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DEPARTMENT OF POLITICAL SCIENCE
FACULTY OF ARTS

POLI673 L01
Advanced Comparative Politics: Institutions and Systems
Winter 2018

INSTRUCTOR: Dr. Roberta Rice
TELEPHONE: (403) 220-5384
OFFICE: SS 734
EMAIL: roberta.rice@ucalgary.ca
OFFICE HOURS: Mon. 11:00-11:50 a.m. and Wed. 1:00-1:50 p.m.
COURSE DAY/TIME: Monday 12:00 – 2:45 p.m.
COURSE LOCATION: SS 729
COURSE WEBSITE: <http://d2l.ucalgary.ca>

COURSE DESCRIPTION:

This course is an advanced introduction to the sub-field of comparative politics. It is designed to provide students with the methodological, theoretical, conceptual and analytical tools required for advanced cross-national study of institutions and political systems. The course begins with an overview of the methodological approaches utilized in comparative research, including qualitative analysis and small-N case study research. It then examines the major theoretical approaches used to study political phenomena, focusing on structural, rational choice, cultural and institutionalist perspectives. The course concludes with a survey of major substantive topics that currently occupy scholars in this sub-field, such as states and regimes, parties and party systems, gender and comparative politics, ethnicity and Indigenous peoples, and contentious politics and violence. Assigned readings are intended to provide students with the broadest possible coverage of both classical and contemporary research in the field.

COURSE OBJECTIVES & LEARNING OUTCOMES:

The purpose of the course is to prepare graduate students at both the MA and PhD levels to write theses and/or candidacy exams in comparative politics. As a learning outcome, students will develop the theoretical and conceptual tools needed to conduct comparative research and the capacity to analyze substantive issues in the sub-field of comparative politics.

REQUIRED TEXTBOOKS:

All textbooks are available electronically through the University of Calgary library homepage:
<http://library.ucalgary.ca/>

Electronic journal articles and course reserve chapters are available on our D2L course page:
<http://d2l.ucalgary.ca>

Henry E. Brady and David Collier, Rethinking Social Inquiry: Diverse Tools, Shared Standards (Rowman & Littlefield, 2010).

Donatella Della Porta and Michael Keating, Approaches and Methodologies in the Social Sciences: A Pluralist Perspective (Cambridge University Press, 2008).

Susan Franceschet, Mona Lena Krook and Jennifer M. Piscopo, The Impact of Gender Quotas (Oxford University Press, 2012).

Mark Irving Lichbach and Alan S. Zuckerman, eds., Comparative Politics: Rationality, Culture, and Structure (Cambridge University Press, 2nd edition, 2009).

Robert D. Putnam, Making Democracy Work: Civic Traditions in Modern Italy (Princeton University Press, 1994).

James C. Scott, Weapons of the Weak: Everyday Forms of Peasant Resistance (Yale University Press, 1985).

Jason Seawright, Party System Collapse: The Roots of Crisis in Peru and Venezuela (Stanford University Press, 2012).

Donna Lee Van Cott, From Movements to Parties in Latin America: The Evolution of Ethnic Politics (Cambridge University Press, 2005).

COURSE COMPONENT WEIGHTS AND DUE DATES:

COMPONENT	WEIGHTING	DUE DATES
First Review Essay	25	Feb. 26
Second Review Essay	25	Apr. 16
Weekly Reading Responses (10)	20	Every Session
Seminar Presentation (2)	20	Student's Choice
Participation	10	Every Session
Total	100%	

COURSE SCHEDULE & TOPICS:

DATE	TOPIC	READINGS
Jan. 15-Feb. 26	Part I: Theories and Methods in Comparative Politics	See reading schedule below
Mar. 5-Apr. 9	Part II: Themes in Comparative Politics	See reading schedule below

COURSE FORMAT AND EXPECTATIONS

Class sessions will be conducted in a participatory seminar format. Students are expected to attend all class sessions and complete the assigned readings before they are discussed in class. Student participation in seminar discussions and activities is mandatory for the success of the course. There is no scheduled final exam in this course.

