



DEPARTMENT OF POLITICAL SCIENCE

**Political Science 673-L01
Advanced Seminar in Comparative Politics**

Winter 2019
Tuesday 9:30-11:45am | SS729

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Office hours by appointment

Course Description and Objectives

It's a heady time to study comparative politics. The field has recently undergone a vast transformation, and the boundaries between comparative politics and other sub-fields (such as international relations) are much fuzzier than in the past, opening up new avenues for inquiry. Many assumptions have also been overturned, and a flurry of debates about the core principles of the field has yielded a broad new spectrum of sophisticated research, along with a sober assessment of the sub-discipline's limits and possibilities.

Comparative politics is a large and amorphous subfield, and this course makes no attempt to cover all of it. Instead, we will focus on some key works, concepts, and debates, including classic along with exemplary recent controversies. The aim is neither a survey nor an "intellectual history," but rather an advanced introduction to some of the core conceptual, theoretical, and analytical tools of the field. In this sense, although the course is open to all graduate students, it is designed to be especially useful for doctoral students preparing candidacy exams.

Requirements

This is not a research seminar, and you are not expected to carry out any original empirical research for this class. Instead, this is a reading, writing, and discussion-intensive seminar, which will focus on the list of required readings, on any of the optional readings you may decide to dive more deeply into, and on any further related readings where appropriate. (Doctoral students writing comprehensive exams would be well advised to master both the required and deeper dive lists as a point of departure for their preparation.)

Students will be expected to play an active role in class discussions. This means coming to class well prepared, having completed and thought about each week's assigned readings. To help you do that, each student will submit a 500-700-word review of the required reading. The reviews may focus on all the week's readings (and aim for a broad synthesis), or on some of it (and aim for a more in-depth analysis). The successful review will not simply summarize the key ideas, but *critically engage them*. All reviews will be made available to the class through the D2L discussion forum by noon the day before class. You are encouraged to engage with each other's posts online.

I will lead each week's discussion with a general statement framing some of the central problems and questions to be addressed, but then will call (randomly) on one student each week to make a brief presentation on the readings. Each presentation (about 10 minutes long) should build on the review and explain in some greater depth what you take to be the key ideas and questions for the seminar to consider. The presentation is also an opportunity to engage with other students' reviews, and to explore possible tensions, disputes, etc. The online and in-class discussions are intended to complement each other, in the sense of starting and continuing various conversation threads from one forum to another.

In addition to the reviews, there are two other writing requirements for the course: a 2,500-word take-home exam, as well as a review essay of 3,000-4,000 words (each double-spaced, with standard margins in 12pt font). I will distribute a set of questions in advance for the take-home exam, and you will be able to choose one from among 2-3. The review essay should evaluate at least three major books or five major articles on a related subject published in the last decade. You should discuss these works against a general background of the field in which they are situated, using the themes of the course as a point of departure. (The list of books for review is not limited to the items in the syllabus.) For models, you may wish to consult representative review essays in journals such as *Comparative Politics*, the *American Political Science Review*, the *Canadian Political Science Review*, *Latin American Research Review*, or *World Politics*, among others. The review essay will be due one week after the last day of class.

Late papers without a valid excuse (supported with appropriate documentation) will not be accepted.

Grades will be distributed as follows:

11 weekly reviews (@3% each)	33%
Take-home exam (due March 12 th)	20%
Participation (incl. in-class and online discussion, weekly presentations)	17%
Review essay (due April 16 th)	30%

Readings

Some PDF copies of the readings are available on D2L, and the balance of the required readings is available online (e.g. through the links below).

Grading criteria

A- (80-84%) → A (85-89%) → A+ (90% +)

Exceptional performance: strong evidence of original thinking; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base. Work at this level will also be clearly written, with no spelling or grammar faults.

B- (70-73%) → B (74-76%) → B+ (77-79%)

Competent performance: evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with the literature. Work at this level will generally be clearly written, containing at most a few, if any, spelling or grammar faults.

D (50-54%) → D+ (55-59%) → C- (60-62%) → C (63-66%) → C+ (67-69%)

Adequate performance: understanding of the subject matter; ability to develop solutions to simple problems in the material; acceptable but uninspired work, not seriously faulty but lacking style and vigour. Work at this level is sometimes or often unclear, and contains from some to many spelling and/or grammar problems.

F (0-49%)

Inadequate performance: little or no evidence of understanding of the subject matter; weakness in critical and analytic skills; limited or irrelevant use of the literature. Work at this level is usually poorly written, with numerous spelling and grammar problems.

