Political Science 220A is one of the two core courses in Comparative Politics; the other is Political Institutions (220B). A third course, Comparative Political Economy (POLI 227), although not formally part of the core-course sequence, complements these introductions to the major literature of the field. The purpose of the core courses is to introduce you to the major research questions, analytic approaches, and published contributions in the field. We will touch only the tops of this field and so, in preparation for the comprehensive examinations and for a professional career as a comparativist, you should set aside time to read more of the literature from the lists of recommendations.

I. Roots: Works That Inspired Major Analytic Traditions
   II. Cultural and Economic Identities and Interests
       1. Economic Interest and Class Identity
       2. Ethnic Identity and Interest
       3. Religious Identity and Interest
       4. Gender Identity and Interest
   III. Political Identities, Beliefs, and Ideas
       1. Nationalism
       2. National Exclusion
       3. Populism
       4. Legitimacy
       5. Political Cultures
       6. Ideologies
   IV. Participation
       1. Voting
       2. Patterns of Partisanship
       3. Clientelism
       4. Corruption
       5. Protests and Demonstrations
       6. Participation in Non-democratic Polities
   V. Collective Action
       1. The Collective-Action Problem
       2. Civil Society
       3. Corporatism
       4. Social Movements and Mobilization
       5. Civil War, Revolution, and Political Violence

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Reading Assignments. All readings are available on the Canvas course web-site.

Grades. We will continue the practices introduced in POLI 220B by Gareth Nellis during the Fall Quarter. Quoting and paraphrasing the description in his syllabus:
1. **Reading and participation** (10% of your course grade). There are approximately five readings per week, but slightly more for each of our eight class sessions. (We will miss two sessions due to university holidays.) Please come to class prepared to discuss, critique, and defend the week’s readings, and to do so actively.

2. **Presentation** (15% of your course grade). For each of the sessions in the quarter, one of you will be assigned to present the assigned readings. The presentation should do the following:
   • Briefly motivate the topic for that week by explaining why the topic matters.
   • Establish the principal research questions behind the assigned readings. Rather than present one question per reading, please gather readings together and organize the debates they address.
   • Summarize the readings’ main claims in response to those questions and draw linkages among readings wherever possible. Stress the positive contributions that the readings make and how they advance the literature.
   • Pinpoint salient critiques. You should note any unarticulated assumptions and internal inconsistencies within a theory; in addition, you may go on to point out methodological flaws such as inappropriate research design, faulty interpretation of results, or unstated scope conditions. Please be judicious and measured in your criticism and try to propose constructive ways forward. Many of these authors are likely to be your professional colleagues in the future.
   • Conclude your presentation by offering “big picture” questions to guide subsequent class discussion. Four such questions is a good target to set for yourself.
   • The best presentations will lay out an incisive, analytical summary of the material, call attention to its main shortcomings, and set the agenda for the remainder of the class.

3. **Writing I, II, III** (75% of your course grade; each essay constitutes 25% of your course grade). Over the quarter you will write three short exam-type papers. Some instructions:
   • On Thursdays, February 6 and 27 and March 12, I will email at least two questions. These will relate directly to the topics covered in the recent weeks’ class sessions. You will have 72 hours to submit your essay.
   • Pick one question.
   • Answer that question in no more than 1,500 words.
   • Your answer should engage the relevant class readings with in-depth analysis. You may cite outside readings, but that is not necessary to receive a top grade.
   • You should structure your answer with an argument that ties together the different parts of your essay. Please use signposts to help the reader understand how each paragraph adds to the larger point you want to make. It is almost always a good idea to state your thesis very near the start of the paper (“In this paper, I argue that...”).
   • Bring in empirical examples, but don’t present tables, figures, or discuss cases at great length. The emphasis should usually be on grappling with the theoretical claims. In this context, cases are best used to illustrate your points instead of being a hard test of them.
   • You may include a few short footnotes; fewer is better. These are included in the word count.
   • Use a simplified in-text citation style: “The sky is blue (Green 2012).”
   • You do not need to include a bibliography.
   • The assignments are open-book and open-note.
**Academic Honesty.** You are expected to do your own work, and to properly attribute ideas, quotations, and sources. Please consult the university’s website on academic integrity.

**Disabilities Policy.** Please let me know of any accommodations that need to be made.

**E-mail Policy.** If I have not responded to your e-mails within 24 hours (48 hours over weekends), please send a follow-up e-mail to ensure that I have seen the original.

**READINGS AND SCHEDULE OF SEMINARS**

- Assigned readings are heavily weighted to foundational works that continue to influence research agendas in political science.
- Recommended readings include more of these foundational readings plus recent works that various members of the department see as important.
- Supplemental topics at the end of this syllabus include important issues on the agenda of comparative politics that are not addressed in either of the field core courses. These are, nonetheless, issues that may be addressed on the comprehensive examination.
- A supplement to the syllabus includes the abstracts of all articles published over the past five years in the sub-field of comparative politics—state and society—in the major general-purpose journals of political science. This is a snapshot of the current state of the field.

**JANUARY 6. ROOTS: WORKS THAT INSPIRED MAJOR ANALYTIC TRADITIONS**

Read for Week 1:


**JANUARY 13. CULTURAL AND ECONOMIC IDENTITIES AND INTERESTS**

Read for Week 2:


**Recommended Reading:**

### 1. Economic interest and class identity


### 2. Ethnic identity and interest


3. Religious identity and interest
Huntington, Samuel P. 1996. The Clash of Civilizations and the Remaking of World Order. New York: Simon & Schuster. Chapter 1 §1-2; Chapter 2 §1; and Chapter 6. (In particular, pp. 19-29, 40-5, 125-30.)

4. Gender identity and interest

5. General issues


JANUARY 20. MARTIN LUTHER KING, JR., HOLIDAY

JANUARY 27. POLITICAL IDENTITIES, IDEAS, AND BELIEFS, I

Read for Week 4:


Recommended Reading:

1. Nationalism


2. National exclusion


3. Populism


**FEBRUARY 3. POLITICAL IDENTITIES, IDEAS, AND BELIEFS, II**

**Read for Week 5:**


**Recommended Reading:**

4. **Legitimacy**


5. **Political cultures**


Tocqueville, Alexis. 1835. *Democracy in America*. Chapter 17, § 2-9 (particularly pp. 8-26).


6. Ideologies and general issues


FEBRUARY 10. PARTICIPATION, I

Read for Week 6:


Recommended Reading:

1. Voting


### 2. Patterns of partisanship


**FEBRUARY 17. PRESIDENTS DAY HOLIDAY**

**FEBRUARY 24. PARTICIPATION, II**

Read for Week 8:


Recommended Reading:

### 3. Clientelism


4. Corruption


5. **Protests and demonstrations**


6. Participation in non-democratic polities

MARCH 2. COLLECTIVE ACTION, I

Read for Week 9:


Recommended Reading:

1. Collective action problem


2. Civil society

3. Corporatism

4. Social movements and mobilization
McAdam, Doug, John D. McCarthy, and Mayer N. Zald, eds. 1996. *Comparative Perspectives on Social Movements: Political Opportunities, Mobilizing Structures, and Cultural Framings*. New York: Cambridge University Press.

MARCH 9. COLLECTIVE ACTION, II

Read for Week 10:

Recommended Reading:

5a. Sources of political violence/civil war


5b. Processes of civil war

5c. Post-conflict politics

SUPPLEMENTAL TOPIC. STATE BUILDING AND STATE CAPACITY
State Building and State Capacity define a major research agenda in the field of comparative politics. This has been part of comprehensive examinations in previous years.

Introduction, Chapters 1-4.