

University of Georgia  
Department of International Affairs  
INTL 6300 Pre-seminar: Comparative  
Political Analysis and Method

T 3:55 – 6:45  
Herty 202  
Student drop-in hours: W: 2:00 to 4:00 p.m.  
Room: 308

Fall 2023  
Dr. Markus M.L. Crepaz

This is a foundational course for the study of comparative politics. The purpose of this course is to introduce you to the main “approaches” to comparative politics, of which there have been many - but few “arrivals”. This course will train you in recognizing these central approaches, understanding their advantages and disadvantages and highlight the connections between a chosen approach and the resultant findings.

This class examines structuralism, functionalism, rational choice, culture, constructivism, the new institutionalism, the logic of path dependent arguments, and grand theories of development among others. This course will provide you with a firm understanding of the concepts, powers and limits of various approaches outlined above.

Course outcomes:

- Understand and recognize the central approaches in comparative politics.
- Realizing that different approaches will yield different answers.
- Become self-aware of who you are as a researcher by the methods/approaches you apply to particular scientific questions (Query: do you think that YOU choose an approach to study comparative politics or does the APPROACH choose you?)
- Be able to constructively critique other scholar’s work as a result of recognizing their basic approach to comparative politics.
- Realize the strengths and weaknesses of the grand approaches to comparative politics

***The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.***

Teaching, learning, and staying safe in times of the coronavirus:

If you are unsure about this coronavirus thing, and need to find out more about it (such as the policy on face coverings, the dawg check, what to do if you have been exposed or have symptoms, how do you get a test, and what to do if you test positive) please visit this site:

<https://coronavirus.uga.edu/>

*Mental Health and Wellness Resources:*

- *If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.*
- *UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>).*
- *If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.*
- *Additional resources can be accessed through the UGA App.*

- **Grade Scale:**

- $\geq 93\%$ : A
- 90-92.99%: A-
- 87-89.99%: B+
- 83-86.99%: B
- 80-82.99%: B-
- 77-79.99%: C+
- 73-76.99%: C
- 70-72.99%: C-
- 60-69.99%: D
- $< 60\%$ : F

Required readings: **For this course, you are not required to buy any books.** However, you are required to read the articles mentioned in the detailed reading assignments below. Some articles have been placed on electronic reserve in the main library (password: comparison) where you can check them out or make a copy. Most, if not all articles indicated in this syllabus can be found on the UGA library website (<https://www.libs.uga.edu/>) where you can directly download a PDF of these articles and keep them. You should start collecting articles and order them according to fields do build your own “library” of PDF’s. This will come in handy once you start teaching your own classes. For your convenience I have also provided direct links to most of the readings which only requires a click and you have immediate access to the reading.

Course requirements: **1.** Each student is required to write **one** short paper based on the weekly readings of your choice and is no longer than 5 pages. **This paper should correspond to the week when you are discussion leader (see point 3 below).** **Do not just repeat the argument in the book or article! Briefly** state the argument, but then go beyond it, placing it in the larger literature, and providing **constructive criticism**. Most likely, to make a convincing case you will have to quote or cite additional material. Of the three pages, **do not**

**spend more than one page** on summarizing the article or book; in other words, not more than 20% of your paper should be devoted to summarizing the argument – four fifth should be devoted to breaking new ground, coming up with original claims, ideas, concepts, typologies, theories, measures, implications, etc.

The paper should contain the following parts; a substantive part clearly indicating a) the substance of the argument in the book or article (dependent/independent variables, control variables etc. where applicable) b) its relevance to the field of comparative politics c) an original critique and possible modifications, amendments, etc. d) alternative hypotheses and additional original research questions, e) it should discuss what “approach” was used; how did you recognize this particular approach; what are its advantages, disadvantages, etc. **The short paper will count for 15% of the total grade. Send this paper to me as a MS Word file, not a PDF file. You will present that paper on the same day you are discussion leader. However, the paper is due the next class meeting in order to allow you to incorporate the class discussion that will follow your presentation of the paper when you are the presentation lead.**

2. Each student will be a **discussion leader** for one class. *Imagine you’d have to teach that class for that week. What would you highlight? What questions would you ask the seminar participants? How do the readings complement/contradict each other? How do they build, or not, on the readings of previous weeks, or what you have learned in other classes that might inform what is covered in these readings?* As discussion leader you need to present the week’s theme/topics in the form of a power point presentation where you cover **ALL** of the readings. The presentation should last at a minimum 20 minutes and you should guide the ensuing discussion for another 10 minutes. **This part counts for 15% of the overall grade.**