Schedule¹

January 15 (no review required this first day)

1. Introduction

- Ian Shapiro, “Problems, methods, and theories in the study of politics; or: what’s wrong with political science and what to do about it,” *Political Theory* 30:4 (August 2002), pp- 596-619;
<http://www.jstor.org.ezproxy.lib.ualgary.ca/stable/3072623>
- Peter Hall, “Aligning Ontology and Methodology in Comparative Research,” in James Mahoney and Dietrich Rueschemeyer, eds., *Comparative Historical Analysis in the Social Sciences* (Cambridge, 2003), Chapter 11; <https://doi-org.ezproxy.lib.ualgary.ca/10.1017/CBO9780511803963.012>
- Giovanni Sartori, “Concept misinformation in comparative politics,” *The American Political Science Review* 64:4 (Dec 1970), pp 1033-1053;
<https://www-jstor-org.ezproxy.lib.ualgary.ca/stable/1958356>
- David Collier and, James E. Mahoney, “Conceptual 'Stretching' Revisited: Adapting Categories in Comparative Analysis,” *American Political Science Review* 87:4 (December 1, 1993), pp. 845-855. Available at SSRN:
<http://search.proquest.com.ezproxy.lib.ualgary.ca/docview/214428716>

Diving deeper...

- Yascha Mounk, “How Political Science Gets Politics Wrong,” *The Chronicle Review* (October 30, 2016); <http://www.chronicle.com/article/How-Political-Science-Gets/238175>
- Gerardo Munck, “The Past and Present of Comparative Politics,” in Munck and Snyder, *Craft and Method in Comparative Politics* (Johns Hopkins, 2007), Chapter 2; https://books.google.ca/books?id=WV9-9_ODWo8C&printsec=frontcover#v=onepage&q&f=false
- Mark Blyth, “Great Punctuations: Prediction, Randomness and the Evolution of Comparative Political Science,” *American Political Science Review* 100:4 (November 2006), pp. 493-98;
<http://ezproxy.lib.ualgary.ca:2048/login?url=http://dx.doi.org/10.1017/S003055406062344>
- Brent Flyvbjerg, *Making Social Science Matter: Why Social Inquiry Fails and How it Can Succeed Again* (Cambridge, 2001).
- Sanford F. Schram and Brian Caterino, *Making Political Science Matter: Debating Knowledge, Research, and Method* (NYU Press, 2006);

¹ May be modified as necessary.

<http://ebookcentral.proquest.com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=2081670>

PART I – APPROACHES

January 22

2. A single logic of inquiry?

- Gary King, Robert Keohane, and Sidney Verba, *Designing Social Inquiry* (Princeton, 1993), Chapters 1-4;
<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&bquery=JN+%26quot%3bDesigning+Social+Inquiry%26quot%3b+AND+DT+19940101&type=1&site=ehost-live>
- Henry Brady and David Collier, eds. *Rethinking Social Inquiry: Diverse Tools, Shared Standards* (Rowman & Littlefield, 2010), pp. 1-200;
<http://ebookcentral.proquest.com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=662323>
- James Mahoney and Gary Goertz, “A Tale of Two Cultures: Contrasting Quantitative and Qualitative Research,” *Political Analysis* 14 (2006): 227-249;
<https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/25791851>
- David Collier, “The Comparative Method,” in Ada W. Finifter, ed. *Political Science: The State of the Discipline II* (American Political Science Association, 1993); <https://escholarship.org/uc/item/25v8z2xs>
- Ragin, Charles C. *The Comparative Method: Moving Beyond Qualitative and Quantitative Strategies* (University of California Press, 1987), chapter 3 “Case-Oriented Comparative Methods”, pp. 34-52;
<http://ebookcentral.proquest.com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=1698820>

Diving deeper...

- Mill, John Stuart, *A System of Logic: Raciocinative and Inductive* (New York: Harper & Brothers Publishers, 1843/1874), Book VI, “The Logic of the Moral Sciences,” available in <https://www.laits.utexas.edu/poltheory/mill/sol/>
- Brent Flyvbjerg, “Five Misunderstandings about Case-Study Research,” *Qualitative Inquiry* 12:2 (April 2006), pp. 219-245; <https://doi-org.ezproxy.lib.ucalgary.ca/10.1177%2F1077800405284363>
- Mr. Perestroika, “On Globalization of the APSA and APSR: A Political Science Manifesto”, email to the Editor, *PS* and *APSR*, October 15, 2000:
<http://ia600407.us.archive.org/6/items/OnTheIrrelevanceOfApsaAndApsrToTheStudyOfPoliticalScience/mrperestroika.pdf>

- Alexander L. George and Andrew Bennett, *Case Studies and Theory Development in the Social Sciences* (MIT Press, 2005).
- Stanley Lieberman, "Small N's and Big Conclusions: An Examination of the Reasoning in Comparative Studies Based on a Small Number of Cases," in Charles Ragin and Howard Becker, eds. *What is a Case? Exploring the Foundations of Social Inquiry* (Cambridge University Press, 1992); <http://search.proquest.com.ezproxy.lib.ucalgary.ca/docview/1291041213>
- Gerardo Munck, "Canons of Research Design in Qualitative Analysis," *Studies in Comparative International Development* 33:3 (Fall 1998), pp. 18-45; <http://link.springer.com.ezproxy.lib.ucalgary.ca/article/10.1007/BF02687490>

