

Introduction to Comparative Politics

Political Science 1340
Southern Methodist University
Fall 2011

Class time and location: MWF, 11:00 a.m.-11:50 p.m., Fondren Science Building 0155

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Office Hours: MW 3-4:30 p.m., and by appointment

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COURSE DESCRIPTION AND OBJECTIVES

This course introduces students to comparative politics: the subfield of political science devoted to the study of politics and political life within the countries of the world. It will tackle a range of questions that are of central concern to comparative political scientists, among them: How do states form? How do states become nations? Why do some countries become democracies and not others? What is democracy good for? How do institutions affect the political process? What is good governance? What are the causes of civil wars?

The course has both substantive and procedural objectives. Substantively, students should be able to identify and discuss important concepts and tools in the study of comparative politics, including modernization theory, selectorate theory, tipping models, and veto players. They should further be able to explain how social scientists ask questions about politics, how they investigate these questions, and how they develop their theories. Procedurally, students should be able to critically evaluate academic scholarship and its relevance to the real world, and should be able to convey clear, focused, and well-supported arguments through their written work and in their class participation.

REQUIRED TEXTS

Clark, William Roberts, Matt Golder, and Sona Nadenichek Golder. 2008. *Principles of Comparative Politics*. Washington, DC: CQ Press. (Henceforth, **CGG**)

Although each chapter of the text concludes with a set of exercises, you are not required to complete them.

Additional required readings will be posted or linked on Blackboard. If you are not using a campus computer, you can access the linked readings by entering your last name and 14-digit SMU library barcode number when prompted for authentication of your SMU status.

Because this course will make reference to current events, and because being an informed citizen of the world is valuable in its own right, you should make a habit of reading a respectable news publication on a regular basis.

COURSE REQUIREMENTS AND GRADING

Grading

Participation & Attendance	10%
Reading Quizzes	10%
Short Response Papers	20%
Final Paper	25%
Midterm Exam	15%
Final Exam	20%

Attendance and Participation

Attendance at lecture and participation in discussion are expected. If you need to miss class for a family emergency, illness, or University-sponsored event, you must notify me **in advance** via email and provide appropriate documentation. Unexcused absences will adversely affect your participation grade. **After five unexcused absences, I will administratively drop you from the course.**

If you must miss a class, please obtain lecture notes from another student. I will not distribute PowerPoint slides or my own personal notes, nor will I provide a private tutorial. If you have spoken to a classmate and still have questions, I am available to fill in the gaps.

Required readings are, in fact, required – you should complete them prior to the beginning of the class for which they're assigned and come to class prepared and ready to discuss them.

I expect you to be courteous and respectful to me and to your classmates. This means arriving on time, staying in your seat and awake until the end of the period, and refraining from texting or other distracting activities. I will permit the use of laptops in class, but will ask you to make a commitment to using them only for the purpose of note taking. If I find that laptops are being used for other purposes, the privilege will be revoked.

Late arrivals and early departures, being present but unprepared to participate, participating without being prepared, and engaging in distracting or disrespectful behavior will all adversely affect your participation grade.

Assignment Details

Reading Quizzes: Periodically throughout the semester, I will give unannounced quizzes on the readings. The quizzes will be open note, but not open book or open laptop, and will consist primarily of basic, factual questions that you should have no trouble answering if you have completed the readings and taken good notes. I will drop your lowest quiz grade before calculating your overall quiz average. If you miss a pop quiz because of an excused absence, that quiz will be dropped and your remaining quiz grades re-weighted to compensate. If you miss a pop quiz because of an unexcused absence, you will receive a zero on the quiz. There will be no make-up quizzes.

Short Response Papers: During three weeks of the semester, you will write a short paper in which you propose a research question related to that week's topics of discussion and then compare, contrast, and evaluate two existing answers to this question. Papers should be two to three pages in length and will be rewarded for original thinking, synthesis of multiple scholarly works, concision, and clarity. You *should not* extensively summarize the readings. You must cite a minimum of three scholarly sources – refereed journal articles or academic books – along with any other materials you require in order to make a compelling argument. You will sign up for dates to submit papers during the second week of class. You may change your scheduled dates at a later time, but you must provide at least one week's advance notice. You must also complete at least one paper by October 3rd. If you wish, you may submit a fourth paper, in which case your two lowest paper grades will be averaged.

Final Paper: You will write a 7-8 page brief, directed at constitutional framers in a new democracy, in which you recommend and justify a specific set of political institutions that should be adopted. Papers will be rewarded for original thinking, synthesis of multiple scholarly works, clarity of argumentation, and appreciation of tradeoffs inherent in institutional choices. You must cite a minimum of seven scholarly sources. You must submit to Blackboard an outline of your recommendations no later than November 11th. The paper is due December 2nd.

Exams: Both the midterm and final exams will consist of IDs and essay questions. You will need to draw on information from both lectures and readings in order to successfully answer all of the exam questions. The final exam will be comprehensive.

Paper Submission and Help

The short response papers and final paper should be double-spaced, with 1-inch margins, 12-point Times New Roman font, and standard character spacing. Each paper must be submitted in hard-copy format **prior to** the beginning of class on the day it is due. Failure to meet this deadline will result in a full letter grade deduction for each 24-hour period after the due date and time, beginning at 11:01 a.m. It is your responsibility to complete all assignments such that sufficient time remains to deal with any technical difficulties you might encounter. I will not be sympathetic to claims of malfunctioning printers.

Each paper must also be submitted to Blackboard as a Word document (not a PDF). In the absence of electronic submission, your paper will not be graded.

The SMU Writing Center can assist you with your writing. Call 214-768-4253 for an appointment.

Contacting Me

For quick questions or to schedule an appointment, the best way to contact me is via email at kcloward@smu.edu.

My office hours, listed at the beginning of the syllabus, are your time. I am here to help you, but in order for me to do that you must first let me know that you are having a problem. If my regular hours are inconvenient for you, I am happy to schedule another time.

Religious and Disability Accommodation

Students needing academic accommodations for a disability must first contact Disability Accommodations & Success Strategies (DASS) at 214-768-1470 or <http://smu.edu/alec/dass.asp> to verify the disability and to establish eligibility for accommodations. You should then schedule an appointment with me to make appropriate arrangements. It is essential that you address your needs early in the semester, **before** assignments are due.

Students who need to miss class for religious reasons should provide me with an explanation, in writing, no later than September 7th.

Honor Code

I take **plagiarism** and other forms of **cheating** very seriously. Plagiarism is the use of someone else's work, words, or ideas as if they were your own. When in doubt, cite. In addition, you may not recycle work you have submitted in another course.

The SMU Honor Code governs all student work in this course, both in class and outside of the classroom. Honor code violations are punishable not only by a failing grade for the course, but also by referral to the University Honor Council. Any questions about specific applications of the Honor Code should be addressed to me.

Personal Responsibility

I am committed to being accessible to students, and I want you to succeed in the course, but you should not mistake this attitude for lax standards or low expectations. I am absolutely serious about this course. If you do not intend to be equally serious, you may want to find another class. If you choose to stick with it, *the onus is on you* to do the things necessary to achieve the goals you've set for yourself, or to accept responsibility if you do not. You are all adults, and you will get out of the class what you put into it. Students who demonstrate their commitment to the course and to putting in the necessary work will find that I am ready and willing to help and advise them whenever possible. But I will not pick up the slack for students who are just looking to skate by, and I won't do your work for you. Moreover, I will strictly enforce all of the rules set out for this course – I will not make exceptions simply because you forget what the rules are or think they shouldn't apply to you for whatever reason. To that end, I will ask you to meet with me during the first two weeks of the semester to sign a contract stating that you understand both what is expected of you and the consequences should you fail to meet those expectations.

LECTURE AND READING SCHEDULE

I. FOUNDATIONS OF COMPARATIVE POLITICS

August 22: Introduction to Comparative Politics

- CGG. Chapter 1.
- King, Charles. 1999. "How to Think."
http://www9.georgetown.edu/faculty/kingch/How_to_Think.htm

August 24-26: The Comparative Method and Science

- CGG. Chapter 2.

Recommended:

- Przeworski, Adam and Henry Teune. 1982. *The Logic of Comparative and Social Inquiry*. Malebar, FL: Krieger Publishing, Introduction and Chapter 1.

August 29-31: Politics, Power, and Strategic Interaction

- CGG. Chapter 3.

September 2: Class Cancelled

September 5: Labor Day

September 7: Writing

- Farrell, Henry. 2010. "Good Writing in Political Science: An Undergraduate Student's Short Illustrated Primer." http://www.henryfarrell.net/pol_sci_essay.html.

September 9: Researching

- University of Wisconsin Writer's Handbook APSA Documentation: APSA Reference List page and APSA Parenthetical Citations page.
<http://writing.wisc.edu/Handbook/DocAPSA.html>
- University of Wisconsin Writer's Handbook Acknowledging, Paraphrasing, and Quoting Sources handout.

II. REGIMES

September 12-16: States and State-Building

- CGG. Chapter 4.
- Herbst, Jeffrey. 1990. "War and the State in Africa." *International Security* 14(4): 117–139.

- Jackson, Robert H. and Carl G. Rosberg. 1982. "Why Africa's Weak States Persist: The Empirical and the Juridical in Statehood." *World Politics* 35(1): 1-24.

Recommended:

- Bates, Robert. 2008. "The Logic of State Failure: Learning from Late-Century Africa." *Conflict Management and Peace Science* 25: 297-314.
- Hobbes, Thomas. 1651. *Leviathan*.
- Tilly, Charles. 1985. "War Making and State Making as Organized Crime." In *Bringing the State Back In*, ed. Peter B. Evans, Dietrich Rueschemeyer, and Theda Skocpol. Cambridge: Cambridge University Press, pp. 169-191.

September 19-21: Democracy and Authoritarianism

- CGG. Chapter 5.
- Przeworski, Adam, Michael E. Alvarez, José Antonio Cheibub, and Fernando Limongi. 2000. *Democracy and Development: Political Institutions and Well-Being in the World, 1950-1990*. Cambridge: Cambridge University Press, pp. 13-30; 33-36.
- Levitsky, Steven, and Lucan Way. 2002. "The Rise of Competitive Authoritarianism." *Journal of Democracy* 13(2): 51-65.
- Diamond, Larry. 2002. "Thinking About Hybrid Regimes." *Journal of Democracy* 13(2): 21-35.

Recommended:

- Alvarez, Mike, José Antonio Cheibub, Fernando Limongi, and Adam Przeworski. 1996. "Classifying Political Regimes." *Studies in Comparative International Development* 31: 3-34.
- Dahl, Robert. 1971. *Polyarchy: Participation and Opposition*. New Haven: Yale University Press.
- Freedom House. 2010. "Freedom in the World: Methodology." http://www.freedomhouse.org/template.cfm?page=351&ana_page=363&year=2010
- Linz, Juan J. and Alfred Stepan. 1996. *Problems of Democratic Transition and Consolidation: Southern Europe, South America, and Post-Communist Europe*. Baltimore: Johns Hopkins University Press. Chapter 3.
- Linz, Juan J. and Alfred Stepan. 1996. "Toward Consolidated Democracies." *Journal of Democracy* 7(2): 14-33.

September 23-26: Economic Determinants of Democracy

- CGG. Chapter 6.

Recommended:

- Boix, Carles. 2003. *Democracy and Redistribution*. Cambridge: Cambridge University Press.
- Lipset, Seymour. 1959. "Some Social Requisites of Democracy: Economic Development and Political Legitimacy." *American Political Science Review* 53(1): 69-105.
- Przeworski, Adam, Michael E. Alvarez, José Antonio Cheibub, and Fernando Limongi. 2000. *Democracy and Development: Political Institutions and Well-Being in the World, 1950-1990*. New York: Cambridge University Press. Chapter 2.
- Przeworski, Adam and Fernando Limongi. 1997. "Modernization: Theories and Facts." *World Politics* 49(2): 155-183.

September 28: Cultural Determinants of Democracy

- CGG. Chapter 7.

Recommended:

- Almond, Gabriel and Sidney Verba. 1963. *The Civic Culture*. Princeton: Princeton University Press.
- Putnam, Robert D. 1993. *Making Democracy Work: Civic Traditions in Modern Italy*. Princeton: Princeton University Press.
- Seligson, Mitchell A. 2002. "The Renaissance of Political Culture or the Renaissance of the Ecological Fallacy?" *Comparative Politics* 34: 273-292.

September 30 – October 5: Democratic Transitions

- CGG. Chapter 8.
- Huntington, Samuel. 1991. "Democracy's Third Wave." *Journal of Democracy* 2(2): 12-34.
- Wood, Elisabeth. 2000. *Forging Democracy from Below: Insurgent Transitions in South Africa and El Salvador*. New York: Cambridge University Press. Chapters 1 and 8.

Recommended:

- Kuran, Timur. 1991. "Now out of Never: The Element of Surprise in the East European Revolution of 1989." *World Politics* 44(1): 7-48.
- Olson, Mancur. 1971. *The Logic of Collective Action*. Cambridge: Harvard University Press, pp. 5-52.
- Skocpol, Theda. 1976. "France, Russia, China: A Structural Analysis of Social Revolutions," *Comparative Studies in Society and History* 18: 175-203.

October 7: Regime Type and Government Performance

- CGG. Chapter 9.

Recommended:

- Bueno de Mesquita, Bruce, Alastair Smith, Randolph Siverson, and James D. Morrow. 2003. *The Logic of Political Survival*. Cambridge: MIT Press.
- Olson, Mancur. 1993. "Dictatorship, Democracy, and Development." *American Political Science Review* 87: 567-577.
- Przeworski, Adam, Michael E. Alvarez, José Antonio Cheibub, and Fernando Limongi. 2000. *Democracy and Development: Political Institutions and Well-Being in the World, 1950-1990*. New York: Cambridge University Press. Chapter 3.

October 10: Fall Break

October 12: Democratic Decision-Making

- CGG. Chapter 10.

Recommended:

- Downs, Anthony. 1957. *An Economic Theory of Democracy*. New York: Harper Collins.

October 14: Midterm Exam

III. DEMOCRATIC INSTITUTIONS

October 17-21: Parliamentary vs. Presidentialism

- CGG. Chapter 11 and Chapter 15 (pp. 742-762).
- Valenzuela, Arturo. 2004. "Latin American Presidencies Interrupted." *Journal of Democracy* 15(4): 5-19.

Recommended:

- Stepan, Alfred and Cindy Skach. 1993. "Constitutional Frameworks and Democratic Consolidation: Parliamentarianism vs. Presidentialism." *World Politics* 46(1): 1-22.

October 24-26: Electoral Systems

- CGG. Chapter 12.

Recommended:

- CGG. Chapter 15 (pp. 700-723).
- Jones, Mark P. 2008. "Gender Quotas, Electoral Laws, and the Election of Women: Evidence from the Latin American Vanguard." *Comparative Political Studies* 42(1): 56-81.

October 28-31: Party Systems and Identity Politics

- CGG. Chapter 13.
- Posner, Daniel. "The Political Salience of Cultural Difference: Why Chewas and Tumbukas are Allies in Zambia and Adversaries in Malawi." *American Political Science Review* 98: 529-546.

Recommended:

- De La O, Ana and Jonathan Rodden. 2008. "Does Religion Distract the Poor? Income and Issue Voting Around the World." *Comparative Political Studies*. 41(4/5): 437-476.

November 2-4: Veto Players

- CGG. Chapter 14.

Recommended:

- Chhibber, Pradeep and Ken Kollman. 2004. *The Formation of National Party Systems: Federalism and Party Competition in Canada, Great Britain, India, and the United States*. Princeton: Princeton University Press.
- Tsebelis, George. 1995. "Decision Making in Political Systems." *British Journal of Political Science* 25: 289-326.

November 7: Representation

- CGG. Chapter 15 (pp. 675-699).
- Stokes, Susan. 2001. *Mandates and Democracy: Neoliberalism by Surprise in Latin America*. New York: Cambridge University Press. Chapter 1.

Final Paper outline due

Recommended:

- Cleary, Matthew R. 2007. "Electoral Competition, Participation, and Government Responsiveness in Mexico." *American Journal of Political Science* 51(2): 283-299.

III. ISSUES IN COMPARATIVE POLITICS

November 9: The Resource Curse

- Ross, Michael. 2009. "Oil and Democracy Revisited." Working Paper.
- CGG. Review Chapter 6 (pp. 182-201).

Recommended:

- Ross, Michael. 2001. "Does Oil Hinder Democracy?" *World Politics* 53: 325-361.

November 11: Clientelism

- van de Walle, Nicolas. 2007. "Meet the New Boss, Same as the Old Boss?" The Evolution of Political Clientelism in Africa." In *Patrons, Clients, and Policies: Patterns of Democratic Accountability and Political Competition*, ed. Herbert Kitschelt and Steven I. Wilkinson. Cambridge; New York: Cambridge University Press, pp. 50-67.

Recommended:

- van de Walle, Nicolas. 2003. "Presidentialism and Clientelism in Africa's Emerging Party Systems." *The Journal of Modern African Studies* 41(2): 297-321.
- Wantchekon, Leonard. 2003. "Clientelism and Voting Behavior: Evidence from a Field Experiment in Benin." *World Politics* 55(3): 399-422.

November 14: Corruption

- Kunicová, Jana and Susan Rose-Ackerman. 2005. "Electoral Rules and Constitutional Structures as Constraints on Corruption." *British Journal of Political Science* 35: 573-606.

November 16-21: Civil War

- Collier, Paul, V.L. Elliott, Håvard Hegre, Anke Hoeffler, Marta Reynal-Querol, and Nicholas Sambanis. 2003. *Breaking the Conflict Trap: Civil War and Development Policy*. Washington, D.C.: The World Bank and Oxford University Press. Chapter 3.
- CGG. Chapter 15 (pp. 723-741).

Recommended:

- Collier, Paul. 2007. *The Bottom Billion*. Oxford; New York: Oxford University Press. Chapter 2.
- Collier, Paul and Anke Hoeffler 2004. "Greed and Grievance in Civil Wars," *Oxford Economic Papers* 56(4): 563-595.
- Fearon, James D. 2004. "Why Do Some Civil Wars Last So Much Longer Than Others?" *Journal of Peace Research* 45(3): 275-301.
- Fearon, James D. and David D. Laitin. 2003. "Ethnicity, Insurgency, and Civil War." *American Political Science Review* 97(1): 75-90.
- Humphreys, Macartan and Jeremy M. Weinstein. 2008. "Who Fights? The Determinants of Participation in Civil War." *American Journal of Political Science* 52(2): 436-455.

November 23-25: Thanksgiving Break

November 28 – December 2: Nationalism

- Anderson, Benedict. 1983. *Imagined Communities*. New York: Verso. Chapters 1-4.
- Miguel, Ted. 2004. "Tribe or Nation? Nation Building and Public Goods in Kenya versus Tanzania." *World Politics* 56(3): 327-352.

December 2: Final Paper due in class

Recommended:

- Brubaker, Rogers. 1998. "Myth and Misconceptions in the Study of Nationalism." In *The State of the Nation: Ernest Gellner and the Theory of Nationalism*, ed. John A. Hall. Cambridge: Cambridge University Press, pp. 272-306.
- Darden, Keith and Anna Grzymala-Busse. 2006. "The Great Divide: Literacy, Nationalism, and the Communist Collapse." *World Politics* 59: 83-115.
- Renan, Ernest. 1996. "What is a Nation?" In *Becoming National*, ed. Geoff Eley and Ronald Grigor Suny. Oxford: Oxford University Press, pp. 41-55.
- Sahlins, Peter. 1991. *Boundaries: The Making of France and Spain in the Pyrenees*. Berkeley: University of California Press.

December 5: Conclusions

December 7, 11:30 a.m. – 2:30 p.m.: Final Exam