Objective. This course is designed primarily as a graduate seminar in comparative politics. Its object is to introduce the participants to the comparative study of democratic political processes. The course meets preparation requirements for this substantive subfield of the Ph.D. comprehensive examination in comparative politics. No background in comparative politics is assumed. It is appropriate as an introduction for students new to the field or as an "outside" course for students not concentrating in comparative politics.

Approach. The comparative democratic political processes subfield focuses on choosing political leaders and making political decisions in the context of competitive elections and relative freedom of political action. We begin by discussing the meaning of contemporary democracy, the nature of democratic transitions and the effect of social and economic context. We then look at the comparative study of individual citizens' attitudes and behavior (political culture, participation), and the shaping of party systems by rules and context. The second half of the course focuses on party competition and policymaking processes.

Many seminar sessions will be divided into two main parts. In one of these, we shall discuss the starred collective readings shown in Column 3 of the syllabus. Our discussion is designed to accomplish both substantive and methodological objectives. On one hand, we want to understand how to explain the particular substantive theme, addressing the concepts, theories and evidence presented. The readings are designed to introduce a variety of substantive topics, not to be definitive on any of them. (The unstarred readings are recommended for those interested in following up some additional aspects of these topics.) On the other hand, we want to understand strengths and limitations of various approaches to comparative analysis--cross-sectional or longitudinal comparisons, sample of countries or units, quantitative versus qualitative measurement of variables, specification issues, and so forth--and use criticism of the specific works for this general purpose.

In the other part of the session, we shall have a presentation(s) by a seminar member. These presentations are of two types, exemplifying two of the major approaches to the study of democratic processes in comparative politics. Each seminar participant is responsible for one presentation of each type. One presentation will be on a particular comparative quantitative data set, as suggested in Column 4. The student is responsible for examining the appropriate website and related material, downloading the data (or a subset of it), doing some simple analysis to show that the data are accessible, describing to the class the unit basis of the data, the types of variables and their measurement, and identifying some publications or papers using these data. Any special problems of limitations of the data should be noted. The other presentation will focus on a specific country and application of the general theme of the week to the politics of that country and vice versa. I would hope for a presentation that would focus on a theoretical issue and demonstrate the importance of context, or trace some particular institution or process in a case-study approach. Each type of presentations should be about 20 minutes long, followed by another 10 minutes of discussion. A written outline, summary, or annotated bibliography is to be handed out.
Grades and Responsibilities of Seminar Participants. Seminar participants are responsible for two presentations and associated written summaries/annotated bibliographies. There will also be a midterm examination. Grades will be based on the seminar presentations and the associated written summaries (15% each), the midterm (15%), and a research paper on some aspect or problem of democratic processes (55%). The paper topic must be approved in advance. Papers are due on the last day of classes, April 27. A take-home final exam may be substituted for the research paper, in which case the midterm is worth 30% and the final is worth 40%.

Additional or Alternative Topics. In a small seminar it is easy to alter the topics for later weeks in response to class interest or to avoid overlap with work previously taken. If you find that your favorite theme or work is missing from the following syllabus, don't hesitate to raise the possibility of making a change to incorporate it. (Note that at the end I have one suggestion for a new topic that is of interest to me.). If you find we're reading something you've done to death in another seminar, we can switch. Moreover, while the starred items are the ones that seemed to me more interesting, it’s easy to switch to some of the recommended items if the class would rather discuss these.

Availability of Materials. The following books are available for purchase in the bookstore. (However, they may be available more cheaply as used copies through Amazon or half.com):


Other book references in syllabus follow. Required assigned chapters will be available in a box in the political science lounge (Harkness 314.)

- Birnir, Johanna K. Ethnicity and Electoral Politics. 2007.
- Carey, John and Matthew Shugart. Executive Decree Authority.
Della Porta, Donatella. Social Movements, Political Violence & the State. 1995.
Duch, Raymond and Randy Stevenson. Voting in Context. Forthcoming.
Keck, Margaret. & Kathryn Sikkink, Activists Beyond Borders. 1998.
<table>
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<tr>
<th>Week</th>
<th>Discussion Theme</th>
<th>Collective Reading</th>
<th>Spring 2007</th>
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<tr>
<td>Jan 18</td>
<td>Course organization</td>
<td>Syllabus</td>
<td>(Data Set Presentation</td>
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<td>Possibilities)</td>
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<td>Definition(s)</td>
<td>*Collier &amp; Levitsky, “Dem” WP (49.3)1997 (*Polity IV)</td>
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<td>Concepts and Measures</td>
<td>*Przeworski, et al. Democracy and Development, 2000, Ch. 1</td>
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<td>Poe, Tate, Keith “Human Right” ISQ 1999 (Human Rights)</td>
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<td>“Quality of Democracy,” JoD, Oct 2004</td>
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<td>*Lipset, APSR 1959</td>
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<td>Boix and Stokes “Endog Dem” WP 2003</td>
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<td>Powell 1982, Contemporary Dems, Ch. 8, 10</td>
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<td>McFaul, “4th Wave” WP 2002</td>
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<td>Feb 8</td>
<td>Political Culture: Citizen Values</td>
<td>*Norris &amp; Inglehart; Esmer, CS 2002</td>
<td>(*World Values)</td>
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<td>*Inglehart, Culture Shift, 1990, Intro, Ch. 1-2</td>
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<td>*Kitschelt, Transformation of Social Democracy, 1994, Ch. 1,2.</td>
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<td>Canache, “Meaning…” POQ 2001</td>
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<td>Putnam Making Democracy Work 1993</td>
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</tbody>
</table>
Feb 15  Political Culture:  
  Cleavages and Voter Alignments  
* Lipset & Rokkan, Party Systems & Voter Alignments 1967, 1-64  
  (*Alesina: fractionalization measures)  
* Laitin, Hegemony & Culture, 1986 esp. Ch. 1, 4, 6, 8 & appendix  
* Rogowski, Commerce & Coalitions, Ch.1  
* Dahl, Ch. 14  
  Birner, Ethnicity & Electoral Politics 2007, esp. ch.7.  
  Varshney, “…Ethnic Conflict,” CP 1997  
  Anderson, Imagined Communities 1991  
  Chandra, “Cumulative” APSA-CP 2001  
  Kitschelt, Post-Communist Party Systems, Ch. 3.