January 29

3. Causality, explanation, and mechanisms

- Daniel Little, "Causal Explanation in the Social Sciences," *The Southern Journal of Philosophy* 34:1 (Spring 1996), pp. 31-56; <https://doi-org.ezproxy.lib.ucalgary.ca/10.1111/j.2041-6962.1996.tb00810.x>
- James Mahoney, "Nominal, Ordinal, and Narrative Appraisal in Macrocausal Analysis," *American Journal of Sociology* 104:4 (January 1999), pp. 1154-96; <https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/10.1086/210139>
- Charles Tilly, "Mechanisms in political processes," *Annual Review of Political Science* 4 (2001), pp. 21-41; <https://www-annualreviews-org.ezproxy.lib.ucalgary.ca/doi/10.1146/annurev.polisci.4.1.21>
- Peter Hedström and Petri Ylikoski, "Causal Mechanisms in the Social Sciences," *Annual Review of Sociology* 36 (August 2010), pp. 49-67; <https://www-annualreviews-org.ezproxy.lib.ucalgary.ca/doi/10.1146/annurev.soc.012809.102632>
- Andrew Bennett, "Process Tracing and Causal Inference," in Henry Brady and David Collier, eds. *Rethinking Social Inquiry: Diverse Tools, Shared Standards* (Rowman & Littlefield, 2010), pp. 207-220; <http://ebookcentral.proquest.com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=662323>

Diving deeper...

- Henry E. Brady, "Causation and explanation in social science," in Janet M. Box-Steffensmeier, Henry E. Brady, and David Collier, eds. *The Oxford Handbook of Political Methodology* (Oxford, 2008), pp. 217-270; <http://www.polmeth.wustl.edu/media/Paper/brady02.pdf> (pp. 1-50)

- Jon Elster, "A plea for mechanisms," in Peter Hedström and Richard Swedberg, eds. *Social Mechanisms: Analytical Approaches to Social Theory* (Cambridge, 1998), Ch. 3; <https://doi-org.ezproxy.lib.ucalgary.ca/10.1017/CBO9780511663901.003>
- Paul Pierson, *Politics in Time: History, Institutions, and Social Analysis* (Princeton, 2004), Chapter 2, "Timing and Sequence"; Chapter 3, "Long-Term Processes," and Conclusion, "Temporal Context in Social Science Inquiry." <http://ebookcentral.proquest.com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=768545>

February 5

4. Decision-making and collective action

- Mancur Olson, *The Logic of Collective Action. Public Goods and the Theory of Groups* (Cambridge, MA: Harvard University Press, 1965), Introduction and Chapter I, A-B, pp. 1-16. (PDF available in D2L.)
- James G. March, "Bounded Rationality, Ambiguity, and the Engineering of Choice," *The Bell Journal of Economics* 9:2 (Autumn, 1978), pp. 587-608; <https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/3003600>
- Amartya Sen, "Rational Fools: A critique of the behavioral foundations of economic theory," *Philosophy and Public Affairs* 6:4 (Summer 1977), pp. 317-344; <https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/2264946>
- Amos Tversky and Daniel Kahneman, "Rational Choice and the Framing of Decisions," *The Journal of Business* 59:4, Part 2 (Oct., 1986), pp. S251-S278; <https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/2352759>
- R. Keith Sawyer, "Emergence in Sociology: Contemporary Philosophy of Mind and Some Implications for Sociological Theory," *American Journal of Sociology* 107:3 (November 2001), pp. 551-585; <https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/10.1086/338780>

Diving deeper...

- Jon Elster, *Ulysses and the Sirens* (Cambridge, 1979), Part II, "Imperfect Rationality: Ulysses and the Sirens," pp. 36-111.
- Mark Granovetter, "Threshold Models of Collective Behavior," *American Journal of Sociology* 83:6 (May, 1978), pp. 1420-43; <https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/2778111>
- Stuart Kauffman and Philip Clayton, "On emergence, agency, and organization," *Biology and Philosophy* 21:4 (September 2006), pp. 501-521; <http://ezproxy.lib.ucalgary.ca:2048/login?url=http://dx.doi.org/10.1007/s10539-005-9003-9>

- Geoffrey M. Hodgson, "On the Limits of Rational Choice Theory," *Economic Thought* 1:1 (2012):94-108; <http://et.worlddeconomicsassociation.org/article/view/29>
- Alan Ryan, "Problems and Methods in Political Science: Rational Explanation and Its Limits," in Ian Shapiro et al. eds., *Problems and Methods in the Study of Politics* (Cambridge, 2004), pp. 186-200; <https://doi-org.ezproxy.lib.ualgary.ca/10.1017/CBO9780511492174.009>

