



DEPARTMENT OF POLITICAL SCIENCE
FACULTY OF ARTS
POLI 673 L01 Winter 2020

Comparative Politics: Theories and Methods

INSTRUCTOR: Dr. Susan Franceschet

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OFFICE HOURS: Available by email, or by appointment through skype or zoom

COURSE DAY/TIME: Tuesdays 9:30am–12:15pm

COURSE LOCATION: SS 729

COURSE DESCRIPTION AND LEARNING OBJECTIVES

This course provides an advanced survey of the main topics, theories, and debates in the field of Comparative Politics. The course is intended for graduate students at both the M.A. and Ph.D. level, and is particularly useful for those writing a field of study exam in comparative politics. The course covers both the classic topics and debates as well as those that have emerged more recently. Given the breadth of the field of comparative politics, the course does not exhaustively cover all of the topics in the field. Instead, it provides a selected survey of some of the main themes that define the discipline of comparative politics, past and present. Upon completing the course, students will have a better understanding of the intellectual development of the field of comparative politics and the main debates surrounding the field's theories, approaches, and methods.

COURSE WORK AND DUE DATES

This is a seminar course that demands a high level of participation from students. All students must come to class with a firm grasp of the material in the week's readings and be prepared to participate actively in the discussion. Reading guides and a set of questions will be distributed before each class, and students should come to class with a set of answers prepared. At the beginning of each class, students must submit a 2-sentence summary of each of the readings, followed by two discussion questions based on the combined set of readings.

Written work: Each student will write six short analytical papers (2000 words maximum) based on the weekly readings. All papers must be posted to D2L by 12pm on April 17th.

The papers should not simply summarize the various readings for the week, but instead, should draw out the common themes, locate them in the context of the field of comparative politics, and evaluate their contributions both to the specific topic as well as the broader debates in comparative politics.

The following questions should be used to organize and structure the discussion in the papers:

- 1) What are the main themes and issues raised in the readings?
- 2) Why are these issues important for the study of comparative politics?
- 3) What are the main lines of agreement and disagreement among the authors?
- 4) Which ideas/arguments do you find particularly compelling and why?

Most important, students must avoid simply repeating the content of each reading. The main task is to identify common themes or omissions, sources of controversy, and, where relevant, the practical dimensions of the readings.

Please note that papers and classroom participation are evaluated on the basis of both **content and style**. In other words, clarity, precision, grammar, and proper spelling all help to determine your grade. Good papers are clear, well-organized, and precise, while also advancing thoughtful and original perspectives on the topic. Participation in class will be evaluated according to **quality not quantity**. Comments and questions that are reflective, thoughtful, and demonstrate clear understanding of the arguments and evidence in the readings will be more favorably evaluated than comments that are not as clearly grounded in the readings.

Grades for the course will be distributed as follows:

Participation	16 %
Papers (6 x 14 %)	84 %
Total	100 %

LATE PENALTIES

Late papers will be penalized at a rate of **3%** per day.

GRADE SCALE

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)

SCHEDULE OF TOPICS AND REQUIRED READINGS

*Please note that this schedule is subject to change.

January 14th Introduction to course

Matthew Charles Wilson. 2017. Trends in Political Science Research and the Progress of Comparative Politics. *PS: Political Science and Politics* 50 (4): 979–984.

January 21st: Studying Comparative Politics

Andrew Roberts. 2019. Consensus and dissensus in comparative politics: Do comparativists agree on the goals, methods, and results of the field? *International Political Science Review*.

Mark Irving Lichbach, Thinking and Working in the Midst of Things, in *Comparative Politics: Rationality, Culture, and Structure*. Cambridge: Cambridge University Press, 2009, 2nd Edition.

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

Geraldo Munck. 2007. *Passion, Craft, and Method in Comparative Politics*. Johns Hopkins University Press, ch. 2.

January 28th: Concepts, Case Studies, and Methods

Giovanni Sartori, "Concept Misformation in Comparative Politics" *American Political Science Review* 64: 1970, pp. 1033-53.

Peter A. Hall, "Aligning Ontology and Methodology in Comparative Politics," *Comparative Historical Analysis in the Social Sciences*, edited by James Mahoney and Dietrich Rueschemeyer (eds), Cambridge University Press, 2003, pp. 373-404.

David Collier. Understanding Process Tracing." *PS: Political Science and Politics* 44: 823-830.

David Collier and James Mahoney. 1996. Insights and Pitfalls: Selection Bias in Qualitative Research. *World Politics* 49: 56-91.

