

**POLS 5334 Seminar in Comparative Political Development
Fall 2014**

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Class Time/Location: Thursdays 4:30-7:20 pm/Benedict 205

Course Description

This graduate seminar examines democracy and democratic development in comparative perspective. The study of political development, of which democracy and democratization are central components, has a long history in the discipline of political science. We will explore theoretical, methodological, and empirical questions on political development with an emphasis on the scholarship that has emerged in response to a number of democratic transitions since the last quarter of the 20th century.

Since the 1970s, the number of democracies in the world dramatically increased. Many seem to have successfully completed the transition to democracy while others have been struggling to maintain and consolidate their fledgling democracy. A few have experienced democratic reversals. These political developments led comparative politics scholars to ask such questions as: (1) Why do some countries democratize while others do not? (2) Why do some countries enjoy stable democracy while others experience precarious democracy or even its collapse? (3) How does one design democratic institutions given a particular society's problems and goals? (4) Finally, what are the consequences of these democratic institutions for the quality of democracy?

In this seminar, we will first define what democracy is (and is not), and review some of the most widely used indices of democracy. We will then discuss the processes of democratic transitions and some of their causes. Finally, we will examine alternative designs of democratic institutions and their consequences for the quality of democracy.

This course is organized around thematic topics rather than geographic areas, but we will also discuss specific examples from around the world. Students are encouraged to develop thematic and regional expertise with their research papers.

Course Objectives

Upon the successful completion of the course, you will be able to:

- 1) define the principal elements of democracy and evaluate alternative indices of political regimes;
- 2) explain the causes of democratic transitions and stability;
- 3) assess the quality of democracy and democratic processes;
- 4) design democratic political institutions;

- 5) discuss recent controversies in the field; and
- 6) have an early start on your Master's thesis or research paper on democratization (if you so choose).

Required Books

- Clark, William Roberts, Matt Golder, and Sona Nadenichek Golder. 2013. *Principles of Comparative Politics*. Second edition. Washington, D.C.: CQ Press.
- Mainwaring, Scott, and Aníbal Pérez-Liñán. 2013. *Democracies and Dictatorships in Latin America: Emergence, Survival, and Fall*. New York: Cambridge University Press.

Other assigned readings are available through the library or on Blackboard.

Course Requirements

- 1) **Reading Assignment and Class Participation:** Since this is a graduate seminar, the success of the class critically depends on every student's commitment to making class discussions intellectually stimulating and rewarding. Do not expect to be lectured. I may occasionally provide brief lectures on certain topics to facilitate class discussion and learning, but the large part of the quality of the seminar is determined by each student contributing to collective learning by coming to every class, having completed assigned readings and actively discussing them. You will be evaluated on both the quality and quantity of your participation. Note that you cannot possibly participate in discussions if you miss a class, and unjustified absence will significantly affect your participation grade. Specifically, you will lose 30 percent of the participation grade for each unjustified absence.

Engagement is an important part of your participation. To prepare for class and to facilitate everyone's involvement, each week **every student must prepare at least two questions that they want addressed during the discussion**. These questions should focus on concepts, theories, methodologies, data, and other key questions unanswered in the literature. Questions involving comparisons of various readings are welcome. **These questions should be posted in the designated space on the discussion board in the course's Blackboard page no later than 10 pm of Wednesday before class.** The quality and quantity of these questions and their punctual submission will be graded. Good questions will be rewarded with higher grades. You are also encouraged to respond to questions posted on the discussion board prior to the meeting. Good, thoughtful responses and comments will be rewarded with higher participation points. All students should review these questions prior to coming to class. Please keep in mind that you must post at least two questions for each week regardless of whether you will attend the seminar in that week. Each missed question will result in the loss of 2 points for participation.

