

INTA 6202: Comparative Politics

Dr. Jarrod Hayes
Assistant Professor
School of International Affairs

Tel: 404.894.0289
Email: jarrod.hayes@inta.gatech.edu
Office: Habersham Hall, 216
Hours: MWF 2-3 PM¹

Goals, Requirements, and Expectations of INTA 6202:

The goal of this course is to give you a broad exposure to scholarly thinking in the broad subfield of comparative politics. It is organized to give you an overview of the substantive themes, methodological debates, and regional variations in this field. This is a heavily analytical course; critical thinking is required equipment.² This course is not 'easy.' We will not be 'easing' into the subject of comparative politics. Instead, the course is the primary opportunity to develop a firm foundation in comparative politics theory and concepts. Comparative politics has one of the most expansive literature catalogues of any of the political science subfields. As a consequence, the reading load for this class is not light. We will be making use of a number of books as well as scholarly articles. The books are not likely to appear in the bookstore in a timely fashion; I strongly encourage you to purchase them through alternative avenues. Once you have mastered these texts, your understanding of comparative politics will be significantly more sophisticated and nuanced, giving you an excellent foundation both for future coursework in International Relations as well as your future career. Light bulbs will go off. Mysteries will be revealed and resolved. You might even enter a higher plane of consciousness.

This assumes, of course, that you study. I have high expectations in this regard. You are graduate students. No one is forcing you to pursue a post-graduate degree. It follows, since you are enrolled in this class and program of study, that you have an abiding interest in political science and seek to learn as much as you can about it. This course has been structured under the assumption that every student in this class *wants* to be here. Accordingly, I have expectations regarding your desire to commit time and energy to this course. You are graduate students, not undergraduates, and I expect you to act accordingly. Among other things, this means showing up for class. Course attendance, however, will not be enforced. I expect that you, as adults, are responsible for your decisions. While this means you have the freedom to skip class without immediate consequence, it also means that stories of woe at the end of semester will have very little audience with me. This is a discussion-based class. That means you need to complete the assigned

¹ Because unexpected meetings and assorted similar events occur all the time, office hours must inevitably be flexible and I may, from time to time, be required to cancel them. If this becomes necessary, I will notify you as far in advance as possible and endeavor to arrange alternative office hours. If you cannot make office hours, I am available for scheduled appointments.

² Professor Jason Enia at Occidental College defines critical thinking in the International Relations context thus: "Critical thinking is not about blindly accepting the wisdom of the 'talking heads' you see on television or the information you get online. It is about admitting and being comfortable with uncertainty. In the complex arena of international politics—where there are almost always multiple and competing assessments of and solutions to international problems—this type of analysis is crucial. It includes the ability to *break a problem into its component parts, to question assumptions, to recognize and critically assess multiple and competing sources of information, to evaluate alternative perspectives on problems, and finally to design and evaluate solutions to those problems.* The value of the study of the social sciences lies in the development of these critical thinking skills."

Fall 2010

reading before the class date to which it is attached. You are graduate students, and I expect you to act commensurate with that status. The course texts require intensive, sustained focus and engagement; this is not light reading to be done while you watch television or wait for the latest YouTube video to download. Political science and comparative politics are *not supposed* to be easy. If it were, we would have figured it all out a long time ago. The fact that so many problems and issues today can be traced to political behavior clearly proves that we have not. Underestimate this course, and its subject, at your own (grade) peril.

Objectives for Students:

- Analyze and understand the major themes of comparative politics
- Develop an appreciation of theory and its utility in the study comparative politics.
- Improve critical thinking and writing skills.

