

PSC 760: Comparative Politics Pro-seminar

Professor:
Contact Info:
Office Hours:

Description

In this class, you will be introduced to a broad cross-section of research in comparative politics. The focus will be both on the classics and on recent debates in the literature. One of the goals of this course is to help you prepare for the comparative politics qualifying exam. It is also designed to provide you with a foundation for taking advanced classes in comparative politics and an understanding of the intersection of comparative politics with other sub-fields.

Course Objectives

Upon successful completion of the course you will know/have achieved the following:

- How to rigorously apply the comparative method to original research in political science, including classic works and recent advances
- An introductory understanding of the breadth of research in comparative politics
- A firm foundation in the field of comparative politics with which to begin your preparations for the comparative politics field exam.
- How to evaluate professional level research in political science

Note on this course and comprehensive exams

This course is designed to begin your intellectual journey through comparative political science. Graduate students should not take the assigned readings as a complete list of the readings you are expected to know for a comprehensive exam in comparative politics.

For example, graduate students should be aware that this course does not focus on particular countries. However, by the time they take their comprehensive exams, graduate students are expected to have acquired sufficient knowledge of countries to which one can apply the concepts covered in the course. If you have not already done so, this may require you to work on this on your own time.

Course Materials

The following books are required for the course. Used and new copies are all available on your favorite Internet sites. We will also put a copy of each book on reserve at the library. The remaining readings are available either through J-Stor (articles) or through electronic reserve on ICON (book chapters), unless otherwise noted.

Bates, Robert H. 2005. *Markets and States in Tropical Africa*. University of California Press. (earlier version is fine)

Cheibub, José Antonio. 2007. *Presidentialism, Parliamentarism, and Democracy*. New York, NY: Cambridge UP.

Chwe, Michael. 2001. *Rational Ritual: Culture, Coordination and Common Knowledge*. Princeton, NJ: Princeton University Press.

Cox, Gary. 1997. *Making Votes Count*. New York: Cambridge University Press.

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

Hirschman, Albert. 1970. *Exit, Voice, and Loyalty*. Cambridge: Harvard University Press.

North, Douglas. 1990. *Institutions, Institutional Change, and Economic Performance*. New York: Cambridge University Press.

Tarrow, Sidney. 1998. *Power in Movement. Social Movements and Contentious Politics*. New York: Cambridge University Press.

Tilly, Charles. 1992. *Coercion, Capital, and European States*. Cambridge, MA: Blackwell

Tsebelis, George. 1990. *Nested Games: Rational Choice in Comparative Politics*. Los Angeles, CA: University of California Press

Assignments

Seven weekly papers. Email the professor the papers each week *before* class meets. These are to be no more than 5 double-spaced pages. You should provide a summary of each reading and then a brief analysis, where you synthesize that week's readings. Papers should be well written, analytical and focused on assigned readings. For the second week of the class, turn in a schedule for which weeks you are going to write weekly papers (at least 3 have to be done by Week 8 and at least 3 have to be done after). The papers will be worth 40% of your grade.

Take home final exam and oral exam. You'll have a 2-3 day open book, open note take home exam assigned the last day of class. Following this, each student will have a private oral exam with the instructor based on the answers given in the written exam. The oral exam will last no more than an hour. The written exam will be 25% of your grade and the oral exam will be 15%.

Participation. Do the readings and come to class prepared to discuss, debate, ask questions about the week's readings. Failure to come to class prepared is not acceptable graduate level effort. You will be expected to lead the discussion in assigned weeks. The number of weeks assigned will depend on the number of students enrolled. How effective you are will be a factor in your participation grade. Discussions will be respectful and focused on subjects covered in the course. Participation is 20% of your grade.

Important Info & Policies

- In general, I will not allow extensions on assignments. However, should you find yourself in a situation where you will not be able to turn an assignment in on-time, please advise me of this as soon as you can, and not the day the assignment is due. I will work with you to come up with a solution.
- A late assignment will be penalized 1/3 of a grade for each day it is late. After 1 week, I will no longer accept it.
- I expect you to attend all classes. Should something come up that will prevent you from attending class, please let me know in advance.
- Grade appeals must be in writing. You will need to explain why you believe you deserve a grade different than what you received.

Course Outline / Weekly Topics

Week 1: Introduction and Preliminaries: What is Comparative Politics?

Lijphart, Arend. 1971. "Comparative Politics and Comparative Method." *American Political Science Review* 65.3.

Week 2: Comparative Method

Gerring, John. 2004. "What is a Case Study and What is it good for?" *American Political Science Review* 98: 341-354.

Dion, Douglas. 1998. "Evidence and Inference in the Comparative Case Study," *Comparative Politics* 30.2. 127-145.