February 12

Take-home exam topics handed out

PART II – AREAS OF STUDY

5. Institutions

- James G. March and Johan P. Olsen, "Institutional Perspectives on Political Institutions," *Governance* 9:3 (July 1996), 247-64; <https://onlinelibrary-wiley-com.ezproxy.lib.ualgary.ca/doi/pdf/10.1111/j.1468-0491.1996.tb00242.x>
- Kenneth A. Shepsle, "Rational Choice Institutionalism", in Sarah A. Binder, R.A.W. Rhodes, and Bert A. Rockman, eds. *Oxford Handbook of Political Institutions* (Oxford University Press, 2006), Chapter 2; <http://scholar.harvard.edu/kshepsle/publications/rational-choice-institutionalism>
- Ellen M. Immergut, "The Theoretical Core of the New Institutionalism," *Politics and Society*, 8:1 (March 1998), pp. 5-34; <http://journals.sagepub.com.ezproxy.lib.ualgary.ca/doi/pdf/10.1177/0032329298026001002>
- Helmke, Gretchen and Steven Levitsky, "Informal Institutions and Comparative Politics: A Research Agenda," in *Perspectives on Politics* 2:4 (December 2004), 725-740; <http://ezproxy.lib.ualgary.ca:2048/login?url=http://dx.doi.org/10.1017/S1537592704040472>
- Przeworski, Adam, "Institutions Matter?" *Government & Opposition* 39:4 (Fall 2004), pp. 527-41; <https://onlinelibrary-wiley-com.ezproxy.lib.ualgary.ca/doi/pdf/10.1111/j.1477-7053.2004.00134.x>

Diving deeper...

- Alexis de Tocqueville, *The Old Regime and the French Revolution* (Peter Smith, 1978)

- Putnam, Robert, Robert Leonardi, and Raffaella Nanetti. *Making Democracy Work: Civic Traditions in Modern Italy*. Princeton (Princeton, 1994); <http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&bquery=JN+%26quot%3bMaking+Democracy+Work%26quot%3b+AND+DT+19940101&type=1&site=ehost-live>
- Kathleen Thelen, "How Institutions Evolve: Insights from Comparative Historical Analysis," in James Mahoney and Dietrich Rueschemeyer, eds. *Comparative Historical Analysis in the Social Sciences* (Cambridge, 2003), pp. 208-240.
- Arthur Stinchcombe, "On the Virtues of the Old Institutionalism," *Annual Review of Sociology* 23 (1997), pp. 1-18.
- Douglass C. North, *Institutions, Institutional Change, and Economic Performance* (New York: Cambridge University Press, 1990), pp. 92-140
- Elinor Ostrom, *Understanding Institutional Diversity* (Princeton, 2005), pp. 1-31; <http://press.princeton.edu/chapters/s8085.pdf>
- Scott E. Page, "A complexity perspective on institutional design," *Politics, Philosophy & Economics* 11:1 (February 2012), pp. 5-25; <https://doi-org.ezproxy.lib.ucalgary.ca/10.1177%2F1470594X11433745>
- Kenneth A. Shepsle, "Studying Institutions: Some Lessons from the Rational Choice Approach," *Journal of Theoretical Politics* 1:2 (April 1989), 131-147; <https://doi-org.ezproxy.lib.ucalgary.ca/10.1177%2F0951692889001002002>

February 19

Reading week – no classes

February 26

6. The emergence of the state

- J.P. Nettl, "The State as a Conceptual Variable," *World Politics* 20:4 (July 1968), 559-592; <https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/2009684>
- Gianfranco Poggi, *The Development of the Modern State* (Stanford, 1978), Chapter 1, "Introduction: The Business of Rule," pp. 1-15; http://193.140.213.67/Department_Webpages/courses/ATA_582/Gianfranco%20Poggi_The%20Development%20of%20the%20Modern%20State.pdf
- Charles Tilly, "State Making and War Making as Organized Crime," in Peter Evans, Dietrich Rueschmeyer and Theda Skocpol, eds. *Bringing the State Back In* (Cambridge, 1986), pp. 169-191. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1017/CBO9780511628283.008>

- Bob Jessop, “The State and State Building”, in Sarah A. Binder, R.A.W. Rhodes, and Bert A. Rockman, eds. *Oxford Handbook of Political Institutions* (Oxford University Press, 2006); (PDF available in D2L.)
- Thomas Ertman, *Birth of the Leviathan* (Cambridge, 1997), Chapter 1 “Introduction”, pp. 1-34; <https://doi-org.ezproxy.lib.ucalgary.ca/10.1017/CB09780511529016>

Diving deeper...

