Course Number: CPO 6091 Seminar in Comparative Politics
Department of Political Science
University of Central Florida

COURSE SYLLABUS

Instructor:	Jonathan M. Powell, Ph.D.	Term:	Spring 2016
Office:	Howard Phillips Hall 305B	Class Days:	Tuesday
Phone:	407-823-2082	Class Hours:	6:00 – 8:50
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I. University Course Catalog Description

Introduction to the theory and methodology of comparative politics, institutions, and contextual factors of selected political systems such as Canada, European, and Third World nations.

II. Course Objectives

Students will accomplish three broad objectives in this class. First, they will gain a stronger understanding of comparative politics. We will begin the semester by considering traditional aspects of comparative politics such as institutional design. The semester will end by covering a growing body of literature that investigates the nexus of comparative politics and international relations. This is primarily seen with investigations of the how domestic institutions can influence international conflict behavior. Second, students will learn to critically assess the works that are presented. Other than simply learning the contents of a book or article, students will systematically evaluate the strengths of theoretical arguments, research methodology, data validity and reliability, and other aspects of the research process. In doing so, students will gain reinforcement of the study of politics as a *science*. Finally, students will be more capable of moving from being consumers of knowledge to producers of it. Students will directly apply their knowledge of politics and the tools acquired in this and other classes to execute an original research paper. Ideally, the resulting paper should be sufficient to present at a professional conference and be a major step toward publishing.

III. Course Prerequisites

Admission to a graduate degree-seeking program or C.I.

IV. Course Credits

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V. Required Texts and Materials

- Beaulieu, Emily. *Electoral Protest in the Developing World.* Cambridge, UK: Cambridge University Press.
- Lindberg, Staffan. 2006. *Democracy and Elections in Africa*. Johns Hopkins University Press.

- Talmadge, Caitlin. *The Dictators Army: Battlefield Effectiveness in Authoritarian Regimes*. Cornell University Press.
- Teorell, Jan. *Determinants of Democratization*. Cambridge, UK: Cambridge University Press.
- Weeks, Jessica. 2014. *Dictators at War and Peace*. Cornell University Press.

Students will also be responsible for numerous readings from academic journals, think tank reports, news periodicals, etc., as specified in the syllabus, the course schedule, or disseminated during the semester. Given the desire to keep this class relevant to current events, some readings will not be announced until deep into the semester.

VI. Basis for Final Grade

Assessment	Percent of Final Grade
Attendance & Discussion	15%
Paper Proposal	15%
Paper Draft	30%
Final Paper	30%
Presentation/Discussant	10%
	100%

Attendance & Discussion (15% of grade)
This class is a seminar. Consequently, the success of the class will be largely dependent on the degree to which students are present, have prepared to discuss the material, and are active in class. Students are expected to arrive on time and remain through the duration of the class. At least one 10 minute break will be provided during the session.

Students should arrive to class having finished each of the materials listed on the syllabus for that day. Students should bring any notes they have taken and copies of the readings themselves. If your notes are on a computer they should be printed as hard copy. At the instructor's discretion, pop quizzes can be implemented to reflect up to 10% of the semester grade (if done, the value of paper drafts each drops by 5%). Students will be updated on this component twice during the semester.

At a bare minimum, students should be prepared to undertaken an in-depth discussion of each reading's theoretical merits, how it provides an original contribution to the subject, the appropriateness of the data and research methodology, and the validity and reliability of data used to test the argument.

Paper Proposal (10% of grade)
Due January 29. Students are required to submit a detailed overview of the research paper they intend to complete during the semester. This will include four parts. First, the student will complete a title page that includes an abstract summarizing the intended paper. Second, the student will summarize relevant literature that has been published on the research question. Third, the student will detail the shortcomings and/or gaps in this literature, and specifically describe what they intend to do to remedy the deficiency. In short, what will the paper do that has not already

been done in other studies? Fourth, students should provide an explicit discussion of the data sources (including specific sources and variable description) that will help them complete the project. There should be clear justification for the data sources chosen, including an explanation as to why one dataset or variable was chosen over an alternative. Successful completion of this assignment will require a detailed knowledge of the literature and data sources. It is absolutely essential to fully commit to this assignment quickly, as it will be evaluated very critically.

Paper Draft 1
Due March 4.

