

**The Sam Nunn School of International Affairs
Georgia Institute of Technology
Spring 2013
INTA 6202 – Comparative Politics**

Instructor: Dr. Murat Bayar
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Office: Ivan Allen College 141
Office hours: W 3:00-4:00 p.m. or by appointment

Section: 26932
Class Time: W 6:05-8:55 p.m.
Location: Ivan Allen College G17

Objectives

This course serves as a pre-seminar in the subfield of comparative politics. Comparative politics is the systematic study and comparison of the world's political systems. The substance of the subfield includes, but is not limited to, democratization, political culture, civil society, inequality, and ethnic conflict.

This course is structured around the major schools of thought in comparative politics, namely structuralism, culturalism, functionalism, rational choice, and institutionalism. Each of these schools highlights a particular factor, such as geography, class struggle, political culture, and laws, as the most important cause of socioeconomic and political differences across the world. We will examine those factors, because depending on the answer we may end up with completely different policy recommendations.

Throughout this course we will focus on factors conducive to socioeconomic and political development by comparing historical cases from all over the world. Furthermore, we will apply our knowledge to new cases, such as democratization in Iraq, Myanmar, Afghanistan, (and China?), and the Arab Spring, in order to integrate the contemporary events with the various theories and concepts discussed. Overall, this course aims to provide you with a strong understanding of the theories, approaches, and applications of comparative politics.

Requirements

As a graduate seminar, this course requires that you attend all sessions, unless you have a documented excuse. You are expected to come to every class session having done all the assigned readings and be ready to contribute to class discussions. The quality of your contribution will constitute the basis of your participation grade (10%).

We will begin every class session by reviewing the important news pertinent to our topics. In this regard, you are expected to summarize important news and provide your informed opinion on the subject matter by referring to particular theories and concepts covered in class. The session will continue with a short lecture on the stated topic (see the schedule below), followed by a discussion.

Starting January 23, the second half of every class session will follow a format similar to academic conferences. There will be four articles/chapters assigned for each day and a student will present one of them. As in a typical conference panel, each presenter will have 10 minutes to present the major arguments of the assigned work. A fifth student will assume the role of the discussant, summarize the arguments of these works and address their strengths and weaknesses. The discussant will also integrate these works (i.e. how do they relate to one another –support/contradict, why?) and place them in a broader theoretical context. The discussant will have 15 minutes. The presentations and discussant's comments will be followed by a 15-minute discussion open to the audience.

Each student will assume the role of presenter three times and of discussant once in the semester. Each presentation will make up 7% (21% total) and the discussant role will make up 14% of your overall grade. The discussant is also required to write a response paper (about 5 pages, similar to book reviews in academic journals) on these four works and cover the issues stated above. The response paper will be due the following class and make up 15% of your overall grade.

The major written component of this course will be a research proposal (about 20 pages). First, you are expected to contact the instructor to discuss your research question as soon as possible and required to have it approved by February 13 the latest. Your research proposals will include title, introduction, literature review, methodology, conclusion, and references (and appendix, if applicable). The literature review will involve the integration of major academic works (e.g. journal articles, books published by university presses) written on your topic. The methodology section will include the theory that you are advancing, put forward your dependent and independent variables, state your hypotheses, explain how you will test those hypotheses, and locate your data sources, which should be readily available or collectable for the intended spatial and temporal parameters. The instructor will provide further guidelines in class. The format for written assignments is double-space, Times New Roman, 12 font with page numbers. Please use the Chicago Manual of Style (available on T-Square) for in-text citations and references.

You will present your draft proposal in class at the end of the semester. You are required to e-mail your draft to the instructor the Monday preceding your presentation in order to be forwarded to the rest of the class. You will have 15 minutes to present your proposal. The presentations will include PowerPoint slides and other visual material that you may need. Given that the drafts will be available to the class in advance, the audience is expected to ask informed questions and provide feedback to the presenters. The finalized proposals are due May 1 and expected to incorporate the feedback given by the audience and the instructor. The presentation will make up 15% and the research proposal will make up 25% of your overall grade.