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

Suggested Readings:

- Mill, John Stuart. 1846. "How We Compare." In *A System of Logic*, Book VI, Chapter 10. New York: Harper.
- Brady, Henry E. and David Collier, eds. 2004. *Rethinking Social Inquiry: Diverse Tools, Shared Standards*. Lanham, MD: Rowman & Littlefield.
- Geddes, Barbara. 1990. "How the Cases You Choose Affect the Answers You Get: Selection Bias in Comparative Politics" *Political Analysis* 2.1.

- Ragin, Charles C. 1987. *The Comparative Method: Moving Beyond Qualitative and Quantitative Strategies*. Berkeley: University of California Press.
- Eckstein, Harry. 1975. "Case Study and Theory in Political Science," in *Handbook of Political Science*, vol. 7, edited by Fred Greenstein and Nelson Polsby. Reading, MA: Addison-Wesley, 79-137.
- King, Gary, Robert Keohane, and Sidney Verba. 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton, NJ: Princeton University Press.
- Bates, Robert et al. 1998. *Analytic Narratives*. Princeton, NJ: Princeton University Press.
- Bates, Robert. 1997. "Area Studies and the Discipline: A Useful Controversy?" *PS: Political Science and Politics*. Pg. 166-169.
- Przeworski Adam and Henry Teune. 1970. *The Logic of Comparative Social Inquiry*. Malebar, FL: Krieger: Intro and Chapter 1 covering what comparative politics is.

Week 3: State Building

Weber, Max. *Economy and Society*. "Chapter XI: Bureaucracy": 956-1005.

Tilly, Charles. 1992. *Coercion, Capital, and European States*. Cambridge, MA: Blackwell

Thies, Cameron. 2005. "War, Rivalry, and State Building in Latin America." *American Journal of Political Science*. 49.3: 451-65.

Suggested Readings:

- Ertman, Thomas. 1997. *Birth of Leviathan: Building States and Regimes in Medieval and Early Modern Europe*. New York, NY: Cambridge University Press.
- Levi, Margaret. 1989. *Of Rule and Revenue*. Berkeley, CA: University of California Press.
- North, Douglass. 1981. *Structure and Change in Economic History*. New York, NY: W.W. Norton & Company.
- Migdal, Joel. 1988. *Strong Societies and Weak States*. Princeton, NJ: Princeton University Press.
- Spruyt, Henrick. 1994. *The Sovereign State and Its Competitors*. Princeton, NJ: Princeton University Press.
- Porter, Bruce. 2002. *War and the Rise of the State: The Military Foundations of Modern Politics*. New York, NY: Free Press.
- Skocpol, Theda. 1979. *States and Social Revolutions: A Comparative Analysis of France, Russia, and China*. New York: Cambridge University Press. Focus on chapters 1, 4-7, Conclusion.
- Roeder, Phil. 2007. *Where Nation-States Come From: Institutional Change in the Age of Nationalism*. Princeton, NJ: Princeton University Press.
- Centeno, Miguel. 2003. *Blood and Debt: War and the Nation State in Latin America*. University Park, PA: Pennsylvania State University Press.

- Lopez-Alvez, Fernando. 2000. *State Formation and Democracy in Latin America, 1810-1900*. Durham, NC: Duke University Press.
- Herbst, Jeffrey. 2000. *States and Power in Africa*. Princeton, NJ: Princeton University Press.

Week 4: Modernization Theory and Political Development

Huntington, Samuel. 1965. "Political Development and Political Decay" *World Politics* 17.3.

Przeworski, Adam and Fernando Limongi, 1997. "Modernization: Theories and Facts" *World Politics* 49.2

Bates, Robert H. 2005. *Markets and States in Tropical Africa*. University of California Press.

Posner, Daniel N. and Daniel J. Young. 2007. "The Institutionalization of Political Power in Africa" *Journal of Democracy* 18(3): 126-140.

Suggested Readings:

- Lipset, Seymour M. [1960, 1963] 1981. *Political Man: The Social Bases for Politics*. Baltimore, MD: Johns Hopkins University Press.
- Deutsch, Karl W. 1961. "Social Mobilization and Political Development." *American Political Science Review* 55:493-514.
- Lerner, Daniel. 1958. *The Passing of Traditional Society*. Glencoe, IL: Free Press.
- Weber, Eugen. 1976. *Peasants into Frenchmen: The Modernization of Rural France 1870-1914*. Stanford, CA: Stanford University Press.
- Huntington, Samuel. 1968. *Political Order in Changing Societies*. New Haven: Yale University Press.
- Olson, Mancur. *The Rise and Decline of Nations: Economic Growth, Stagflation and Social Rigidities*. New Haven, CT: Yale University Press, Chapters 1-2.
- Popkin, Samuel. 1980. *The Rational Peasant*. Berkeley: University of California Press.
- Gerschenkron, Alexander. 1962. *Economic Backwardness in Historical Perspective*. New York: Cambridge University Press, ch. 1.
- (Critique/Debates) Valenzuela, J. Samuel and Arturo Valenzuela. 1978. "Modernization and Dependency: Alternative Perspectives in the Study of Latin American Underdevelopment." *Comparative Politics*. 10: 535-57.

