

UNIVERSITY OF BRITISH COLUMBIA
POLITICAL SCIENCE 511A (001)
Comparative Government and Politics

Term 2, January-April 2016

Tuesdays, 1:00-4:00 pm, BUCH C403

Professor: Lisa McIntosh Sundstrom

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Course Description

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) to 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.

Comparative politics is a broad, evolving, 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 course has a programmatic intent: encourage reflection on where the field should move in the future.

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 behavior 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 552A and 513A).

Required Reading

The attached reading list contains the required readings that all students are expected to complete each week. You can find all readings listed on the Connect system's "Library" section for this course. For any journal articles or book chapters that are of allowable length under Canadian copyright law (or books available in e-book form), I have requested that the UBC Library place links to them online, which you can find through the Connect website for the course. Log in to connect.ubc.ca, then click the "Library" tab at the top and click on this course name. You will need to log in with your UBC CWL to access the library readings.

You should be able to access each journal article and book chapter listed as a required reading through the Connect library service (book chapters have been scanned into pdf files for download there). In cases where assigned sections of books are simply too long to be legally scanned into downloadable files, the relevant books have been placed on short-term loan in UBC Koerner Library's Reserve Room. Some are also available through the library catalogue as electronic books. These readings are denoted by (K) on the reading list.

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 discussion.
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 (561A). 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). The initial SRDs are due each week by noon on the Saturday before the class meets; all other students' comments on the SRDs are due by 9 am on the day (Tuesday) class meets.
3. **Two presentations to launch class discussion, 10 percent each (total 20 percent).** Each week, one or two students will lead off the discussion in class for that week with a short presentation of about 10-15 minutes each, outlining their responses to the readings and raising questions for the class to discuss. 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. 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 write papers and make 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. This exam will simulate conditions of a PhD comprehensive written exam, with similar kinds of questions, closed-book format, and a time limit to write. This test 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.

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 1: Theoretical 'allies' – within and outside course readings
- 8) Links to other texts 2: Theoretical 'opponents' – within and outside course readings

We will use Google Docs as the tool for writing the shared SRDs. I will create and share an initial template with the whole class, and the presenting student(s) each week will customize and fill out the template for that week's readings. A fundamental tenet is that nobody ever erases what another person has written – if you disagree, 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 noon on the Saturday before the seminar meets. Then all other students must submit their comments on the SRDs by 9 am the day (Tuesday) 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:

1. **Accommodations for disabilities or religious observance.** UBC permits students who are scheduled to attend classes or write examinations on holy days of their religion, to notify their instructor in advance of these days and their wish to be absent from class or examinations in order to observe them. Instructors must provide opportunity for students to make up work or examinations missed. In addition, UBC is committed to the academic success of students with disabilities. UBC’s policy on Academic Accommodations for students with disabilities aims to remove barriers and provide equal access to University services, ensure fair and consistent treatment of all students, and to create a welcoming environment. Students with a disability should first meet with a Diversity Resource Centre (DRC) advisor to determine what accommodations/services they are eligible for.
2. **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/>. 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 (<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. However, disrespectful behavior, including bullying and harassment, will not be tolerated. The instructor and teaching assistant will be professional and respectful in all their exchanges with students, and students will exercise similar professionalism and respect in their interactions with each other, with the teaching assistant, and with the instructor. If you have any concerns about the class environment, including interactions with fellow class members, 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 (<http://ombudsoffice.ubc.ca/contactus/>).
3. **Late assignments.** Unless you have a documented medical or family emergency, there will be an automatic 3% grade penalty per day for late papers. Overcommitment and burdensome workloads will not be accepted as excuses to avoid penalties for late

assignments, since you are informed about the schedule of assignments and exams for your courses at the beginning of the term and have the entire term to budget your time for different assignments.

