COMPARATIVE POLITICS: INSTITUTIONS

Objectives
This seminar is designed to help students prepare for the comprehensive examination in comparative politics and for comparative research, including doctoral dissertations. Though this seminar covers a wide range of subjects, it cannot do so exhaustively; among the subjects only tangentially treated are political development, mass behavior, and public policy. Students preparing for the comprehensive exam should therefore seek other opportunities to study these topics.

The seminar is organized around nine themes:
1. Introduction: Institutions and Institutional Analysis
2. Democracy and Autocracy
3. Federalism, Consociationalism, and Power-sharing
4. Presidentialism and Executives
5. Parliamentary Democracy and Legislatures
6. Bureaucracy, Delegation, and Law
7. Elections and Party Systems
8. Party Development and Organization
9. Institutions and Economic Performance

Format
The seminar will meet on a weekly basis. Generally, each week will introduce a new theme in the comparative study of political institutions. For each theme, the reading list distinguishes between required and recommended readings. Required readings will form the basis of the general seminar discussions, and all students should read them carefully and critically before class. Recommended readings are additional readings of broad theoretical importance, with which students preparing for the comprehensive exam should gain some familiarity. These readings are also suitable for literature review papers, though they are by no means an exhaustive list of such readings.

Assignments
All students must do the assigned readings, write two discussion papers (5-7 pages in length), complete a take-home final exam, participate actively in the seminar discussions, and give regular presentations on the readings. Each week, students will be assigned specific readings to review. These presentations (approx. 15 minutes) should summarize the article or book chapter (dependent variable, independent variables, causal argument), comment critically on it (What does it leave out or fail to explain? What assumptions does it make? Are they justified?), discuss how the piece fits in with the other selections of the week (and course, if appropriate), and raise a couple of questions to stimulate discussion. Students giving presentations should prepare brief outlines of the article for distribution to the other seminar participants. Outlines and presentations should be designed to raise general questions for seminar discussion and to tie the material in with the general seminar agenda. NOTE: Students are expected to do all of the required reading and to be prepared to discuss it, not just their particular assignment. Thus, reviewing one article does not excuse you from commenting intelligently on the others.

The discussion papers are due before the class session in question. Good papers should provide careful and concise reviews of some body of readings (which may include recommended as well as required texts). Your analysis of the reading should go beyond summary of the readings toward critical commentary and a discussion of the issue that unite the work. The papers should also make an argument. Thus, early in the paper (first paragraph), there should be a line that says: “in this paper, I argue that . . . “ (Or something closely related). The argument should be stated clearly and concisely and the rest of the paper should tie into this argument. In the process of providing supporting evidence for your argument, you should identify the some of central issues that the assigned reading for the week addresses, locate the principal authors’ positions vis-à-vis those issues, and comment critically on the debate and the individual contributions to it. Writing style matters! Be focused and selective and avoid long quotations. (For more information – consult the file “How to Write a Good Social Science Paper,” which is on my website). You should do one paper on weeks 2-5 and one paper on weeks 6-9.
The first of the discussion papers will be due no later than October 21, the second no later than November 18. The take-home exam will tentatively be due on December 7. Grades will be based on course assignments in the following way: discussion papers 20% each, take-home exam 40%, presentations and class participation 20%. Extensions, incompletes, etc. will be given in accordance with UCSD policy. Except under very pressing circumstances, they will be discouraged.

Readings
A number of books containing course readings have been ordered through the UCSD Bookstore. Copies of other titles will be put in a designated folder in the graduate student lounge in the Department of Political Science, so that students can make their own copies. The following books have been ordered through the UCSD Bookstore.


The distinction between required and recommended books in the bookstore is simply one of relative emphasis in the course. Let your purchasing decisions be guided by your professional judgment as well as by your budget constraint.

1. **INTRODUCTION: INSTITUTIONS AND INSTITUTIONAL ANALYSIS** (September 23).

**Required:**

**Recommended:**
- John M. Carey, Parchment, Equilibria, and Institutions. *Comparative Political Studies* 33, 6-7 (August-September 2000), 735-61.


Recommended:


2. DEMOCRACY AND AUTOCRACY (September 30)

Required:


Arend Lijphart, Patterns of Democracy, ch. 1.


Recommended:


3. FEDERALISM, CONSOCIATIONALISM, AND POWER-SHARING (October 7)

Required:
Arend Lijphart, Patterns of Democracy, chs. 2-3 and 10.

Recommended:
The Federalist Papers.


4. PRESIDENTIALISM AND EXECUTIVES (October 14)

Required:

Arend Lijphart, Patterns of Democracy, ch. 7.


Juan J. Linz and Arturo Valenzuela, eds., The Failure of Presidential Democracy: Comparative Perspectives. Baltimore: Johns Hopkins University Press, 1994, chs. 1(Linz), 3 (Sartori), and 4 (Stepan and Skach).


Recommended:


Donald L. Horowitz, Seymour Martin Lipset, and Juan J. Linz, "Debate--Presidents vs. Parliaments," Journal of Democracy 1, 4 (Fall 1990), 73-91.


5. PARLIAMENTARY DEMOCRACY AND LEGISLATURES (October 21)

Required:
Arend Lijphart, Patterns of Democracy, chs. 6-7, 11.

Recommended:
David Austen-Smith and Jeffrey S. Banks, "Elections, Coalitions, and Legislative Outcomes," American Political Science Review 82, 2 (June 1988), 405-422.

Anthony King, "How to Strengthen Legislatures - Assuming That We Want To." In The Role of the Legislature in

6. BUREAUCRACY, DELEGATION, AND LAW (October 28)

Required:

Recommended:
7. **ELECTIONS AND PARTY SYSTEMS** (November 4).

**Required:**
Arend Lijphart, *Patterns of Democracy*, chs. 5 and 8.

**Recommended:**

8. **PARTY ORGANIZATION AND DEVELOPMENT** (November 18)

**Required:**
Wolfgang C. Müller and Kaare Strøm, eds., *Policy, Office, or Votes? How Political Parties in Western Europe*
Recommended:
André Blais, Donald Blake, and Stéphanie Dion, "Do Parties Make a Difference?" American Journal of Political Science 37, 1 (February 1993), 40-62.

9. INSTITUTIONS AND ECONOMIC PERFORMANCE (December 2)

Required:
Adam Przeworski et al., Democracy and Development. Cambridge: Cambridge University Press, 2000, ch. 3.

Recommended:


