

INTRODUCTION TO COMPARATIVE POLITICAL ANALYSIS (CPO 6091)
FALL 2020

THURSDAYS, PERIODS 5-7 (11:45-2:45)
PROFESSOR MORASKI

KEENE-FLINT HALL 0105

****This document is a draft of the course syllabus (last updated on August 22, 2020).
It is subject to changes. Once the semester begins, changes will only be
available via UF's e-Learning platform (i.e., Canvas).**

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CONTACT INFORMATION

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Office Hours:

Tuesdays & Fridays, 10:30 am-Noon
via Zoom and by appointment

Note: Due to the COVID-19 pandemic, face-to-face class sessions will be limited to a single “touch point” meeting on **October 29th**. Unless something changes, the remaining class sessions will be held **virtually during the regularly scheduled class time using live Zoom meetings**.

For any face-to-face meetings, students are expected to follow **all local ordinances** related to limiting the transmission of COVID-19, **like wearing masks and wearing them properly**. Failure to follow such ordinances qualifies as a disruption of class and will be penalized accordingly. (See “Student Responsibilities” below.)

Office hour meetings will be held virtually (via Zoom), thus requiring that students contact me ahead of time to schedule the meetings.

All written communication regarding grades should take place via UF’s e-learning portal, Canvas.

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COURSE OBJECTIVES

This course exposes graduate students to major trends in the study of comparative politics, particularly its theoretical and methodological foundations. Like the academic discipline of political science itself, the Department of Political Science at the University of Florida is divided into a number of subfields, of which Comparative Politics is one of the largest. Like the larger subfield, Comparative Politics at the University of Florida focuses on the study of domestic politics in countries besides the United States. While the United States may be an important case for comparison, our emphasis in this class lies beyond America’s borders. Student may acquire detailed knowledge of U.S. politics via other fields in the department.

Over the course of the semester, the seminar will address a wide range of questions and issues. I see the course as an *introduction* to the subfield; thus, the material covered is, by necessity, quite broad in age, methods, and scope. The readings range from foundational works to recently published research. Students will engage in debates about the advantages and disadvantages of different methodologies, as well as the validity and generalizability of various hypotheses and theories. Substantive themes include the politics of development, revolutions, and democratization as well as questions related to the state, political culture, civil society, ethnic conflict, and political institutions.

Despite a conscious attempt to cover a wide array of topics, students should be aware that the readings are merely samplings of rich research traditions. Each book or article gives only a taste

of what comparativists (political scientists who study Comparative Politics) do. While the reading load for this course is substantial, the seminar itself is only the first step toward acquiring the knowledge necessary for taking a qualifying examination in Comparative Politics. The department offers a number of additional courses that provide the kinds of depth that an introductory seminar must forego. Still, I make an effort to draw on the subfield's master syllabus (available on the department's website) when constructing the syllabus for this seminar while also attempting to limit the duplication of material assigned in other regularly offered courses. If you adequately fulfill your responsibilities in this class (and other classes), then you can be confident that your initial footing in the field will be solid.

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STUDENT RESPONSIBILITIES

Students are expected to remain civil and courteous in all communications with one another and with the professor. Political science classes often tackle sensitive issues and discussions may become heated. Disagreements are part of the academic enterprise. Insults and hurtful language are not.

- I reserve the right to remove students, who disrupt the class or disrespect others in the class, from any session.
 - In such instances, students should meet with me to discuss their behavior prior to returning to class.
 - Students will **not receive attendance credit** for the session in question or for any sessions missed while the issue is being resolved.

Prior to seminar, each student should read and spend time *critically thinking* about all of the readings listed for the week. Student performance will be assessed on the basis of attendance and participation in the seminars, written analyses of the assigned reading, and an "at home" final examination.

1. Weekly attendance and participation, worth 30%.
 - Students should be on time and attentive.
 - In the case of Zoom classes, "attendance" requires that each student not only join the Zoom meeting but also enable video of themselves paying attention throughout the class session.
 - The seminar is an opportunity for the exchange of ideas among scholars. We will discuss and evaluate the ideas and concepts presented in the weekly readings. Everyone must contribute to the weekly discussions to receive a passing grade for this component of the final grade.
 - Any absence requires an explanation. **One unexcused** absence will result in a 10% reduction for this portion of the student's grade. **More than one unexcused** absence will result in a **zero** for this component of the course grade. Remember, with one absence you will have missed three academic hours of content.
 - Points will be deducted for arriving late or leaving class early. This applies to Zoom meetings as well.

- Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>
2. Four reaction papers on the assigned readings, worth 20% (5% each).
- The syllabus provides seven different options for reaction papers. *Students must write on four of them.* Students may write five papers (but no more), in which case I will use only the four best paper grades when calculating this portion of the students' final grades.
 - Papers must be submitted to Turnitin.com (see below) by **11:45 am, Thursday** (i.e., before class).
 - For the papers, students must write about the reading that we will discuss in that week's seminar, excluding chapters from *Passion, Craft, and Method*.
 - Reactions paper should be *no more* than 750 words in length. They should be double-spaced and have standard margins.
 - Students must observe the word limit. You will encounter many situations in your careers that confine you to a limited amount of space. In addition, learning to use space wisely often results in a better product.
 - In the papers, students may constructively criticize the main ideas of a substantial component of the reading or use the reading as a point of departure to develop theoretical or empirical insights on the topic under consideration.
 - The papers should demonstrate a strong understanding of the readings for the week, but papers should not simply summarize the readings. While some summary may be necessary, students should keep it to a minimum. I am interested in promising ideas that you may be able to develop in the years to come.
 - Also, be aware that if you have a "pet" country or theme, you should limit its use. In other words, I require you to branch out and I will deduct points if your reaction papers become repetitive.
 - Since you have seven opportunities to write four papers, turning reaction papers in late is not acceptable.
 - If for some reason a student turns in a paper following the seminar and is out of paper options to meet the four required, the student will be assigned to write on an additional work of my choosing and the average grade across the two papers will receive a 10% penalty.
3. A final "at home" exam, worth 50%.
- The exam will be an opportunity to demonstrate what you have learned over the course of the semester.
 - More details will be available on the exam's format as the semester progresses.

To receive credit for the reaction papers and the final exam, you must turn in electronic copies to Turnitin (<http://turnitin.com/>). To avoid last minute problems with your first submission, you should register at Turnitin.com as soon as possible. You will need the following information:

Class ID: 26046284
Password: Munck-Snyder

I will use the date and time of submission at Turnitin.com to assess late penalties (see above).

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<u>Grading Scale</u>	(Grade Point Equivalent)
A = 90 or above	4.00
A- = 87-89	3.67
B+ = 84-86	3.33
B = 80-83	3.00
B- = 77-79	2.67
C+ = 74-76	2.33
C = 70-73	2.00
C- = 67-69	1.67
D+ = 64-66	1.33
D = 60-63	1.00
D- = 57-59	0.67
E = 56 or below	0.00

For information on UF grading policies for assigning grade points, see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>. Note that a grade of C- is not a qualifying grade for major, minor, Gen Ed, or College Basic distribution credit.

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Required Reading

Like the reading load for the course, the cost of required books for this seminar is considerable. Nevertheless, students should view the cost as an investment. These are either classic works in the subfield or valuable examples of comparative politics research. You can expect to read (or at least reference) many of them over and over during your academic career (e.g., as you write papers for other courses, as you prepare for your comprehensive exams, as you write your dissertation, and as you prepare lectures for your own classes).

Besides the list of required books, we will read a number of scholarly articles and additional book chapters. In many cases, the articles complement the assigned books. For example, they may introduce a new perspective on the topic being covered with the ideas themselves often subsequently receiving book-length treatment. Not only are the journal articles available through the University of Florida's library, they also are available electronically, which eases their acquisition and helps reduce costs. I will make book chapters available for photocopying and scanning, or provide copies on a course site on UF's e-learning system Canvas (<https://lss.at.ufl.edu/>).

Required Books

1. Bermeo, Nancy. G. 2003. *Ordinary People in Extraordinary Times: The Citizenry and the Breakdown of Democracy*. Princeton: Princeton University Press.
2. Bjarnegård, Elin. 2013. *Gender, Informal Institutions and Political Recruitment: Explaining Male Dominance in Parliamentary Representation*. Houndmills, Basingstoke: Palgrave Macmillan.