4. **Plagiarism.** Plagiarism is the use of someone else's work (words or ideas) without giving them credit. The UBC Library website has a very helpful page on academic integrity guidelines at: <http://help.library.ubc.ca/planning-your-research/academic-integrity-plagiarism/>. If you have not already done so, please read the guidelines and explore some of the learning resources provided there, in order to avoid committing plagiarism. Since good scholarship depends on the original intellectual contributions of scholars, dishonestly representing someone else's ideas as your own is considered to be a serious affront to the spirit of academia.

Week-by-Week Topics and Readings

Week 1 (January 5): Introduction

Week 2 (January 12): History of Comparative Politics and the Logic of Comparison

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 (January 19): Comparative Methods (II) (Approaches to Comparison)

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.

James Mahoney, "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 (January 26): The State I (Approaches)

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). **(K)**

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.

Week 5 (February 2): The State II (Rise of the State)

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. **(K)**

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

Thornhill, Chris. *A Sociology of Constitutions: Constitutions and State Legitimacy in Historical-Sociological Perspective*. Cambridge: Cambridge University Press, 2011. Chapter 1, pp. 20-76.

Week 6 (February 9): Institutions

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

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, "How Institutions Evolve: Insights from Comparative Historical Analysis," pp. 208-240 in Mahoney, James and Dietrich Rueschemeyer, eds., *Comparative Historical Analysis in the Social Sciences*. New York: Cambridge University Press, 2003.

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

**** NOTE: NO CLASS FEBRUARY 16 DUE TO READING WEEK BREAK ****

Week 7 (February 23): Origins of Democracy and Dictatorship

Huntington, Samuel. *Political Order in Changing Societies*. New Haven: Yale University Press, 2006 [original 1968]. Chs. 1 and 5. **(K) (Note that only Chapter 1 is available as a pdf on Connect; full book is on reserve at Koerner Library)**

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.

Week 8 (March 1): Economic Development and Democracy (including a couple of key definitional pieces)

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.

Przeworski, Adam, "Minimalist conception of democracy: a defense," pp. 23-55 in *Democracy's Value*, edited by Ian Shapiro and Casiano Hacker-Cordon. New York: Cambridge University Press, 1999.

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

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.

Week 9 (March 8): Democratization and De-Democratization

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

Tilly, Charles. *Democracy*. New York: Cambridge University Press, 2007. Chapters 1 and 3 (pp. 1-24, 51-79).

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

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).

Week 10 (March 15): Democratic Institutions and their Consequences

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.

Week 11 (March 22): Culture and Norms

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.

Almond, Gabriel A. and Sidney Verba. *The Civic Culture*. Boston: Little, Brown and Co, 1963, Chs. 1 & 15 (pp. 1-44, 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).

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.

Week 12 (March 29): Collective Action, Contention and Social Movements

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

Chapter 15: Logic of Collective Action (Mancur Olson)

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.

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. **(K)**

Week 13 (April 5): Transnational Influences on Domestic Politics and the Comparative Politics-IR Nexus

Gourevitch, Peter, "The Second Image Reversed: The International Sources of Domestic Politics," *International Organization* 32(4) (1978): 881-912.

Milner, Helen V., "Rationalizing Politics: The Emerging Synthesis of International, American, and Comparative Politics," *International Organization* 52(4) (1998): 759-86.

Finnemore, Martha, and Kathryn Sikkink, "Taking Stock : The Constructivist Research Program in International Relations and Comparative Politics." *Annual Review of Political Science* 4(1) (2001): 391-416.

Garrett, Geoffrey, "Global Markets and National Politics: Collision Course or Virtuous Circle?" *International Organization* 52(4) (1998): 787-824.

Keck, Margaret E. and Kathryn Sikkink, "Transnational Advocacy Networks in International and Regional Politics," *International Social Science Journal* 51(159) (1999): 89-101.

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

Levitsky, Steven and Lucan Way, "International Linkage and Democratization," *Journal of Democracy* 16(3) (2005): 20-34.