- 2) **Critical Reviews:** You will write **two critical reviews** of the assigned weekly readings. You may choose the two weeks for which you write your reviews on the condition that you turn in these reviews at the beginning of the class (4:30 pm) for which the readings are assigned. The critical reviews should cover all the readings for the week, but should not merely summarize them. You should identify and discuss the main debates in the literature and critically analyze the week's readings. For example, what are the central questions and central controversies, and how does each reading approach them? What evidence do authors provide? What are their strengths and weaknesses, and how might you improve their theories and research? The reviews should be **3 to 4 pages** (no more than 4 pages), typed using *Times New Roman* 12 pt. font size, double-spaced, paged with the standard one inch margins in all four sides, and all references appropriately cited. I will stop reading reviews on the fourth page if they are longer than the maximum length.

As mentioned, **all reviews are due to me at the beginning of the class for which the readings are assigned.** In general, *no late review will be accepted, including those resulting from being late to class*, even with valid excuses. You have an entire semester to choose from to write your reviews. If you cannot submit one on time, you just need to write another one. Since unexpected emergencies do happen, I strongly encourage you to submit your reviews early in the semester. Please do not email me your reviews.

- 3) **Discussion Leader:** You will serve as a discussion leader for at least one of the seminars. Assignments for discussion leaders will be made during the first class meeting. Your role as a discussion leader will be graded. Please think about how you intend to lead class discussions and **come see me during my office hours with a written proposal detailing your plan. If there is more than one student assigned to lead a week's discussion, you should coordinate your roles before meeting with me.** By being a discussion leader, you are not asked to lecture for the class. Rather, your role is, jointly with me, to facilitate and stimulate class discussions.
- 4) **Research Paper:** The research paper assignment includes: (1) proposal submission; (2) proposal presentation; and (3) paper submission. Your research paper should address an important question in the study of democracy and democratization. You must obtain my approval for your research topic prior to your proposal submission. If you change your topic, you must obtain another approval from me. Your paper should be empirical and conform to the expectations of social science research. That means it should begin with a question, then formulate a theory, derive a hypothesis or hypotheses, evaluate them with real world observations (called data), and draw conclusions from your study. Merely descriptive studies are not acceptable as graduate research papers. If you need a review of social science research, read Clark, Golder, and Golder, Chapter 2 (which is assigned for the first week).

I will post research paper "checklists" on the course's Blackboard page. These checklists will help you to ensure that you address, and have addressed, important aspects of your research paper. While the submission of these checklists is not

required, I encourage you to use them as needed throughout the semester, especially before seeing me to discuss your research project.

This assignment is evaluated in two phases. The first phase involves working on and presenting a research proposal. A good research proposal will include a research question, significance of the project, theory and hypotheses, research design and methodology, and expected findings. **Post your research paper proposal on the course's discussion board by Monday, November 3 at 5 pm.** Present your proposal in class using Power Point on **November 6**. Each presentation should be approximately **10 minutes** (and no longer than 10 minutes). The rest of the class will *constructively* critique it and provide *useful* suggestions for its improvement.

Your research paper must be complete, no longer than 30 pages including notes, tables, figures, and a bibliography, and include the following sections: introduction, literature review, theory and hypotheses, research design and methodology, research findings, and conclusions. Follow the standard paper requirement, i.e., it should be typed, using *Times New Roman* 12 pt. font size, double-spaced, paged with the standard one inch margins in all four sides, and all references should be appropriately cited both in the body of the text and bibliography. **Research papers are due on December 4.** Submission instruction will be given in November.

Grades

Final grades are determined as follows:

Course Requirement	Weight
Reading & Participation	30%
Critical Reviews	First review, 10%; second, 15%
Discussion Leader	5%
Research Paper	40% total (proposal 10%; final project 30%)

Final Grade Scale	
90% ≤	A
80% ≤ & < 90%	B
70% ≤ & < 80%	C
60% ≤ & < 70%	D
<60%	F