Week 5: Democratization

Dahl, Robert. 1971. *Polyarchy: Participation and Opposition*. New Haven, CT: Yale University Press. Chapters 1 and 2.

Huntington, Samuel. 1991. "Democracy's Third Wave." *Journal of Democracy*. 2.2: 12-34.

Przeworski, Adam. 1991. *Democracy and the Market: Political and Economic Reforms in Eastern Europe and Latin America*. New York, NY: Cambridge University Press. Chapters 1, 2, and 4.

Ross, Michael. 2001. "Does Oil Hinder Democracy" *World Politics* 53.3

Rudra, Nita. 2005. "Globalization and the Strengthening of Democracy in the Developing World" *American Journal of Political Science* 49(4): 704-730.

Suggested Readings:

- Barrington Moore. 1966. *Social Origins of Dictatorship and Democracy. Lord and Peasant in the Making of the Modern World*. Boston, MA: Beacon Press.
- Skocpol, Theda. 1994. "A Critical Review of Barrington Moore's *Social Origins of Dictatorship and Democracy*." In *Social Revolutions in the Modern World*, Theda Skocpol, ed. New York, NY: Cambridge University Press.
- Fish, M. Steven. 2002. "Islam and Authoritarianism" *World Politics*. 55.1.
- Przeworski, Adam. 1991. *Democracy and the Market: Political and Economic Reforms in Eastern Europe and Latin America*. New York, NY: Cambridge University Press.
- Dahl, Robert. 1971. *Polyarchy: Participation and Opposition*. New Haven, CT: Yale University Press.
- Grabbe, Heather. 2006. *The EU's Transformative Power: Europeanization Through Conditionality in Central and Eastern Europe*. New York, NY: Palgrave.
- Samuel Huntington. 1991. *The Third Wave: Democratization in the Late Twentieth Century*. Norman, OK: University of Oklahoma Press.
- Linz, Juan and Alfred Stepan. 1996. *Problems of Democratic Transition and Consolidation: Southern Europe, South America, and Post-Communist Europe*. Baltimore, MD: Johns Hopkins University Press.
- Pevehouse, Jon. 2002. "Democracy from the Outside-In? International Organizations and Democratization" *International Organization* 56.3

Week 6: Political Culture and Political Attitudes

Putnam, Robert, Robert Leonardi, and Raffaella Y. Nanetti. 1993. *Making Democracy Work. Civic Traditions in Modern Italy*. Princeton: Princeton University Press. Chapters 1-4.

Elkins, David J. and Richard E.B. Simeon. 1979. "A Cause in Search of Its Effects, or What Does Political Culture Explain?" *Comparative Politics*. 11: 127-146.

Posner, Daniel. 2004 "Political Salience of Cultural Difference: Why Chewas and Tumbukas Are Allies in Zambia and Adversaries in Malawi" *American Political Science Review* 98(4): 529-545.

Chwe, Michael. 2001. *Rational Ritual: Culture, Coordination and Common Knowledge*. Princeton, NJ: Princeton University Press.

Suggested Readings:

- Almond, Gabriel and Sidney Verba. 1965. *The Civic Culture. Political Attitudes and Democracy in Five Nations*. Boston, MA: Little Brown and Company. Focus on chapters 1, 5-6, and 13.
- Almond, Gabriel and Sidney Verba, eds. 1980. *The Civic Culture Revisited*. Newbury Park, CA: Sage Publications. Chapters 1, 2, 10.
- Geertz, Clifford. 1973. "Ideology as a Cultural System." In Clifford Geertz, ed. *The Interpretation of Cultures*. New York: Harper.
- Tocqueville, Alexis. 1839. *Democracy in America*. Any version.
- Inglehart, Ronald. 1997. *Modernization and Post-Modernization. Cultural, Political, and Economic Change in 43 Societies*. Princeton: Princeton University Press.
- Inglehart, Ronald. 1994. "Economic Security and Value Change." *American Political Science Review*. 88.2: 336-54.
- Susan Pharr. 1992. *Losing Face: Status Politics in Japan*. Berkeley, CA: University of California Press.
- Frederic Schaeffer. 2000. *Democracy in Translation: Understanding Politics in an Unfamiliar Culture*. Ithaca, NY: Cornell University Press.
- Ann Swidler. 1986. "Culture in Action: Symbols and Strategies." *American Sociological Review*. 51: 273-286.

Week 7: Political Participation and Collective Action

Hirschman, Albert. 1970. *Exit, Voice, and Loyalty*. Cambridge: Harvard University Press. Chapters 1-4, 7, 9.

Olson, Mancur. 1965. *Logic of Collective Action*. Cambridge, MA: Harvard University Press. Chapters I, II.