This is not a "rough" draft. It should be complete and represent the student's best effort.

This draft will include an introduction that clearly articulates a specific research question, reviews relevant academic literature, presents a clear theoretical argument, includes a discussion of data sources and coding, presents a first effort at analyzing the data (either qualitative or quantitative), and should be fully cited using APSA's in-text citation format (plus page numbers). The draft should also address the instructor's comments from the proposal. If any suggestions are not utilized, the draft should be accompanied by a memo that justifies omission (examples of a memo will be provided). This draft should be in the range of 7,000-9,000 words, including any tables, figures, and works cited pages.

The paper will be evaluated as if the instructor is reviewing for a peer-reviewed journal.

Paper Draft 2:

Due April 15. This will be a full and revised draft of a serious research paper and will have either addressed all previous comments from the instructor and classmates, or, in memo form, provide a justification for why the comment was not addressed. Specifically, the explanation will need to explain why the instructor's suggestion was inappropriate. It will be very difficult to earn a grade above C is multiple comments are not competently addressed either in the paper or the memo.

Complete drafts will generally be between 8,000 and 10,000 words. An "A" grade on this draft means the paper is ready for a major conference and (with limited additional work) shows the potential to eventually be published.

Presentation/Discussant
Each student will present their paper during a poster session at the end of the semester.

Students will also act as discussants for their classmates. For the purposes of this class, this will require students to ask informed questions about and provide helpful insights for their classmates. Students are not asked to comment on all presentations, however, they should anticipate being active for each panel.

Originality
ALL elements of each assignment submitted by the student should be their original work. It is not permissible to copy and paste tables, figures, pictures, or other non-original materials from other sources, even if those sources are properly referenced. Exceptions will only be made when two conditions are met. First, the student must demonstrate that generating a table or figure that meets

the purpose of the desired figure is not possible. Second, the student must **provide documentation that they have received permission from both the original author and the publisher**. The use of items openly available for public use will be permitted case-by-case. Permission to use these sources will require meeting the first criteria above and demonstrating a copyright is not being violated.

Grading Scale

This grading scale assumes students will be good classroom citizens. The instructor reserves the right to penalize students that cause classroom disruptions. In short, a disruption can be thought of as any behavior that is not appropriate to a classroom setting and distracts either the instructor or other students.

Grading Scale (%)	
94-100	A
90-93.99	A-
87-89.99	B+
84-86.99	B
80-83.99	B-
77-79.99	C+
74-76.99	C
70-73.99	C-
67-69.99	D+
64-66.99	D
60-63.99	D-
0 – 59.99	F

VII. Grade Dissemination

Graded tests and materials in this course will be returned individually only by request. Assume each component of the grade will be graded one week after submission. You can access your scores at any time using "myUCF Grades" in the portal. If the grade is not available online, assume your assignment has not been graded. Please note that scores returned mid-semester are unofficial grades. If you need help accessing myUCF Grades, see the online tutorial: https://myucfgrades.ucf.edu/help/.

VIII. Course Policies

Late Work Policy:

As a rule, late work will not be accepted and assignments not submitted on time will receive a grade of 0. Requests for extensions, regardless of the justification, will be given fair consideration when the request is made more than 48 hours prior to the due date. "Last minute" requests will not be viewed favorably unless a reasonable excuse can be documented.

Grades of "Incomplete":

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

Rewrite Policy:

No rewrites are available in this class.

Essay/Written Work Commentary Policy:

Commentary on essays will be delivered in written format, at the end of the essay. However, upon request, an alternate delivery method can be used.

IX. Course Policies: Technology and Media

Email:

The instructor will make a strong effort to respond to all emails by 5:00 p.m. the day the message is received.

- The subject line of all emails should include "CPO 6091" or another indicator that identifies the message as relevant to the class. I will prioritize emails coming from students enrolled in the class. In other words, **emails with unclear subjects will likely have a delayed response**
- Emails should include a salutation.
- Students, per university policy, are required to correspond with their official Knights email address.
- Due to prior issues with Canvas/Webcourses, I strongly recommend using Outlook to draft direct emails to jonathan.powell@ucf.edu. Anticipate delayed responses if messaging through webcourses.
- Students should first consult the syllabus regarding basic requirements (this will usually save you time).