Course Texts:

- Ruth Berns Collier. 1999. *Paths Toward Democracy: The Working Class and Elites in Western Europe and South America*. Cambridge: Cambridge University Press.
- Daron Acemoglu and James A. Robinson. 2006. *Economic Origins of Dictatorship and Democracy* (New York: Cambridge University Press).
- Peter Hall and David Soskice. 2001. *Varieties of Capitalism*. Oxford: Oxford University Press.
- Mark Lichbach and Alan Zuckerman. 2009. *Comparative Politics: Rationality, Culture and Structure*. New York: Cambridge University Press. 2nd ed.
- David Held, et al. 1998. *Global Transformations*. Stanford: Stanford University Press.
- John Huber and Charles Shipan. 2002. *Deliberate Discretion?* Cambridge: Cambridge University Press.
- Ronald Inglehart and Christian Welzel. 2005. *Modernization, Cultural Change and Democratization*. Cambridge: Cambridge University Press.
- Arend Lijphart. 1999. *Patterns of Democracy*. New Haven, CT: Yale University Press.
- Barrington Moore. 1966. *Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World*. Boston: Beacon Press.
- Jefferey Sellers. 2002. *Governing From Below*. Cambridge: Cambridge University Press
- Ashutosh Varshney. 2002. *Ethnic Conflict and Civic Life*. New Haven: Yale University Press
- Hendrik Spruyt. 1994. *The Sovereign State and Its Competitors*. Princeton, NJ: Princeton University Press.
- Steinmetz, George (ed). 1999. *State/Culture: State/Formation After the Cultural Turn*. Cornell: Cornell University Press.
- Breznitz, Dan. *Innovation and the State: Political Choice and Strategies for Growth in Israel, Taiwan, and Ireland*. New Haven: Yale University Press, 2007

Course grading:

Weekly questions	10 percent
Weekly discussion	15 percent
Reaction papers (3)	20 percent
Discussion Lead	15 percent
Final Paper (last day of classes: Dec. 10)	40 percent

Fall 2010

Grade Scale: 100-90 (A) | 89-80 (B) | 79-70 (C) | 69-60 (D) | 59-0 (F).

Grading Policy: Grade inflation is a documented problem in U.S. higher education. While no single class will change the phenomenon to any significant degree, this course will be graded to the original conceptualization of the letter grades. As such, an A represents excellent work, a B marks good or above average work, a C indicates average work, a D represents below average, and F indicates unacceptably subpar work. This does not mean that the average or median of the class will be a C. The descriptors are meant to signal the assessed level of understanding of the course material demonstrated by the student rather than a measure against the performance of other students.

Participation: As a discussion-based class, participation by students is absolutely critical to success. To this end, 40% of your overall grade is tied up in three forms of participation. **First**, each week you must send me via email three to five discussion questions on that week's reading no later than 24 hours in advance of class. This is worth 10% of your grade and is due each week regardless of your attendance in class. **Second**, your in-class participation week-on-week is worth 15% of your overall grade. This grade will be updated in T-square every 4 weeks. **Finally**, each of you will need to lead class at least once this semester, although this number is contingent on course enrollment. Initial sign-ups for topics will take place in our first session. Leading course discussion entails presenting a critical summary of the reading. This means you will not only summarize the main points of the reading, you will also analyze the strong and weak points of the readings' arguments and (if applicable) methodology and empirics. You should prepare between 5 and 10 discussion questions for the class, and will present and direct discussion for at least 45 minutes. Powerpoint slides for your presentation are not required, but encouraged.

Reaction Papers: You will submit three (3) reaction papers throughout the semester, each 5-8 pages in length (double-spaced). In these papers, you will develop a critical analytical perspective on the literature covered in the relevant weeks. These papers may be on any subject you wish to write on: a theme or trend you've noted in the literature, comparing and contrasting different approaches, a lacunae you have identified in the literature, a research project to address a problem relevant to those readings etc. If you choose to do a research proposal as one of your papers, the object is to apply literature and concepts from the course along with additional research. The proposal should justify the project both in terms of research design and as a contribution to the traditions we will be examining. Remember that the purpose is not to summarize the readings descriptively but to make an argument about them or propose a project addressed to the concerns they raise. All papers will be submitted through the Assignment feature on T-square. Hard copies will not be accepted.

Final Paper: You have two options for the final paper.