3. Each student is required to **produce a two page summary of the required readings for every week.** This short paper should summarize and compare and contrast the various readings. Send those short papers to me via the “assignment” portal in the elc. **This will count for 10 percent of your grade.**

4. Each student is required to write an original, analytical research paper of around 15 pages in length. Refer to the *“Edicts of Candler”* at the end of the syllabus. **The research paper will count for 40% of the total grade.**

**Dec. 7: Final Research Paper is due, at high noon (attach paper to an e-mail in MS WORD format, not PDF!)**

5. Seminar participation (will count for the **remaining 20%**). Participation will be measured *not only in the frequency of comments but also their*

quality. Clarification questions, while certainly encouraged, will not count towards seminar participation. Only informed questions and statements about the readings or other pertinent sources which directly refer to the topic at hand or to specific books or articles will count as “seminar participation”. Solid preparation for each meeting is essential as you will be called upon to provide your own assessments of the various assignments.

Reading assignments:

**Aug 22: General introduction to comparative politics and the nature of the “puzzle”.**

**Aug 29: "In the final instance, the subject is dead" - Explorations into structuralism.**

*Required readings:*

Charles Lindblom: "The privileged position of Business" in *Politics and Markets*, pp. 170-178 (on reserve).

Alexander Gerschenkron: *Economic Backwardness in Historical Perspective*, pp. 353-364. (on reserve).

Frederick Jackson Turner (1921) *The Frontier in American History*. Read chapter 9: “Contributions of the West to American Democracy”. You can find it here: <http://xroads.virginia.edu/~Hyper/TURNER/>

Diamond, Jared (1998). *Guns, Germs and Steel*, Prologue, “Yali’s Question”, and Epilogue, “The Future of Human History as a Science”. (on reserve)

“The plough and the now”, July 21, 2011. *Economist*.  
<http://www.economist.com/node/18986073>

“No use crying – Milk and economic development”. *Economist*, March 28, 2015.  
<http://www.economist.com/news/finance-and-economics/21647352-ability-digest-milk-may-explain-how-europe-got-rich-no-use-crying>

Recommended readings:

Theda Skocpol: *States and Social Revolutions: A Comparative Analysis of France, Russia, and China*. pp. 3-43.

Kennedy, Paul (1987): *The Rise and Fall of the Great Powers*. Vintage Books. (Introduction: xv - xxv).

Ira Katznelson (2009) "Strong Theory, Complex History: Structure and Configuration in Comparative Politics Revisited", in: *Comparative Politics, Rationality, Culture, and Structure* (Eds. March I. Lichbach and Alan S. Zuckerman) Second Edition. Cambridge University Press.

**Sep 5: The "needs" and "requirements" of social organisms - The debate over Functionalism.**

*Required Readings:*

Huntington, Samuel P. (1965) [Political Development and Political Decay](#). *World Politics*. Vol. 17: 386-430

Wittfogel, Karl, A (1957). *Oriental Despotism*. Chapter 2: "Hydraulic Economy - a managerial and genuinely political economy" (pp. 22-42) and Chapter 3: "A state stronger than society" (pp. 49-54). (on reserve).

Rosamond, Ben (2000) Neofunctionalism in: Rosamond (ed.) *Theories of European Integration*, pp. 50-73. (Palgrave, New York). (on reserve).

Linan Jia (2023) (will provide). Regime Adaptation Through Learning: Dual-Track Cadre Training and Authoritarian Resilience in China. (Dissertation, UGA, Department of International Affairs). **Only read Abstract and chapter 7, "Conclusion"**.

Recommended readings:

Jürgen Habermas. (1976) *Legitimation Crisis*. London. Heineman. (Part I: chap. 1-4, pp. 1-32)

Almond, Gabriel (1965). A Developmental Approach to Political Systems. *World Politics*. 17: 183-214.

**Sep 12: "The ties that bind" - The Power of Common Forms of Life. Culture as a mode of understanding human behavior.**

*Required Readings:*

Clifford Geertz: "Thick Description: Toward an Interpretive Theory of Culture", in: *The Interpretation of Cultures*, pp. 3-32. (on reserve).

Greif, Avner. 1994. "[Cultural Beliefs and the Organization of Society: A Historical and Theoretical Reflection on Collectivist and Individualist Societies.](#)" *The Journal of Political Economy* 102(5):912-950.