REVIEW ESSAYS

Students are expected to write two 10-12 page papers (double-spaced) that provide a critical review of the literature from one of the weekly topics in our syllabus. Students may choose the topic of their review essays, but one of the reviews must be of the reading material from the first section of the course (Part I: Theories and Methods) and the other essay must be drawn from reading material from the second section of the course (Part II: Themes). The review essay should address all of the required readings for that week as well as draw on at least two of the recommended readings for that week. Papers are to be analytical rather than descriptive. Your review should identify the major methodological and theoretical issues in the readings, discuss the contributions and limitations of the works and suggest likely directions for future research in this subject area.

READING RESPONSES

Each student is expected to submit to our course discussion board on D2L a two-page, double-spaced critical response to the weekly readings by 12:00 p.m. (noon) on the day before our class meeting. The objective is to help you prepare to participate in seminar discussions and to assist the student presenters for that week. The reading responses should critically evaluate the authors' arguments, findings and contributions to the topic of the week and pose questions for further discussion. To post your reading response, log-on to the course web site and click on "Discussion." Click on the forum "Weekly Reading Responses" and then select the topic of the week and click on "Start a New Thread." You can type your contribution directly into the message textbox or attach a file. You can access your assignment grade in the Grades section. Please note: you do not have to do a reading response for the weeks you are leading the class discussion on the topic.

SEMINAR PRESENTATIONS

Each student is expected to present the readings and lead class discussion on a topic twice during the term. Students should regard their seminar presentations as an opportunity to improve their public speaking skills. You can choose the topic/date of your presentations via a sign-up sheet that will be circulated in class. You must select a presentation topic from each of the two sections of the course. The content of your presentation will be based mainly on the required readings assigned for that week. Your presentation should highlight the arguments, assumptions, findings and contributions of the readings. In addition to presenting the readings, students should prepare discussion/debate questions for fellow classmates to address that draw upon the weekly reading responses posted to our discussion board. At least two students will be presenting during each class. Students are expected to coordinate with the other presenters ahead of time to set the agenda for discussion. If you have to miss the class in which you are presenting, you must arrange to switch weeks with another student in the course. There will be no alternative assignment.

PARTICIPATION

As a learning experience, the course will depend heavily upon the quality of student participation. The participatory format requires that students attend class sessions on a regular basis, complete all assigned readings before our weekly session, and come to class prepared to discuss and respond to questions. Your participation grade will depend on your active

participation in class discussions and activities. Class attendance and participation are necessary components of this course. An attendance sheet will be circulated at the start of each class.

GRADE SCALE: The following grading scale will be used:

A+ (91-100)	B+ (77-79)	C+ (67-69)	D+ (55-59)
A (85-90)	B (73-76)	C (63-66)	D (50-54)
A- (80-84)	B- (70-72)	C- (60-62)	F (0-49)

EVALUATION CRITERIA FOR WRITTEN WORK

- 1) *Level of Style and Organization:* Your work must be completely free of grammatical, spelling and typographical errors. References can be in any style but the same format must be used consistently and they must be accurate. The organization of the paper should assist the reader by providing a readily understandable presentation of background information, research findings, analysis and conclusions.
- 2) *Adequacy of the Research:* Your findings should be derived from thorough research. Your work should be free of major factual errors or unsupported and/or undocumented assertions. You should link your findings to those of other scholars and draw meaningful conclusions based on your evidence.
- 3) *Cogency of the Argument:* Your written work should have a clear focus and an argument that is logically constructed. Your analysis should display understanding of the topic and originality of thought.

WRITING STATEMENT

Written assignments are often required in Political Science courses, including this one, and the quality of writing skills, including but not limited to such elements as grammar, punctuation, sentence structure, clarity, citation, and organization, will be taken into account in the determination of grades. Students are encouraged to make use of the services offered through Writing Support Services in the Student Success Centre (3rd floor of the Taylor Family Digital Library) or at <http://www.ucalgary.ca/ssc/writing-support>.

LATE PENALTIES

A penalty of 2% per working day will be applied to all late assignments up until a maximum of ten late days, after which late papers will not be accepted. Weekends count as one working day. Late assignments should be submitted to the Political Science office (SS 756) during business hours. After hours, papers may be submitted to the departmental drop-box outside of the main office on the 7th floor of Social Sciences. Any medical-based assignment extension requests will require official medical documentation and will require advance notice.

