. Hungary	Territories	27. Sierra Leone
6. Slovenia	11. Macedonia	17. Czech Republic	22. Israel	28. Senegal

Southern Ocean

Antarctica

TODAY NATIONS CONFRONT complex challenges, such as economic crisis and change, global warming, wars and their refugees, and the political role of religion. At this historical juncture, it is especially important for people to understand the fundamentals of politics. This book aims to enable students to traverse the terrain between their first impressions of politics and the realities of the subject. It focuses on clear, logical, and compelling explanation of what they need to know about today's politics, to be good citizens of their nations and the world. The book's strategy has several features that work in tandem: (a) an overall theme: politics as the interplay of contention and cooperation in and around government, (b) the book's conception of political science as the exploration of causal factors and consequences related to political phenomena, (c) exploration of the subject in a diversity of real-world contexts, including two country cases per chapter, (d) an effective, intuitive pedagogical approach to topic sequencing, and (e) an accessible, practical approach to concepts and their application to the real world.

A THEME: POLITICS AS THE INTERPLAY OF CONTENTION AND COOPERATION

I have found that students focus better on a subject when they have an overall theme to help integrate the whole. I think of politics as the interplay of contention and cooperation by individuals and groups, to affect authoritative decision making (in this case, decision making by government). Here the word "group" is meant expansively, including not only interest groups but also a wide range of other entities such as political parties, factions within them, sociopolitical movements, institutions, schools of thought about policy, and other types of groups. My meaning for the term "contention" is also expansive, based on how the word is used in ordinary language: any sort of striving in the face of difficulty, rivalry, competition, or opposition. (Thus I use the word much more broadly than what a few political scientists call "contentious politics"—protest, usually involving sociopolitical movements, outside established political channels.)

Thinking about the interplay of contention and cooperation stimulates interesting and important questions. The United States, for example, displays an increasingly polarized society, politically, economically, and socially, and we see vigorous contention within other nations, too, as well as among nations in international politics. What brings individuals to cooperate in maintaining such groups as political parties, interest groups, and social movements? What factors can contribute to division within such groups into different contending factions? In legislative assemblies, when do legislators tend to cast votes in cooperation with their party and its leadership, and when do they go their own way? When and why do different parties ally with one another, and when do such coalitions break down? When and why do different governmental institutions seem to be contending or cooperating with each other, and which has the most influence over the other as they do so? In international politics, when and why do nations contend with each other, and when are they more likely to cooperate (sometimes in contending alliances)?

Regarding the *intensity* of intergroup contention, more questions arise. When and why do groups contend sharply, sticking to their most important priorities? When and why do they engage in more gentle rivalry, at times engaging in cooperation and compromise? What are the consequences of differences in the intensity of contention or cooperation? And what about the consequences of patterns of contention and cooperation? I believe that the theme of political contention and cooperation can motivate student interest as well as help tie the course together.

POLITICAL SCIENCE, CAUSAL FACTORS, AND CONSEQUENCES

This book defines political science as the systematic examination of causal factors and consequences of political phenomena. For students to be good citizens of their nations and the world, they need to be able to think in terms of causal factors and consequences regarding important developments around them. At various points in this book, I highlight one or more of three types of causal factors that affect patterns of contention and cooperation in politics: (a) the

main types of political framework that surround and structure politics, (b) influence, the most common form of power in politics, and (c) values, among the goals of policies and at times among the motivations of contending groups, alongside (or even occasionally instead of) material interests.

For example, multiparty parliamentary democracy displays very different patterns of contention and cooperation from those that we see under two-party presidential democracy or military authoritarian rule. In another example, the influence of a political party's top leadership over its legislators and mid-level leaders is a key factor in the degree of cooperation within the party, as it contends with other parties. And in the financial crisis of 2008–2009, shared concern about a value—public well-being in the particular form of minimal financial stability—contributed to cooperation among parties and interest groups that normally contend with each other, often sharply. An especially important cluster of values, human rights, is a recurring topic over the course of the book as either causal factor or consequence.