3. Hale, Henry. 2008. *The Foundations of Ethnic Politics: Separatism of States and Nations in Eurasia and the World*. Cambridge: Cambridge University Press.
4. Huntington, Samuel P. 1968. *Political Order in Changing Societies*. New Haven: Yale University Press.
5. Linz, Juan J. and Alfred Stepan. 1996. *Problems of Democratic Transition and Consolidation: Southern Europe, South America, and Post-Communist Europe*. Baltimore: Johns Hopkins University Press
6. Munck, Gerardo L. and Richard Snyder, eds. 2007. *Passion, Craft, and Method in Comparative Politics*. Baltimore: Johns Hopkins University Press.
7. Rothstein, Bo. 2011. *The Quality of Government: Corruption, Social Trust, and Inequality in International Perspective*. Chicago: The University of Chicago Press.
8. Tilly, Charles. 1993. *Coercion, Capital, and European States*. Malden, Massachusetts: Blackwell Publishers Inc.

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POLICIES AND RELATED INFORMATION

We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus \(Links to an external site.\)](#)), please use the UF Health screening system and follow the instructions on whether you are able to attend class. [Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms \(Links to an external site.\)](#).
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. [Find more information in the university attendance policies \(Links to an external site.\)](#).

Persons with Disabilities

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then

provide this documentation to the instructor when requesting accommodation. Anyone with a disability should feel free to see me during office hours to make the necessary arrangements.

Policies on Cell Phones and Laptops

Students should turn cell phones to silent or vibrate before coming to class. Each time a student's cell phone rings or each time that a student texts during class, 1% will be deducted from that student's final grade (1% per instance). If a call or text is urgent, please quietly leave the classroom to answer it. Laptops should be used only for course-related activities (e.g., taking notes or reviewing the reading). Violations will also result in a 1% penalty. I do not intend to make a show of these penalties. Instead, I will most likely pause and make a note. *My silence, then, does not mean that infractions have gone unnoticed.*

Policy on Cheating and Plagiarism

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

The Honor Code (<http://www.dso.ufl.edu/scr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel.

In the event that I discover that a student is cheating or has plagiarized, s/he will automatically fail the course and will be reported to Student Judicial Affairs. Acts of Plagiarism include:

- Turning in a paper or another assignment that was written by someone else (i.e., by another student, by a research service, or downloaded off the Internet);
- Copying, verbatim, a sentence or paragraph of text from the work of another author without properly acknowledging the source through a commonly accepted citation style *and* using quotation marks;
- Paraphrasing (i.e., restating in your own words) text written by someone else without citing that author;
- Using a unique idea or concept, which you discovered in a specific reading, without citing that work.

Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

Additional Information

Please refer to the course's e-Learning site for a list of **university policies** that guide the class and **university resources** that are available to UF students.

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COURSE OUTLINE
(*SUBJECT TO CHANGES*)

Week 1 (Sept 3) – Course Introduction

- Snyder, Richard. 2007. “The Human Dimension of Comparative Research.” In Gerardo L. Munck and Richard Snyder, eds. *Passion, Craft, and Method in Comparative Politics* (Baltimore: Johns Hopkins University Press), pp. 1-31

Tools

Week 2 (Sept 10) – Conceptualization in Comparative Politics

- “David Collier: Critical Junctures, Concepts, and Methods” in *Passion, Craft, and Method*
- Weber, Max. 1978. *Economy and Society: An Outline of Interpretive Sociology*. Berkeley, University of California Press, pp. 24-56 (“Basic Sociological Terms”)
- Sartori, Giovanni. 1970. “Concept Misformation in Comparative Politics.” *American Political Science Review* 64(4): 1033-53
- Collier, David and James E. Mahon. 1993. “Conceptual ‘Stretching’ Revisited: Adapting Categories in Comparative Analysis.” *American Political Science Review* 87(4): 845-55
- Collier, David, and Robert Adcock. 1999. “Democracy and Dichotomies: A Pragmatic Approach to Choices about Concepts.” *Annual Review of Political Science* 2: 537-65
- Coppedge, Michael, John Gerring, David Altman, Michael Bernhard, Steven Fish, Allen Hicken, Matthew Kroenig. 2011. “Conceptualizing and Measuring Democracy: A New Approach.” *Perspectives on Politics* 9(2): 247-267.