INSTRUCTOR GUIDELINES

Students requiring assistance are encouraged to speak to the instructor during class or their office hours. Should you wish to meet outside of office hours, please telephone or email to make an appointment. It is to the student's advantage to keep such appointments.

Email is a common form of communication but it is not always the most effective way of answering student questions. If you cannot make office hours, please request a one on one meeting outside of these hours.

Students are welcome to use laptops and other electronic note-taking devices in this course. Please be considerate of others and switch off all cell phones when you enter the classroom. Sending/receiving texts and browsing the Web is extremely disruptive to others and will not be tolerated.

IMPORTANT POLICIES AND INFORMATION

Absence From a Mid-term Examination:

Students who are absent from a scheduled term test or quiz for legitimate reasons (e.g. illness with the appropriate documentation) are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of this email may be requested as proof of the attempt to contact the instructor. Any student who fails to do so forfeits the right to a makeup test.

Deferral of a Final Examination:

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Appeals:

If a student has a concern about the course or a grade they have been assigned, they must first discuss their concerns with the instructor. If this does not resolve the matter, the student can then proceed with an academic appeal. The first in an academic appeal is to set up a meeting with the Department Head.

University Regulations:

Students are encouraged to familiarize themselves with the University policies found in the Academic Regulations sections of the Calendar at www.ucalgary.ca/pubs/calendar/current/academic-regs.html.

Student Accommodations:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Plagiarism And Other Forms Of Academic Misconduct:

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k-5.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

Freedom of Information and Protection of Privacy (FOIP):

FOIP legislation requires that instructors maintain the confidentiality of student information. In practice, this means that student assignment and tests cannot be left for collection in any public place without the consent of the student. It also means that grades cannot be distributed via email. Final exams are kept by instructors but can be viewed by contacting them or the main office in the Department of Political Science. Any uncollected assignments and tests will be destroyed after three months; final examinations are destroyed after one year.

Evacuation Assembly Points:

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at www.ucalgary.ca/emergencyplan/assemblypoints and note the assembly point nearest to your classroom.

Faculty of Arts Program Advising and Student Information Resources:

For program planning and advice, visit the Arts Students' Centre in Social Sciences 102, call 403-220-3580 or email artsads@ucalgary.ca. You can also visit arts.ucalgary.ca/advising for program assistance.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit their office in the MacKimmie Library Block.

Important Contact Information:

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)
Phone: 403-220-5333

Faculty of Arts Undergraduate Students' Union Representatives

Phone: 403-220-6551

Email: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca,
arts4@su.ucalgary.ca

Students' Union URL: www.su.ucalgary.ca

Graduate Students' Association

Phone: 403-220-5997

Email: ask@gsa.ucalgary.ca

URL: www.ucalgary.ca/gsa

Student Ombudsman

Phone: 403-220-6420

Email: ombuds@ucalgary.ca

COURSE SCHEDULE AND ASSIGNED READINGS

Jan. 8: Introduction and Course Overview

Required Reading:

E-Journal Article: Atul Kohli, Peter Evans, Peter J. Katzenstein, Adam Przeworski, Susanne Hoeber Rudolph, James C. Scott and Theda Skocpol, "The Role of Theory in Comparative Politics: A Symposium," in World Politics, Vol. 48, No. 1, 1995, pp. 1-49.

PART I: THEORIES AND METHODS IN COMPARATIVE POLITICS

Jan. 15: Studying Comparative Politics—A Single Logic of Inquiry?

Required Readings:

E-Journal Article: Arendt Lijphart, "Comparative Politics and the Comparative Method," in American Political Science Review, Vol. 65, No. 3, 1971, pp. 682-693.

E-Book Chapter: Henry E. Brady and David Collier, Rethinking Social Inquiry: Diverse Tools, Shared Standards ("Introduction to the Second Edition: A Sea Change in Political Methodology," and "Chapter 1: Refocusing the Discussion of Methodology," by Henry E. Brady, David Collier and Jason Seawright), Rowman & Littlefield, 2010, pp. 13-36.

E-Book Chapter: Donatella Della Porta and Michael Keating, Approaches and Methodologies in the Social Sciences: A Pluralist Perspective ("Chapter 2: How Many Approaches in the Social Sciences? An Epistemological Introduction," by Donatella della Porta and Michael Keating), Cambridge University Press, 2008, pp. 19-39.

