

## Introduction to Comparative Politics

POLS 715  
University of Wisconsin-Milwaukee  
Fall 2020  
Time: Tuesday 4:00pm-6:30pm  
Room: Bolton B79

Professor: Ora John Reuter  
Office: BOL 670  
Email: reutero@uwm.edu  
Office Hours: By Appointment via  
Teams/Zoom/Skype  
Mode of Delivery: In-person

### Course Description:

This is a graduate level survey of the comparative politics subfield. It exposes students to the major themes and approaches in the subfield. The focus of the course is substantive and theoretical, but major methodological issues in the discipline will also be considered along the way. The course is designed to help prepare students interested in taking the Comparative Politics preliminary exam, but should be of use to all political science graduate students.

### Course Objectives:

In this course you will:

1. gain exposure to the major theoretical, epistemological, and methodological approaches in Comparative Politics
2. become familiar with the intellectual history of the subfield
3. critique and evaluate cutting edge research in comparative politics
4. encounter and work through successful examples of applied political science research
5. learn to critique cutting edge research in comparative politics
6. be encouraged to consider why some ideas have staying power

### Requirements:

1) Attend class sessions and participate

The format of this class will be discussion. Your participation includes both attendance and engagement in class discussion.

Most of our class time will be spent discussing the themes and arguments presented in our readings. Everyone should have something to say in every class. Your comments need not dazzle every time. Often times, the most productive contributions to class discussions are questions. If you don't understand something in the readings, say so. The authors we read are not perfect; one of our primary mandates in the course is to find flaws in these readings and discuss ways to improve them. Speak up and air your grievances. We will all be better for it and you will be rewarded come evaluation time. For each reading you should be prepared to discuss the following questions (if applicable):

- What is the research question? (i.e. what is the goal of the researcher?)
- Is this research question important? What is the puzzle being addressed? What is the motivation? (i.e. why was this paper written? Should we care about it?)

- What are the main concepts being discussed? Are they clear?
- What is the argument? What are its component parts? Who are the actors? Is it logically coherent? Is it novel?
- What are the observable implications of the argument?
- How is the argument tested? (i.e. what is the empirical strategy)
- How does the author measure key concepts? Are these measurements valid? Reliable?
- Does the evidence support the theory?
- What are the major hurdles to causal (or descriptive) inference (if applicable)? How does the author address these issues? Do they do an adequate job?

2) Complete assigned readings before the date indicated on the syllabus

In order to participate effectively in discussion, you will need to have done the required readings for that day. Much is expected in terms of reading, but you are up to the task.

3) Six 2-4 page reaction papers/presentation

Over the course of the semester, you will write six reaction papers on a reading (or readings) of your choice from a class session.

These papers should have three components:

1) The paper should briefly (one paragraph) sum up the main argument made by the author and the evidence provided.

2) It should contain an evaluation and critique of the author's argument and evidence in light of the other readings for that week. Does the author's argument make sense? Why or why not? Does his evidence (if any) comport with his/her argument? Why or why not? Do you know of other evidence that undermines (or supports) the author's argument? Does one of the other readings for that day offer a perspective that is discordant with the perspective offered by the author? This section should constitute the lion's share of the paper.

3) The paper should conclude with some questions for the class that flow from your evaluation/critique.

You will give a short 5-minute presentation on your paper to kick off our discussion of that reading. Your questions should help us in our discussion.

Each week we will determine who will write reaction papers for the following week. I will ask for volunteers.

The reaction papers are due in class on the day we discuss the reading.

5) Complete one mid-term practice exam and one take-home final exam. These exams are designed to mimic the comprehensive exams in the sub-field and help students prepare for that task. The mid-term will be due by email on October 26. The final will be due by email on December 21.

## **Evaluation Scheme:**

Class Participation: 20%  
Mid-Term Exam: 20%  
Response Papers: 30%  
Final Exam: 30%

## **Late Assignment Policy**

All assignments are due on the assigned date. Response papers are due on the day that a reading is covered in class. I do not accept late assignments. Exceptions are made only in the most severe and extraordinary circumstances.

## **Expected Time Commitment:**

This is a three-credit course, so the expected time commitment from students is approximately 144 hours. Students will spend 36 hours in class over the course of the semester. Approximately 60% of the remaining time will be spent preparing for class by doing assigned readings and taking notes. 10% will be spent preparing reaction papers. A further 30% will be spent preparing for exams.