Birch, Sarah. 2010. "Perceptions of Electoral Fairness and Voter Turnout." *Comparative Political Studies* 43(12): 1601-1622.

Suggested Readings:

- *Participation*
- Huntington, Samuel and Joan M. Nelson. 1976. *No Easy Choice: Political Participation in Developing Countries*. Cambridge, MA: Harvard University Press.
- Barnes, Samuel, Kaase, Max, et al. 1979. *Political Action : Mass Participation in Five Western Democracies*. Beverly Hills, CA: Sage Publications.
- Lewis-Beck, Michael .1988. *Economics and Elections* Ann Arbor: University of Michigan Press.
- Powell, G. Bingham and Guy Whitten. 1993. "A Cross-National Analysis of Economic Voting: Taking Account of the Political Context." *American Journal of Political Science*. Vol. 73 (2), pp. 391-414.

- Lijphart, Arend. 1997. "Unequal Participation: Democracy's Unresolved Dilemma." *American Political Science Review* 91:1-14.
- Dalton, Robert. 2008. *Citizen Politics: Public Opinion and Political Parties in Advanced Industrial Democracies*, 5th ed. Washington, DC: CQ Press.
- LeDuc, Lawrence, Richard Niemi, and Pippa Norris, eds. 2002. *Comparing Democracies 2*. Thousand Oaks, CA: Sage Publications.
- Verba, Sydney, Normal H. Nie, and Jae-On Kim. 1978. *Participation and Political Equality: A Seven-Nation Comparison*. New York: Cambridge University Press.
- *Collective Action*
- Marwell, Gerald and Pamela Oliver. 1993. *The Critical Mass in Collective Action: A Microsocial Theory*. New York: Cambridge University Press.
- Ostrom, Elinor. 1990. *Governing the Commons: The Evolution of Institutions for Collective Action*. New York: Cambridge University Press.
- Chong, Dennis. 1991. *Collective Action and the Civil Rights Movement*. Chicago, IL: University of Chicago Press.

Week 8: Resistance, Protest, Social Movements

Tarrow, Sidney. 1998. *Power in Movement. Social Movements and Contentious Politics*. New York: Cambridge University Press.

Lohmann, Susanne. 1994. "The Dynamics of Informational Cascades: The Monday Demonstrations in Leipzig, East Germany, 1989-1991." *World Politics*. 47.

Blaydes, Lisa and Drew Linzer. 2008. "The Political Economy of Women's Support for Fundamentalist Islam" *World Politics* 60(4): 576-609.

Suggested Readings:

- Moore, Barrington. 1966. *Social Origins of Dictatorship and Democracy. Lord and Peasant in the Making of the Modern World*. Boston, MA: Beacon Press.
- Jenkins, Craig. 1983. "Resource Mobilization Theory and the Study of Social Movements." *Annual Review of Sociology*. 9: 527-553.
- Gurr, Ted Robert. 1970. *Why Men Rebel*. Princeton, NJ: Princeton University Press.
- Scott, James. 1985. *Weapons of the Weak*. New Haven, CT: Yale University Press.
- Lipsky, Michael. 1968. "Protest as a Political Resource." *American Political Science Review*. 62: 1114-58.
- Piven, Francis Fox and Richard Cloward. 1977. *Poor People's Movements: Why They Succeed, How They Fail*. New York: Pantheon Books.
- McAdam, Doug, Sidney Tarrow, and Charles Tilly. 2001. *Dynamics of Contention*. New York: Cambridge University Press.
- McAdam, Doug, John D. McCarthy, and Mayer N. Zald. 1996. *Comparative Perspectives on Social Movements: Political Opportunities, Mobilizing Structures, and Cultural Framings*. New York, NY: Cambridge University Press.

Week 9: Electoral Systems

Blais, André and Louis Massicotte. 2002. "Electoral Systems." In *Comparing Democracies 2*, LeDuc, Lawrence, Richard Niemi, and Pippa Norris, eds. Thousand Oaks, CA: Sage Publications. Pgs 40-69. (You should familiarize yourself with different types of electoral systems and the countries that use them!)

Blais, Andre and R. Kenneth Carty. 1990. "Does Proportional Representation Foster Voter Turnout?" *European Journal of Political Research* 18(2): 167-181.

Duverger, Maurice. 1963 [1951]. *Political Parties: Their Organization and Activity in the Modern State*. New York: John Wiley and Sons. Pgs. 206-55.

Riker, William. 1982. "The Two-Party System and Duverger's Law: An Essay on the History of Political Science" *American Political Science Review* 76(4).

Cox, Gary. 1997. *Making Votes Count*. New York: Cambridge University Press. Chapters 1-8, 11, 15.

