CPO 6091.0W60 Seminar in Comparative Politics (12930)
Spring 2024

Professor: Barbara Sgouraki Kinsey
Office: Phillips Hall 302
Phone Number: (407) 823-2608
Office Hours: Wednesday 1:00-2:00 PM (via email, zoom, phone, or FTF).
Thursday 12:30-4:00 PM (via email, zoom or phone);or by appointment. Please contact me to set a time for a meeting during office hours. If these office hours are not convenient for you we can set an appointment outside office hours.
Email address: barbara.kinsey@ucf.edu

Course Description: This course is a survey of the major theoretical frameworks, models, and methodological tools students of comparative politics apply to understand variation in political outcomes across different political systems. We examine some major substantive topics in the field such as the state, transitions to democracy, and political protest and violence.

Student Learning Outcomes: By the end of this course, students will

- Be familiar with the theoretical approaches used in the field of comparative politics
- Have good knowledge of the "comparative method," and methodological tools used in the conduct of comparative analysis
- Have good knowledge of major substantive findings in selected areas of study in comparative politics
- Use their knowledge of theoretical approaches and methodologies in comparative politics to think critically and analytically on research in political outcomes across different political systems

Course Readings: Readings can be accessed at the UCF Libraries website https://library.ucf.edu/ Search: Journals

Class Schedule: Weekly class sessions will be on a **Wednesday-to-Wednesday** schedule. The weekly class material will be posted each Wednesday by midnight.

Course Requirements and Evaluation:

***Short Papers* (30%)**: Beginning with week 4 (January 31), each student will write **three short papers, *each* 10% and** based on ***all* of the required readings for a weekly class session**. Each paper will be 5 pages long (1300-1400 words), typed and double-spaced using 1-inch margins and 11 or 12 times new roman font (or comparable). These papers should focus on the central arguments in the research area under study, identify the major theoretical disputes, and address the main theoretical strengths and weaknesses, and methodological problems in the area. Use the papers to raise questions or probe the arguments and evidence. Each of these papers will be due on Sunday midnight, following the posting of the weekly class material on Wednesday. For instance, if you write your paper on the readings of the week of February 7, your paper will be due by Sunday, February 11, midnight.

You should complete each of the three short **papers by the following deadlines:**

Short Paper 1: **February 18**
Short Paper 2: **March 17**
Short Paper 3: **April 14**

***Zoom Presentation of Journal Article (Power point)* (20%)**: Beginning with week 4 (January 31) each student will present a journal article assigned in the weekly readings; the student is expected to use a power point and record a 10-minute presentation via zoom. The student will record the zoom session and make the recording "accessible" to viewers. For information on "accessibility" please see https://explore.zoom.us/en/accessibility/ "Accessibility" includes captioning and transcribing. If you have any questions, please contact me.

The student will save the zoom recording and send it to me for my review and evaluation. This presentation is due on Sunday at midnight of the weekly class session this article is assigned to. For instance, if your presentation is on a journal article of the readings assigned for the week of February 7, your presentation is due by Sunday, February 11, midnight.

Deadline: You should submit your zoom presentation to me by April 7

***Discussions* (25%)**: Students are expected to complete all required readings each week. Beginning with week 4 (January 31) students will contribute to weekly seminar discussions, which will be based on the week's readings. Each student will be assigned randomly to a discussion group. The composition of student discussion groups will vary during the semester.

You should *post your discussion* by Sunday midnight and your reply by Monday midnight, following the posting of the weekly class material on Wednesday. For instance, for the week of January 31, you should post your discussion by Sunday, February 4, midnight, and your reply to your colleague's discussion post by Monday, February 5, midnight.

Exams (25%): There will be two exams, a mid-term and a final, the first 10% **(2/28: due by 3/3 midnight)** and the second 15% **(4/24: due by 4/28 midnight),** composed of essay questions.

Grading Scale:
The following plus/minus grading system will apply in this course.
A = 93+, A- = 90-92, B+ = 87-89, B = 83-86, B- = 80-82, C+ = 77-79, C = 73-76, C- = 70-72, D+ = 67-69, D = 63-66, D- = 60-62, F= 59 or below.