I. Write a 20-25 page (double-spaced) review essay of academic works on a given general theme or question in comparative politics. The essay should cover *at least* 15 to 20 recent scholarly articles/book chapters or 3 to 5 books (or some combination of the above, assuming that one book equals 5-6 articles). In the first part of the paper, you should summarize and synthesize the readings, and discuss their theoretical various approaches and methodologies. In the second part of the paper, you should present your overarching, original critique of the body of literature: How coherent are the books and/or articles collectively in addressing the problem at hand? What are they missing? What are the policy and theoretical implications of their findings? Are you more convinced by some readings than by others? Is one theoretical approach or methodology more useful than the others? Finally, has this research advanced our understanding of the problem to your satisfaction (explain why or why not)?

Fall 2010

2. Write a 6000-7000 word original research paper on a topic of interest to you in comparative politics. This should follow the outline of a political science research article: presentation of a question to be answered, a review of the relevant academic literature (including where the literature needs to be revised), construction of hypothesis and research design, methods and theoretical approach to be used, description of the data used, analysis of the results, and a conclusion that summarizes the paper. The clearer and more concise that your question is, the easier the paper will be.

You must clear your project with me in advance. For option 1, you must a list of articles or books to review, and a paragraph on why you think the topic chosen is important. For option 2, you must submit a paragraph with the research question, research design, and methods to be used, along with an initial bibliography. In both cases, you must submit on or by October 21.

Final versions of the papers must be submitted using the assignment feature on T-Square. Hard copies will not be accepted. Be aware that these papers will be analyzed using plagiarism detection software.

Miscellaneous: Students are required to submit assignments at the scheduled time. Students with excused absences will be able to make-up, but are responsible for arranging the time. All work for the semester should be kept until final grades are processed. Grades will be posted to T-Square.

Policy on letters of recommendation:

You must have taken at least two courses with me before I will consider writing a letter of recommendation for you. I will only write letters for students that have performed well in class, which means usually an A- or better in both classes, although I would be open to writing a letter for an individual who shows improvement from the first to second class (e.g. B or B+ in the first class to A in second class). Since a recommendation relies on personal knowledge, it would be in your interest to distinguish yourself in class. If I don't know you, I cannot comment on anything besides your course performance. Trust me when I tell you that "Jim/Jane did well in two courses, receiving an A in both," hardly makes for a compelling recommendation.

Laptops in class:

I am aware that students no longer use chalk on cave walls to take notes, and that laptops are ubiquitous in the modern classroom. I have no problem with using laptops to take notes. It even makes sense to have your notes in a format where you can easily search for particular dates or terms. What I have a serious problem with is the use of your laptop to check email, browse the web, or catch up on Facebook, Twitter, Fritter, or whatever the latest social networking is called. Do not do it. If I see you reading your screen (i.e. not paying attention to whomever is speaking) I will give you a warning. The next time, the laptop will be banned from class. International Relations is a serious matter, I expect you to respect it and the class. Express your digital self before or after class.

Cheating and plagiarism:

Don't do it. I have a zero tolerance with respect to these activities. Cheating and plagiarism demean the efforts of others who put in blood, sweat, and tears to do well in the class. I will not allow the above-board work of honest students to be undermined by those who seek shortcuts. Keep in mind that turning in a paper that you wrote for another class constitutes a cheating violation. The Georgia Tech Honor Code is available online: <http://www.honor.gatech.edu/plugins/content/index.php?id=9>. Plagiarizing is

Fall 2010

defined by Webster's as "to steal and pass off (the ideas or words of another) as one's own: use (another's production) without crediting the source." If caught plagiarizing, you *will* be dealt with according to the GT Academic Honor Code.

Students with Disabilities:

Georgia Tech is committed to providing reasonable accommodation for all students with disabilities through the ADAPTS program (<http://www.adapts.gatech.edu/>). Any student in this course who has a disability that may prevent them from fully demonstrating their abilities should contact me as soon as possible to discuss accommodations necessary to ensure full participation and facilitate their educational opportunities. Students with disabilities must be registered with the ADAPTS-Disability Services Program prior to receiving accommodations in this course. The ADAPTS-Disability Services Program is located in Smithgall Student Services Building, phone 404-894-2564 or TDD only 404-894-1664.

Religious Observance:

It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Please see me immediately if you will need to miss class at any point during this semester.

Add/Drop:

Please consult the GT academic calendar to make sure you observe add/drop deadlines (<http://www.registrar.gatech.edu/home/calendar.php>)

Course Schedule

➔ Marks an important date, usually exam date or assignment deadlines.

August 26 | Introduction, Admin, and Is Comparative Politics Dead? (I40)

- Thomas Friedman, *The World is Flat*, Ch. 1.
- Collier, Paul and James Dollar. *Globalization, Growth, and Poverty* (Washington, DC: World Bank Group, 2001), Chapters 3 and 4;
- Caporaso, James A. "Across the Great Divide: Integrating Comparative and International Politics." *International Studies Quarterly* (1997) 41, 563-592

September 2 | Concepts and Approaches: Research Traditions in Comparative Politics

- Lichbach, Mark and Zuckerman, Alan. 2009. *Comparative Politics: Rationality, Culture and Structure*. New York: Cambridge University Press. Chapters 1-6.
- David D. Laitin. 2002. "Comparative Politics: The State of the Subdiscipline." In *Political Science: The State of the Discipline*, eds. Ira Katznelson and Helen V. Milner, 630-59. New York and Washington, DC: W.W. Norton & Co. and The American Political Science Association.

September 9 | Comparative methodology

- Przeworski, Adam and Teune, Henry. 1970. *The Logic of Comparative Social Inquiry*. New York: Wiley, pp. 3-13, 31-46.

Fall 2010

- Lijphart, Arend. 1971. "Comparative Politics and the Comparative Method." *American Political Science Review* 65 (September): 682-693.
- Bartolini Stefano. 1993. "On Time and Comparative Research." *Journal of Theoretical Politics* 5(2): 131-167.
- Bennett, Andrew and George, Alexander. 2005. *Case Studies and Theory Development in the Social Sciences*. Cambridge, MA: Belfer Center for Science and International Affairs, pp. 205-232.
- Geddes, Barbara. 1990. "How the Cases You Choose Affect the Answers You Get: Selection Bias in Comparative Politics." *Political Analysis* 2: 131-150

September 16 | Modernization

- Seymour M. Lipset, "Some Social Requisites of Democracy: Economic Development and Political Legitimacy," *American Political Science Review* Vol. 53, N° I (March 1959): 69-105 (JSTOR).
- Huntington, Samuel. 1965. "Political Development and Political Decay." *World Politics* 17(3): 388-430. (JSTOR)
- Moore, Barrington. 1966. *Social Origins of Dictatorship and Democracy*. New York: Beacon, Chs. 1, 7- 9 (pp. 3-39, 413-483), and one other country chapter of your choice.
- Polanyi, Karl. 1944. *The Great Transformation: The Political and Economic Origins of Our Time*, chs. 3-5 (pp. 33-67). New York: Beacon
- Deutsch, Karl. 1961. "Social Mobilization and Political Development." *American Political Science Review* 55(3): 493-515.

➔ September 23 | Globalization and International Linkages (**Reaction Paper I due for September 2-16**)

- Gourevitch, Peter. 1978. "The Second Image Reversed: The International Sources of Domestic Politics." *International Organization* 32(4): 881-912 (JSTOR).
- Jeffrey Frieden. 1991. "Invested Interests: The Politics of National Economic Policies in a World of Global Finance." *International Organization* 45(4): 425-451 (JSTOR).
- Timothy McKeown. 1999. "The Global Economy, Trade Policy and Post-Fordism in Advanced Capitalist States." In Kitschelt, Herbert et al., *Continuity and Change in Contemporary Capitalism* (pp. 11-35). Cambridge: Cambridge University Press.
- David Held and Anthony McGrew, David Goldblatt and Jonathan Perraton. 1999. *Global Transformations* (pp. 1-85, 327-375, 414-452). Stanford: Stanford University Press.
- Richard Price. 2003. "Transnational Civil Society and Advocacy in World Politics." *World Politics* 55(4): 579-606 (available online via HOMER).

September 30 | The State as Institution and Cultural Artifact

- Migdal, Joel. "Studying the State." In Lichbach and Zuckerman, pp. 162-192.
- Krasner, Stephen. 1984. "Approaches to the State: Alternative Conceptions and Historical Dynamics." *Comparative Politics* 16 (January): 223-246.
- Thelen, Kathleen and Steinmo, Sven. 1992. "Historical Institutionalism in Comparative Politics." In Steinmo, Sven, Thelen, Kathleen and Longstreth, Frank (eds.), *Structuring Politics* (pp. 1-32). Cambridge: Cambridge University Press.

Fall 2010

- Hendrik Spruyt. 1994. *The Sovereign State and Its Competitors*. Princeton, NJ: Princeton University Press. Chapters I-3, 8
- Steinmetz, George (ed). 1999. *State/Culture: State/Formation After the Cultural Turn*. Cornell: Cornell University Press. Chapters I,2,4,& 7

October 7 | Political Regimes and Types of Democracy

- Lijphart, Arend. 1999. *Patterns of Democracy* (esp. I-47, 243-309). New Haven, CT: Yale University Press.
- John Huber and Charles Shipan. 2002. *Deliberate Discretion?* Cambridge: Cambridge University Press, pp. I-43, 171-209.
- Tsebelis, George. 1995. "Decision-making in Political Systems: Veto Players in Presidentialism, Parliamentarism, Multicameralism and Multipartyism." *British Journal of Political Science* 25: 289-325.
- Munck, Gerald and J. Verkuilen. 2002. "Conceptualizing and Measuring Democracy: Evaluating Alternative Indices." *Comparative Political Studies* 34(1): 5-34.
- Collier, David and Levitsky, Steven. 1997. Democracy with Adjectives: Conceptual Innovation in Comparative Research. *World Politics* 49: 430-451. (JSTOR)

➔ October 14 | Authoritarian Breakdowns and Democratic Transitions (**Reaction paper 2 due for September 23-October 7**)

- Collier, Ruth Berns. 1999. *Paths Toward Democracy: The Working Class and Elites in Western Europe and South America*. Cambridge: Cambridge University Press, pp. I-32, 166-198, and skim other chapters.
- Daron Acemoglu and James A. Robinson. 2006. *Economic Origins of Dictatorship and Democracy* (New York: Cambridge University Press), pp. I-99, 173-220, 321-360.
- Carles Boix and Susan Stokes. 2003. "Endogenous Democratization." *World Politics* 55, no. 4 (July): 517-49
- Eva Bellin. 2004. "The Robustness of Authoritarianism in the Middle East: Exceptionalism in Comparative Perspective." *Comparative Politics* 36(2): 139-158.
- Marcus Kurtz. 2004. "The Dilemmas of Democratization in the Open Economy: Lessons From Latin America." *World Politics* 56: 262-302

➔ October 21 | Parties and Elections (**Final paper proposal due**)

- Barnes, Samuel H. "Electoral Behavior and Comparative Politics," in Lichbach and Zuckerman, 1st edition (provided).
- Lipset, Seymour and Rokkan, Stein. "Cleavage Structures, Party Systems and Voter Alignments: An Introduction." In Seymour Lipset and Stein Rokkan (eds.), *Party Systems and Voter Alignments: Cross-National Perspectives* (pp. I-64). New York: Free Press.
- Kitschelt, Herbert. 1994. *The Transformation of European Social Democracy*, pp. 40-66. Cambridge: Cambridge University Press.
- Wong, Joseph. 2004. "Democratization and the Left: Comparing East Asia and Latin America." *Comparative Political Studies* 37(10): 1213-1217
- Kreuzer, Marcus and Vello Pettai. 2004. "Political Parties and the Study of Political Development: New Insights from the Postcommunist Democracies." *World Politics* 56, 608-33.

