UNIVERSITY OF BRITISH COLUMBIA
POLITICAL SCIENCE 511A
Core Seminar in Comparative Government and Politics

Term 1, September-December 2020
Wednesdays, 14:00-17:00 PST, on Zoom
Professor: Lisa McIntosh Sundstrom
Virtual Office Hours by appointment (send me an email and we will find a time)
Office: Buchanan C309 (but not accessible this term due to COVID closures)
Email: lisa.sundstrom@ubc.ca

Course Description and Objectives

Poli 511 is designed to: (1) assist doctoral students prepare to write the comprehensive field examination in comparative politics; (2) provide doctoral students with a sense of the breadth of the field, its intellectual history, and current challenges; (3) equip research-oriented students with the background necessary to assess the state of the art in comparative politics as a precursor to developing their own theses or thesis proposals; and (4) provide doctoral students with the background necessary to teach comparative politics. Master's students are welcome, but the workload and academic requirements are commensurate with the needs of doctoral students.

The learning objectives for this course are that students will:

1. Deepen and broaden their understanding of many of the common references and debates in contemporary comparative politics;
2. Hone their skills to understand and critically engage with comparative politics scholarship, including texts using a range of methodological approaches;
3. Create a foundation from which to build their own original theoretical arguments and research projects in comparative politics; and
4. (where relevant) Significantly strengthen their preparation for the department's PhD program comprehensive examination in the field of comparative politics by developing their own understanding of how elements of the field fit together.

Comparative politics is a sprawling and dynamic field of study, with ancient roots. The course examines current scholarship in light of the evolution of the field, and in relation to knowledge in other disciplines. Approaches to the study of comparative politics, and comparative politics as a method of analysis, will be examined. Topics vary modestly from year to year, but typically include such issues as: political order and change, constitutionalism and civic virtue, the sources of resistance and rebellion, culture and institutions, cooperation and social capital, democracy and authoritarianism, and transnational influences on domestic politics. Work will be discussed for both substantive findings and methodological contributions. Students will read some of the great books

produced by the field in recent decades, as well as cutting-edge work from the journal literature.

The field of comparative politics is so enormous that it is difficult to keep up with new readings that appear outside our immediate areas of expertise unless we are given this kind of opportunity to refresh our broader knowledge. The enormity of the field also demands that we under-emphasize some important areas of literature. Political economy and political behaviour are areas that are underrepresented here, largely due to my relative lack of expertise in these sub-fields of comparative politics. If you are interested in further examining these topics, please be sure to take other departmental graduate courses that focus heavily on them (such as 513, 516D, and 551).

First Nations Land Acknowledgement

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the Musqueam (xʷməθkʷəy̓əm) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

Required Reading

The attached reading list contains the required readings that all students are expected to complete each week. You can find all required readings on the syllabus electronically through the UBC Library Online Course Reserves (LOCR) site. Go to https://courses.library.ubc.ca, and log in with your UBC CWL to access the online readings for the course. You will be able to access pdf versions of each journal article and book chapter listed as a required reading through that service. You will need to log in with your UBC CWL to access the library readings.

Course Canvas Site

I have created a modest, pared-down Canvas site for the course with some key informational elements. On the site you can find:

1. A link to download the syllabus.
2. A link to access and join the shared Google folder for sharing and saving the SRD documents for the class.
3. A link to the access the online readings (direct to the course section on the LOCR site described above).
4. A portal for joining our Zoom sessions (see the "Zoom" option in the main left hand menu). This will allow you to always find the Zoom links and recordings of the sessions will be kept there for anyone unable to attend any lives sessions. This is a more secure way of sharing and accessing the live sessions in a manner only available to registered students.
5. Guidance and preparation documents for the mock comprehensive examination (these will be uploaded over the term).