Laptop and Electronic Usage:

As a rule, all electronics should be turned off and be out of sight for the duration of the class unless the student provides a compelling reason in advance of the class or is instructed by the professor. Note taking is not a sufficient excuse, and growing evidence suggests students recording notes via an electronic device are far less likely to retain information than those who take notes by hand (e.g., Mueller and Oppenheimer 2014).

In practice, this policy will only be enforced if the device provides a distraction to either the instructor or other students. Keep in mind, the degree to which the instructor other students might be distracted by your computer, ipad, cell phone, etc., is not completely in your control. Each violation of this policy will result in a 3% deduction in the cumulative grade at the end of the semester.

X. Course Policies

Disability Access:

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services, Ferrell Commons Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Attendance Policy:

Attendance will be taken during each session but presence alone is not sufficient to earn points for the "Attendance *and* Discussion" part of the grade. Participation in class discussions will be regularly monitored. Students will be informed of their current participation grade after spring break.

Professionalism Policy:

Per university policy and classroom etiquette; mobile phones, iPods, *etc*. **must be silenced** during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom immediately so as to not disrupt the learning environment and are subject to the 3% penalty for each offense. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, *etc*., face similar penalties.

Academic Conduct Policy:
Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook (http://www.goldenrule.sdes.ucf.edu/) for further details. As in all University courses, The Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a record of the infraction being placed in your file and receiving a zero on the work in question AT A MINIMUM. At the instructor's discretion, you may also receive a failing grade for the course. Episodes of plagiarism will result in an automatic failure of the class and I will forward the case to Office of Student Conduct with a recommendation for expulsion.

Turinitin.com:
In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit http://www.turnitin.com. Essays are due at turnitin.com the same day as in class.

University Writing Center:
The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at http://www.uwc.ucf.edu, stop by MOD 608, or call 407.823.2197.

Religious Observances
Students are expected to notify their instructor in advance if they intend to miss class to observe a holy day of their religious faith. For a current schedule of major religious holidays, see the Faculty Center's main web page under "Calendars," and for additional information, contact the Office of Diversity Initiatives at 407-823-6479.

XI. SCHEDULE (subject to change)

JANUARY 12: CLASS INTRODUCTION

- Geddes, Barbara, Joseph Wright, and Erica Frantz. 2014. "Autocratic Breakdown and Regime Transitions." *Perspectives on Politics* 12(2): 313-331.
- Kendall-Taylor, Andrea, and Erica Frantz. 2014. "How Autocracies Fall." *The Washington Quarterly* 37(1):35-47.
- Cheibub, José, Jennifer Gandhi, and James Vreeland. 2010. "Democracy and Dictatorship Revisited." *Public Choice* 143(1):67-101. **Only read 67-90.**

JANUARY 19: THE RULES OF THE GAME

- Mainwaring, Scott, and Matthew Shugart. 1997. "Juan Linz, Presidentialism, and Democracy: A Critical Appraisal." *Comparative Politics* 29(4):449-471.
- Cheibub, José Antonio. 2002. "Minority Governments, Deadlock Situations, and the Survival of Presidential Democracies." *Comparative Political Studies* 35(3):284-312.
- Svolik, Milan. 2008. "Authoritarian Reversals and Democratic Consolidation." *American Political Science Review* 102(2):153-163.
- Moser, Robert. 1999. "Electoral Systems and the Number of Parties in Postcommunist States." *World Politics* 51(3):359-384.
- Morgenstein, Scott, & Javier Vasquez-D'Elia. 2007. "Electoral Laws, Parties, and Party Systems in Latin America." *Annual Review of Political Science* 10:143-168.
- Tsebelis, George. 1995. "Decision Making in Political Systems: Veto Players in Presidentialism, Parliamentarism, Multicameralism, and Multipartyism." *British Journal of Political Science* 25(3):289-325.
- Fjelde, Hanne. 2010. "Generals, Dictators, and Kings: Authoritarian Regimes and Civil Conflict, 1973-2004." *Conflict Management and Peace Science* 27(3):195-218.

JANUARY 26: POWER SHARING

- SKIM: Lijphart, Arend. 1969. "Consociational Democracy." *World Politics* 21(2):207-225.
- Lijphart, Arend. 2004. "Constitutional Design for Divided Societies." *Journal of Democracy* 15(2):96-109.
- Spears, Ian. 2002. "Africa: The Limits of Power Sharing." *Journal of Democracy* 13(3):124-136.
- Magaloni, Beatriz, and Ruth Kricheli. 2010. "Political Order and One-Party Rule." *Annual Review of Political Science* 13:123-143.