FEDERAL FINANCIAL AID REQUIREMENT: RECORDING ACADEMIC ACTIVITY POLICY

UCF must comply with a federal financial aid regulation that states that in order to receive federal aid, students must be actively academically engaged (according to a federal definition) in each course in which they are enrolled. All faculty are required to document students' academic activity at the beginning of each course. Without verification of this engagement, students will not receive their aid.

In order to document that you began this course, please **complete the canvas assignment** by the end of the first week of classes, or as soon as possible after adding the course, but **no later than January 12**. **Failure to do so will result in a delay in the disbursement of your financial aid.**

ZOOM

This course may use Zoom for meetings during office hours.

Please take the time to familiarize yourself with Zoom by visiting the UCF Zoom Guides at <https://cdl.ucf.edu/support/webcourses/zoom/>. You may choose to use Zoom on your mobile device (phone or tablet).

Things to Know About Zoom:

- You must sign into my Zoom session using your UCF NID and password.
- The Zoom sessions are recorded.
- Improper classroom behavior is not tolerated within Zoom sessions and may result in a referral to the Office of Student Conduct.
- You can contact Webcourses@UCF Support at <https://cdl.ucf.edu/support/webcourses/> if you have any technical issues accessing Zoom.

POLICY STATEMENTS

COVID

There are presently no required COVID-related syllabus policies at the university level. For guidance regarding COVID please visit the official CDC webpage (https://www.cdc.gov/coronavirus/2019-ncov/index.html). The COVID line at UCF no longer exists, however Student Health Services has resumed normal operations for providing care to students. This care includes providing COVID testing and care for students, and vaccination for everyone.

PROFESSIONALISM AND STUDENT CONDUCT

Students are expected to conduct themselves in a civil and professional manner. Disrupted behavior, profanity, or any other offensive behavior will not be tolerated. All mobile devices must be turned off and put out of view during class meetings. Repeated violations of professionalism will result in a reduction in course grade. **If there is anything in the syllabus that is unclear, it is up to the student to contact the professor for clarification.** Also, it is the student's responsibility to be informed of any announcements made in class meetings.

ACADEMIC HONESTY

Students should familiarize themselves with UCF's Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity.
For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices."

RESPONSES TO ACADEMIC DISHONESTY, PLAGIARISM, OR CHEATING

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule*. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to

prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, click here.

STUDENT ACCESSIBILITY

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

CAMPUS SAFETY STATEMENT FOR STUDENTS IN ONLINE-ONLY COURSES

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK." Students with special needs related to emergency situations should speak with their instructors outside of class.

VIRUSES

It is important to use a reputable anti-virus program (good ones include McAfee or Norton). **Also, back up your files**: Hard drives do crash and it is really inconvenient when they do. However, this is not a valid excuse for failing to get your work in on time.

E-MAIL PROTOCOLS

Do not expect an immediate response when you send a message. Generally, two days is considered reasonable amount of time to receive a reply. Please note that your professor only checks and answers to e-mails during regular business hours.

In the "Subject" heading include the course ID, *POS 6746.0W60* and your *last name*.

COPYRIGHT

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

DEPLOYED ACTIVE-DUTY MILITARY STUDENTS

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact me to discuss your circumstances.

MAKE-UP ASSIGNMENTS FOR AUTHORIZED EVENTS OR CO-CURRICULAR ACTIVITIES

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <https://policies.ucf.edu/documents/4-401.pdf>

RELIGIOUS OBSERVANCES

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf

Class Schedule

January 10 **Introduction**

January 17 & 24 **Comparative Method**

Lijphart, Arend, "Comparative Politics and the Comparative Method," *American Political Science Review* 65 (Sept. 1971) pp. 682-693.