Feb 22  Shaping Party Systems  
  Features:  
  Number/majorities, Polarization/Extremism  
  Volatility, Personalism  
* Cox, Making Votes Count 1997, Esp. Ch 1-4,7-8,10-12,15  
* Powell, Cont Dem. Ch. 5  
* Mainwaring and Scully, 1995, ch. 1  
* Hicken, Building Party Systems, forthcoming, ch. 2,3  
* Crisp, et al.,”Vote-Seeking Incentives,” JOP 2004  
  Boix “Setting the Rules” APSR, 1999  
  Lijphart et al Electoral Systems….1994  
  Rose & Munro, Elections & Parties in New Europe 2003.  
  Kitschelt, Radical Right, 1995.  
  Golder, “Explaining…Rad Right “ CPS 2003

Mar 1  Comparing Citizen Behavior  
  (Partisanship, Economic voting, Cleavages/issues, Participation)  
* Converse & Pierce, Repres in France, 1986. Ch. 3,4,7  
* Duch & Stevenson, Voting in Context, forthcoming, Ch.TBA  
* Inglehart “Changing”, Dalton 1984, Ch. 2.  
* Verba, Nie, Kim Participation & Equality 1978, Ch. 3-4  
  Franklin, Voter Turnout & Dynamics 2004.  

TAKE-HOME MIDTERM EXAMINATION ABOUT HERE. EXACT DATE BY NEGOTIATION
PSC 355/555 - Syllabus Continues Spring 2007


March 15 SPRING BREAK NO CLASS


April 5 Executive-Legislative Relations (Presidential) and other decision rules *Dahl, Ch. 10-11 (*Frye, Presidential powers) *Shugart & Carey, Pres & Ass 1991 Ch. 1-3, 7, 8, 13 *Morgenstern & Nacif,
Leg. Politics in LA, 2001, Ch. 1, 14,15
Tsebelis, Veto Players, 2002.
Linz “Perils of Pres” JoD 1990
Lijphart, Patterns of Democracy, 1999.
Carey & Shugart, Exec Decree Authority, Ch 1,10

April 12 Government Formation and Stability
(Parliamentary) *Laver and Schofield, Multiarty Government esp. Ch. 2,4,5
*Martin & Stevenson, “Gov Form,” (Martin data set) AJPS, 2001
Huber, “Vote of Confidence,” APSR 1996.
Volder & Carrubba, “Oversize Coalitions” AJPS 2004

April 19 Legislative and Executive Processes
*Huber, Rationalizing Parl., (Inter-Parliamentary Union) Intro, Ch. 5- 7 (*Doering)
*Laver & Shepsle, Cab. Ministers, Ch. 1, 10, 17
*Strom, Minority Government, Ch. 6, 7
*Bowler, Pty Discipline, Ch. 1,2
Martin “Gov Agenda” AJPS July 2004
Huber & Shipan, Deliberate Discretion 2002 Gov.)

April 26 Responsiveness and Representation
*Powell, Elections as Instruments..., 2000, Esp.
Ch. 1, 2, 6, 9, 10.
*Cox, Making Votes Count, Ch. 12
*Powell, “Democratic Representation” Ann Rev 2004
* Stokes, Mandates & Democracy, 2001, Ch. 1.
Vowles, “Introducing PR in New Zealand,” PA 2000

Papers are due on May 2 (last day of classes in the college.)

Substitution topic – for one of above:
April 19  Coercive Processes

* Birner, Ethnicity & Electoral Politics 2007, esp. ch.7.
* Poe, Tate, Keith “Human Right” ISQ 1999 (Human Rights)
* Huntington, Third Wave, 1991, Ch. 5.
“Quality of Democracy,” JD, Oct 2004
Linz “Perils of Pres” JD 1990
Cheibub, Presidentialism…. 2006, Ch. TBA.
Londregan & Poole, “Poverty, Coup Trap…” WP, Jan 1990.
>Coups” in Acemoglu & Robinson, Economic Origins 2006, Ch.
Enders & Sandler, Political Economy of Terrorism 2005.
Kalyvas, Logic of Violence in Civil War. 2006.