- Mancur Olson, *Power and Prosperity* (Basic Books, 2000), Chapter 1, “The Logic of Power,” pp. 1-24.
- Hendrik Spruyt, “The Origins, Development, and Possible Decline of the Modern State,” *Annual Review of Political Science* 5 (June 2002), pp. 127-149; <https://www-annualreviews-org.ezproxy.lib.ucalgary.ca/doi/10.1146/annurev.polisci.5.101501.145837>
- James C. Scott, *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed* (Yale, 1998); <http://ebookcentral.proquest.com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=3420352>
- Gianfranco Poggi, *The State, Its Nature, Development, and Prospects* (Stanford, 1990), Chapter 3, “The Development of the Modern State (1),” and Chapter 4 “The Development of the Modern State (2),” pp. 34-68.
- Michael Hardt and Antonio Negri, *Empire* (Harvard, 2000), Part 2.1 “Two Europes, Two Modernities,” and 2.2 “Sovereignty of the Nation-State” (pp. 67-113); <https://libcom.org/library/empire-antonio-negri>
- Francis Fukuyama, *The Origins of Political Order: From Prehuman Times to the French Revolution* (Farrar, Strauss and Giroux, 2011).

March 5

Take-home exam due

7. The spread of the state?

- Robert H. Jackson and Carl G. Rosberg, “Why Africa’s Weak States Persist: The Empirical and the Juridical in Statehood,” *World Politics* 1982, pp. 1-24; <https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/2010277>
- Jeffrey Herbst, “War and the State in Africa,” *International Security* 14:4 (1990), pp. 117-139; <https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/2538753>

- Miguel Angel Centeno, "Limited War and Limited States," in Diane E. Davis and Anthony W. Pereira, eds. *Irregular Armed Forces and their Role in Politics and State Formation* (Cambridge, 2003), Chapter 3, pp. 82-95;
<http://ebookcentral.proquest.com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=217894>
- Hillel Soifer and Mattias vom Hau, "Unpacking the Strength of the State: the Utility of State Infrastructural Power," *Studies in Comparative Institutional Development* 43 (2008), pp. 219-230; <https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s12116-008-9030-z>
- Catherine Boone, "Territorial Politics and the Reach of the State: Unevenness by Design," *Revista de Ciencia política* 32:3 (2012), pp.623-641;
http://www.scielo.cl/scielo.php?script=sci_abstract&pid=S0718-090X2012000300007&lng=es&nrm=iso&tlng=en

Diving deeper...

- Clifford Geertz, *Negara: The Theatre State in Nineteenth-Century Bali* (Princeton, 1980).
- Joel Migdal, *Strong Societies and Weak States: State-Society Relations and State Capabilities in the Third World* (Princeton, NJ: Princeton University Press, 1988).
- William Reno, "The Changing Nature of Warfare and the Absence of State-Building in West Africa," in Diane E. Davis and Anthony W. Pereira, eds. *Irregular Armed Forces and their Role in Politics and State Formation* (Cambridge, 2003), Chapter 13, pp. 322-345;
<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/docDetail.action?docID=10070195&page=334>
- Stepan, Alfred, *The State and Society* (Princeton University Press, 1978).
<http://ebookcentral.proquest.com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=217894>

March 12

8. Democracy

- Robert Dahl, *Polyarchy: Participation and Opposition* (1971), chapters 1 & 3, pp. 1-16, 33-47; (PDF available on D2L.)
- Guillermo O'Donnell, "Democracy, Law, and Comparative Politics," in *Studies in Comparative International Development* 36:1 (Spring 2001), pp. 7-36;
<https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/BF02687583>

- David Collier and Steven Levitsky, "Democracy: Conceptual hierarchies in comparative research," in David Collier and John Gerring, eds. *Concepts and Method in Social Science: The Tradition of Giovanni Sartori* (Routledge, 2009), Chapter 10, pp. 269-288; <https://escholarship.org/uc/item/29t3x8dr>
- Maxwell A. Cameron. "The State of Democracy in the Andes: Introduction to a Thematic Issue of Revista de Ciencia Politica" *Revista de Ciencia Politica* 30.1 (2010), pp. 5-20; https://scielo.conicyt.cl/scielo.php?script=sci_arttext&pid=S0718-090X2010000100002&lng=en&nrm=iso&tlng=en
- Frederic C. Schaeffer, "Political Concepts and the Study of Democracy: The Case of Demokaraasi in Senegal," *PoLAR: Political and Legal Anthropology Review* 20:1 (May 1997), pp. 40-49; <https://doi-org.ezproxy.lib.ucalgary.ca/10.1525/pol.1997.20.1.40>
- Roberto Stefan Foa and Yasha Mounk, "The Signs of Deconsolidation," *Journal of Democracy*, 28:1 (January 2017), pp. 5-15; <https://muse-jhu-edu.ezproxy.lib.ucalgary.ca/article/645532>

Diving deeper...