Gabriel Almond (with Stephen Genco). "Clouds, Clocks, and the Study of Politics" *World Politics* Vol. 29 No.4 (1977)

Giovanni Sartori. 1970. "Concept Misformation in Comparative Politics." *American Political Science Review* 64: 1033-1053

Barbara Geddes. "How the Cases You Choose Affect the Answers You Get: Selection Bias in Comparative Politics." *Political Analysis* 2 (1990): 131-150

James Mahoney and Gary Goertz. 2006. A Tale of Two Cultures: Contrasting Quantitative and Qualitative Research. *Political Analysis* 14(3): 227-249

James Mahoney. 2010. "After KKV: The New Methodology of Qualitative Research," *World Politics* 62(1): 120-47

Wilson, Matthew. 2017. "Trends in Political Science Research and the Progress of Comparative Politics," *PS: Political Science and Politics* 50(4): 979-8

January 31 **Rational Choice and Comparative Politics**

Robert H. Bates. 1997. "Comparative Politics and Rational Choice: A Review Essay." *The American Political Science Review*, 91 (3): 699-704

Edward Muller and Karl-Deiter Opp. "Rational Choice and Rebellious Collective Action." *American Political Science Review*. 80(2): pp. 471-487

Josephine T. Andrews, Robert W. Jackman. 2005. "Strategic fools: electoral rule choice under extreme uncertainty." *Electoral Studies* 24: 65-84

February 7 **Cultural Approaches**

David Elkins and E.B. Simeon. 1979. "A Cause in Search of an Effect, or What Does Political Culture Explain?" *Comparative Politics* 11 (2): 127-145

Ronald Inglehart and Wayne E. Baker. 2000. "Modernization, Cultural Change, and the persistence of traditional values." *American Sociological Review* 65(1): 19-51

Abigail C. Saguy. 2000. "Employment Discrimination or Sexual Violence? Defining Sexual Harassment in American and French Law." *Law & Society Review* 34 (4): 1091-1128

Greif, Avner. 1994. "Cultural Beliefs and the Organization of Society: A Historical and Theoretical Reflection on Collectivist and Individualist Societies." *Journal of Political Economy* 102 (5): 912–50.

February 14 **Institutions**

Hall, Peter and Rosemary Taylor. 1996. "Political Science and the Three New Institutionalisms." *Political Studies* 44: 936-957

Juliet Johnson. 2001. "Path contingency in post-communist transformations." *Comparative Politics* 33(3): 253-274

Gretchen Helmke and Steven Levitsky. 2004. "Informal Institutions and Comparative Politics: A Research Agenda." *Perspectives on Politics* 2(4): 725-740.

Greif, Avner & David Laitin. 2004. "A theory of Endogenous Institutional Change." *American Political Science Review.* 98(4): 633-652.

Brian Barry. "Review Article: Political Accommodation and Consociational Democracy" *British Journal of Political Science* 5 (October 1975) pp. 477-505

First Paper Due by Sunday, February 18

February 21 The State and State-Society Relations

Migdal, Joel and K. Schlichte. 2005. "Rethinking the State." In *The Dynamics of States*, Routledge. Chapter 1. Download .pdf file here: https://www.researchgate.net/publication/291962193_Rethinking_the_State

B.D. Taylor and R. Botea. 2008. "Tilly Tally: War-making and State-making in the Contemporary Third World." *International Studies Review*. 10(1): 27-56

Elissa Berwick and Christia Fotini. 2018. "State Capacity Redux: Integrating Classical and Experimental Contributions to an Enduring Debate." *Annual Review of Political Science*, 21: 71-91

Paul Buchanan. 1987. "The Varied Faces of Domination: State Terror, Economic Policy and Social Rupture during the Argentine 'Proceso'." *American Journal of Political Science* 31(2): 336-382

Lasse Rørbæk. 2019. "Religion, Political Power, and the 'Sectarian Surge': Middle Eastern Identity Politics in Comparative Perspective." *Studies in Ethnicity and Nationalism* 19(1): 23-40.