Alexander L. George and Andrew Bennett. 2005. *Case Studies and Theory Development in the Social Sciences*. The MIT Press. Chapter 1 "Case Studies and Theory Development"

February 4th: Theoretical Approaches in Comparative Politics: Rational Choice, Game Theory, and Ideas as Explanations

Margaret Levi, "Reconsiderations of Rational Choice in Comparative Analysis," *Comparative Politics: Rationality, Culture, and Structure*, Mark Irving Lichbach and Alan S. Zuckerman (eds), Cambridge University Press, 2009.

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

Gerardo Munck, "Game Theory and Comparative Politics," *World Politics* 53 (2001), pp. 173-204.

Donald Green and Ian Shapiro, *Pathologies of Rational Choice: A Critique of Applications in Political Science*. Yale University Press., pp. 13-46.

Ian Shapiro. Can the Rational Choice Framework Cope with Culture? in *PS: Political Science & Politics* 31, no. 1 (March 1998): 40-2.

Ronald Inglehart, The Renaissance of Political Culture. *American Political Science Review* 82 (4): 1988, pp. 1203–1230.

Muller, Edward N. & Mitchell A. Seligson. 1994. Civic Culture and Democracy: The Question of Causal Relationships. *American Political Science Review* 88: 635-652.

February 11th: Theoretical Approaches in Comparative Politics: Institutions as Explanations

Peter A. Hall and Rosemary Taylor. 1996. Political Science and the Three New Institutionalisms. *Political Studies* vol. 44: 936-957

Gretchen Helmke and Steven Levitsky, Informal Institutions and Comparative Politics: A Research Agenda” *Perspectives on Politics* vol. 2, no. 4, 2004. Pp. 725-740.

Pierson, Paul. “Increasing Returns, Path Dependence, and the Study of Politics,” in *American Political Science Review* 94, no. 2 (June 2000): 251–67

James Mahoney and Kathleen Thelen. 2009. *Explaining Institutional Change: Ambiguity, Agency, and Power*. Cambridge University Press, Chapter 1. A Theory of Gradual Institutional Change.

Giovanni Capoccia. 2016. When do Institutions “Bite”? Historical Institutionalism and the Politics of Institutional Change. *Comparative Political Studies* 49 (8): 1095–1127.

February 25th: The State in Comparative Politics

Margaret Levi, “The State of the Study of the State,” *Political Science: The State of the Discipline*, Ira Katznelson and Helen V. Milner (eds) New York & London: Norton.

Charles Tilly, “War Making and State Making as Organized Crime.” *Bringing the State Back In*. Peter Evans, Dietrich Rueschemeyer, and Theda Skocpol (eds) Cambridge University Press, 1985. Pp. 169-191. PDF on D2L

Centeno, Miguel. 1997. “Blood and Debt: War and Taxation in Latin America.” *American Journal of Sociology* 102 (6): 2007, pp 1565–1605.

Jeffrey Herbst. 2000. *States and Power in Africa: Comparative Lessons in Authority and Control*. Princeton University Press. Chapter 2, “Power and Space in Precolonial Africa”

Mounira Charrad, *States and Women’s Rights: The Making of Postcolonial Tunisia, Algeria, and Morocco*, University of California Press, 2001, Chapter 1 and 5.

March 3rd: Electoral systems, representation, and party systems

Stoll, Heather. 2013. *Changing Societies, Changing Party Systems*. New York: Cambridge University Press. Chapters 1 and 2.

Boix, Carles. 1999. Setting the Rules of the Game: The Choice of Electoral Systems in Advanced Democracies. *American Political Science Review* 93 (3): 609-624.

Gandhi, Jennifer & Ellen Lust-Okar. 2009. Elections Under Authoritarianism. *Annual Review of Political Science* 12: 403-422.

Miki Caul. 1999. Women's Representation in Parliament: The Role of Political Parties. *Party Politics* 5 (1): 79-98.

March 10th: Gender and Comparative Politics

Joni Lovenduski, Gendering Research in Political Science, *Annual Review of Political Science* 1998. pp. 333-356.

Aili Tripp. 2007. Historical Perspectives in Comparative Politics and Gender Studies. *Politics & Gender* 3 (3): 397-408.

Michael L. Ross, 2008. Oil, Islam, and Women. *American Political Science Review* 102 (1): 107-123.

Strolovitch, Dara Z. 2006. "Do Interest Groups Represent the Disadvantaged? Advocacy at the Intersections of Race, Class, and Gender." *Journal of Politics*, 68 (4): 894-910

Erin C. Cassese, Angela L. Bos, and Lauren E. Duncan. 2012. Integrating Gender into the Political Science Core Curriculum. *PS: Political Science and Politics* 45 (2): 238-243.