Course Policy

- Cell phones must be off during class hours. They are allowed under emergency circumstances, but please notify me ahead of time.
- Please do not use your personal computer in class. Our classroom is small, and students have indicated to me that they find the use of personal computers by other students quite distracting, even for typing class notes.
- No chatting, e-mailing, internet browsing, text-messaging, napping or any activity not related to class is allowed during class hours. Those activities disturb other students who want to learn. If you need to do these things, please leave class.
- Please do not be late to class so that you will not disturb other students or interrupt class discussions.
- At times it may be necessary to make adjustments to reading assignments and course schedule as the semester unfolds. If necessary, I will make such announcements in class and/or on Blackboard. If you miss a class when these announcements are made, you are responsible for obtaining such information.
- I may distribute handouts and make announcements on Blackboard as well as in class. Please check Blackboard on a regular basis.
- All assignments and papers need to be professionally done. This means that they must be typed with standard citation and writing styles (see APSA's style manual) and standard margins of one inch in all four sides, and numbered all pages consecutively (except for the title page) and stapled together. Where there is a page limit, you must follow it. Moreover, all assignments and papers must be proofread before submission. If you need assistance in writing, you may use the writing center. NEVER turn in your first draft: There is no excuse for turning in an unedited paper! Depending on the extent of editorial problems, your assignment's grade will be lowered by one-third of a letter grade to one full letter grade.

Academic Dishonesty Policy

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person's as one's own. And, collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Office of Student Life for possible disciplinary action. Students may be suspended or expelled from UTEP

for such actions. Refer to <http://www.utep.edu/dos/acadintg.htm> for further information.

Disabilities: Reasonable accommodations will be made for students with limitations due to disabilities, including learning disabilities. Please see me personally within the first two weeks to discuss any special needs you might have. If you have a documented disability and require specific accommodations, you will need to contact the Center for Accommodations and Support Services (CASS) (formerly known as the Disabled Student Services Office) in 302 Union East within the first two weeks of classes. CASS can also be reached in the following ways:

Web: <http://sa.utep.edu/dsso/>
Phone: (915) 747-5148 voice or TTY

E-Mail: dss@utep.edu
Fax: (915) 747-8712

Course Materials

Course materials are intended for your personal use only. An unauthorized use, dissemination, distribution, publication or replication of course materials is strictly prohibited. Course materials refer to those made available to you through this course and/or by me and teaching assistants. They include, but not limited to, materials made available on Blackboard (such as power point slides, lecture outlines, and supplementary readings), study guides, and exams.

Course Schedule

The following is a *tentative* schedule. You will be notified of any changes made to this schedule.

	Topics and Readings
August 28	APSA meeting. Class will not meet. Reading <ul style="list-style-type: none"> • Clark, Golder & Golder, Chs. 1-2.
September 4	Course Overview Reading <ul style="list-style-type: none"> • Clark, Golder & Golder, Chs. 3-4. Assignment of discussion leading weeks
September 11	What Is Democracy (and Is Not)? Reading: <ul style="list-style-type: none"> • Robert Dahl. 1971. <i>Polyarchy</i>. New Haven: Yale University Press. pp. 1-47 (Blackboard). • Philippe C. Schmitter and Terry Lynn Karl. 1991. "What Democracy Is...and Is Not." <i>Journal of Democracy</i> 2(3): 75-88. • Guillermo O'Donnell. 1994. "Delegative Democracy." <i>Journal of Democracy</i> 5(1): 55 – 69. • Andreas Schedler. 2002. "The Menu of Manipulation." <i>Journal of Democracy</i> 13(2): 36-50.
September 18	Measuring Democracy Reading: <ul style="list-style-type: none"> • Clark, Golder & Golder, Ch. 5. • Mike Alvarez, Jose Antonio Cheibub, Fernando Limongi, and Adam Przeworski. 1996. "Classifying Political Regimes." <i>Studies in Comparative International Development</i> 31(2): 3-36. • Freedom House, "Methodology" and "Checklist Questions and Guidelines," available at http://freedomhouse.org/report/freedom-world-2014/methodology#.U_edM7GjT0E • Gerardo L. Munck and Jay Verkuilen. 2002. "Conceptualizing and Measuring Democracy: Evaluating Alternative Indices." <i>Comparative Political Studies</i> 35(1): 5-34. • Shawn Treier and Simon Jackman. 2008. "Democracy as a Latent Variable." <i>American Journal of Political Science</i> 52(1): 201–217. • Michael Coppedge and John Gerring with others. 2011. "Conceptualizing and Measuring Democracy: A New Approach." <i>Perspectives on Politics</i> 9(2): 247-267.
September 25	Democratic Transitions Reading: <ul style="list-style-type: none"> • Clark, Golder & Golder, Ch. 8. • Samuel Huntington. 1991. <i>The Third Wave</i>. Chs. 1-3 (e-book available through UTEP library).