The breakdown of your grade will be as follows:

Participation: 10%
Article/chapter presentations: 7% each, 21% total
Discussant: 14%
Response paper: 15%
Proposal presentation: 15%
Research proposal: 25%

Grade Scale:

A	100-90	Excellent
B	89-80	Good
C	79-70	Satisfactory
D	69-60	Passing
F	Below 60	Failure

Required Books

The following books are available for purchase at the Georgia Tech bookstores. The instructor may send you additional readings on T-Square. Some articles/chapters on T-Square require password (**weber**). You are expected to check T-Square every day for announcements.

Mayer, Lawrence, Frank Thames and Dennis Patterson (eds). 2008. *Contending Perspectives in Comparative Politics: A Reader*. Thousand Oaks, CA: CQ Press. ISBN: 9780872899254. (Mayer et al.)

Birchfield, Vicki L. 2009. *Income Inequality in Capitalist Democracies: The Interplay of Values and Institutions*. University Park, PA: Penn State Press. ISBN: 9780271034416.

Other Rules

If you miss an assignment, you need to contact the instructor as soon as possible and document your excuse.

If you feel that an assignment was graded incorrectly, e-mail the instructor within a week of the assignment. Students should keep graded assignments until they receive their final course grade.

Students with disabilities who require individualized testing or other accommodations should discuss this with the instructor in the first week of the semester.

Students who will need to miss a class meeting to observe a religious holiday should make arrangements with the instructor in the first week of the semester.

All coursework must meet the Georgia Tech standards of academic honesty. Each student is responsible for informing themselves about those standards before performing any academic work. See: <http://www.osi.gatech.edu/plugins/content/index.php?id=46>

The use of cell phones is not permitted during class meetings.

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Class Schedule

January 9 – Introduction

January 16 – Methodology

Lijphart, Arend. 1971. Comparative Politics and the Comparative Method. *The American Political Science Review* 65(3): 682-693. (T-Square)

Mayer, in Mayer et al. 1.1

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

Geddes, Barbara. 1990. How the Cases You Choose Affect the Answers You Get: Selection Bias in Comparative Politics. *Political Analysis* 2(1): 131-150. (T-Square)

January 23 – Structuralism

Marx, Karl, and Frederick Engels. 1848. *Manifesto of the Communist Party*. (pg. 14-35). Available at: <http://www.marxists.org/archive/marx/works/download/pdf/Manifesto.pdf>

Diamond, Jared M. 1997. Prologue, Yali's Question, in *Guns, Germs, and Steel: The Fates of Human Societies*, pp. 13-32. New York: W.W. Norton & Co. (T-Square)

Turner, Frederick Jackson. 1921. The Frontier in American History. Read chapter 9: Contributions of the West to American Democracy." Available at: <http://xroads.virginia.edu/~Hyper/TURNER/>

Skocpol, in Mayer et al. 12.2

January 30 - Culturalism

Giddens, Anthony. 2003. Introduction, in *The Protestant Ethic and the Spirit of Capitalism*, Max Weber, vii-xxvi. org. 1905. London: Counterpoint. (T-Square)

Almond, Gabriel A., and Sidney Verba. 1963. An Approach to Political Culture, in *The Civic Culture: Political Attitudes and Democracy in Five Nations*, pp. 3-42. Princeton, NJ: Princeton University Press. (T-Square)

Inglehart, in Mayer et al. 4.2

Inglehart and Welzel, in Mayer et al. 15.2

February 6 – Functionalism and Developmentalism

Rostow, Walt W. 1971. The Five Stages-of-Growth – A Summary, in *The Stages of Economic Growth: A Non-Communist Manifesto*, pp. 4-16. 2nd edition, org. 1960. Cambridge: Cambridge University Press. (T-Square)

Huntington, Samuel P. 1965. Political Development and Political Decay. *World Politics* 17: 386-430. (T-Square)

Wiarda, in Mayer et al. 10.2

Almond, Gabriel A. 1965. A Developmental Approach to Political Systems. *World Politics* 17: 183-214. (T-Square)

February 13 - Rational Choice

Tsebelis, in Mayer et al. 2.2

Fiorina, Morris P., and Ian Shapiro. 2006. Political Scientists Debate 'Theory of Rational Choice.' Available at: <http://myweb.liu.edu/~uroy/eco54/histlist/pol-sci-rational.htm> and Thompson, Clive. 2009. Can Game Theory Predict When Iran Will Get the Bomb? *New York Times*. Available at: <http://www.nytimes.com/2009/08/16/magazine/16Bruce-t.html>

Tversky, Amos, and Daniel Kahneman. 1986. Rational Choice and the Framing of Decisions. *The Journal of Business* 59(4): S251-S278. (T-Square)

Monroe, Kristen, Michael C. Barton, and Ute Klingemann. 1990. Altruism and the Theory of Rational Action: An Analysis of Rescuers of Jews in Nazi-Europe. *Ethics* 101(1): 103-122. (T-Square)

February 20 - Institutionalism

North, Douglass C. 1991. Institutions. *The Journal of Economic Perspectives* 5(1): 97-112. (T-Square)

Akerlof, George A. 1970. The Market for Lemons: Qualitative Uncertainty and the Market Mechanism. *Quarterly Journal of Economics* 84(3): 488-500. (T-Square)

and Hardin, Garrett. 1968. The Tragedy of the Commons. *Science* 162(3859): 1243-1248. (T-Square)

Lijphart, in Mayer et al. 3.1 and 3.2

Linz, in Mayer et al. 7.1

February 27 – Institutionalism (cont'd)

Horowitz, Donald L. 1990. Comparing Democratic Systems. *Journal of Democracy* 1(4): 73-79. (T-Square)

Huntington, Samuel P. 1991. Democracy's Third Wave. *Journal of Democracy* 2(2): 12-34. (T-Square)

Zakaria, Fareed. 1997. The Rise of Illiberal Democracy. *Foreign Affairs* (Nov/Dec): 22-43. (T-Square)

Lijphart, Arend. 2004. Constitutional Design for Divided Societies. *Journal of Democracy* 15(2): 96-109. (T-Square)

March 6 – Social Capital and Civil Society

Robert, Putnam. 1995. Bowling alone: American's Declining Social Capital. *Journal of Democracy*, 6:1, pp. 65-78. (T-Square)

Rothstein, Bo, and Eric Uslaner. 2005. All for all: Equality and Social Trust. *Center for European Studies Working Paper* 117. (T-Square)

Coleman, James S. 1988. Social Capital in the Creation of Human Capital. *The American Journal of Sociology* 94: S5-S20. (T-Square)

Skocpol, Theda, Marshall Ganz, and Ziad Munson. 2000. A Nation of Organizers: The Institutional Origins of Civic Voluntarism in the United States. *American Political Science Review* 94(3): 527-546. (T-Square)

March 13 – The Clash of Civilizations vs. The End of History

Huntington, in Mayer et al. 12.3

Chandra, Kanchan, et. al. 2001. Symposium: Cumulative Findings in the Study of Ethnic Politics. *PSA-CP Newsletter* 12(1): 7-25. (T-Square)

Fukuyama, in Mayer et al. 4.1

Rodrik, Dani. 2006. Goodbye Washington Consensus, Hello Washington Confusion? *Journal of Economic Literature* 44(4): 973-987. (T-Square)

March 18-22 – Spring Break

March 27 – Comparing Policy Responses I: Income Inequality in Capitalist Democracies

Reading: Birchfield, *Income Inequality in Capitalist Democracies*.

Guest: Dr. Vicki Birchfield

April 3 - Comparing Policy Responses II: State Capacity and Tourism

Reading: Bowman, *State Capacity, Structure, and Choice: Peddling Paradise in the Latin American Tourism Boom* (selected draft chapters to be uploaded to T-square).

Guest: Dr. Kirk Bowman

April 10 - Comparing Policy Responses III – Energy and Environmental Policies

Reading: Brian Woodall, “Japan – Paragon of Energy Efficiency, Green Growth Laggard” (uploaded to T-Square); “Green Growth Country Cases,” pp. 1-4, 63-74 (uploaded to T-Square).

Guest: Dr. Brian Woodall

April 17 - Student presentations

April 24 – Student presentations

May 1 – Research proposals due (no class)