E-Book Chapter: Mark Irving Lichbach and Alan S. Zuckerman, eds., Comparative Politics: Rationality, Culture, and Structure ("Chapter 2: Thinking and Working in the Midst of Things—Discovery, Explanations, and Evidence in Comparative Politics," by Mark I. Lichbach), Cambridge University Press, 2nd edition, 2009, pp. 18-71.

Recommended Readings:

Elster, John. *Explaining Social Behavior* (Cambridge: Cambridge University Press, 2007).

King, Gary, Robert Keohane and Sidney Verba. *Designing Social Inquiry* (Princeton, NJ: Princeton University Press, 1993).

Laitin, David D. "The Perestroika Challenge to Social Science," *Politics & Society* 31:1 (2003), pp. 163-184.

Mill, John Stuart. *A System of Logic: Ratiocinative and Inductive* (New York: Harper & Brothers Publishers, 1874).

Przeworski, Adam and Henry Teune. *The Logic of Comparative Social Inquiry* (New York: John Wiley, 1970).

Jan. 22: Concepts, Case Studies and the Comparative Method

Required Readings:

E-Journal Article: David Collier and James E. Mahon, "Conceptual 'Stretching' Revisited: Adapting Categories in Comparative Analysis," in *American Political Science Review*, Vol. 87, No. 4, 1993, pp. 845-855.

E-Book Chapter: Donatella Della Porta and Michael Keating, *Approaches and Methodologies in the Social Sciences: A Pluralist Perspective* ("Chapter 11: Comparative Analysis: Case-Oriented Versus Variable-Oriented Research," by Donatella Della Porta), Cambridge University Press, 2008, pp. 198-222.

Course Reserve Chapter: Alexander L. George and Andrew Bennett, *Case Studies and Theory Development in the Social Sciences* ("Chapter 1: Case Studies and Theory Development"), MIT Press, 2005, pp. 3-36.

E-Book Chapter: Henry E. Brady and David Collier, *Rethinking Social Inquiry: Diverse Tools, Shared Standards* ("Chapter 10: Process Tracing and Causal Inference," by Andrew Bennett), Rowman & Littlefield, 2010, pp. 179-189.

Recommended Readings:

Geddes, Barbara. *Paradigms and Sand Castles: Theory Building and Research Design in Comparative Politics* (Ann Arbor: University of Michigan Press, 2003).

Munck, Gerardo and Richard Snyder, eds. *Passion, Craft and Method in Comparative Politics* (Baltimore: Johns Hopkins Press, 2007)

Ragin, Charles C. *The Comparative Method: Moving Beyond Qualitative and Quantitative Strategies* (Berkeley: University of California Press, 1987).

Sartori, Giovanni, "Concept Misformation in Comparative Politics," *American Political Science Review*, 64:4 (1970), pp. 1033-1053.

Shapiro, Ian, "Problems, Methods, and Theories in the Study of Politics; Or: What's Wrong with Political Science and What to do About it," *Political Theory* 30:4 (2002), pp. 596-619.

Jan. 29: Approaches and Theories I—Structural and Historical Explanations

Required Readings:

E-Book Chapter: Mark Irving Lichbach and Alan S. Zuckerman, eds., *Comparative Politics: Rationality, Culture, and Structure* ("Chapter 4: Strong Theory, Complex History—Structure and Configuration in Comparative Politics Revisited," by Ira Katznelson), Cambridge University Press, 2nd edition, 2009, pp. 96-116.

Course Reserve Chapter: Charles Boix and Susan C. Stokes, eds., The Oxford Handbook of Comparative Politics (Chapter 3: History Enquiry and Comparative Politics, by James Mahoney and Celso M. Villegas), Oxford University Press, 2007, pp. 73-89.

Course Reserve Chapter: Theda Skocpol, States and Social Revolutions: A Comparative Analysis of France, Russia, and China (Chapter 1: Explaining Social Revolutions—Alternatives to Existing Theories), Cambridge University Press, 2015, pp. 3-43.

E-Journal Article: J. Craig Jenkins, "Why do Peasants Rebel? Structural and Historical Theories of Modern Peasant Rebellions," in American Journal of Sociology, Vol. 88, No. 3, 1982, pp. 487-514.

