

## **POLS 5334 Seminar in Comparative Political Development Fall 206**

Instructor: Dr. Taeko Hiroi

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Office Hours: M 1:30-2:30, W 1-2, and by appointment

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Class Time/Location: Mondays 5:30-8:20 pm/Benedict 205

### **Course Description**

This graduate seminar examines the development, stability, and breakdowns of political regimes 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 20<sup>th</sup> 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 democratic institutions. A few have experienced democratic reversals. Some authoritarian regimes seem quite stable but others are marred with political instability. These political developments led comparative politics scholars to ask such questions as: (1) What accounts for democratization and democratic stability? (2) Why do some autocratic regimes persist but others are unstable? (3) How does one design democratic institutions given a particular society's problems and goals? (5) Finally, what are the consequences of these democratic institutions for the quality and stability of democracy?

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

- 1) define the principal elements of democracy and autocracy;
- 2) evaluate alternative indices of political regimes;
- 3) explain the causes of regime transitions and (in)stability;
- 4) assess the quality of democracy and democratic processes;
- 5) design democratic political institutions; and
- 6) have an early start on your Master's thesis or research paper on democratization, regime breakdowns, or consolidation (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.
- Milan W. Svobik. 2012. *The Politics of Authoritarian Rule*. 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 25 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 discussion questions**. 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 Sunday before each 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 percentage points of the participation grade.

- 2) **Critical Reviews:** You will write **two critical reviews** of the assigned weekly readings. Critical reviews are due at 5:30 pm in the next class. For example, if you

choose to write a critical review of the readings assigned for week 2, your review is due in the class in week 3 at 5:30 pm. Please submit a hard copy.

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 must be appropriately cited. I will stop reading reviews on the fourth page if they are longer than the maximum length.

In general, *no late review will be accepted, including those resulting from being late to class*. 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:** We will have at least one discussion leader each week. 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. Your role is, jointly with me, to facilitate and stimulate class discussions.
- 4) **Research Paper:** Your research paper should address an important question in political development. Please be sure to obtain my approval for your research topic. Your paper should be empirical and conform to the expectations of social science research. That means that it begins with a research question, followed by a theory and a hypothesis or hypotheses, and evaluating them with real world observations (called data). Merely descriptive studies are not acceptable as graduate research papers. If you need a brief review of social science research, I recommend W. Phillips Shively, *The Craft of Political Research*.

This assignment is evaluated in two phases. The first phase involves writing 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 Friday, October 21.** Present your proposal in class using Power Point on **October 24**. 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. Continue to work on

your research paper proposal, taking into account feedback you obtained during your presentation. **Submit a hard copy of your revised research paper proposal to me on October 31.**

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. **You will present your research paper on November 28.** Each presentation should be approximately for **15 minutes** (and no longer than 15 minutes). Use Power Point. **A hard copy of your research paper is due to me on November 28 at the beginning of the class.**

Your paper should 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 1 inch margins in all four sides, and all references should be appropriately cited both in the body of the text and bibliography.

## 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, cell phones, or tablet computers in class. Our classroom is small, and students have indicated 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, reading, napping or any activity not related to class is allowed during class hours. Those activities disturb other students who want to learn.
- 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.
- Please check Blackboard on a regular basis.
- All assignments and papers need to be professional. 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, I encourage you to go to 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](mailto: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.

	<b>Topics and Readings</b>
<b>August 22</b>	<p><b>Course Overview</b> Reading</p> <ul style="list-style-type: none"> <li>• Clark, Golder &amp; Golder, Chs. 1-2.</li> </ul> <p>Assignment of discussion leading weeks</p>
<b>August 29</b>	<p><b>Politics and the Modern State—Game Theoretic Perspective</b> Reading</p> <ul style="list-style-type: none"> <li>• Clark, Golder &amp; Golder, Chs. 3-4.</li> </ul>
<b>September 5</b>	<b>Labor Day—University Closed</b>
<b>September 12</b>	<p><b>What Is Democracy (and Is Not)?</b> Reading:</p> <ul style="list-style-type: none"> <li>• Robert Dahl. 1971. <i>Polyarchy</i>. New Haven: Yale University Press. pp. 1-47 (Blackboard).</li> <li>• Philippe C. Schmitter and Terry Lynn Karl. 1991. "What Democracy Is...and Is Not." <i>Journal of Democracy</i> 2(3): 75-88.</li> <li>• Guillermo O'Donnell. 1994. "Delegative Democracy." <i>Journal of Democracy</i> 5(1): 55 – 69.</li> <li>• Andreas Schedler. 2002. "The Menu of Manipulation." <i>Journal of Democracy</i> 13(2): 36-50.</li> </ul>
<b>September 19</b>	<p><b>Measuring Democracy</b> Reading:</p> <ul style="list-style-type: none"> <li>• Clark, Golder &amp; Golder, Ch. 5.</li> <li>• 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.</li> <li>• Freedom House, "Methodology" and "Checklist Questions and Guidelines," available at <a href="https://freedomhouse.org/report/freedom-world-2016/methodology">https://freedomhouse.org/report/freedom-world-2016/methodology</a></li> <li>• Gerardo L. Munck and Jay Verkuilen. 2002. "Conceptualizing and Measuring Democracy: Evaluating Alternative Indices." <i>Comparative Political Studies</i> 35(1): 5-34.</li> <li>• Shawn Treier and Simon Jackman. 2008. "Democracy as a Latent Variable." <i>American Journal of Political Science</i> 52(1): 201–217.</li> <li>• Michael Coppedge and John Gerring with others. 2011. "Conceptualizing and Measuring Democracy: A New Approach." <i>Perspectives on Politics</i> 9(2): 247-267.</li> </ul>
<b>September 26</b>	<p><b>Democratic Transitions</b> Reading:</p> <ul style="list-style-type: none"> <li>• Clark, Golder &amp; Golder, Ch. 8-9.</li> </ul>