[How Islam Won, and Lost, the Lead in Science](#) (2001). The New York Times.

Robert Putnam (2007) *E Pluribus Unum: Diversity and Community in the Twenty First Century*. The 2006 Johan Skytte Prize Lecture. Scandinavian Political Studies, Vol: 30, No. 2, 137-174.

Markus M. L. Crepaz and Pierre Naoufal (2022): "[Authoritarianism, Economic Threat, and the Limits of Multiculturalism in Post-Migration Crisis Germany](#)", *Social Science Quarterly*, Vol: 103: 425-438.

Recommended Readings:

Herman Kahn. "The Confucian Ethic and Economic Growth", pp. 219-222. (on reserve).

Bo Rothstein and Eric Uslaner (2005). "All for All. Equality, Corruption and Social Trust". *World Politics*, 58 (October 2005) pp. 41-72.

Marc Hooghe and Dietlind Stolle (2003) *Generating Social Capital. Civil Society and Institutions in Comparative Perspective*. Palgrave. New York.

**Sep 19: The cult of the "subject" - the radical subjectivism of rational choice.**

*Required Readings:*

Margaret Levi (2009) Reconsiderations of Rational Choice, in Lichbach and Zuckerman (on reserve).

Riker and Ordeshook (1968) "[A Theory of the Calculus of Voting](#)", in: *American Political Science Review* 62:25-42.

John Ferejohn and Debra Satz (1995) Unification, Universalism and Rational Choice Theory, in: *The Rational Choice Controversy*, (Jeffrey Friedman, Editor) Yale University Press. (on reserve)

Stanley Kelley (1995). The Promise and Limitations of Rational Choice Theory, in: *The Rational Choice Controversy*, (Jeffrey Friedman, Editor) Yale University Press. (on reserve).

**Sep. 26: Fixing the cracks in the edifice of rational choice - using institutions for glue. On the priority of political institutions, culture and structure, and the political economy of shirking, stealing and lying. Moral hazard, adverse selection, principal agent problems and how to deal with these challenges.**

*Required Readings:*

Fowler J.H. and Cindy Kam (2007). [Beyond the Self: Social Identity, Altruism and Political Participation](#). *Journal of Politics*, 69:813-827.

Kristen Monroe, M.C. Barton, and U. Klingemann: "Altruism and the Theory of Rational Action: An Analysis of Rescuers of Jews in Nazi-Europe", in: *The Economic Approach to Politics*: pp. 317-352 (on reserve).

Tversky, A. and Kahnemann D. (1986). "The Framing of Decisions and the Psychology of Choice". in: *Rational Choice*, (edited by: Jon Elster). New York University Press. pp. 123-141. (on reserve).

George A. Akerlof (1970): "[The Market for Lemons: Qualitative Uncertainty and the Market Mechanism](#)", in: *Quarterly Journal of Economics*.

Dale T. Miller (1999). "[The Norm of Self-Interest](#)", in: *American Psychologist*, Vol. 54, pp. 1053-1060.

#### **Recommended readings/videos:**

<http://www.youtube.com/watch?v=9X68dm92HVI> (Ted talk by Dan Ariely)

Jeremy Rifkin, The empathic civilization (watch this video)  
<http://www.youtube.com/watch?v=l7AWnfFRc7g>

"More Kirk than Spock" *Economist* May 9, 2015.

<http://www.economist.com/news/finance-and-economics/21650588-behavioural-economics-has-made-headway-still-has-long-way-go-more-kirk>

"Poor Behaviour" Dec. 6, 2014 *Economist*.

<http://www.economist.com/news/finance-and-economics/21635477-behavioural-economics-meets-development-policy-poor-behaviour>

A Wuffle (1999) Credo of a 'Reasonable Choice' Modeler, in: *Journal of Theoretical Politics*, 11:203-206

<http://journals.sagepub.com/doi/10.1177/0951692899011002003>

**Oct 3: Functional and Historical Institutionalism and the possibilities of "constitutional engineering".**

*Required Readings:*

Paul Milgrom, Douglas North, and Barry Weingast (1990). "[The Role of Institutions in the Revival of Trade: The Law Merchant, Private Judges, and the Champagne Fairs](#)", in: *Economics and Politics*

Acemoglu, Daron, Simon Johnson and James Robinson (2010) [The Role of Institutions in Growth and Development](#). *Review of Economics and Institutions*

Arend Lijphart (1994) [Democracies: Forms, Performance, and Constitutional Engineering](#), *European Journal of Political Research*, 25:1-17.