Suggested Readings:

- Rae, Douglas W. 1969. *The Political Consequences of Electoral Laws*. New Haven, CT: Yale University Press.
- Taagepera, Rein and Matthew Søberg Shugart. 1989. *Seats and Votes. The Effects and Determinants of Electoral Systems*. New Haven, CT: Yale University Press.
- Lijphart, Arend. *Electoral Systems and Party Systems. A Study of 27 Democracies, 1945-1990*. Oxford: Oxford University Press.
- Neto, O. and Gary Cox. 1997. "Electoral Institutions, Cleavage Structures, and the Number of Parties." *American Journal of Political Science* 41: 149.
- Ordeshook, Peter and Shvetsova, Olga. 1994. "Ethnic Heterogeneity, District Magnitude, and the Number of Parties." *AJPS*. 38: 100-23.
- Powell, G. Bingham. 2000. *Elections as Instruments of Democracy*. New Haven, CT: Yale University Press.
- Norris, Pippa. 2004. *Electoral Engineering: Voting Rules and Political Behavior*. New York: Cambridge University Press.
- Golden, Miriam and Eric Chang. 2003. "Electoral Connections: The Effects of the Personal Vote on Political Patronage, Bureaucracy and Legislation in Postwar Italy." *British Journal of Political Science*. 33.2.
- Chhibber, Pradeep and Ken Kollman. 2004. *The Formation of National Party Systems*. Princeton, NJ: Princeton University Press.

Week 10: Political Parties and Party Systems

Anthony Downs. 1957. *An Economic Theory of Democracy*. Boston: Harper Collins. Chapters 7-8.

Kitschelt, Herbert. 1988. "Left-Libertarian Parties: Explaining Innovation in Competitive Party Systems." *World Politics*. 40: 194-234.

Calvo, Ernesto and Maria Victoria Murillo. 2004. "Who Delivers? Partisan Clients in Argentine Electoral Market" *American Journal of Political Science* 48(4): 742-757

Desposato, Scott W. 2005. "Parties for Rent? Ambition, Ideology, and Party Switching in Brazil's Chamber of Deputies." *American Journal of Political Science* 50(1): 62-80.

Suggested Readings

- Dalton, Russell and Martin Wattenberg. 2000. *Parties without Partisans*. Oxford: Oxford University Press.
- Przeworski, Adam and John Sprague. 1986. *Paper Stones: A History of Electoral Socialism*. Chicago, IL: University of Chicago Press. Chapters 1-4.
- Strøm, Kaare and Wolfgang Mueller. 2000. *Policy, Office, or Votes? How Political Parties in Western Europe Make Hard Decisions*. New York: Cambridge University Press.
- Gunther, Richard, Jose Ramon Montero, and Juan Linz, eds. 2002. *Political Parties: Old Concepts and New Challenges*. Oxford: Oxford University Press
- Kitschelt, Herbert. 1994. *The Transformation of European Social Democracy*. New York: Cambridge University Press.
- Peter Mair, ed. 1990. *The West European Party System*. Oxford: Oxford University Press.
- Sartori, Giovanni. 2005. *Parties and Party Systems: A Framework for Analysis*. ECPR Press.
- Chandra, Kanchan. 2008. *Why Ethnic Parties Succeed: Patronage and Ethnic Head Counts in India*. New York, NY: Cambridge University Press.
- Ezrow, Lawrence. 2010. *Linking Citizens and Parties: How Electoral Systems Matter for Political Representation*. Oxford: Oxford University Press
- Hug, Simon. 2001. *Altering Party Systems: Strategic Behavior and the Emergence of New Political Parties in Western Europe*. Ann Arbor: University of Michigan Press

Week 11: Ethnicity, Nationalism and Civil War

Fearon, James D. and David D. Laitin. 2003. "Ethnicity, Insurgency, and Civil War." *American Political Science Review* 97(1): 75-90.

Ross, Michael L. 2004. "What Do We Know About Natural Resources and Civil War?" *Journal of Peace Research* 41(3): 337-356.

Posner, Daniel, James Habyarimana, Macartan Humphreys, and Jeremy M. Weinstein 2007. "Why Does Ethnic Diversity Undermine Public Goods Provision" *American Political Science Review* 101(4): 709-725.

Nel, Philip and Marjolein Righarts. 2008. "Natural Disasters and the Risk of Violent Civil Conflict" *International Studies Quarterly* 52(1): 159-185.