	<ul style="list-style-type: none"> <li>Samuel Huntington. 1991. <i>The Third Wave</i>. Chs. 1-3 (e-book available through UTEP library).</li> </ul>
<b>October 3</b>	<p><b>The Economic &amp; Cultural Determinants of Democracy</b></p> <p>Reading:</p> <ul style="list-style-type: none"> <li>Clark, Golder &amp; Golder, Chs. 6-7</li> <li>Adam Przeworski, Michael Alvarez, José Antonio Cheibub &amp; Fernando Limongi. 1996. "What Makes Democracies Endure?" <i>Journal of Democracy</i> 7(1): 39-55.</li> <li>Stephen Haber and Victor Menaldo. 2011. "Do Natural Resources Fuel Authoritarianism? A Reappraisal of the Resource Curse." <i>American Political Science Review</i> 105(1): 1-26.</li> <li>Taeko Hiroi and Sawa Omori. 2015. "Policy Change and Coups: The Role of Income Inequality and Asset Specificity." <i>International Political Science Review</i> 36(4): 441-456.</li> <li>Francis Fukuyama. 1995. "The Primacy of Culture." <i>Journal of Democracy</i> 6(1): 7-14.</li> <li>Robert D. Putnam. 1995. "Bowling Alone: America's Declining Social Capital." <i>Journal of Democracy</i> 6(1): 65-78.</li> </ul>
<b>October 10</b>	<p><b>Varieties of Dictatorship</b></p> <ul style="list-style-type: none"> <li>Clark, Golder &amp; Golder, Ch. 10</li> <li>Barbara Geddes, Joseph Wright and Erica Frantz. 2014. "Autocratic Breakdown and Regime Transitions: A New Data Set." <i>Perspectives on Politics</i> 12(2): 313-331.</li> </ul> <p>Report progress on research paper</p>
<b>October 17</b>	<p><b>Institutional Design I (Voting, Electoral Systems, and Political Parties)</b></p> <ul style="list-style-type: none"> <li>Clark, Golder &amp; Golder, Chs. 11, 13&amp;14.</li> <li>Richard Snyder, David Samuels. 2001. "Devaluing the Vote in Latin America." <i>Journal of Democracy</i> 12(1): 146-159.</li> </ul>
<b>October 24</b>	<p><b>Presentation of Research Proposals</b></p> <ul style="list-style-type: none"> <li>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, <b>10 minutes</b>. <b>Post your research paper proposal on the course's discussion board by Friday, October 21.</b></li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>Students' research paper proposals</li> </ul>
<b>October 31</b>	<p><b>Research paper preparation</b></p> <ul style="list-style-type: none"> <li>Submit a revised research paper proposal, incorporating feedback from the previous class. <b>Only hard copy is accepted.</b></li> </ul>
<b>November 7</b>	<p><b>Institutional Design II (Presidential vs. Parliamentary Democracy; Majoritarian vs. Consensus Democracy)</b></p>



	<p>Reading:</p> <ul style="list-style-type: none"> <li>• Clark, Golder &amp; Golder, Chs. 12&amp;16.</li> <li>• Juan Linz. 1990. "The Perils of Presidentialism." <i>Journal of Democracy</i> Volume 1, Number 1: 51-69.</li> <li>• Scott Mainwaring. 1993. "Presidentialism, Multipartyism and Democracy: The Difficult Combination." <i>Comparative Political Studies</i> 26: 198-228.</li> </ul>
<b>November 14</b>	<p><b>Institutional Design III (Veto Players—Federalism, Bicameralism, and the Court)</b></p> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Clark, Golder &amp; Golder, Ch. 15.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<b>November 21</b>	<p><b>The Politics of Authoritarian Rule</b></p> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Milan W. Svobik. 2012. <i>The Politics of Authoritarian Rule</i>. Entire book.</li> </ul>
<b>November 28</b>	<p><b>Student Presentations</b></p> <p>Students will present their research paper using Power Point. The presentation should not exceed 15 minutes. See the section on <i>Research Paper</i> for more instructions.</p> <p><b>Research paper due</b>—Please submit a hard copy</p>