February 28 Exam One (Due by Sunday, March 3, midnight)

March 6 Transitions to Democracy and Market Economy

John Tures. 1998. "Development Theories in the East European Context. The Impact of New Dependency Theory and Neoclassical Economies." *East European Quarterly* 32(3): 281-99

Suzsa Ferge. 1996. “Social Citizenship in the New Democracies.” *International Journal of Urban and Regional Research.* 20 (March): pp. 99-115

Marcus J. Kurtz 2004, “The Dilemmas of Democracy in the Open Economy. Lessons from Latin America,” *World Politics* vol. 56 no. 2 (2004) pp. 262-302

Cas Mudde and Cristobal Kaltwasser. 2018. "Studying populism in comparative perspective: Reflections on the contemporary and future research agenda." *Comparative Political Studies* 51(13): 1667-1693.

March 13 Political Parties and Citizen Participation

Kathleen Bawn, M. Cohen, D. Karol, S. Masket, H. Noel, and J. Zaller. 2012. "A theory of political parties: Groups, policy demands and nominations in American politics." *Perspectives on Politics* 10(3): 571-597.

Robert Huckfeldt, Paul Allen Beck, Russell J. Dalton, and Jeffrey Levine. 1995. “Political environments, Cohesive Social Groups, and Communication of Public Opinion.” *American Journal of Political Science*, 39 (4): 1025-1054

Octavio Amorim Neto, and Gary W. Cox. 1997. “Electoral Institutions, Cleavage Structures, and the Number of Parties.” *American Journal of Political Science* 41(1): 149–74.

Breuer, Anita, Todd Landman, and Dorothea Farquhar. 2015. "Social media and protest mobilization: Evidence from the Tunisian revolution." *Democratization* 22(4): 764-792

Second Paper Due by Sunday, March 17

March 27 Political Protest and Violence

Timur Kuran. 1992. “Now or Never: The Element of Surprise in the East European Revolution of 1989.” *World Politics* 44(1): 7-48

Rogers Brubaker and David D. Laitin. 1998. “Ethnic and Nationalist Violence.” *Annual Review of Sociology.* 24: 423-52

Russell Dalton, Alix Van Sickle and Steven Weldon. 2010. “The Individual-Institutional Nexus of Protest Behavior.” *British Journal of Political Science*, 40 (1): 51-73.

Donatella della Porta. 2018. "Radicalization: A Relational Perspective." *Annual Review of Political Science* 21:461-474.

Evan S. Lieberman and Prerna Singh. 2012: “The Institutional Origins of Ethnic Violence.” *Comparative Politics* 45 (1): 1-24.

April 3 Political Economy and Comparative Politics

Pierson, Paul. 1996. “The New Politics of the Welfare State.” *World Politics* 48, 2: 143-79

Hay, Colin. 2020. "Does capitalism (still) come in varieties?", *Review of International Political Economy*, 27 (2): 302-319.

Wibbels, Erik. 2006. "Dependency Revisited: International Markets, Business Cycles, and Social Spending in the Developing World." *International Organization* 60(2): 433-468.

Ornston, Darius and Mark Vail. 2016. "The developmental state in developed societies: Power, partnership, and divergent patterns of intervention in France and Finland." *Comparative Politics*, 49(1): 1-21.

Zoom Presentation Due by Sunday, April 7

April 10 Combining Quantitative and Qualitative Methods

M. Coppedge. (1999) “Thickening thin concepts and theories; Combining large n and small n in comparative politics.” *Comparative Politics*, 31 (4): 465-476.

J. Mahoney. (2001) “Beyond correlational analysis: Recent innovations in theory and method.” Sociological Forum, 16 (3): 575-93

Charles Tilly. (2001) “Mechanisms in political processes.” *Annual Review of Political Science*, 4: 21-41

Beth Rabinowitz. 2020. “Ethnicity and Power in Sub-Saharan Africa.” *Comparative Politics*, 52 (3): 405-431

Third Paper Due by Sunday, April 14

April 17 Review: Theoretical Frameworks and Methodology Tools

April 24 Exam II (Due by Sunday, April 28, midnight)