Fall 2010

October 28 | Political Economy of (Post)Industrial Capitalism

- Blyth, Mark. An Approach to Comparative Analysis or a Subfield Within a Subfield? Political Economy." In Lichbach and Zuckerman, pp. 193-219.
- Hall, Peter and Soskice, David. 2001. *Varieties of Capitalism*. Pp. 1-103, 275-306, 387-443.
- Thatcher, Mark. 2004. "Varieties of Capitalism in an Internationalized World: Domestic Institutional Change in European Telecommunications." *Comparative Political Studies* 37(7): 751-780
- Wallerstein, Immanuel. (1974) "The Rise and Future Demise of the World Capitalist System: Concepts for Comparative Analysis." *Comparative Studies in Society and History* (JSTOR)

➔ November 4 | Political Economy of Developing and Transitional Countries (**Reaction paper 3 due for October 14-28**)

- Smith, Tony. 1981. "The Logic of Dependency Theory Revisited." *International Organization* 35: 755-761. (JSTOR)
- Wade, Robert. 1992. "East Asia's Economic Success: Conflicting Perspectives, Partial Insights, Shaky Evidence." *World Politics* 44(2): 270-320. (JSTOR)
- Gallagher, Mary Elizabeth. (2002). "Reform and Openness: Why China's Economic Reforms Have Delayed Democracy." *World Politics* 54(3): 338-372 (JSTOR)
- Manzetti, Luigi. 2003. "Political Manipulations and Market Reforms Failures." *World Politics* 55 (April 2003), 315-60. (JSTOR)
- Rudra, Nita, and Stephan Haggard. 2005. "Globalization, Democracy and Effective Welfare Spending in the Developing World." *Comparative Political Studies* 38(9): 1015-1049.
- Van de Walle, Nicolas. 2001. *African Economies and the Politics of Permanent Crisis, 1979-1999*. Cambridge: Cambridge University Press, pp. 271-286.

November 11 | Political Culture

- Reread Ross (chapter 6), in Lichbach and Zuckerman
- Ashutosh Varshney. 2002. *Ethnic Conflict and Civic Life*. New Haven: Yale University Press, pp. 1-51, 113-115, 262-199, and skim either 119-215 or 171-262.
- Ronald Inglehart and Christian Welzel. 2005. *Modernization, Cultural Change and Democracy*. Cambridge: Cambridge University Press, pp. 15-172, 231-271, 285-300.
- Edward N. Muller and Mitchell Seligson. 1994. "Civic Culture and Democracy: The Question of Causal Relationships," *American Political Science Review* Vol. 88, 3 (September): 635-52 (JSTOR)
- Harry Eckstein. 1988. "A Culturalist Theory of Political Change." *American Political Science Review* 82, 3: 789-804.
- Ronald Inglehart. 1988. "The Renaissance of Political Culture," *American Political Science Review* 82: 1203-30

November 18 | Societal Division and Subnational Institutions

- Henry E. Hale. 2004. Divided We Stand: Institutional Sources of Ethnofederal State Survival and Collapse. *World Politics* 56, 165-93
- Symposium, "Migration of Authority: An Emerging Research Agenda," *PS (Political Science and Politics)*, Summer 2004.

Fall 2010

- Sellers, Jefferey. 2002. *Governing from Below*. Cambridge: Cambridge University Press, pp. 1-36, 90-177, 374-395.
- Agrawal, Arun and Ribot, Jesse. 1999. Accountability in Decentralization: A Framework with South Asia and West African Cases. *Journal of Developing Areas* 33: 473-502.
- Barry, Brian. 1975. The Consociational Model and Its Dangers. *European Journal of Political Research* 3: 393-412

November 25 | Thanksgiving Break!!!!

December 2 | Adaption and Innovation

- Breznitz, Dan. *Innovation and the State: Political Choice and Strategies for Growth in Israel, Taiwan, and Ireland*. New Haven: Yale University Press, 2007
- Nelson, Richard R. 1993. *National Innovation Systems*. Oxford: Oxford University Press. Chapter I, 2, 11, 13.

December 9 | Conclusion/Wrap-up

➔ December 10 | Final paper due