- Joshua Cohen and Charles Sabel, "Directly-Deliberative Polyarchy," *European Law Journal* 3:4 (December 1997), pp. 313-343; <https://doi-org.ezproxy.lib.ucalgary.ca/10.1111/1468-0386.00034>
- Roberto Stefan Foa and Yasha Mounk, "The Democratic Discontent," *Journal of Democracy* 27:3 (July 2016); <http://www.journalofdemocracy.org/sites/default/files/Foa%26Mounk-27-3.pdf>
- Giovanni Capoccia and Daniel Ziblatt, "The Historical Turn in Democratization Studies: A New Research Agenda for Europe and Beyond," *Comparative Political Studies* 43 (8/9): 931-968; <https://doi-org.ezproxy.lib.ucalgary.ca/10.1177%2F0010414010370431>
- Przeworski, Adam, Michael E. Alvarez, José Antonio Cheibub and Fernando Limongi, *Democracy and Development: Political Institutions and Well-Being in the World 1950-1990* (Cambridge: Cambridge University Press, 2000), Chapters 1-3.
- Mancur Olson, "Dictatorship, Democracy and Development," *American Political Science Review* 87:3 (September 1993), pp. 567-576; <https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/2938736>
- Guillermo, O'Donnell, "On the State, Democratization and Some Conceptual Problems." *World Development* 27:8 (1993), pp. 1355-69.
- Barrington Moore Jr., *Social Origins of Dictatorship and Democracy* (1966), Chapters 7-8, pp. 413-452.

- Theda Skocpol, "A Critical Review of Barrington Moore's Social Origins of Dictatorship and Democracy," in Skocpol, *Social Revolutions in the Modern World* (1994), 25-54.
- Michael Coppedge, John Gerring and Staffan I. Lindberg, V-Dem: Varieties of Democracy project: <https://www.v-dem.net/en/about/>

March 19

9. Authoritarianism

- Steven Levitsky and Lucan A. Way, "The Rise of Competitive Authoritarianism," *Journal of Democracy* 13:2 (April 2002), pp. 51-65; <http://ezproxy.lib.ucalgary.ca:2048/login?url=http://dx.doi.org/10.1353/jod.2002.0026>
- Jennifer Gandhi and Adam Przeworski, "Authoritarian Institutions and the Survival of Autocrats," *Comparative Political Studies* 40:11 (November 2007), pp. 1279-1301; <https://doi-org.ezproxy.lib.ucalgary.ca/10.1177%2F0010414007305817>
- David Art, "What Do We Know About Authoritarianism After Ten Years?" *Comparative Politics* 44:3 (April 2012), pp. 351-373. <https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/23212801>
- Steven Levitsky and Daniel Ziblatt, *How Democracies Die* (Crown, 2018), Chapters Chapters 4 & 5, pp. 72-117.
- Amanda Taub, "The Rise of American Authoritarianism," *Vox* (May 1, 2016); <https://www.vox.com/2016/3/1/11127424/trump-authoritarianism>

Diving deeper...

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- Beatriz Magaloni, *Voting for Autocracy: Hegemonic Party Survival and its Demise in Mexico* (Cambridge, 2006); <https://doi-org.ezproxy.lib.ucalgary.ca/10.1017/CBO9780511510274>
- Jennifer Gandhi, *Political Institutions under Dictatorship* (Cambridge, 2008); <https://doi-org.ezproxy.lib.ucalgary.ca/10.1017/CBO9780511510090>
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- Stathis Kalyvas, "The Ontology of 'Political Violence': Action and Identity in Civil Wars," *Perspectives on Politics* (2003), 1: 475-494; <https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/3688707>
- Francisco Gutiérrez Sanín, "Clausewitz vindicated? Economics and politics in the Colombian civil war," in Kalyvas, Shapiro, and Masoud, eds. *Order, Conflict and Violence* (Cambridge, 2008), pp. 219-241. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1017/CBO9780511755903.010>
- Diego Gambetta, "Mafia: The Price of Distrust," in Gambetta, Diego (ed.) *Trust: Making and Breaking Cooperative Relations*, electronic edition, Department of Sociology, University of Oxford, chapter 10, pp. 158-175: <http://www.sociology.ox.ac.uk/papers/gambetta158-175.pdf>
- Matías Dewey, "The Making of Hybrid Stateness: Sources of Police Performance in the Conurbano," *Revista de Ciencia Política* 32:3 (2012), 659-672; <http://www.scielo.cl/pdf/revcipol/v32n3/art09.pdf>

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- Francisco Gutiérrez Sanín and Mauricio Barón, "Re-stating the State: Paramilitary Territorial Control and Political Order in Colombia (1978-

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 - Jeremy Weinstein, *Inside Rebellion: The Politics of Insurgent Violence* (Cambridge University Press, 2006); <https://doi-org.ezproxy.lib.ucalgary.ca/10.1017/CBO9780511808654>

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11. Political economy and globalization