- Boix, Carles, and Milan Svolik. 2013. "The Foundations of Limited Authoritarian Government: Institutions, Commitment, and Power-Sharing in Dictatorships." *Journal of Politics* 75(2):300-316.
- Reuter, Ora John, and Jennifer Gandhi. 2011. "Economic Performance and Elite Defection from Hegemonic Parties." *British Journal of Political Science* 41(1):83-110.
- Chapman, Thomas, and Philip Roeder. 2007. "Partition as a Solution to Wars of Nationalism: The Importance of Institutions." *American Political Science Review* 101(4):677-691.
- Thyne, Clayton. 2012. "Information, Commitment, and Intra-War Bargaining: The Effect of Governmental Constraints on Civil War Duration." *International Studies Quarterly* 56:307-321.

FEBRUARY 2: SOCIAL INFLUENCES ON POLITICAL INSTITUTIONS

- SKIM: Lipset, Seymour Martin. 1959. "Some Social Requisites of Democracy: Economic Development and Political Legitimacy." *American Political Science Review* 53(1):69-105.
- Paxton, Pamela, Sheri Kunovich, and Melanie Hughes. 2007. "Gender in Politics." *Annual Review of Sociology* 33:263-284.
- Arriola, Leonardo. 2009. "Patronage and Political Stability in Africa." *Comparative Political Studies* 42(10):1339-1362.
- Sanborn, Howard, and Clayton Thyne. 2013. "Learning Democracy: Education and the Fall of Authoritarian Regimes." *British Journal of Political Science* 44(4):773-797.
- Posner, Daniel. 2004. "The Political Salience of Cultural Difference: Why Chewas and Tumbukas are Allies in Zambia and Adversaries in Malawi." *American Political Science Review* 98(4):529-545.
- Wantchekon, Leonard. 2003. "Clientelism and Voting Behavior: Evidence from a Field Experiment in Benin." *World Politics* 55(3):399-402.
- Beer, Caroline. 2009. "Democracy and Gender Equality." *Studies in Comparative International Development* 44:212-227.

FEBRUARY 9: INTERNATIONAL INFLUENCES ON DOMESTIC POLITICS

- Leeson, Peter, and Andrea Dean. 2009. "The Democratic Domino Theory: An Empirical Investigation." *American Journal of Political Science* 53(3):533-551.
- Pevehouse, Jon. 2002. "Democracy from the Outside In? International Organizations and Democratization." *International Organization* 56(3):515-549.
- Souaré, Issaka. 2014. "The African Union as a Norm Entrepreneur on military Coups d'état in Africa: An Empirical Assessment." *Journal of Modern African Studies* 52(1):69-94.

- Marinov, Nikolay, and Hein Goemans. 2014. "Coups and Democracy." *British Journal of Political Science* 44:799-825.
- Thyne, Clayton, and Jonathan Powell. Forthcoming. "Coup d'état or Coup d'autocracy? How Coups Impact Democratization, 1950-2008." *Foreign Policy Analysis*.

FEBRUARY 16: INTERNATIONAL INFLUENCES ON DOMESTIC POLITICS

- Levitsky, Steven, and Lucan Way. 2006. "Linkage versus Leverage: Rethinking the International Dimension of Regime Change." *Comparative Politics* 38(4):379-400.
- Wright, Joseph. 2009. "How Foreign Aid can Foster Democratization in Authoritarian Regimes." *American Journal of Political Science* 53(3):552-571.
- Milner, Helen, and Bumba Bukherjee. 2009. "Democratization and Economic Globalization." *Annual Review of Political Science* 12:163-181.
- Richard, David, and Ronald Gelleny. 2007. "Women's Status and Economic Globalization." *International Studies Quarterly* 51:855-876.
- Milner, Helen, and Bumba Mukherjee. 2009. "Democratization and Economic Globalization." *Annual Review of Political Science* 12:163-181.
- Li, Quan, and Rafael Reuveny. 2003. "Economic Globalization and Democracy." *British Journal of Political Science* 33(1):29-54.