Quade, Quentin (1993). PR and Democratic Statecraft. in: L. Diamond and M.F. Plattner (eds.) *The Global Resurgence of Democracy* (pp. 165-170). Baltimore: Johns Hopkins University Press (on reserve).

Kumlin, Staffan, and Bo Rothstein. "Making and Breaking Social Capital: The Impact of Welfare State Institutions." *Comparative Political Studies* **38** (4) (2005): 339-365.

#### Recommended Readings:

Lijphart, Arend (1993). Double Checking the Evidence. in: L. Diamond and M.F. Plattner (eds.) *The Global Resurgence of Democracy*. Baltimore: Johns Hopkins University Press.

G. Bingham Powell (2007). The ideological congruence controversy: the impact of alternative conceptualizations and data on the effects of election rules. Presented at the 2007 Meeting of the American Political Science Association Meeting. Can be found here:  
<http://cps.sagepub.com/content/early/2009/03/03/0010414009332147.full.pdf>

Anthony M. McGann and Michael Latner (2013). The Calculus of Consensus Democracy. *Comparative Political Studies*. Can be found here:  
<http://cps.sagepub.com/content/46/7/823.abstract>

### **Oct 10: Shaping ideas – making outcomes: constructivist approaches to comparative politics.**

#### Required Readings:

Ernest Renan "[What is a Nation](#)"? In: *Nationalism*, Hutchinson and Smith (eds.), p. 17-18, Oxford. Oxford University Press.

Anthony Marx (1996) Race Making and the Nation State. *World Politics*, 48:180-208) [https://www.jstor.org/stable/25053960?seq=1#page\\_scan\\_tab\\_contents](https://www.jstor.org/stable/25053960?seq=1#page_scan_tab_contents)



APSA-CP newsletter (Volume 12, 1 Winter 2001 (p. 7-25). [Symposium: Cumulative Findings in the Study of Ethnic Politics](#) (p. 7-25).

Mikkel Flohr (2023). [Benedict Anderson's Imagined Communities](#). Critical Legal Thinking. This is a short summary/critique of Anderson's seminal work – I urge you to read the whole book however. See link below.

Recommended Readings:

Benedict Anderson: Imagined Communities (entire): Go to this website: [https://is.muni.cz/el/1423/jaro2016/SOC757/um/61816961/Benedict\\_Anderson\\_Imagined\\_Communities.pdf](https://is.muni.cz/el/1423/jaro2016/SOC757/um/61816961/Benedict_Anderson_Imagined_Communities.pdf)

Martha Finnemore and Kathryn Sikkink (2001). “Taking Stock: the Constructivist Research Program in International Relations and Comparative Politics”, in: *Annual Review of Political Science*. Vol: 4:391-416.

**Oct 17: Approaches to political development: Agency, Culture, and Structure (among others):**

Francis Hagopian (2000) [Political Development, Revisited](#). *Comparative Political Studies*, 33:880-911.

David S. Landes (2006) [Why Europe and the West? Why not China?](#) *Journal of Economic Perspectives*, 20:3-22.

Peter Gourevitch (2008) [The Role of Politics in Economic Development](#), *Annual Review of Political Science*, 11:127-159.

James Robinson (2002), [States and Power in Africa: Comparative Lessons in Authority and Control](#), in: *Journal of Economic Literature*, XL: 510-519

Nathan Nunn and Leonard Wantchekon, “[The Slave Trade and the Origins of Mistrust in Africa](#)” *American Economic Review* 101 (December 2011): 3221–3252

**Oct. 24: On the “real” politics of development: neo-colonialism in the form of western ideas; state capacity, and corruption.**

Skim this piece: Dani Rodrik (2006). “[Goodbye Washington Consensus, Hello Washington Confusion? A Review of the World Bank's Economic Growth in the 1990s: Learning from a Decade of Reform](#)”. *Journal of Economic Literature*, 44:937-987.

Christoph Herman (2016) [Another Lost Decade? Crisis and Structural Adjustment in Europe and Latin America](#). *Globalizations*, 14:519-534

Seymour Martin Lipset (1959) [Some Social Requisites of Democracy: Economic Development and Political Legitimacy](#). *American Political Science Review*, 53:69-105

M. Martin and H. Solomon (2017) [Understanding the Phenomenon of ‘State Capture’ in South Africa](#). *Southern African Peace and Security Studies*, 3:21-34

Stephen M. Marglin (2003) [Development as Poison. Rethinking the Western Model of Modernity](#). *Harvard International Review*

**Oct. 31:** Present preliminary thoughts, puzzles, and general discussion

**Nov. 7:** The path you take matters: path dependency, decision nodes, and punctuated equilibria:

Paul Pierson (2000). [Increasing returns, path dependence and the study of politics](#). *American Political Science Review*, Vol: 94, no. 2, 251-267.