- Dani Rodrik, “How to Save Globalization from its Cheerleaders,” CEPR Discussion Paper No. DP6494 (September 2007); <https://drodrik.scholar.harvard.edu/publications/how-save-globalization-its-cheerleaders>
- Dani Rodrik, “The inescapable trilemma of the world economy,” June 27, 2007; http://rodrik.typepad.com/dani_rodriks_weblog/2007/06/the-inescapable.html
- Mark Blyth, “Paradigms and Paradox: The Politics of Economic Ideas in Two Moments of Crisis,” *Governance* 26:2 (April 2013), pp. 197–215; <http://onlinelibrary.wiley.com/doi/10.1111/gove.12010/full>
- Joseph E. Stiglitz, “The coming great transformation,” *Journal of Policy Modeling* 39 (2017) 625-638; <https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0161893817300510>
- Wolfgang Streeck, “How Will Capitalism End?” *New Left Review* 87:35-64 (2014); <https://newleftreview-org.ezproxy.lib.ucalgary.ca/II/87/wolfgang-streeck-how-will-capitalism-end>

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- Max Weber, *The Protestant Ethic and the Spirit of Capitalism* (Routledge, 2001).
- Karl Polanyi, *The Great Transformation* (Boston: Beacon Press, 1957 [1944]).
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- Peter Hall and David Soskice, eds. *Varieties of Capitalism: Institutional Foundations of Comparative Advantage* (Oxford: Oxford University Press, 2001).

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12. Complex governance

- Scott E. Page, *Diversity and Complexity* (Princeton, 2011), pp. 1-53; <http://ebookcentral.proquest.com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=726049>
- R. Keith Sawyer, *Social Emergence: Societies as Complex Systems* (Cambridge, 2005), pp. 1-45; <https://doi-org.ezproxy.lib.ucalgary.ca/10.1017/CB09780511734892>
- José María Maravall, "Accountability and the Survival of Governments," in Carles Boix and Susan Stokes, eds. *The Oxford Handbook of Comparative Politics* (Oxford, 2007), Chapter 37, pp. 910-939. (PDF available on D2L.)
- Charles F. Sabel and Jonathan Zeitlin, "Experimentalist Governance," in David Levi-Faur, ed. *The Oxford Handbook of Governance* (Oxford, 2012); <http://www3.law.columbia.edu/sabel/papers/Sabel%20and%20Zeitlin%20handbook%20chapter%20final%20%28with%20abstract%29.pdf>
- Pablo Policzer, "A Complex Adaptive State System: Networks, Arms Races, and Moral Hazards," *Revista de Ciencia Política* 32:3 (2012), pp. 673-675; <http://www.scielo.cl/pdf/revcipol/v32n3/art10.pdf>

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- Mathew D. McCubbins and Thomas Schwartz, "Congressional Oversight Overlooked: Police Patrols versus Fire Alarms," *American Journal of Political Science* 28:1 (Feb., 1984), pp. 165-179; <https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/2110792>
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- Charles F. Sabel, "Learning by Monitoring," The Center for Law and Economic Studies, Columbia University School of Law (New York, 1993); http://www.law.columbia.edu/null/Working+paper+No?exclusive=filemgr.download&file_id=64129&showthumb=0

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<http://www.pnas.org/content/pnas/104/17/7301.full.pdf>
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April 16 – **Review essays due**

**Adapted from David Woodruff and Kanchan Chandra,
MIT Department of Political Science:**

Reading Skills

As you manage the reading for this and other graduate courses, you are likely to find, if you have not already, that there is no correlation between effort and outcome. It is entirely possible to spend several hours reading something without “getting it.” And it is equally possible to spend less than a half-hour reading something else and getting to the heart of the argument. You will have to devise for yourselves ways to read efficiently. These suggestions may help:

1. Figure out what the heart of an argument is before you read deeply: skim, read the abstracts, the jacket blurbs, often short reviews published elsewhere. When you know what the centre of gravity is, you read more efficiently.
2. Read actively: do not simply soak up the reading for what the author wants to tell you, but approach it with questions, and try to answer them for yourself as you make your way through.
3. Use other peoples’ skills: you do not have to do all the work yourself. It is not “cheating” if you talk through the argument with someone else before or after you delve in, or look at reviews for explication, or form reading groups where you can discuss the argument with each other.
4. Write in order to read. The response papers for this class and the (non-graded) attached worksheet should help.
5. Use diagrams if necessary: often, the structure of an argument can be most clearly expressed if you “draw” it, using arrows and lines, than by trying to understand it in words.
6. Organize your notes in a way that makes retention and information retrieval possible: you could use index cards, annotated bibliographies, database programmes like EndNote etc.

These rules may be obvious to some and not to others. Basically, do whatever works for you. But be self-conscious about the reading process as a skill that has to be learned and not necessarily as an ability that either comes naturally or does not.

Reading Worksheet

For each book, chapter, or article assigned in this course, you may wish to fill out a worksheet like this one. Many of these points can be addressed in a sentence or two; in some cases, answers will not need to be full sentences; and in some cases, the answers may overlap. Keep these worksheets: they will be useful for future reference, especially as you prepare for exams.