Week 3 (Sept 17) – Strategies of Comparative Inquiry

- Munck, Gerardo L. 2007. “The Past and Present of Comparative Politics.” In Gerardo L. Munck and Richard Snyder, eds. *Passion, Craft, and Method in Comparative Politics* (Baltimore: Johns Hopkins University Press), pp. 32-59

REACTION PAPER, OPTION 1

- Lijphart, Arend. 1971. “Comparative Politics and the Comparative Method.” *American Political Science Review* 65(3): 682-93
- Coppedge, Michael. 1999. “Thickening Thin Concepts and Theories: Combining Large N and Small in Comparative Politics.” *Comparative Politics* 31(4): 465-476
- Snyder, Richard. 2001. “Scaling Down: The Subnational Comparative Method.” *Studies in Comparative International Development* 36(1): 93-110
- Nielsen, Richard A. 2016. “Case Selection via Matching.” *Sociological Methods & Research* 45(3): 569-597
- Pierson, Paul. 2000. “Increasing Returns, Path Dependence, and the Study of Politics.” *American Political Science Review* 94(2): 251-267
- Lieberman, E. S. 2005. “Nested Analysis as a Mixed-Method Strategy for Comparative Research.” *American Political Science Review* 99(3): 435-452

- Capoccia, Giovanni and Daniel Ziblatt. 2010. “The Historical Turn in Democratization Studies: A New Research Agenda for Europe and Beyond.” *Comparative Political Studies* 43(8/9): 931-968.

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Questions

Week 4 (Sept 24) – Modernization & Development

- “Samuel P. Huntington: Order and Conflict in Global Perspective” in *Passion, Craft, and Method*
- Huntington, *Political Order in Changing Societies*

Week 5 (Oct 1) – Revolutions & Rebellions

- “James C. Scott: Peasants, Power and the Art of Resistance” in *Passion, Craft, and Method*

REACTION PAPER, OPTION 2

- Tilly, Charles. 1973. “Does Modernization Breed Revolution?” *Comparative Politics* 5(3): 425-47.
- Scott, James C. 1976. *The Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia*. New Haven: Yale University Press. **Introduction & Chapter 7**
- Popkin, Samuel. 1979. *The Rational Peasant: The Political Economy of Rural Society in Vietnam*. Berkeley: The University of California Press. **Chapters 1 & 2**
- Beissinger, Mark R. 2007. “Structure and Example in Modular Political Phenomena: The Diffusion of Bulldozer/Rose/Orange/Tulip Revolutions.” *Perspectives on Politics* 5 (2): 259–276.

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Week 6 (Oct 8) – The State

- “Theda Skocpol: States, Revolutions, and the Comparative Historical Imagination” in *Passion, Craft, and Method*
- Skocpol, Theda. 1976. “France, Russia, China: A Structural Analysis of Social Revolutions.” *Comparative Studies in Society and History* 18(2): 175-210.
- Tilly, *Coercion, Capital, and European States*

Week 7 (Oct 15) – Democratic and Dictatorial Regimes

REACTION PAPER, OPTION 3

- Olson, M. 1993. “Dictatorship, Democracy, and Development.” *American Political Science Review* 87(3): 567-576.
- Linz and Stepan, *Problems of Democratic Transition and Consolidation*, **Chapters 1-5, 9, 14, 21.**
- Levitsky, Steven and Lucan Way. 2002. “The Rise of Competitive Authoritarianism,” *Journal of Democracy* 13(2): 51-65.

- Howard, Marc Morje, and Philip G. Roessler. 2006. “Liberalizing Electoral Outcomes in Competitive Authoritarian Regimes.” *American Journal of Political Science* 50(2): 365–381.
- John Gerring, Tore Wig, Wouter Veenendaal, Daniel Weitzel, Jan Teorell, Kyosuke Kikuta. “Why Monarchy? The Rise and Demise of a Regime Type.” *Comparative Political Studies* [OnlineFirst, July 12, 2020].