Recommended Readings:

Luebbert, Gregory M. *Liberalism, Fascism, or Social Democracy: Social Classes and the Political Origins of Regimes in Inter War Europe* (New York: Oxford University Press, 1991).

Lustick, Ian S., "History, Historiography, and Political Science: Multiple Historical Records and the Problem of Selection Bias," *American Political Science Review* 90(3), pp. 605-618.

Mahoney, James and Dietrich Rueschemeyer, eds. *Comparative Historical Analysis in the Social Sciences* (Cambridge: Cambridge University Press, 2003).

Moore, Barrington Jr. *Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World* (Boston: Beacon Press, 1966).

Skocpol, Theda and Margaret Somers, "The Uses of Comparative History in Macrosocial Inquiry," *Comparative Studies in Society and History* 22:2 (1980), pp. 174-197.

Feb. 5: Approaches and Theories II—Rational Choice Explanations

Required Readings:

E-Book Chapter: Mark Irving Lichbach and Alan S. Zuckerman, eds., Comparative Politics: Rationality, Culture, and Structure ("Chapter 5: Reconsiderations of Rational Choice in Comparative and Historical Analysis," by Margaret Levi), Cambridge University Press, 2nd edition, 2009, pp. 117-133.

Course Reserve Chapter: Donald P. Green and Ian Shapiro, Pathologies of Rational Choice Theory: A Critique of Applications in Political Science (Chapter 2: The Nature of Rational Choice Theory), Yale University Press, 1994, pp. 13-32.

E-Journal Article: Mark I. Lichbach, "What Makes Rational Peasants Revolutionary? Dilemma, Paradox and Irony in Peasant Collective Action," in World Politics, Vol. 46, No. 3, 1994, pp. 383-418.

E-Journal Article: Amartya Sen, "Rational Fools: A Critique of the Behavioural Foundations of Economic Theory," in Philosophy and Public Affairs, Vol. 6, No. 4, 1977, pp. 317-344.

Recommended Readings:

Bates, Robert H. *Markets and States in Tropical Africa: The Political Basis of Agricultural Policies* (Berkeley: University of California Press, 2014).

Downs, Anthony. *An Economic Theory of Democracy* (New York: Harper & Row, 1957).

Lichbach, Mark Irving. *The Rebel's Dilemma* (Ann Arbor: University of Michigan Press, 1998).

Olson, Mancur. *The Logic of Collective Action: Public Goods and the Theory of Groups* (Cambridge: Harvard University Press, 1965).

Ostrom, Elinor. "A Behavioral Approach to the Rational Choice Theory of Collective Action," *American Political Science Review* 92:1 (1998), pp. 1-22.

Feb. 12: Approaches and Theories III—Cultural Explanations

Required Readings:

E-Book Chapter: Mark Irving Lichbach and Alan S. Zuckerman, eds., *Comparative Politics: Rationality, Culture, and Structure* ("Chapter 6: Culture in Comparative Political Analysis," by Marc Howard Ross), Cambridge University Press, 2nd edition, 2009, pp. 134-161.

E-Book Chapter: Donatella Della Porta and Michael Keating, *Approaches and Methodologies in the Social Sciences: A Pluralist Perspective* ("Chapter 6: Culture and Social Science," by Michael Keating), Cambridge University Press, 2008, pp. 99-117.

E-Book Chapter: Robert D. Putnam, *Making Democracy Work: Civic Traditions in Modern Italy* ("Chapter 1: Introduction—Studying Institutional Performance," and "Chapter 4: Explaining Institutional Performance"), Princeton University Press, 1994, pp. 3-16 and 83-120.

E-Journal Article: Sheri Berman, "Civil Society and the Collapse of the Weimar Republic," in *World Politics*, Vol. 49, No. 3, 1997, pp. 401-429.

Recommended Readings:

Beland, Daniel and Robert Henry Cox, eds. *Ideas and Politics in Social Science Research* (New York: Oxford University Press, 2011).

Berman, Sheri. "Ideas, Norms, and Culture in Political Analysis: A Review Article," *Comparative Politics* 33:2 (2001), pp. 231-250.