COUNTRY CASES

Moreover, good citizenship requires being able to view events and patterns in a comparative context. Some awareness of what goes on elsewhere enriches one's perspective on how things are done domestically, so that what is happening at home does not seem to be "the only game in town." In addition to many brief examples from various countries within the narrative, each chapter ends with two in-depth country cases, drawn from many different parts of the world, to illustrate political contention and cooperation with an eye to the chapter's topic. In understanding politics, it is important for students to situate concepts in the stories of particular nations. Over the course of this book, a wide range of nations are represented.

TOPIC SEQUENCING

A further challenge for a text introducing political science revolves around topic sequencing. The field of politics is a sprawling tapestry with many interrelationships among topics. How can the student understand one topic without the others? Yet a text must start somewhere, and proceed in some order. If the student's understanding of politics is not built systematically, from the ground up, the result may be a complex jumble of information that can even discourage students from good, thoughtful citizenship.

This book emerged from my thirty years of teaching the course to undergraduates, in which I used my syllabus to rearrange the sections and chapters of the available textbooks to achieve what I considered to be a more natural and logical sequence of coverage. For example, the distinction between parliamentary and presidential democracy is commonly first presented in the chapter on the legislative process, which tends to come toward the middle of texts or later. But a preliminary and simplified version of the distinction is also useful for understanding topics that should come earlier in the book, such as power and interest groups. I concluded that for the subject of politics to unfold in a natural, logical, synchronized way, concepts and topics need to be sequenced carefully to reduce confusion and build understanding systematically, step by step. Eventually it occurred to me that the market needed a book that did a better job of topic sequencing.

A second major aspect of topic sequencing is the overall order of the chapters in the book. For introductory students, chapters need to flow in a logical order to build a feel for politics and government. I believe that this book's table of contents presents such a sequence. However, a qualification is in order here. Often instructors using the same text vary in how they want to use it in the course, and may prefer a different sequence. And they may not want to assign every chapter, every section of a chapter, every box feature, or every country study, as required reading for students. For this reason, I have tried to craft each chapter and section to be sufficiently comprehensive and self-contained to be able to stand alone, so that each may do its job as part of a different sequence or strategy. Such modular construction can provide a book that is a flexible and powerful multi-use tool, capable of being employed effectively in various roles in a wide range of higher education settings, from community colleges to regional and primary state universities, liberal arts colleges, and other universities.

TERMS, CONCEPTS, AND THEIR REAL-WORLD APPLICATION

Another feature of this book's pedagogical approach addresses challenges that students sometimes face when they are confronted by new terms and try to apply them to often messy realities. Clarity and accuracy in applying terms to the real world is important in preparing students for good citizenship as well as for further study of politics. Contending politicians sometimes use vague, emotionally charged, and extreme language to characterize events or their opponents.

Media coverage does little to reduce the resulting confusion, and many voters are tempted to throw up their hands in frustration or disgust. Being a responsible citizen requires some awareness of the shades of gray between polar extremes, and having a feel for when exaggeration or outright falsehood may be afoot. This text attempts to make a start on this problem, in the nonpartisan context of introducing political science.

In addition to using clear terms and definitions, most chapters contain a "Concept in Context" section, explaining further the meaning of a key term or phrase in the realistic context of its actual use. And where appropriate, this text includes examples that illustrate and invite critical thinking about the application of terms. To be sure, this book relies on terminology widely used in political science, defined as simply and directly as possible. But occasionally a term that is widely used by political scientists to label a phenomenon may unintentionally create a misleading or confusing impression of what it refers to. At the few points where such confusion is possible, this book adds more intuitive terminology that is direct, revealing, and clear, in relation to both ordinary language and political reality.

The most important occasions for this seem to arise as political scientists use typologies to classify phenomena. Sometimes contrasting labels suggest extremes, whereas most of the empirical reality actually occupies the spectrum between the extreme poles. For example, in the chapter on political parties, I take note of the terms "catchall" and "programmatic," used by many political scientists to classify political parties. The first word implies vacuous pandering, while the other seems to go to the opposite extreme: a party that always displays and pursues a specific and detailed program of policy prescriptions. These terms are fine for the extremes, but in reality, most parties lie somewhere in between. In this case, it may be better to enrich our terminology for introductory students by adding a pair of words from ordinary language—"broad" and "focus"—to classify parties by their segment of the continuum.