David, Paul A., “[Clio and the Economics of QWERTY](#)” (in Economic History: A Necessary Though Not Sufficient Condition for an Economist), *American Economic Review*, Vol. 75, No. 2, Papers and Proceedings of the Ninety-Seventh Annual Meeting of the American Economic Association. (May, 1985), pp. 332-337.

S. J. Liebowitz and Steven J. Margolis (1995). [Path Dependence, Lock-in, and History](#). *Journal of Law, Economics, and Organization*. Vol: 11, p. 205-226.

Wilson, A. Geoff. [Community Resilienc, Path Dependency, Lock-in Effects, and Transitional Ruptures](#). *Journal of Environmental Planning and Management*. 2013: Vol: 57, p. 1-26.

**Nov 14:** The duality of State and Society: the challenge to the state from “below” and “above”.

Mancur Olson (1982) *The Rise and Decline of Nations*. pp.1-35 (on reserve).

David Brooks (2022) [Globalization is over. The Global Culture Wars Have begun](#).

Markus M. L. Crepaz (2017) “Globalization and European Democracies” in: *European Democracies*, chap. 15, pp. 292-308 (on reserve).

The Guardian (July 2017): [Globalization: the rise and fall of an idea that swept the world.](#)

Michael Cox (2017) [The rise of populism and the crisis of globalization: Brexit, Trump, and Beyond.](#) *Irish Studies in International Affairs*, 28:9-17

**Nov 21:** Presentation of research papers

**Nov 28:** Presentation of research papers

**Dec. 5:** **Final Research Paper is due, at high noon (attach paper to an e-mail in MS WORD format, not PDF!)**

# *THE EDICTS OF CANDLER HALL*

*MARKUS M. L. CREPAZ*

## *THE BIG TEN*

Below you find the most crucial elements of a successful research paper. They should all be there to reduce the “B.S. factor”. Here are the steps you should follow in order to write a logically compelling research paper.

- 1) RESEARCH QUESTION or PREMISE: It’s what your research revolves around, it’s central argument.
- 2) LITERATURE REVIEW: Here you are taking stock – what is it that others have written about your subject. This is the place for showing off how much you have read and understood about the material and drop names.
- 3) UNIT OF ANALYSIS: What is the “unit” that you are examining? Is it elections, individuals, countries, etc.? In the example below, the unit of analysis is “cat”.
- 4) HYPOTHESIS: What is your hypothesis? Remember a hypothesis contains three things: first it indicates the object of observation; second, the dependent and independent variables, and third, the direction of their relationship. For example: “the more I’m feeding my cat, the fatter she gets”. “Cat” is the object of observation, “food” is the cause, cat getting “fat” is the effect, and the direction of the relationship is positive (because it’s “the more the cat eats, the fatter she gets”).
- 5) THEORY: Why should the cat get fat if fed a lot? If more calories enter her body that she can burn, (this particular cat is lazy) her body will on the basis of biological processes begin to store the energy contained in the food in terms of fat. Process tracing should in detail describe the various steps how things move from cause to effect.
- 6) TEMPORAL AND SPATIAL PARAMETERS: Over what time period and what location are you applying your theory? Are you making a CROSS-SECTIONAL or TIME SERIES argument, or BOTH?
- 7) DEPENDENT AND INDEPENDENT VARIABLES: Which ones are they? How much do they vary?
- 8) OPERATIONALIZATION OF CONCEPTS: Your hypotheses will contain concepts, i.e. names of things. You will have to translate these concepts into things that can be measured such as: how do we know that the cat is fat? We can weigh her. How do we know what “more feeding” means: well we could measure the amount of food in the number of teaspoons of fancy feast the cat gets. This is what is called, turning a concept into a measure, or more technically, operationalization.
- 9) CAUSAL MECHANISM: How do you know that your argument is causal rather than correlational?

10) CONCLUSIONS AND IMPLICATIONS: After you have done your research and presented your evidence, are you accepting or rejecting your hypothesis? What do these findings mean? How do they affect the reigning theories? Do they question them, or confirm them? What new questions do arise? Where does future research go from here?