Inglehart, Ronald. *Modernization and Postmodernization: Cultural, Economic, and Political Change in 43 Societies* (Princeton, NJ: Princeton University Press, 1997).

Shapiro, Ian. "Can the Rational Choice Framework Cope with Culture?" *PS: Political Science & Politics* 31:1 (1998), pp. 40-42.

“Special Section: Critique of Robert Putnam’s Making Democracy Work,” *Politics & Society* 24:1 (1995), pp. 5-55.

Feb. 19: Mid-Term Break (no classes)

Feb. 26: Approaches and Theories IV: Institutional Explanations

Required Readings:

E-Journal Reading: Peter A. Hall and Rosemary Taylor, “Political Science and the Three New Institutionalisms,” in *Political Studies*, Vol. 44, 1996, pp. 936-957.

E-Journal Reading: Gretchen Helmke and Steven Levitsky, “Informal Institutions and Comparative Politics: A Research Agenda,” in *Perspectives on Politics*, Vol. 2, No. 4, 2004, pp. 725-740.

E-Journal Reading: Georgina Waylen, “Informal Institutions, Institutional Change, and Gender Equality,” *Political Research Quarterly*, Vol. 67, No. 1, 2014, pp. 212-223.

E-Journal Reading: Robyn Eversole, “Empowering Institutions: Indigenous Lessons and Policy Perils,” in *Development*, Vol. 53, No. 1, 2010, pp. 77-82.

Recommended Readings:

Binder, Sarah A., R.A.W. Rhodes, and Bert A. Rockman, eds. *Oxford Handbook of Political Institutions* (New York: Oxford University Press, 2006).

March, James G. and Johan P. Olsen, “Institutional Perspectives on Political Institutions,” *Governance* 9:3 (1996), pp. 247-264.

North, Douglass C. *Institutions, Institutional Change and Economic Performance* (New York: Cambridge University Press, 1990).

Steinmo, Sven, Kathleen Thelen, and Frank Longstreth, eds. *Structuring Politics: Historical Institutionalism in Comparative Analysis* (Cambridge: Cambridge University Press, 1992).

Przeworski, Adam, “Institutions Matter?” *Government & Opposition* 39:4 (2004), pp. 527-541.

First Review Essay Due at the Start of Class on February 26th

PART II: THEMES IN COMPARATIVE POLITICS

Mar. 5: States and Regimes

Required Readings:

E-Book Chapter: Mark Irving Lichbach and Alan S. Zuckerman, eds., *Comparative Politics: Rationality, Culture, and Structure* (“Chapter 7: Researching the State,” by Joel S. Migdal), Cambridge University Press, 2nd edition, 2009, pp. 162-192.

E-Journal Article: J.P. Nettl, "The State as a Conceptual Variable," in World Politics, Vol. 20, No. 4, 1968, 559-592.

Course Reserve Chapter: Robert I. Rotberg, When States Fail: Causes and Consequences ("Chapter 1: The Failure and Collapse of Nation-States—Breakdown, Prevention and Repair"), Princeton University Press, 2004, pp. 1-50.

E-Journal Article: Steven Levitsky and Lucan A. Way, "The Rise of Competitive Authoritarianism," in Journal of Democracy, Vol. 13, No. 2, 2002, pp. 51-65.

Recommended Readings:

Art, David. "What do We Know about Authoritarianism after Ten Years?" *Comparative Politics* 44:3 (2012), pp. 351-373.

Evans, Peter, Dietrich Rueschmeyer and Theda Skockpol, eds. *Bringing the State Back In* (Cambridge: Cambridge University Press, 1985).

Gandhi, Jennifer. *Political Institutions under Dictatorship* (Cambridge: Cambridge University Press).

Migdal, Joel. *Strong Societies and Weak States: State-Society Relations and State Capabilities in the Third World* (Princeton: Princeton University Press, 1988).

Slater, Dan. *Ordering Power: Contentious Politics and Authoritarian Leviathans in Southeast Asia* (Cambridge: Cambridge University Press, 2010).

Mar. 12: Democracy and Democratization

Required Readings:

E-Journal Article: Guillermo O'Donnell, "On the State, Democratization and Some Conceptual Problems," in World Development, Vol. 21, No. 8, 1993, pp. 1355-1369.