1. State the central question that the reading addresses.
2. State the central argument(s) defended in the paper in response to this question.
3. What type of reasoning or evidence is used to support these arguments? If it is an analytical paper, what is the logic that undergirds the argument? If an empirical paper, what type of data is employed? Are there other data sources that you think might be more appropriate?
4. Do you find the claims of the reading convincing? What do you see as the main gaps that need to be filled?
5. Why (if at all) is the reading interesting?
6. Do you agree with the main claims? What are your hesitations? (This may simply involve restatement of previous points.)

7. Identify one or two implicit premises or background assumptions in the paper that you think are especially controversial or objectionable.
8. In light of your answers to the previous questions, write an abstract for the article of no more than 100 words. Feel free to repeat formulations given in response to earlier questions.

Writing well

Although it should go without saying at the graduate level, it's not only *what* you write that matters in how you will be evaluated, but also *how* you write it. That includes such things as grammar, punctuation, sentence structure, clarity, citation, and organization. As George Orwell wrote, "the slovenliness of our language makes it easier for us to have foolish thoughts."² The advice in these articles should help you avoid slovenly writing, at least:

<https://theamericanscholar.org/writing-english-as-a-second-language/>
<http://chronicle.com/article/Why-Academics-Writing-Stinks/148989/>

And beyond Pinker's article, I would very strongly recommend his book *The Sense of Style*:

<http://stevenpinker.com/publications/sense-style-thinking-persons-guide-writing-21st-century>

If after all this advice you still need help with writing, it is available through Writing Support Services in the Student Success Centre (3rd floor of the Taylor Family Digital Library) or at <http://www.ucalgary.ca/ssc/writing-support>.



(Image copyright unkown)

² George Orwell, "Politics and the English Language" (1946): <https://www.mtholyoke.edu/acad/intrel/orwell46.htm>

IMPORTANT POLICIES AND INFORMATION

Supporting Documentation and the Use of a Statutory Declaration

As stated in the University Calendar:

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

Students can make a Statutory Declaration as their supporting documentation (available at ucalgary.ca/registrar). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus. For a list of locations to access a Commissioners for Oaths, visit ucalgary.ca/registrar).

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

This statement is accessible at: <https://www.ucalgary.ca/pubs/calendar/current/n-1.html>

Please note that while the form of supporting documentation provided is at the discretion of the student, the instructor has the discretion not to accept the supporting documentation if it does not corroborate the reason(s) given for the exemption/special request.

Absence From a Mid-term Examination:

Students who are absent from a scheduled term test or quiz for legitimate reasons are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of this email may be requested as proof of the attempt to contact the instructor. Any student who fails to do so forfeits the right to a makeup test.

Deferral of a Final Examination:

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Appeals:

If a student has a concern about the course or a grade they have been assigned, they must first discuss their concerns with the instructor. If this does not resolve the matter, the student can then proceed with an academic appeal. The first step in an academic appeal is to set up a meeting with the Department Head. Appeals must be requested within 15 days of receipt of the graded assignment.

Student Accommodations:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

University Regulations:

Students are responsible for familiarizing themselves with the University policies found in the Academic Regulations sections of the Calendar at www.ucalgary.ca/pubs/calendar/current/academic-regs.html.

Plagiarism And Other Forms Of Academic Misconduct:

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k-5.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

Freedom of Information and Protection of Privacy (FOIP):

FOIP legislation requires that instructors maintain the confidentiality of student information. In practice, this means that student assignment and tests cannot be left for collection in any public place without the consent of the student. It also means that grades cannot be distributed via email. Final exams are kept by instructors but can be viewed by contacting them or the main office in the Department of Political Science. Any uncollected assignments and tests meant to be returned will be destroyed after six months from the end of term; final examinations are destroyed after one year.

Evacuation Assembly Points:

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at www.ucalgary.ca/emergencyplan/assemblypoints and note the assembly point nearest to your classroom.

Faculty of Arts Program Advising and Student Information Resources:

For program planning and advice, visit the Arts Students' Centre in Social Sciences 102, call 403-220-3580 or email artsads@ucalgary.ca. You can also visit arts.ucalgary.ca/advising for program assistance.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit their office in the MacKimmie Library Block.

Important Contact Information:

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)
Phone: 403-220-5333

Faculty of Arts Undergraduate Students' Union Representatives
Phone: 403-220-6551
Email: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca
Students' Union URL: www.su.ucalgary.ca

Graduate Students' Association
Phone: 403-220-5997
Email: ask@gsa.ucalgary.ca
URL: www.ucalgary.ca/gsa

Student Ombudsman
Phone: 403-220-6420
Email: ombuds@ucalgary.ca

Campus Mental Health Resources:

SU Wellness Centre: <http://www.ucalgary.ca/wellnesscentre/>
Campus Mental Health Strategy: <https://www.ucalgary.ca/mentalhealth/>