FEBRUARY 23: DETERMINANTS OF DEMOCRATIZATION

- Teorell, Jan. *Determinants of Democratization*. Full Book.

MARCH 1: DEMOCRACY AND ELECTIONS IN AFRICA

- Lindberg, Staffan. *Democracy & Elections in Africa.*

MARCH 8: SPRING BREAK

MARCH 15: ELECTORAL PROTEST AND DEMOCRACY

- Beaulieu, Emily. *Electoral Protest and Democracy in the Developing World*. Full Book.

MARCH 22: THE ARMED FORCES

- Feaver, Peter. 1999. "Civil-Military Relations." *Annual Review of Political Science* 2:211-241.
- Powell, Jonathan, and Clayton Thyne. 2011. "Global Instances of Coups, 1950-2010." *Journal of Peace Research* 48(2):249-259.
- Geddes, Barbara, Erica Frantz, and Joseph Wright. 2014. "Military Rule." *Annual Review of Political Science* 17:147-162.
- Belkin, Aaron, and Evan Schofer. 2003. "Toward a Structural Understanding of Coup Risk." *Journal of Conflict Resolution* 47(5):594-620. (Only read 594-609).

- Miller, Michael. 2012. "Economic Development, Violent Leader Removal, and Democratization." *American Journal of Political Science* 56(4):1002-1020.
- Lindberg, Staffan, and John Clark. 2008. "Does Democratization Reduce the Risk of Military Interventions in Politics in Africa?" *Democratization* 15(1):86-105.
- Clark, John. 2007. "The Decline of the African Military Coup." *Journal of Democracy* 18(3):141-155.

MARCH 29: DOMESTIC INSTITUTIONS AND FOREIGN POLICY

- Bueno de Mesquita, and Alastair Smith. 2012. "Domestic Explanations of International Relations." *Annual Review of Political Science* 15:161-181.
- Lai, Brian, and Dan Slater. 2006. "Institutions of the Offensive: Domestic Sources of Dispute Initiation in Authoritarian Regimes, 1950-1992." *American Journal of Political Science* 50(1):113-126.
- Gelpi, Christopher, and Peter D. Feaver. 2002. "Speak Softly and Carry a Big Stick? Veterans in the Political Elite and the American Use of Force." *American Political Science Review* 96(4):779-793.
- Pilster, Ulrich, and Tobias Bohmelt. 2011. "Coup-Proofing and Military Effectiveness in Interstate Wars, 1967-1999." *Conflict Management and Peace Science* 28(4):331-350.
- Koch, Michael, and Sarah Fulton. 2011. "In the Defense of Women: Gender, Office Holding, and National Security Policy in Established Democracies." *Journal of Politics* 73(1):1-16.
- Lawless, Jennifer. 2004. "Women, War, and Winning Elections: Gender Stereotyping in the Post-September 11th Era." *Political Research Quarterly* 57(3):479-490.

APRIL 5: DICTATORS AT WAR

- Weeks, Jessica. *Dictators at War and Peace*. Chapters 1-4
- Talmadge, Caitlin. *The Dictator's Army*. Chapters 1-2, 5

APRIL 12: DICTATORS AT WAR

- Weeks, Jessica. *Dictators at War and Peace*. Chapters 5-6
- Talmadge, Caitlin. *The Dictator's Army*. Chapters 3-4

APRIL 19: NATURAL RESOURCES AND POLITICAL INSTITUTIONS

- Snyder, Jack. 2006. "Does Lootable Wealth Breed Disorder? A Political Economy of Extraction Framework." *Comparative Political Studies* 39(8):943-968.
- Luong, Pauline Jones, and Erika Weinthal. 2006. "Rethinking the Resource Curse: Ownership Structure, Institutional Capacity, and Domestic Constraints." *Annual Review of Political Science* 9:241-263.

- Houle, Christian. 2009. “Inequality and Democracy: Why Inequality Harms Consolidation but does not Affect Democratization.” *World Politics* 61(4):589-622.
- Fearon, James. 2005. “Primary Commodity Exports and Civil War.” *Journal of Conflict Resolution* 49(4):483-507.
- Smith, Benjamin. 2004. “Oil Wealth and Regime Survival in the Developing World, 1960-1999.” *American Journal of Political Science* 48(2):232-246.

APRIL 26: POSTER PRESENTATIONS