E-Journal Article: David Collier and Steven Levitsky, "Democracy with Adjectives: Conceptual Innovation in Comparative Research," in World Politics, Vol. 49, No. 3, 1997, pp. 430-451.

E-Journal Article: Dan Slater, "Democratic Careening: A Review Article," in World Politics, Vol. 65, No. 4, 2013, pp. 729-763.

E-Journal Article: Kenneth M. Roberts, "Democracy in the Developing World: Challenges of Survival and Significance," in Studies in Comparative International Development, Vol. 51, 2016, pp. 32-49.

Recommended Readings:

Dahl, Robert. *Polyarchy: Participation and Opposition* (New Haven: Yale University Press, 1971).

Huntington, Samuel P. *The Third Wave: Democratization in the Late Twentieth Century* (Oklahoma City: University of Oklahoma Press, 1991).

Linz, Juan and Alfred Stepan. *Problems of Democratic Transition and Consolidation: Southern Europe, South America and Post-Communist Europe* (Baltimore: Johns Hopkins University Press, 1996).

O'Donnell, Guillermo and Philippe Schmitter. *Transitions from Authoritarian Rule* (Baltimore: Johns Hopkins University Press, 1993).

Przeworski, Adam. *Democracy and Development* (Cambridge: Cambridge University Press, 2000).

Mar. 19: Parties and Party Systems

Required Readings:

Course Reserve Chapter: Charles Boix and Susan C. Stokes, eds., The Oxford Handbook of Comparative Politics (Chapter 21: The Emergence of Parties and Party Systems,” by Charles Boix), Oxford University Press, 2007, pp. 499-521.

Course Reserve Chapter: Russell J. Dalton, David M. Farrell and Ian McAllister, Political Parties and Democratic Linkage: How Parties Organize Democracy (“Chapter 1: Parties and Representative Government”), Oxford University Press, 2011, pp. 3-28.

E-Book Chapter: Jason Seawright, Party System Collapse: The Roots of Crisis in Peru and Venezuela (“Chapter 1: Party System Collapse in South America”), Stanford University Press, 2012, pp. 1-31.

E-Journal Article: Roberta Rice, “From the Ground Up: The Challenge of Indigenous Party Consolidation in Latin America,” in Party Politics, Vol. 17, No. 2, 2011, pp. 171-188.

Recommended Readings:

Duverger, Maurice. *Political Parties: Their Organization and Activity in the Modern State* (London: Methuen, 1964).

Michels, Robert. *Political Parties: A Sociological Study of the Oligarchical Tendencies of Modern Democracy* (New York: Free Press, 1962).

Roberts, Kenneth M. *Changing Course in Latin America: Party Systems in the Neoliberal Era* (Cambridge: Cambridge University Press, 2014).

Sartori, Giovanni. *Parties and Party Systems: A Framework for Analysis* (Cambridge: Cambridge University Press, 1976).

Soberg Shugart, Michael and John M. Carey. *Presidents and Assemblies: Constitutional Design and Electoral Dynamics* (Cambridge: Cambridge University Press, 1990).

Mar. 26: Gender and Comparative Politics

Required Readings:

E-Journal Reading: Aili Mari Tripp, "Why so Slow? The Challenges of Gendering Comparative Politics," in Politics & Gender, Vol. 2, No. 2, 2006, pp. 249-263.

E-Journal Reading: Karen Beckwith, "Introduction: Comparative Politics and the Logics of a Comparative Politics of Gender," in Perspectives on Politics, Vol. 8, No. 1, 2010, pp. 159-168.

E-Journal Reading: Mona Lena Krook, "Gendering Comparative Politics: Achievements and Challenges," in Politics & Gender, Vol. 7, No. 1, 2011, pp. 99-105.

E-Book Chapter: Susan Franceschet, Mona Lena Krook and Jennifer M. Piscopo, The Impact of Gender Quotas ("Chapter 1: Conceptualizing the Impact of Gender Quotas"), Oxford University Press, 2012, pp. 3-24.

Recommended Readings:

Abu-Laban, Yasmeen. *Gendering the Nation-State: Canada and Comparative Perspectives* (Vancouver: UBC Press, 2008).