Zoom Class Sessions

We will be meeting via Zoom for this course. Please note the following information and guidelines:

- **Privacy**: For various reasons related to political situations in the countries some students may be connecting from or citizens of, they may have privacy concerns about their identity being revealed. Please consider the following message from Political Science: "Zoom is now being hosted on Canadian servers if used through the free UBC license. If you nonetheless have privacy concerns about Zoom:
  - Don't create your own account with Zoom, as you can attend Zoom lectures without one.
  - Provide only your first name or a nickname when you join a session. If you do so, inform the instructor / TAs as applicable so they are aware.
  - Join sessions only by clicking the Zoom links your instructors send.
  - Keep your camera off and microphone muted, as much as you can.
  - Try to avoid sharing any identifying information for yourself or other students (e.g., real names)."
- **Logging in**: The meeting link for each week is located in the "Zoom" menu on the course Canvas site. Do not share the meeting ID information with anybody who is not in the course. Please log in a few minutes before each class begins to ensure there is time to address any problems. If you encounter any problems connecting, please email me to let me know. If necessary, you can connect by telephone.
- **Accessibility issues**: if you are finding yourself facing longer-term accessibility issues that make connecting via Zoom difficult, please let me know. We can discuss to try to find a solution.
- **Recording of sessions**: I will record each class session to be available for anyone who cannot attend any sessions synchronously. The recordings can be found on the Canvas Zoom section shortly after each class session ends and will only be accessible to students registered in the course.
- **Chat function**: Zoom allows you to text other participants through a chat function. You have the option of texting another participant privately or texting to everybody.
  - Feel free to text me privately if you wish but please be aware that I may not see your message immediately if I am focused on the discussion. Also, be aware that it is very easy to mistakenly text everybody rather than sending a private message. If you have a private or confidential concern, or an ongoing issue you would like me to address, please email me rather than using the chat function.
  - Please keep private texts to other seminar participants to a minimum as they distract both of you from the main conversation.
  - Texts to everybody can be a useful supplement to the discussion, but use sparingly to avoid distracting from the verbal conversation. Since it can be hard to monitor the chat messages while also guiding the conversation, I will ask seminar participants to take turns acting as 'chat monitors.' We can discuss details in class.
- **Camera**: Seminar discussions will flow more easily if we are able to see each other. If you are able and comfortable turning on your camera, please do so. If you are not able or comfortable having your camera on, please let me know by email.

- **Breakout groups**: We will be using these to enable smaller-group discussions. Zoom allows for both randomly-generated and pre-planned breakout groups. If you have any significant concerns about being placed in a breakout group with a particular seminar participant, please let me know.
- **Concerns**: If you have any concerns about the Zoom format and/or your ability to participate fully through Zoom, please let me know as soon as possible.
- This is a new format for this course. Any and all feedback or suggestions for improvement are welcome. If unforeseen issues or challenges arise, we will make adjustments over the course of term. Seminar members will be consulted before any changes are implemented.

Course Assignments and Evaluation

1. **Class participation, 20 percent**. The success of a seminar course depends fundamentally on active and thoughtful participation by all students. Hence, there is significant weight placed on this aspect of your work in the course. I wish to make clear that I do not consider quantity of speaking, but instead the quality of comments, and evidence that the required readings have been absorbed and analyzed. Your participation mark will be derived from attendance and the quality of in-class contributions to discussions, both as a whole class group and in smaller breakout groups and written chat comments during class sessions.

2. **Contribution to summary and reaction documents (SRDs), 30 percent**. For this component of the course, I have borrowed shamelessly from Professor Coleman's core IR seminar. Students will be required to develop an SRD that is shared online for each reading in every week of the course, beginning in Week 2. The initial SRD documents will be composed by the student(s) presenting each week; then all other students will be expected to comment on them. Full details below. Preliminary feedback will be given on SRD contributions midway through the term, and overall contributions will be assigned a grade at the end of the term (weighted towards the latter half following feedback). <u>The initial SRDs are due each week by end of day on the Sunday before the class meets; all other students' comments on the SRDs are due by 17:00 PST on Tuesday, the day before the class meets</u>.

3. **Two presentations to launch class discussion, 10 percent each**. Each week, one or two students who have led writing the SRD for that week will lead off the discussion in class with a short presentation of about 15-20 minutes each, outlining their responses to the readings and raising questions for the class to discuss. If only one student is presenting, they may take 30-40 minutes of presentation time, and they will be permitted to skip one week of commenting on the SRD document as "compensation" for this additional work. These presentations should give only very brief summaries of the readings' arguments (if at all), since all students will have read the readings and written summary and reaction documents. Instead, presenters should focus on their own reactions to the week's readings and ideally some reactions to other students' online commentaries from their SRDs. You are welcome to use slides to accompany your presentation if you wish, but this is neither expected nor required. Each student will present on the readings twice during the term. In Week 2, students will be asked to identify the weeks in they wish to give presentations.

4. **Mock comprehensive examination, 30 percent**. To be held at the end of the term, likely in the three-hour block in which the course sessions normally occur (with accommodations made for students in unworkable time zones). This exam will simulate conditions of a PhD comprehensive written exam, with similar questions from the standard exam question list (which I will provide early in the term), and a time limit to write. Given that the exam will be written remotely, you may consult any notes or readings during the exam but you must not simply "cut and paste" pre-written text into your answers. This exam will be based on the required readings from the course, but questions will be taken from old comparative politics comprehensive field examinations, as well as questions I solicit from you as suggestions near the end of the course. The questions will be emailed to you at the start of the exam period, and you will be required to submit your answer documents to the instructor by email by the end of that 3-hour period.

Summary and Reaction Documents (SRDs)

Seminar participants will collectively develop one summary and reaction document (SRD) for each text on the syllabus, beginning in Week 2. The student(s) who are presenting the material each week will create the initial SRD documents on the readings, then all other students are expected to add comments to the SRDs. Each SRD will include the following:

1) Bibliographic information
2) Summary of argument
3) Theoretical approach (if applicable)
4) Methodology (if applicable)
5) Key concepts and their definitions
6) Questions/comments about concepts and/or argument
7) Links to other texts (both theoretical allies and opponents)

We will use Google Docs as the tool for writing the shared SRDs. The initial blank template is available in the shared Google Drive folder that you can access via the course Canvas site, and the presenting student(s) each week will customize and fill out the template for that week's readings. Never erase what another person has written – if you disagree with something, add a comment but leave the original statement in place. Please also begin any comment with your name (or signed in with your name on Google), so everybody knows who said what. Every SRD is a collective endeavour and all students must 'pull their weight' in this enterprise. The end result will be a 'library' of systematic notes, complete with key words and cross-references to other texts, that will hopefully be both intrinsically valuable and a useful study tool for comprehensive exams.

The initial SRDs for all the texts of a particular week must be completed by the week's presenters by the end of Sunday before the seminar meets. Then all other students must submit their comments on the SRDs by 17:00 PST on Tuesday, the day before the class meets. This is essential so that the instructor and presenters that week will have time to read and react to them. The SRDs will help structure our discussions and allow us to work through all the assigned texts more efficiently. If the SRDs show that everyone without

exception understands a particular concept well, we can move on without discussing it further. Conversely, disagreements about summaries or definitions will be starting points for discussion, as will be the questions and comments raised in section (6). Note that questions can be purely informational as well as argumentative: "What does the author mean by…?" or "I don't get the graph on p.23 because…" are as useful for structuring discussions as "is this argument compatible with…?" or "I don't think this is very convincing because…" However, please be as specific as possible: "I just don't understand this article" is not very helpful by way of launching a discussion, so explain what exactly you're finding hard to understand.

Course and University Policies

Academic Integrity and Responsibility

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply when the matter is referred to the Office of the Dean. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University's policies and procedures, may be found in the UBC Calendar: Student Conduct and Discipline.

Academic Accommodation for Students with Disabilities

Academic accommodations help students with a disability or ongoing medical condition to overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the Centre for Accessibility (previously known as Access & Diversity). The Centre will determine that student's eligibility for accommodations in accordance with Policy 73: Academic Accommodation for Students with Disabilities. Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, nor request copies of your disability documentation. However, I may request that you provide a letter from the Centre for Accessibility to confirm any course accommodations you request.

Illness, Absence and Late Assignment Penalties

If you miss a submission deadline for marked coursework for the first time (assignment, exam, presentation, participation in class) and the course is still in-progress, immediately submit a Student Self-Declaration to me so that your in-term concession case can be evaluated. Any concessions that will result in a change to the student record will be

referred to the Faculty of Graduate and Postdoctoral Studies for evaluation. If this is not the first time you have requested concession or classes are over, please consult the Faculty of Graduate and Postdoctoral Studies' webpage on academic concession, and then contact me where appropriate.

Reach Out And Ask For Help If You Need It

University students encounter setbacks from time to time that can impact academic performance. During the COVID 19 pandemic, this is particularly widespread and acute. We are all struggling at least from time to time in this period and often our goal is just to survive the next day or week. If you run into difficulties and need assistance, I encourage you to contact me by email and we can talk. I will do my best to support your success during the term. Since I am not trained as a counsellor myself, this support potentially includes identifying concerns I may have about your academic progress or wellbeing through Early Alert. With Early Alert, faculty members can connect you with advisors who offer students support and assistance getting back on track to health and success. Only specialized UBC advisors are able to access any concerns I may report, and Early Alert does not affect your academic record. For more information about Early Alert, visit earlyalert.ubc.ca .For information about addressing mental or physical health concerns, including seeing a UBC counselor or doctor, visit students.ubc.ca/livewell. But I am here to talk whenever you need it.

Respectful University Environment

UBC recognizes that "the best possible environment for working, learning and living is one in which respect, civility, diversity, opportunity and inclusion are valued." The full *UBC Statement on Respectful Environment for Students, Faculty and Staff* can be found at http://www.hr.ubc.ca/respectful-environment/files/UBC-Statement-on-Respectful-Environment-2014.pdf. Students should read this statement carefully and take note of both the protections and the responsibilities that it outlines for all members of the UBC community. Students should also review the Student Code of Conduct, at: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,750,0

This course values frank discussion, healthy debate, and the free and respectful exchange of ideas. Students are welcome to voice and defend their views, which may differ from those of other students or of the instructor. This may be experienced somewhat differently (for better or worse) in an online class format, and we are all adapting. However, disrespectful behavior, including bullying and harassment, will not be tolerated. I as instructor will be professional and respectful in all exchanges with students, and students will exercise similar professionalism and respect in their interactions with each other and with the instructor.

If you have any concerns about the class environment, please raise them with the instructor. You also have the options of contacting the Head of the Political Science Department, UBC's Equity and Inclusion Office (http://equity.ubc.ca), or the UBC Ombudsperson for Students (https://ombudsoffice.ubc.ca/).

Resources in Cases of Discrimination, Harassment, or Sexual Assault

UBC is committed to equity (including but not limited to gender equity) and fostering a safe learning environment for everyone. All people should be able to study, work, and learn in a supportive environment that is free from sexual violence, harassment, and discrimination. UBC's Policy #3 on Discrimination and Harassment defines harassment as: "unwanted and unwelcome attention from a person who knows, or ought to know, that the behaviour is unwelcome. Harassment can range from written or spoken comments to unwanted jokes, gifts, and physical assault, and may be accompanied by threats or promises regarding work or study opportunities and conditions. Harassment can be either a single incident or a series of related incidents." Such behavior is not acceptable and will not be tolerated at UBC. If you have a concern about harassment or discriminatory treatment that is not sexual assault, you may turn to the UBC Equity and Inclusion Office. The Equity and Inclusion Office is committed to fostering a community in which human rights are respected and equity and diversity are integral to university life.

If you or someone you know has experienced or been threatened with sexual assault, you can find confidential support and resources at the UBC Sexual Violence Prevention and Response Office (SVPRO), and the AMS Sexual Assault Support Centre. The SVPRO is a safe place for students, faculty, staff who have experienced sexual violence, regardless of where or when it took place. This includes any attempt or act of a sexual nature without your consent. All gender identities, expressions and sexualities are welcome. The SASC is an all-genders service that serves the UBC-Vancouver campus community and is committed to creating a safer campus community, free from sexualized violence. Their work is informed by feminism, anti-oppression and recognition of intersectionality.

Resources are available at:

UBC Sexual Violence Prevention and Response Office
6363 Agronomy Road, ROOM 4071
Vancouver, BC Canada V6T 1T2
Tel 604-822-1588
https://svpro.ubc.ca

Sexual Assault Support Centre, (SASC)
249M, Student Union Building, UBC
604-827-5180
sasc@ams.ubc.ca
http://amssasc.ca

Equity and Inclusion Office
2306 – 1874 East Mall (Brock Hall)
604.822.6353
equity@equity.ubc.ca
http://equity.ubc.ca

Week-by-Week Topics and Readings

Week 1 (September 9): Introduction

No assigned readings. Briefer session to familiarize with the course plan and meet one another.

Week 2 (September 16): History of Comparative Politics and the Logic of Comparison (5 readings, approx. 150 pgs)

Mark Lichbach, "Thinking and Working in the Midst of Things: Discovery, Explanation, and Evidence in Comparative Politics," pp. 18-71 in Lichbach and Zuckerman, eds. *Comparative Politics: Rationality, Culture, and Structure*. Cambridge: Cambridge University Press, 2009.

Collier, David, "The Comparative Method: Two Decades of Change," pp. 7-31 in Dankwart Rustow and Kenneth Paul Erickson, eds. *Comparative Political Dynamics: Global Research Perspectives*. New York: HarperCollins Publishers, 1991.

Lijphart, Arend, "Comparative Politics and Comparative Method," *American Political Science Review*, 65 (September 1971): 682-693.

George, Alexander and Andrew Bennett. *Case Studies and Theory Development in the Social Sciences*. Cambridge, MA: MIT Press, 2005. Chapter 1, pp. 3-36.

Ragin, Charles, "Turning the Tables: How Case-Oriented Research Challenges Variable-Oriented Research," pp. 123-138 in Henry E. Brady and David Collier, eds., *Rethinking Social Inquiry: Diverse Tools, Shared Standards*. Lanham, MD: Rowman and Littlefield, 2004.

Please note: Several readings from Poli 571A (Qualitative Methods) are salient to this discussion, in case you have not taken that course yet:

- King, Gary, Robert O. Keohane, and Sidney Verba. 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton: Princeton University Press.

- Mill, John Stuart. 1868. *A System of Logic*. London: Longmans, pp. 425-448, 482-489.

- Przeworski, Adam, and Henry Teune. *The logic of comparative social inquiry*. New York: Wiley-Interscience, 1970, Chapter 1, pp. 17-30.

- Ragin, Charles C. *The Comparative Method: Moving Beyond Qualitative and Quantitative Strategies*. Berkeley: University of California Press, 1987, Chapter 2, pp. 19-26.

- Skocpol, Theda and Margaret Somers, "The Uses of Comparative History in Macro-Social Theory," *Comparative Studies in Society and History*, Vol. 12, no. 2 (April) 1980, pp. 174-97.

Week 3 (September 23): Comparative Methods (II) (Approaches to Comparison)
(6 readings, approx. 150 pgs)

Seawright, Jason, and John Gerring, "Case Selection Techniques in Case Study Research,"
Political Research Quarterly 61(2) (2008): 294-308.

Adcock, Robert, and David Collier, "Measurement Validity: A Shared Standard for
Qualitative and Quantitative Research," *The American Political Science Review*, 95(3)
(2001): 529-546.

Herrera, Yoshiko, and Devesh Kapur, "Improving Data Quality: Actors, Incentives and
Capabilities," *Political Analysis* 15(4) (2007): 365–386.

Green, Donald P., and Alan S. Gerber. 2003. "The Underprovision of Experiments in Political
Science," *The Annals of the American Academy of Political and Social Science* 589 (1):
94-112.

Mahoney, James, "Strategies of Causal Inference in Small-N Analysis," *Sociological Methods
and Research* 28(4) (May 2000): 387-424.

Gerring, John, "Causal Mechanisms: Yes, But..." *Comparative Political Studies* 43 (2010):
1499–1526.

Week 4 (September 30): The State I (Approaches)
(5 readings, approx 180 pgs)

Evans, Peter, et al. (eds)*. Bringing the State Back In*. New York: Cambridge University Press,
1985. Ch.1 (Skocpol), Ch. 5 (Tilly), Ch. 11 (Evans, Rueschemeyer, Skocpol).

Krasner, Stephen, "Approaches to the State: Alternative Conceptions and Historical
Dynamics," *Comparative Politics* 16(2) (1984): 223-246.

Levi, Margaret, "The State of the Study of the State," pp. 33-55 in Ira Katznelson and Helen
V. Milner, *Political Science: State of the Discipline*. New York, NY: W.W. Norton, 2002.

Mitchell, Timothy, "The Limits of the State: Beyond Statist Approaches and Their Critics,"
American Political Science Review, 85(1) (1991): 77-96.

Migdal, Joel S. "Strong States, Weak States" In *State in Society : Studying How States and
Societies Transform and Constitute One Another*. Cambridge, UK: Cambridge
University Press, 2001. Chapter 3, pp. 58–94.

Week 5 (October 7): The State II (Rise of the State)
(4 readings, approx. 250 pgs)

Herbst, Jeffrey. *States and Power in Africa: Comparative Lessons in Authority and Control*.
      Princeton, NJ: Princeton University Press, 2000. Introduction and Part 1, pp. 3-32.

Spruyt, Hendrik. *The Sovereign State and Its Competitors*. Princeton: Princeton University
      Press, 1996. Introduction, Chs. 1-3, 8-9 (pp. 11-58, 153-194).

Tilly, Charles. *Coercion, Capital and European States, AD 990-1990*. Cambridge, MA: Basil
      Blackwell, 1990. Chs. 1-3 (pp. 1-95).

Recommended additional readings in this area:

- Chowdhury, Arjun. *The Myth of International Order: Why Weak States Persist and Alternatives to the State Fade Away*. New York: Oxford University Press, 2018.

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

- Scott, James C. *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*. Yale University Press, 1998.

Week 6 (October 14): Institutions
(6 readings, approx. 150 pgs)

North, Douglass C. *Institutions, Institutional Change and Economic Performance*. Cambridge:
      Cambridge University Press, 1990, pp. 3-10.

North, Douglass C. and Barry R. Weingast, "Constitutions and Commitment: The Evolution
      of Institutional Governing Public Choice in Seventeenth-Century England." *The
      Journal of Economic History* 49(4) (1989): 803-832.

Ostrom, Elinor, "Coping with Tragedies of the Commons," *Annual Review of Political Science* 2
      (1999): 493-535.

Thelen, Kathleen. 1999. "Historical Institutionalism in Comparative Politics," *Annual Review
      of Political Science* 2: 369-404.

Schmidt, Vivien. 2008. "Discursive Institutionalism: The Explanatory Power of Ideas and Discourse."
      Annual Review of Political Science 11: 303-326.

Helmke, Gretchen and Steven Levitsky, "Informal Institutions and Comparative Politics: A Research
      Agenda," *Perspectives on Politics* 2(4) (2004): 725-40.

Recommended additional readings in this area:

- Hall, Peter and Rosemary C.R. Taylor, "Political Science and the Three New Institutionalisms." *Political Studies* 44 (1996): 936–957.

- Mahoney, James, and Kathleen Thelen, eds. *Explaining Institutional Change*. Cambridge: Cambridge University Press, 2009.

- Pierson, Paul. 2004. *Politics in Time: History, Institutions, and Social Analysis*. Princeton, NJ: Princeton University Press.

- Tsai, Kellee S. 2006. "Adaptive Informal Institutions and Endogenous Institutional Change in China." *World Politics* 59: 116-141.

Week 7 (October 21): Economic Development and Democracy (including a couple of key definitional pieces)
(7 readings, approx. 160 pgs)

Schumpeter, Joseph, excerpt from *Capitalism, Socialism, and Democracy*, pp. 92-5 in *Democracy: A Reader*, edited by Ricardo Blaug and John Schwarzmantel. New York: Columbia University Press, 2000.

Dahl, Robert, "Democratization and Public Opposition," pp. 1-16 in *Polyarchy: Participation and Opposition*. New Haven: Yale University Press, 1971.

Tilly, Charles. *Democracy*. New York: Cambridge University Press, 2007. Chapter 1 (pp. 1-24).

Lipset, Seymour Martin. "Some Social Requisites of Democracy," *American Political Science Review* 53(1) (March 1959): 69-105.

Przeworski, Adam and Fernando Limongi, "Modernization: Theory and Facts," *World Politics* 49(2) (1997): 155-83.

Huber, Evelyne, Dietrich Rueschemeyer, and John D. Stephens, "The Impact of Economic Development on Democracy," *Journal of Economic Perspectives* 7(3) (1993): 71-85.

Haggard, Stephan and Robert R. Kaufman, "Inequality and Regime Change: Democratic Transitions and the Stability of Democratic Rule," *American Political Science Review* 106 (2012): 495- 516.

Recommended additional readings in this area:

- Rueschemeyer, Stephens and Stephens, *Capitalist Development and Democracy*. Cambridge: Polity, 1992.

- Boix, Carles, and Susan C. Stokes. "Endogenous democratization." *World politics* (2003): 517-549.

- Collier, David, and Steven Levitsky, "Democracy with Adjectives: Conceptual Innovation in Comparative Research," *World Politics* 49 (April 1997): 430-51.

Week 8 (October 28): Democratization and De-Democratization
(4 readings, approx. 250 pgs)

Przeworski, Adam. *Democracy and the Market.* Cambridge: Cambridge University Press, 1990, pp. 10-99.

Linz, Juan and Alfred Stepan. *Problems of Democratic Transition and Consolidation*. Baltimore: Johns Hopkins University Press, 1996. Chapters 1-3 (pp. 3-54).

O'Donnell, Guillermo. *Democracy, Agency, and the State: Theory with Comparative Intent*. New York: Oxford University Press, 2010. Chapters 1-3, 11.

Levitsky, Steven and Lucan A. Way. 2010. *Competitive Authoritarianism: Hybrid Regimes After the Cold War*. Cambridge University Press (read Chapters 1, 2, and 8 plus at least one case study chapter).

Recommended additional readings in this area:

- O'Donnell, Guillermo, "Illusions about Consolidation," *Journal of Democracy* 7(2) (1996): 34-51.

- O'Donnell, Guillermo and Philippe C. Schmitter, 1986. *Transitions from Authoritarian Rule Tentative Conclusions about Uncertain Democracies.* Baltimore: The Johns Hopkins University Press*.

- Gandhi, Jennifer. *Political Institutions under Dictatorship*. Cambridge: Cambridge University Press, 2008.

- Ansell, Ben W. and David J. Samuels. *Inequality and Democratization: An Elite-Competition Approach*. New York: Cambridge University Press, 2014.

- Svolik, Milan. "Power-sharing and Leadership Dynamics in Authoritarian Regimes." *American Journal of Political Science* 53 (2009): 477-494.

Week 9 (November 4): Origins of Democracy and Dictatorship
(4 readings, approx. 250 pgs)

Huntington, Samuel. *Political Order in Changing Societies*. New Haven: Yale University Press, 2006 [original 1968]. Chs. 1 and 5.

Moore, Barrington Jr., *Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World*. Boston: Beacon, 1966. Part III, pp. 413-83.

Skocpol, Theda. *States and Social Revolutions*. Cambridge: Cambridge University Press, 1979. Ch. 1, pp. 3-43.

Acemoglu, Daron and James Robinson. *Economic Origins of Dictatorship and Democracy*. Cambridge: Cambridge University Press, 2006. Chs. 1-3, 11.

Recommended additional readings in this area:

- Collier, Ruth and David Collier. 2002. *Shaping the Political Arena.* University of Notre Dame Press.

- Lizzeri, Alessandro and Nicola Persico. 2004. "Why did the elites extend the suffrage? democracy and the scope of government, with and application to Britain's age of reform." *The Quarterly Journal of Economics:* 707-764.

*** NO CLASS ON NOVEMBER 11 DUE TO THE REMEMBRANCE DAY HOLIDAY ***

Week 10 (November 18): Democratic Institutions and their Consequences
(6 readings, approx. 170 pgs)

Lijphart, Arend, "Democratic Political Systems: Types, Cases, Causes, and Consequences," *Journal of Theoretical Politics* 1 (1) (1989): 33-48.

Linz, Juan, "The Perils of Presidentialism," *Journal of Democracy* 1 (1990): 51-69.

Shugart, Matthew Soberg and John M. Carey. *Presidents and Assemblies: Constitutional Design and Electoral Dynamics.* Cambridge: Cambridge University Press, 1992. Chs. 1-3 (pp. 1-54).

Strom, Kaare, "Delegation and Accountability in Parliamentary Democracies," *European Journal of Political Research* 37(3) (2000): 261-289.

Tsebelis, George, "Decision Making in Political Systems: Veto Players in Presidentialism, Parliamentarism, Multicameralism and Multipartyism," *British Journal of Political Science.* 25(3) (1995): 289-325.

Azari, Julia R., and Jennifer K. Smith. "Unwritten Rules: Informal Institutions in Established Democracies." *Perspectives on Politics* 10(1) (2012): 37–55.

Recommended additional readings in this area:

- Lauth, H. 2000. "Informal Institutions and Democracy". *Democratization* 7: 21–50.

- Reilly, Benjamin. *Democracy in Divided Societies: Electoral Engineering for Conflict Management.* Theories of Institutional Design. Cambridge: Cambridge University Press, 2001.