## **Academic Honesty:**

All assignments and activities associated with this course must be performed in accordance with the University of Wisconsin-Milwaukee's academic misconduct policy. Plagiarism will not be tolerated in this course and any plagiarism on any assignment will result in a failing grade for the course. *When in doubt, cite.* If you have questions about attribution, please see me. I am here to help! More information is available at [http://www.uwm.edu/acad\\_aff/policy/academicmisconduct.cfm](http://www.uwm.edu/acad_aff/policy/academicmisconduct.cfm)

## **COVID-19 Policies and Accommodations:**

### *Panther Community Health and Safety Standards*

UWM has implemented reasonable health and safety protocols, taking into account recommendations by local, state and national public health authorities, in response to the COVID-19 pandemic. As a member of our campus community you are expected to abide by the [Panther Community Health and Safety Standards](#) and the [Interim COVID-Related Health & Safety Rules \(SAAP 10-12\)](#), which were developed in accordance with public health guidelines. These standards apply to anyone who is physically present on campus, UWM grounds, or participating in a UWM-sponsored activity.

With respect to instructional spaces (classrooms, labs, performance spaces, etc.):

- Six-foot social distancing must always be maintained.
- Masks are always required on campus, with limited exceptions—environments where hazards exist that create a greater risk by wearing a mask (for example, when operating equipment in a lab with the risk of a mask strap getting caught in machinery, or when flammable materials are being used).
- A student who comes to class without wearing a mask will be asked to put on a mask or to leave to get one at a mask handout station. Failure to do so could result in student conduct processes.
- You should check daily for COVID symptoms by completing the self-check at <https://uwm.edu/coronavirus/symptom-monitor/>. Symptoms may appear 2-14 days after exposure to the virus and include fever, cough, or shortness of breath or difficulty breathing. See the [CDC's Website](#) for more information about COVID-19 symptoms.

Students who test positive for or who are diagnosed based on symptoms with COVID-19 should complete this Dean of Students form:

[https://cm.maxient.com/reportingform.php?UnivofWisconsinMilwaukee&layout\\_id=4](https://cm.maxient.com/reportingform.php?UnivofWisconsinMilwaukee&layout_id=4). By doing so, students will get information on resources, help UWM identify individuals they may have come into contact with on campus so that UWM can work with the local health department, and allow UWM to clean campus areas you visited as appropriate.

#### *COVID Attendance Policy*

Do not attend class if you have COVID-19, if you are experiencing symptoms consistent with COVID-19, if you have been in close contact with others who have symptoms, if you need to care for an individual with COVID-19, or have other health concerns related to COVID-19.

Students who miss class due to the above conditions will not be penalized for their absence and will not be asked to provide formal documentation from a healthcare provider.

If you are unable to attend class, take the following steps.

- Notify me in advance of the absence or inability to participate.
- Participate in class activities online and submit assignments electronically, to the extent possible.
- Reach out to me if illness will require late submission or other modifications to deadlines.
- If remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related circumstances, contact me to discuss other options.

As your instructor, I will trust your word when you say you are ill, and in turn, I expect that you will report the reason for your absences truthfully.

#### *Potential for Reversion to Fully Online Instruction*

Changing public health circumstances for COVID-19 may cause UWM to move to fully online instruction at some point during the semester. UWM will communicate with students about moving to fully online instruction if the situation develops.

**Other University Policies** (<http://www4.uwm.edu/secu/SyllabusLinks.pdf>)

## **September 8: What is Comparative Politics? History of the Discipline**

### Required:

Lichbach, Mark. 1997. "Social Theory and Comparative Politics" in Lichbach, Mark and Alan Zuckerman eds. *Comparative Politics: Rationality, Culture, and Structure* pp 239-260, only. [Available on Canvas]

Gerardo Munck. 2007. "The Past and Present of Comparative Politics." In Munck and Snyder, *Passion, Craft and Method in Comparative Politics*. <https://kellogg.nd.edu/publications/workingpapers/WPS/330.pdf>

Bates, Robert H. 1997. "Area studies and the discipline: A useful controversy?" *PS: Political Science and Politics* 30, no. 2: 166-169

[http://dash.harvard.edu/bitstream/handle/1/3638435/bates\\_areastudies.pdf?sequence=4](http://dash.harvard.edu/bitstream/handle/1/3638435/bates_areastudies.pdf?sequence=4)Area studies symposium

Kitschelt, Herbert. (2002) "Accounting for Postcommunist Regime Diversity: What Counts as a Good Cause?" in Ekiert, Grzegorz and Stephen Hanson(eds). *Capitalism and Democracy in Central and Eastern Europe* New York: Cambridge [Available on Canvas]

Rodden, Jonathan. 2007. "Back to the Future: Endogenous Institutions and the Study of Comparative Politics" Available here: [http://web.stanford.edu/~jrodden/rodden\\_endog\\_inst\\_final\\_nov8\\_07.pdf](http://web.stanford.edu/~jrodden/rodden_endog_inst_final_nov8_07.pdf)

Also read John Huber's blog post on experiments at the Monkey Cage:

<http://themonkeycage.org/2013/06/14/is-theory-getting-lost-in-the-identification-revolution/>

## **PART I: APPROACHES TO THE STATE AND POLITICAL INSTITUTIONS**

### **September 15: State Formation and Modernization**

#### Required:

Inkeles, Alex. 1966. "The Modernization of Man," in *Modernization: The Dynamics of Growth*, ed. Myron Weiner (New York: Basic Books, 1966): 138-150. [Available on CANVAS]

Huntington, Samuel. 1968. *Political Order in Changing Societies* [pp1-92] [Available on CANVAS]

Migdal, Joel S. 1988. *Strong Societies and Weak States: State-Society Relations and State Capabilities in the Third World*. Princeton, Princeton University Press pp. 3-41. [Available on CANVAS]

Ertman, Thomas. 1997 *Birth of the Leviathan: Building States and Regimes in Medieval and Early Modern Europe*. New York: Cambridge. [Chapter 1] [Available on CANVAS]

Herbst, Jeffrey. 2000. *States and Power in Africa: Comparative Lessons in Authority and Control* Princeton, Princeton University Press. [Chapters 1 and 5] [\[Available on CANVAS\]](#)

## **September 22: Regime Type and Democracy**

### Required:

Dahl, Robert. 1972. *Polyarchy*. [pp1-16] [\[Available on CANVAS\]](#)

Weingast, Barry. 1997. "The Political Foundations of Democracy and the Rule of Law." *American Political Science Review*

Lipset, Seymour Martin. 1960. *Political Man: The Social Bases of Politics* Chapter 2 [\[Available on CANVAS\]](#)

Acemoglu, Daron and James A. Robinson. 2006. *Economic Origins of Dictatorship and Democracy* Cambridge: Cambridge University Press [pp1-47] [\[Available on CANVAS\]](#)

Bueno de Mesquita, Bruce, James D. Morrow, Randolph M. Siverson, and Alastair Smith. 2003. *The Logic of Political Survival*. Cambridge: The MIT Press. [Selections] [\[Available on CANVAS\]](#)

## **September 29: Comparative Political Institutions: Introduction**

### Required:

Hall, Peter A. and Rosemary Taylor. 1996. "Political Science and the Three New Institutionalisms," *Political Studies*

Greif, Avner, Paul Milgrom, and Barry Weingast. 1994. "Coordination, Commitment and Enforcement: The Case of the Merchant Guild" *The Journal of Political Economy*. 102(4). [\[Available on CANVAS\]](#)

Svolik, Milan. 2015. "Equilibrium Analysis of Political Institutions" in *Routledge Handbook of Comparative Political Institutions*. [\[Available on CANVAS\]](#)

Carey, John M. 2000. "Parchment, Equilibria, and Institutions," *Comparative Political Studies*

Aldrich, John. 1995. *Why Parties?: The Origins and Transformation of Party Politics in America* Chicago: University of Chicago Press, 1995. [Selections] [\[Available on CANVAS\]](#)

## **October 6—Legislatures**

Huber, John. 1996. *Rationalizing Parliament: Legislative Institutions and Party Politics in France*. Cambridge: Cambridge University Press. [Selections] [\[Available on CANVAS\]](#)

Martin, Lanny and Randolph Stevenson. 2001. "Government Formation in Parliamentary Democracies" *American Journal of Political Science*

Strom, Kaare. 1990. *Minority Government and Majority Rule*. Selections. [\[Available on CANVAS\]](#)

Strom, Kaare. 2000. "Delegation and Accountability in Parliamentary Democracies" *European Journal of Political Research*

### **October 13: Models of Democratic Decision-Making**

#### Required:

Lijphart, Arend. 1999. *Patterns of Democracy*. Chapter 1-3. Available here:  
<http://digamo.free.fr/lijphart99.pdf>

Shugart, Matthew S., and John M. Carey. 1992. *Presidents and Assemblies: Constitutional Design and Electoral Dynamics* (Cambridge: Cambridge University Press, 1992), chs 1, 3, and 9 [\[Available on CANVAS\]](#)

Cheibub, Jose Antonio. 2007. *Presidentialism, Parliamentarism, and Democracy*. Cambridge: Cambridge University Press. [Chapter 1] [\[Available on CANVAS\]](#)

Cox, Gary W. and Matthew McCubbins. 2001. "The Institutional Determinants of Economic Policy." In *Presidents, Parliaments, and Policy*, edited by S. Haggard and M. McCubbins. Cambridge: Cambridge University Press. [\[Available on CANVAS\]](#)

### **October 20: Federalism and Comparative Judicial Politics**

#### Required:

Vanberg, Georg. 2005. *The Politics of Constitutional Review in Germany*. New York, Cambridge University Press. Chapters 1, 4, and 5.

Ordeshook, Peter C., Mikhail Filippov, and Olga Shvetsova. 2004. *Designing Federalism: A Theory of Self-Sustainable Federal Institutions*. Cambridge: Cambridge University Press, chs. 1-2, 6 (pp. 1-75, 177-225).

Jonathan Rodden and Erik Wibbels, "Beyond the Fiction of Federalism: Macroeconomic Management in Multitiered Systems," *World Politics* 54:4 (2002): 494-531.

Huber, John D., and Charles R. Shipan. *Deliberate Discretion? The Institutional Foundations of Bureaucratic Autonomy*. (Cambridge, Cambridge University Press, 2002), chs. 1-2, 6-7, (pp. 1-43, 139-209).

### **October 27: Elections, Representation, and Accountability**

#### Required:

Przeworski, Adam, Susan Stokes, and Bernard Manin. 1999. *Democracy, Accountability, and Representation*. pp 29-84. [Both chapters; no need to read appendix in Fearon chapter] [\[Available on CANVAS\]](#)

Powell, G. Bingham. 2000. *Elections as Instruments of Democracy: Majoritarian and Proportional Visions*. New Haven: Yale University Press. Chapters 1, 3, 4, 8 9, 10 (pp 233-246) [\[Available on CANVAS\]](#)

Cox, Gary, *Making Votes Count: Strategic Coordination in the World's Electoral Systems* (Cambridge: Cambridge University Press), 1997 [[2, 4, 5, 8, 10, and 11 [Also read Chapter 3 if you feel unfamiliar with the terminology used to describe electoral systems] [\[Available on CANVAS\]](#)

## **PART II: POLITICAL BEHAVIOR**

### **November 3: Voting Behavior**

#### Required:

Iversen, Torben. 1994. "The Logics of Electoral Politics: Spatial, Directional, and Mobilization." *Comparative Political Studies* 27:2, 155-89.

Dalton, Russell and Martin P. Wattenberg. 2000. *Parties without Partisans: Political Change in Advanced Industrial Democracies* New York: Oxford University Press, [Selections] [\[Available on CANVAS\]](#)

Kitschelt, Herbert. 2000. "Linkages between Citizens and Politicians in Democratic Polities." *Comparative Political Studies*

Svolik, Milan. 2020. "When Polarization Trumps Civic Virtue: Partisan Conflict and the Subversion of Democracy by Incumbents" *Quarterly Journal of Political Science*.

Suryanarayan, Pavithra. 2020. "When Do the Poor Vote for the Right Wing and Why: Status Hierarchy and Vote Choice in the Indian States". *Comparative Political Studies*.

#### Suggested:

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

If not familiar with the Median Voter Theorem and/or the discussion in Iversen is insufficient, then familiarize yourself with Downs' argument.

### **November 10: Participation and Social Movements**

#### Required:

Arend Lijphart. 1997. "Unequal Participation: Democracy's Unresolved Dilemma," *American Political Science Review*, 91, pp. 1-14.

Kasara, Kimuli and Pavithra Suryanarayan. 2014. "When do the Rich Vote Less Than the Poor and Why? Explaining Turnout Inequality across the World" *American Journal of Political Science*.

Hur, Aram. 2020. "Citizen Duty and the Ethical Power of Communities: Mixed-Method Evidence from East Asia" *British Journal of Political Science*.



Tarrow, Sidney. 1998. *Power in Movement: Social Movements and Contentious Politics* Cambridge: Cambridge University Press. [Selections] [\[Available on CANVAS\]](#)

Yashar, Deborah. 1998. "Contesting Citizenship: Indigenous Movements and Democracy in Latin America" *Comparative Politics*.

### **November 17: Political Culture, Social Capital and Civil Society**

#### Required:

Inglehart, Ronald. 1988. "The Renaissance of Political Culture," *American Political Science Review* 82

Putnam, Robert D. 1993. *Making Democracy Work: Civic Traditions in Modern Italy* Princeton, NJ: Princeton University Press, [Selections] [\[Available on CANVAS\]](#)

Berman, Sheri. 1997. "Civil Society and the Collapse of the Weimar Republic," *World Politics*, 49:3 (April 1997): 401-439.

Tsai, Lily. 2007. "Solidarity Groups, Informal Accountability, and Local Public Goods Provision in Rural China" *American Political Science Review*.

Habyarimana, James, Macartan Humphreys, Daniel Posner, and Jeremy Weinstein. 2007. "Why Does Ethnic Diversity Undermine Public Goods Provision? An Experimental Approach", *American Political Science Review*,

### **November 24: Resistance and Protest**

Scott, James. 1987. *Weapons of the Weak: Everyday Forms of Peasant Resistance*. New Haven, CT: Yale UP. Ch. 1-2 [\[Available on CANVAS\]](#)

Kuran, Timur. 1991. "Now out of Never: The Element of Surprise in the East European Revolution of 1989" *World Politics*

Beissinger, Mark. 2013. "The Semblance of Democratic Revolution: Coalitions in Ukraine's Orange Revolution." *American Political Science Review*.

Lorentzen, Peter. 2013. "Regularizing Rioting: Permitting Public Protest in an Authoritarian Regime" *Quarterly Journal of Political Science*. 8.

Rosenfeld, Bryn. 2017. "Reevaluating the Middle-Class Protest Paradigm: A Case-Control Study of Democratic Protest Coalitions in Russia" *American Political Science Review*. 111(4).

## **PART III: POLITICAL ECONOMY**

### **December 1: Political Economy of Development: Institutions and Legacies**

Required:

North, Douglass C. and Barry Weingast. 1989. "Constitutions and Credible Commitment: The Evolution of Institutions Governing Public Choice in Seventeenth Century England," *Journal of Economic History*,

Acemoglu, Daron, Simon Johnson, and James Robinson. 2001. "The Colonial Origins of Comparative Development." *American Economic Review*

Doner, Richard, Bryan K. Ritchie and Dan Slater. 2005. "Systemic Vulnerability and the Origins of Developmental States: Northeast and Southeast Asia in Comparative Perspective," *International Organization* 59:2

Xu, Chenggang. 2011. "The Fundamental Institutions of China's Reforms and Development" *Journal of Economic Literature*

Stanley L. Engerman and Kenneth L. Sokoloff. 2002. "Factor Endowments, Inequality, and Paths of Development among New World Economies" *Economia*, Fall 2002. 41-109.

**December 8: Political Economy of Development: Elections, Competition, and Democracy**

Keefer, Philip & Stuti Khemani. 2005. "Democracy, Public Expenditures, and the Poor: Understanding Political Incentives for Providing Public Services." *The World Bank Research Observer* 20(1).

Ross, Michael. 2006. "Is Democracy Good for the Poor?" *American Journal of Political Science* 50(4).

Ostrom, Elinor. 2003. "How Types of Goods and Property Rights Jointly Affect Collective Action" *Journal of Theoretical Politics*.

Ferraz, Claudio and Frederico Finan. 2011. "Electoral Accountability and Corruption: Evidence from the Audits of Local Governments" *American Economic Review*. 101(4).

Baldwin, Kate. 2013. "Why Vote with the Chief? Political Connections and Public Goods Provision in Zambia" *American Journal of Political Science*. 57(4).