Chappell, Louise A. *Gendering Government: Feminist Engagement with the State in Australia and Canada* (Vancouver: UBC Press, 2002).

Franceschet, Susan, Claire Annesley and Karen Beckwith, "What do Women Symbolize? Symbolic Representation and Cabinet Appointment," *Politics, Groups and Identities* 5:3 (2017), pp. 488-493.

Lovenduski, Joni, "Gendering Research in Political Science," *Annual Review of Political Science* 1:1 (1998), pp. 333-356.

Scott, Joan, "Gender: A Useful Category of Historical Analysis," *American Historical Review* 91 (1986), pp. 1053-1075.

Apr. 2: Race, Ethnicity and Indigenous Peoples

Required Readings:

E-Book Chapter: Mark Irving Lichbach and Alan S. Zuckerman, eds., Comparative Politics: Rationality, Culture, and Structure ("Chapter 15: Making Causal Claims about the Effects of 'Ethnicity,'" by Kanchan Chandra), Cambridge University Press, 2nd edition, 2009, pp. 376-411.

E-Journal Article: James D. Fearon and David D. Laitin, "Ethnicity, Insurgency, and Civil War," in American Political Science Review, Vol. 97, No. 1, 2003, pp. 75-90.

E-Journal Article: Deborah J. Yashar, "Contesting Citizenship: Indigenous Movements and Democracy in Latin America," in Comparative Politics, Vol. 31, No. 1, 1998, pp. 23-42.

E-Book Chapter: Donna Lee Van Cott, From Movements to Parties in Latin America: The Evolution of Ethnic Politics ("Chapter 1: Introduction—Toward a Comprehensive Theory of Ethnic Party Formation and Performance"), Cambridge University Press, 2005, pp. 1-21.

Recommended Readings:

Horowitz, Donald. *Ethnic Groups in Conflict* (Berkeley: University of California Press, 1985).

Chandra, Kanchan, "What is Ethnic Identity and Does it Matter?" *Annual Review of Political Science* 9:1 (2006), pp. 397-424.

Marx, Anthony. *Making Race and Nation* (Cambridge: Cambridge University Press, 1998).

Rice, Roberta. *The New Politics of Protest: Indigenous Mobilization in Latin America's Neoliberal Era* (Tucson: University of Arizona Press, 2012).

Wade, Peter. *Race and Ethnicity in Latin America* (London: Pluto Press, 1997).

Apr. 9: Contentious Politics and Violence

Required Readings:

E-Book Chapter: Mark Irving Lichbach and Alan S. Zuckerman, eds., Comparative Politics: Rationality, Culture, and Structure ("Chapter 10: Comparative Perspectives on Contentious Politics," by Doug McAdam, Sidney Tarrow and Charles Tilly), Cambridge University Press, 2nd edition, 2009, pp. 260-290.

E-Book Chapter: James C. Scott, Weapons of the Weak: Everyday Forms of Peasant Resistance ("Chapter 2: Normal Exploitation, Normal Resistance"), Yale University Press, 1985, pp. 28-47.

Course Reserve Chapter: Charles Boix and Susan C. Stokes, eds., The Oxford Handbook of Comparative Politics ("Chapter 18: Civil Wars," by Stathis N. Kalyvas), Oxford University Press, 2007, pp. 416-434.

E-Journal Article: Sidney Tarrow, "Inside Insurgencies: Politics and Violence in an Age of Civil War," in Perspectives on Politics, Vol. 5, No. 3, 2007, pp. 587-600.

Recommended Readings:

Kalyvas, Stathis. *The Logic of Violence in Civil War* (Cambridge: Cambridge University Press, 2006).

Lichbach, Mark Irving. *The Rebel's Dilemma* (Ann Arbor: University of Michigan Press, 1998).

Migdal, Joel S. *Peasants, Politics and Revolution: Pressures Toward Political and Social Change in the Third World* (Princeton: Princeton University Press, 1974).

Wood, Elisabeth Jean. *Insurgent Collective Action and Civil War in El Salvador* (Cambridge: Cambridge University Press, 2003).

McAdam, Doug, Sidney Tarrow and Charles Tilly. *Dynamics of Contention* (Cambridge: Cambridge University Press, 2001).

Second Review Essay Due via E-mail on April 16th