March 17th: no class

March 24th: Race and ethnicity in comparative politics

Anthony W. Marx. *Making Race and Nation: A Comparison of South Africa, the United States, and Brazil*. Cambridge University Press, 1998. Chapter 1.

Desmond King and Rogers Smith. 2005. Racial Orders in American Political Development. *American Political Science Review* 99 (1): 75-92.

Chandra, Kanchan. 2005. "Ethnic Parties and Democratic Stability." *Perspectives on Politics* 3 (2): 235-252.

Mamdani, Mahmood. 2001. Beyond settler and native as political identities: overcoming the political legacy of colonialism. *Comparative Studies in Society and History* 43 (4): 651-664.

Thompson, Debra. 2013. Through, against and beyond the racial state: The transnational stratum of race. *Cambridge Review of International Affairs*, 26 (1): 133-151.

March 31st Democracy

Boix, Carles. 2011. Democracy, Development, and the International System. *American Political Science Review* 105 (4): 809-828

Dawn Teele. 2018. *Forging the Franchise: The Political Origins of the Women's Vote*. Princeton University Press, Chapter 2, "Democratization and the Case of Women."

Teri. L. Caraway. 2004. Inclusion and Democratization: Class, Gender, and Race and the Extension of Suffrage. *Comparative Politics* 36 (4): 443-460.

Mudde, Cas and Cristobal Kaltwasser. 2018. Studying populism in comparative perspective: Reflections on the contemporary and future research agenda. *Comparative Political Studies* 51 (13): 1667-1693.

Kaufman, Robert and Stephan Haggard. 2019. Democratic Decline in the United States: What Can We Learn from Middle-Income Backsliding? *Perspectives on Politics* 17 (2): 417-432.

April 7th: Authoritarian regimes

Steven Levitsky and Lucan A. Way. 2002. The Rise of Competitive Authoritarianism. *Journal of Democracy* 13 (2): 51-65

Jennifer Gandhi and Adam Przeworski. 2007. Authoritarian Institutions and the Survival of Autocrats. *Comparative Political Studies* 40 (11) 1279-1301

David Art. 2012. What Do We Know About Authoritarianism After Ten Years? *Comparative Politics* 44 (3) 351-373.

Daniela Donno and Anne-Kathrin Kreft. 2019. Authoritarian Institutions and Women's Rights. *Comparative Political Studies* 52 (5): 720-753.

April 14th: Collective Action, protest, and social movements

Charles Tilly and Sidney Tarrow. 2015. *Contentious Politics*. Oxford University Press, chapters 1 and 2

James Scott, 1985. *Weapons of the Weak*, Yale University Press, Chapter 2.

Ostrom, Elinor, 2007. Collective Action Theory. In Carles Boix and Susan Stokes (ed) *Oxford Handbook of Comparative Politics*. Oxford University Press.

Myra Max Ferree and Silke Roth. 1998. Gender, Class, and the Interaction Between Social Movements: A Strike of West Berlin Day Care Workers. *Gender and Society* 12 (6): 626-648.

IMPORTANT POLICIES AND INFORMATION

Supporting Documentation and the Use of a Statutory Declaration

As stated in the University Calendar:

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of

support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

Students can make a Statutory Declaration as their supporting documentation (available at ucalgary.ca/registrar). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus. For a list of locations to access a Commissioners for Oaths, visit ucalgary.ca/registrar).

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

This statement is accessible at: <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

Please note that while the form of supporting documentation provided is at the discretion of the student, the instructor has the discretion not to accept the supporting documentation if it does not corroborate the reason(s) given for the exemption/special request.

Absence From a Mid-term Examination:

Students who are absent from a scheduled term test or quiz for legitimate reasons 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 then proceed with an academic appeal. The first step in an academic appeal is to set up a meeting with the Department Head. Appeals must be requested within 15 days of receipt of the graded assignment.

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>.

University Regulations:

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

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.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

Copyright Legislation:

As stated in the University of Calgary Calendar, Academic Regulations, “students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright and requirements of the copyright act to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.” <https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf> and <https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>

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 meant to be returned will be destroyed after six months from the end of term; 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: askgsa@ucalgary.ca

URL: www.ucalgary.ca/gsa

Student Ombudsman

Phone: 403-220-6420

Email: ombuds@ucalgary.ca

Campus Mental Health Resources:

SU Wellness Centre: <http://www.ucalgary.ca/wellnesscentre/>

Campus Mental Health Strategy: <https://www.ucalgary.ca/mentalhealth/>