October 2	<p>The Economic & Cultural Determinants of Democracy Reading:</p> <ul style="list-style-type: none"> • Clark, Golder & Golder, Chs. 6 & 7 • Adam Przeworski, Michael Alvarez, José Antonio Cheibub & Fernando Limongi. 1996. "What Makes Democracies Endure?" <i>Journal of Democracy</i> 7(1): 39-55. • Francis Fukuyama. 1995. "The Primacy of Culture." <i>Journal of Democracy</i> 6(1): 7-14. • Robert D. Putnam. 1995. "Bowling Alone: America's Declining Social Capital." <i>Journal of Democracy</i> 6(1): 65-78. • Taeko Hiroi and Sawa Omori. Forthcoming. "Policy Change and Coups: The Role of Income Inequality and Asset Specificity." <i>International Political Science Review</i>. (published online first, 23 April 2014)
October 9	<p>Democracies and Dictatorships: Rise, Stability & Fall I Reading:</p> <ul style="list-style-type: none"> • Clark, Golder & Golder, Chs. 9 & 10. • Scott Mainwaring and Anibal Perez-Linan, Ch.s 1-3.
October 16	<p>Democracies and Dictatorships: Rise, Stability & Fall II Reading: Scott Mainwaring and Anibal Perez-Linan, Ch.s 4-9.</p>
October 23	<p>Institutional Design I (Voting, Electoral Systems, and Political Parties)</p> <ul style="list-style-type: none"> • Clark, Golder & Golder, Chs. 11, 13&14. • Barry Ames. 1994. "Electoral Strategy under Open-List Proportional Representation." <i>American Journal of Political Science</i>, 39(2): 406-33. • Samuels, D., and Snyder, R. 2001. "The value of a vote: malapportionment in comparative perspective." <i>British Journal of Political Science</i> 31(4): 651-671. • Gary W. Cox, Frances M. Rosenbluth, and Michael F. Thies. 2000. "Electoral Rules, Career Ambitions, and Party Structure: Comparing Factions in Japan's Upper and Lower Houses." <i>American Journal of Political Science</i> 44(1): 115-122.
October 30	<p>Institutional Design II (Presidential vs. Parliamentary Democracy; Majoritarian vs. Consensus Democracy) Reading:</p> <ul style="list-style-type: none"> • Clark, Golder & Golder, Chs. 12&16. • Juan Linz. 1990. "The Perils of Presidentialism." <i>Journal of Democracy</i> Volume 1, Number 1: 51-69. • Scott Mainwaring. 1993. "Presidentialism, Multipartyism and Democracy: The Difficult Combination." <i>Comparative Political Studies</i> 26: 198-228.

November 6	<p>Presentation of Research Proposals</p> <ul style="list-style-type: none"> Each student will present his/her research proposal, and the rest of the class will provide <i>constructive critiques and useful suggestions</i> for its improvement. Proposals must be presented in a clear, organized manner using Power Point. Each presentation should be approximately, but no more than, 10 minutes. Post your research paper proposal on the course’s discussion board by Monday, November 3 at 5 pm. <p>Reading:</p> <ul style="list-style-type: none"> Students’ research paper proposals
November 13	<p>Institutional Design III (Veto Players—Federalism, Bicameralism, and the Court)</p> <p>Reading:</p> <ul style="list-style-type: none"> Clark, Golder & Golder, Ch. 15. George Tsebelis. 1995. “Decision Making in Political Systems: Veto Players in Presidentialism, Parliamentarism, Multicameralism and Multipartyism.” <i>British Journal of Political Science</i> 25(3): 289-325. Frances E. Lee. 1998. “Representation and Public Policy: The Consequences of Senate Apportionment for the Geographic Distribution of Federal Funds.” <i>The Journal of Politics</i> 60(1): 34-62.
November 20	Wrap up and research paper workshop
November 27	Thanksgiving (No class)
December 4	Research paper due (submission instruction will be given in November)