Suggested Readings:

- Anderson, Benedict. 1991. *Imagined Communities: Reflections of the Origin and Spread of Nationalism*. New York: Verso.
- Horowitz, Donald. 1985. *Ethnic Groups in Conflict*. Berkeley: University of California Press.
- Deutsch, Karl W. 1966. *Nationalism and Social Communications: An Inquiry into the Foundation of Nationalism*, 2nd ed. Cambridge, MA: MIT Press.
- Gellner, Ernest. 1983. *Nations and Nationalism*. Oxford: Basil Blackwell.
- Lijphart, Arend. 1977. *Democracy in Plural Societies: A Comparative Exploration*, New Haven: Yale University Press.
- Posner, Daniel. 2004. "Measuring Ethnic Fractionalization in Africa." *American Journal of Political Science*. 48.4.
- Smith, Anthony D. 1986. *The Ethnic Origins of Nations*. Oxford: Basil Blackwell.
- Smith, Anthony D. 1991. *National Identity*. Reno, NV: University of Nevada Press.
- Fearon, James D. and David D. Laitin. 1996. "Explaining Interethnic Cooperation." *American Political Science Review*. 90.4: 715-35
- Posner, Daniel N. 2005. *Institutions and Ethnic Politics in Africa*. New York, NY Cambridge University Press.
- Birnir, Jóhanna Kristin. 2006. *Ethnicity and Ethnic Politics*. New York, NY Cambridge University Press.

Week 12: Approaches to Studying Institutions

Shepsle, Kenneth. 1989. "Studying Institutions: Some Lessons from the Rational Choice Approach." *Journal of Theoretical Politics* 1(2): 131-147.

Skocpol, Theda Marshall Ganz, and Ziad Munson. 2000, "A Nation of Organizers: The Institutional of Civic Voluntarism in the United States." *American Political Science Review*. 94.3.

Pierson, Paul. 2000. "Increasing Returns, Path Dependence, and the Study of Politics." *American Political Science Review*. 94.2: 251-67.

Douglas North. 1990. *Institutions, Institutional Change, and Economic Performance*. New York: Cambridge University Press.

Suggested Readings:

- Ian Shapiro, Stephen Skowronek, Daniel Galvin. 2006. *Rethinking Political Institutions: The Art of the State*. New York, NY: New York UP.

- Pierson, Paul. 2004. *Politics in Time: History, Institutions, and Social Analysis*. Princeton: Princeton University Press.
- Evans, Peter, Dietrich Rueschemeyer, Theda Skocpol, eds. 1985. *Bringing the State Back In*. New York, NY: Cambridge UP.
- Skocpol, Theda. 1992. *Protecting Soldiers and Mothers. The Political Origins of Social Policy in the United States*. Cambridge, MA: Belknap Press.
- Steinmo, Sven, Kathleen Thelen, Frank Longstreth, eds. 1992. *Structuring Politics: Historical Institutionalism in Comparative Analysis*. Cambridge UP.
- Mahoney, James and Dietrich Rueschemeyer. 2003. *Comparative Historical Analysis in the Social Sciences*. Cambridge UP.
- Thelen, Kathleen. 2004. *How Institutions Evolve: The Political Economy of Skills in Germany, Britain, and France*. New York, NY: Cambridge UP.
- Peters, B. Guy. 2005. *Institutional Theory in Political Science: The 'New Institutionalism'*. New York, NY: Continuum.
- March, James G. and Johan P. Olsen. 1996. "Institutional Perspectives on Political Institutions." *Governance*. 9.3: 247-64.
- Ramseyer, J. Mark and Frances Rosenbluth. 1995. *The Politics of Oligarchy: Institutional Choice in Imperial Japan*.

Week 13: Parliamentary and Presidential Systems

Cheibub, José Antonio. 2007. *Presidentialism, Parliamentarism, and Democracy*. New York, NY: Cambridge UP.

Strom, Kaare. 1984. "Minority Governments in Parliamentary Democracies" *Comparative Political Studies* 17.2: 199-227.

Tsebelis, George. 1995. "Decision Making in Political Systems: Veto Players in Presidentialism, Parliamentarism, Multicameralism and Multipartyism." *British Journal of Political Science*. 25.3: 289-325.

Suggested Readings:

- Shugart, Matthew S. and John M. Carey. 1992. *Presidents and Assemblies*. New York, NY: Cambridge University Press
- Linz, Juan. 1990. "The Perils of Presidentialism." *Journal of Democracy* 1.1.
- Linz, Juan. 1990. "The Virtues of Parliamentarism" *Journal of Democracy* 1.1.
- Lijphart, Arend ed. 1992. *Parliamentary versus Presidential Government*. New York, NY: Oxford UP.
- Haggard, Stephen and Michael McCubbins. 2001. *Presidents, Parliaments, and Policy*. Cambridge UP.

- Moe, Terry and Michael Caldwell. 1994. "The Institutional Foundations of Democratic Government: A Comparison of Presidential and Parliamentary Systems." *Journal of Institutional and Theoretical Economics*. 150.1: 171-95.
- Tsebelis, George and Eduardo Aleman. 2005. "Presidential Conditional Agenda Setting in Latin America." *World Politics*. 57: 396-420.
- David J. Samuels and Matthew S. Shugart. 2010. *Presidents, Parties, and Prime Ministers: How the Separation of Powers Affects Party Organization and Behavior*. New York: Cambridge University Press
- Laver, Michael and Norman Schofield. 1990. *Multiparty Government: The Politics of Coalition in Europe*. Ann Arbor, MI: University of Michigan Press.
- Laver, Michael and Kenneth Shepsle. 1996. *Making and Breaking Governments*. New York: Cambridge University Press.
- Laver, Michael. 1998. "Models of Government Formation." *Annual Review of Political Science*. 1: 1-25.
- Strøm, Kaare. 1990. *Minority Government and Majority Rule*. New York: Cambridge University Press.
- Strom, Kaare, Ian Budge and Michael J. Laver. 1994. "Constraints on Cabinet Formation in Parliamentary Democracies" *American Journal of Political Science* 38.2 (May): 303-335.
- Müller, Wolfgang and Kaare Strom. 2000. *Coalition Governments in Western Europe*. Oxford, UK: Oxford UP.
- Warwick, Paul V. and James N. Druckman. 2001. "Portfolio Salience and the Proportionality of Payoffs in Coalition Governments." *British Journal of Political Science*. 31.
- Tsebelis, George. 2002. *Veto Players*. Russell Sage Foundation.
- Thies, Michael F. 2001. "Keeping Tabs on Partners: The Logic of Delegation in Coalition Governments" *American Journal of Political Science* 45.3 (July): 580-598.
- Martin, Lanny and Georg Vanberg. 2004. "Policing the Bargain: Coalition Government and Parliamentary Scrutiny" *American Journal of Political Science* 48.1 (January): 13-27.
- Martin, Lanny and Georg Vanberg. 2005. "Coalition Policymaking and Legislative Review" *American Political Science Review* 99.1 (February).

Week 14: Political Economy

Ha, Eunyoung. 2007. "Globalization, Veto Players, and Welfare Spending." *Comparative Political Studies* 41(6): 783-813.

Hays, Jude, Sean D. Ehrlich and Clint Peinhardt. 2005. "Support for Trade in the OECD: An Empirical Test of the Embedded Liberalism Thesis." *International Organization* 59: 473-494.

Kayer, Mark Andreas. 2006. "Trade and the Timing of Elections" *British Journal of Political Science* 36: 437-457.

Lipsmeyer, Christine S. and Ling Zhu. 2011. "Immigration, Globalization and Unemployment Benefits in Developed EU States" *American Journal of Political Science* 55(3).

Suggested Readings:

- Alesina, Alberto. 1989. "Politics and Business Cycles in Industrial Democracies." *Economic Policy*. 4: 55-98.
- De Soto, Hernando. 2000. *The Mystery of Capital: Why Capitalism Triumphs in the West and Fails Everywhere Else*. New York, NY: Basic Books.
- Stiglitz, Joseph E. 2003. *Globalization and Its Discontents*. New York, NY: WW Norton.
- Bhagwati, Jagdish. 2004. *In Defense of Globalization*. New York, NY: Oxford University Press.
- Bates, Robert. 2008. *When Things Fell Apart: State Failure in Late Century Africa*. New York: Cambridge University Press.
- Esping-Andersen, Gosta. 1990. *Three Worlds of Welfare Capitalism*. Princeton, NJ: Princeton UP.
- Garrett, Geoffrey. 1998. *Partisan Politics in the Global Economy*. New York: Cambridge University Press.
- Golden, Miriam. 1997. *Heroic Defeats: The Politics of Job Loss*. New York: Cambridge University Press.
- Hall, Peter. 1986. *Governing the Economy: The Politics of State Intervention in Britain and France*. Oxford University Press. Entire. Skim chapters 2-8.
- Hicks, Alexander and Duane Swank. 1992. "Politics, Institutions, and Welfare Spending in Industrialized Democracies, 1960-82" *APSR* 86.3.
- Katzenstein, Peter. 1985. *Small States in World Markets: Industrial Policy in Europe*. Ithaca, NY: Cornell University Press.
- Swenson, Peter. 1991. "Bringing Capital Back in, or Social Democracy Reconsidered: Employer Power, Cross-Class Alliances, and Centralization of Industrial Relations in Denmark and Sweden." *World Politics*. 43.4: 513-44.

- Wallerstein, Michael. 1999. "Wage-Setting Institutions and Pay Inequality in Advanced Industrial Societies" *AJPS* 43.3.
- Rogowski, Ronald. 1987. "Political Cleavages and Changing Exposure to Trade." *American Political Science Review*. 81.4: 203-23.
- Rogowski, Ronald. 1990. *Commerce and Coalitions: How Trade Effects Domestic Political Alignments*. Princeton University Press.

Week 15: Second Image Reversed and Two-Level Games

Gourevitch, Peter. 1978. "The Second Image Reversed: The International Sources of Domestic Politics." *International Organization*. 32.4.

Putnam, Robert D. 1988. "Diplomacy and Domestic Politics: The Logic of Two-Level Games." *International Organization*. 42.3: 427-60.