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Week 8 (Oct 22) – Political Culture

- “David Laitin: Culture, Rationality, and the Search for Discipline” in *Passion, Craft, and Method*

REACTION PAPER, OPTION 4

- Inglehart, Ronald. 1971. “The Silent Revolution in Europe: Intergenerational Change in Post-Industrial Societies.” *American Political Science Review* 65(4): 991-1017
- Eckstein, Harry. 1988. “A Culturalist Theory of Political Change.” *American Political Science Review* 82(3): 789-804
- Lane, Ruth. 1992. “Political Culture: Residual Category or General Theory?” *Comparative Political Studies* 25(3): 362-387
- Greif, Avner. 1994. “Cultural Beliefs and the Organization of Society: A Historical and Theoretical Reflection on Collectivist and Individualist Societies.” *The Journal of Political Economy* 102 (5): 912-950.
- Muller, Edward N. and Mitchell A. Seligson. 1994. “Civic Culture and Democracy: The Question of Causal Relationships.” *American Political Science Review* 88(3): 635-652.
- Pop-Eleches, Grigore and Joshua A. Tucker. 2014. “Communist Socialization and Post-Communist Economic and Political Attitudes.” *Electoral Studies* 33: 77-89.

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Week 9 (Oct 29) – Ethnic Politics (*Mandatory, in-person meeting*)

- Hale, *The Foundations of Ethnic Politics*
- Fearon, James and David Laitin. 1996. “Explaining Interethnic Cooperation.” *American Political Science Review* 90(4): 715-735.

Week 10 (Nov 5) – Collective Action & Civil Society

REACTION PAPER, OPTION 5

- Bermeo, *Ordinary People in Extraordinary Times*
- Tucker, Joshua. 2007. “Enough! Electoral Fraud, Collective Action Problems, and Post-Communist Colored Revolutions.” *Perspectives on Politics* 5(3): 535-551.

Week 11 (Nov 12) – Formal Institutions

REACTION PAPER, OPTION 6

- North, Douglass C. and Barry Weingast. 1989. “Constitutions and Commitment: The Evolution of Institutions Governing Public Choice in Seventeenth-Century England.” *Journal of Economic History* 49(4): 803-832.

- Stepan, Alfred and Cindy Skach. 1993. “Constitutional Frameworks and Democratic Consolidation: Parliamentarism versus Presidentialism.” *World Politics* 46: 1-22
- Tsebelis, George. 1995. “Decisionmaking in Political Systems: Veto Players in Presidentialism, Parliamentarism, Multicameralism, and Multipartyism.” *British Journal of Political Science* 25(3): 289-325
- Saideman, Stephen M., David J. Lanoue, Michael Campenni, and Samuel Stanton. 2002. “Democratization, Political Institutions, and Ethnic Conflict: A Pooled Time-Series Analysis, 1985-1998.” *Comparative Political Studies* 35(1): 103-129
- Wright, Joseph. 2008. “Do Authoritarian Institutions Constrain? How Legislatures Affect Economic Growth and Investment.” *American Journal of Political Science* 52(2): 322-343.
- Boix, Carles, and Milan W. Svolik. 2013. “The Foundations of Limited Authoritarian Government: Institutions, Commitment, and Power-Sharing in Dictatorships.” *The Journal of Politics* 75(2): 300–316.
- Rivera, Mauricio. 2017. “Authoritarian Institutions and State Repression: The Divergent Effects of Legislatures and Opposition Parties on Personal Integrity Rights.” *Journal of Conflict Resolution* 61 10): 2183–2207.

Week 12 (Nov 19) – Informal Institutions

- Helmke, Gretchen and Steven Levitsky. 2004. “Informal Institutions and Comparative Politics: A Research Agenda.” *Perspectives on Politics* 2(4): 725-740.
- Bjarnegård, *Gender, Informal Institutions and Political Recruitment*

Week 13 (Nov 26) – No Class (Thanksgiving Break)

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Week 14 (Dec 3) – Governance

REACTION PAPER, OPTION 7

- Rothstein, *The Quality of Government*
- Ross, Michael. 2006. “Is Democracy Good for the Poor?” *American Journal of Political Science* 50(4): 860-874.

FINAL EXAMS: DATE AND TIME TBA.

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