- Phillips, Anne, "Must Feminists Give Up on Liberal Democracy?" *Political Studies* 40, no. 5 (1992): 68-82.

- Yashar, Deborah J. "Democracy, Indigenous Movements, and the Postliberal Challenge in Latin America." *World Politics* 52, no. 1 (1999): 76-104.

Week 11 (November 25): Culture and Identity
(6 readings, approx. 240 pgs)

Geertz, Clifford. "Thick Description: Toward an Interpretive Theory of Culture," in *The Interpretation of Cultures*. New York: Basic Books, 1973, pp. 3-30.

Wedeen, Lisa, "Conceptualizing Culture: Possibilities for Political Science." *American Political Science Review*, 96(4) (2002): 713-728.

Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso, 1983. Chapters 1-3 (pp. 1-46).

Chandra, Kanchan. 2006. "What is Ethnic Identity and Does It Matter?" *Annual Review of Political Science* 9: 397-424.

Almond, Gabriel A. and Sidney Verba. *The Civic Culture*. Boston: Little, Brown and Co, 1963, Chs. 1 & 15 (pp. 1-42, 473-505).

Putnam, Robert. *Making Democracy Work: Civic Traditions in Modern Italy*. Princeton: Princeton University Press, 1993. Chs. 1 & 4 (pp. 3-16, 83-120).

Recommended additional readings in this area:

- Inglehart, Ronald, "Postmaterialist Values and the Shift from Survival to Self-Expression Values," Chapter 12 (pp. 223-39) in Klingemann and Dalton, eds., *Oxford Handbook of Political Behavior*. Oxford: Oxford University Press, 2009.

- Brubaker, Rogers. *Citizenship and Nationhood in France and Germany*. Cambridge: Harvard University Press, 1992.

- APSA Comparative Politics Section, "Symposium: Race and Ethnic Politics in Comparative Perspective", *Comparative Politics Newsletter*, Vol. 27 no. 2, Fall 2017. http://comparativenewsletter.com/files/archived_newsletters/Newsletter_2017F.pdf.

Week 12 (December 2): Collective Action, Contention and Social Movements
(7 readings, approx. 150 pgs)

Olson, M. "A Theory of Groups and Organizations," in *The Logic of Collective Action: Public Goods and the Theory of Groups*. Cambridge, MA: Harvard University Press, 1965, pp. 5–52.

From Ruggiero, Vincenzo and Nicola Montagna, eds. *Social Movements: A Reader*. New York: Routledge, 2008.

Chapter 20: Power in Movement (Sidney Tarrow)

Chapter 24: Poor People's Movements (Frances Fox Piven & Richard A. Cloward)

Benford, Robert D. and David A. Snow, "Framing Processes and Social Movements: An Overview and Assessment." *Annual Review of Sociology* 26 (2000): 611-639.

Tarrow, Sidney, "Transnational Politics: Contention and Institutions in International Politics," *Annual Review of Political Science*, 4 (2001): 1-20.

Scott, James, "Everyday Forms of Resistance," *The Copenhagen Journal of Asian Studies* 4 (May 2008): 33-62.

Laitin, David D., "Hegemony and Religious Conflict: British Imperial Control and Political Cleavages in Yorubaland" pp. 285-316 in Peter Evans et al. (eds.), *Bringing the State Back In*, New York: Cambridge University Press, 1985.

Recommended additional readings in this area:

- Alvarez, Sonia E. *Cultures of Politics/politics of Cultures: Revisioning Latin American Social Movements*. Taylor and Francis, 2018.

- Htun, Mala and S. Laurel Weldon. "The Civic Origins of Progressive Policy Change: Combating Violence against Women in Global Perspective, 1975-2005." *The American Political Science Review* 106, no. 3 (2012): 548-69.

- Tarrow, Sidney G., *Power in Movement: Social Movements and Contentious Politics*. Rev. & updated 3rd ed. New York: Cambridge University Press, 2011.

- McAdam, Doug, John D. McCarthy, Mayer Zald N. *Comparative Perspectives on Social Movements: Political Opportunities, Mobilizing Structures, and Cultural Framings*. New York: Cambridge University Press, 1996.

FINAL MOCK COMPREHENSIVE EXAMINATION WEDNESDAY, DECEMBER 16 (written remotely with questions provided at start time and answers submitted by email by end of 3 hour time period).