Tsebelis, George. 1990. *Nested Games: Rational Choice in Comparative Politics*. Los Angeles, CA: University of California Press. Chapters 1-4 and 8. Read one of chapters 5-7, skim other two.

Suggested Readings:

- Garrett, Geoffrey. 2005. "Global Markets and National Politics: Collision Course or Virtuous Circle?" *International Organization* 52.4.
- Milner, Helen V. 1997. *Interests, Institutions, and Information: Domestic Politics and International Relations*. Princeton: Princeton University Press.
- Pahre, Robert. 1997. "Endogenous Domestic Institutions in Two-Level Games and Parliamentary Oversight of the European Union." *Journal of Conflict Resolution*. 41.1: 147-74,
- Martin, Lisa. 2000. *Democratic Commitments: Legislatures and International Cooperation*. Princeton, NJ: Princeton UP.

University Policies

Public Health Directives

Face coverings are currently mandatory for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. UNLV public health directives are found at [Health Requirements for Returning to Campus](https://www.unlv.edu/coronavirus/health-requirements), <https://www.unlv.edu/coronavirus/health-requirements>. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the [UNLV Student Conduct Code](https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf), https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf, including being administratively withdrawn from the course.

Academic Misconduct

Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the [Student Conduct Code](https://www.unlv.edu/studentconduct/student-conduct), <https://www.unlv.edu/studentconduct/student-conduct>.

Auditing a Course

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of devices such as cellular phones and pagers, or other potentially disruptive activities are only permitted with the prior explicit consent of the instructor. Students are specifically prohibited to record classes without instructor authorization, including online/remote classes (either audio only, or video and audio). The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course. Since the COVID-19 pandemic forced some instruction to be delivered remotely starting in Spring 2020, numerous students have asked instructors to record their synchronous classes, so that they can access them at their convenience. Instructors who agree to record their classes (audio only, or video and audio) should inform students in advance. Recorded lectures may not be broadly released to anyone, but made available exclusively to those students enrolled in the

class during the particular academic term. Recorded lectures must be stored securely, and are subject to the Nevada System of Higher Education's Records Retention Policy, meaning that the recordings can only be deleted 120 days after the end of class (i.e., after grades are posted). Once this requirement is met, the recordings should be deleted. Class recordings are protected from disclosure, as they are deemed part of an educational record under the Family Educational Rights and Privacy Act (FERPA).

Copyright

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for student or employee violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional [copyright policy information](https://www.unlv.edu/provost/copyright) is available at <https://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)

The [UNLV Disability Resource Center](https://www.unlv.edu/drc) (Student Services Complex, SSC-A, Room 143, <https://www.unlv.edu/drc>, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to a permanent disability, temporary or permanent medical need, or academic support due to pregnancy are encouraged to contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. Students who are already registered with the DRC should request their accommodations online each semester, and make an appointment to discuss their accommodations with their instructors.

Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the [Final Exam Schedule](https://www.unlv.edu/registrar/calendars), <https://www.unlv.edu/registrar/calendars>.

Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the [Student Academic Misconduct Policy](https://www.unlv.edu/studentconduct/misconduct/policy),

<https://www.unlv.edu/studentconduct/misconduct/policy>, which states that "acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment" is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the [Acceptable Use of Computing and Information Technology Resources Policy](https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy), <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades

The grade of "I" (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student's control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of "F" will be recorded, and the student's GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the "I" grade.

Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the [Libraries' Research Consultation](https://guides.library.unlv.edu/appointments/librarian) website, <https://guides.library.unlv.edu/appointments/librarian>. You can [also ask the library staff](https://ask.library.unlv.edu/) questions via chat and text message at <https://ask.library.unlv.edu/>.

Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Classwork policy, under Registration Policies, on the [Academic Policies](https://catalog.unlv.edu/content.php?catoid=32&navoid=8271&hl=) webpage, <https://catalog.unlv.edu/content.php?catoid=32&navoid=8271&hl=>. In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student submits official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course. This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail

Rebelmail is UNLV’s official email system for students and by University policy, instructors and staff should only send emails to students’ Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Sending emails within WebCampus-Canvas is also acceptable.

Tutoring and Coaching

The Academic Success Center (ASC), at the Claude I. Howard Building, provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the [ASC website](https://www.unlv.edu/asc), <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the [Writing Center](https://writingcenter.unlv.edu/), <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

Diversity Statement

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see [University Statements and Compliance](https://www.unlv.edu/about/statements-compliance), <https://www.unlv.edu/about/statements-compliance>.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.

UNLV Land Acknowledgement

UNLV is situated on the traditional homelands of Indigenous groups, including the Nuwu or Nuwuvi, Southern Paiute People, descendants of the Tudu, or Desert People. We honor and offer gratitude for those who have stewarded the land; for the land itself; and for the opportunity to cultivate a thriving, diverse, inclusive, and just scholarly community here today that works for a better tomorrow for all.