In another example, political scientists who study voting tend to draw a contrast between (a) voting by policy preference, with the voter choosing a party because its policy on a key issue is closest to the voter's own policy preference (called "proximity" voting), and (b) voting without regard for policy, either on a gut feeling or on whether things seem to be going well or poorly for oneself or one's country. But many votes seem to be on a continuum between these poles. To help here, at points in the chapters on parties (10)

and elections (11), I employ the notion of general policy direction preference. This involves preferences that government policy move in one or more of four types of general direction: (a) toward a value (e.g., national security or social justice), (b) in the direction of a particular ideology, (c) toward support for an interest group, or (d) in the direction of a general policy prescription to address an important issue (e.g., toward restricting or expanding access to abortions). Often voter motivations and party appeals seem to center on preferences for such general policy directions, rather than on specific policy positions, retrospective assessment of events, or affective attraction, or involve mixtures of these factors.

SPECIAL FEATURES

To enrich student learning, this book also includes revolving selections of boxed sections under the following titles:

- *Concept in Context* (noted above) expands on some of the most important key terms and concepts by showing how they may be viewed in the context of their use in politics and political science.

- *Contention and Cooperation in Focus* zeroes in on a particular issue, event, or process in a country that illustrates the interplay of political contention and cooperation.

- *The Philosophical Connection* takes note of the views of one or two important political philosophers on topics discussed in the chapter.

- *The Human Rights Connection* examines how the human rights outlook bears on aspects of the chapter's topic.

- *Applying the Models* uses the models of the distribution of influence (majority preference, elite, pluralist, and personal leadership, introduced in chapter 2) to help explain some part of the chapter topic.

- *Country Case Studies* at the end of each chapter help illustrate each chapter's themes, give a feel for the politics of particular nations, and provide helpful background for examples that are found in subsequent chapters.

- *Critical Thinking Questions* at the end of each chapter expand on the chapter's concepts for students to consider the implications and relate to other situations.

- *Key Terms* are found in bold and defined in the text, listed at the end of each chapter for easy review, and defined again in the glossary at the end of the book.

The book also contains tables, figures, maps, and photos that are designed to underscore the major concepts and take-home points in each of the chapters, and enhance student comprehension of the topics.

SUPPLEMENTS

- **Test Bank.** For each chapter in the text, there is a test bank section that includes multiple choice, true/false questions, and essay questions. The Test Bank is available to adopters for download on the text's catalog page at https://rowman.com/ISBN/9781442252592.

- **Testing Software.** This customizable test bank is available as either a Word file or in Respondus. Respondus is a powerful tool for creating and managing exams that can be printed to paper or published directly to the most popular learning management systems. Exams can be created offline or moved from one learning management system to another. **Respondus LE** is available for free and can be used to automate the process of creating print tests. **Respondus 3.5**, available for purchase or via a school site license, prepares tests to be uploaded to any of the most popular course management systems such as Blackboard. Visit the Respondus Test Bank Network at http://www.respondus.com/products/testbank/search.php to download the test bank for either Respondus 3.5 or Respondus LE.

- **Companion Website**. Accompanying the text is an open-access Companion Website designed to engage students with the material and reinforce what they've learned in the classroom. For each chapter, flash cards and self-quizzes help students master the content and apply that knowledge to real-life situations. Students can access the Companion Website from their computer or mobile device; it can be found at http://textbooks.rowman.com/smith1e.

- **eBook.** The full-color eBook allows students to access this textbook anytime and anywhere they want. The eBook for *A Comparative Introduction to Political Science* includes everything that is in the print edition in vibrant color, and features direct links to the Companion Website where students can access flash cards and self-quizzes to help test their understanding of the major concepts and terminology in each chapter. The eBook can be purchased at https://rowman.com/ISBN/9781442252608 or at any other eBook retailer.

- **PowerPoint Slides.** A set of line art PowerPoint slides provides all the tables and figures from the text. The slides are available to adopters for download on the text's catalog page at https://rowman.com/ISBN/9781442252592.

ACKNOWLEDGMENTS

BRIEF CONTENTS

CONTENTS