

PSC 760R

Prosem: Comparative Politics

Dr. Austin Horng-En Wang

Fall 2020

We 5:30 PM-8:15 PM

Classroom: Remote Learning - Synchronous

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Virtual Office Hour: Mo 2 pm – 4 pm, Fr 9:30 am-10:30 am,
and by appointment (scheduled through the email.)

Course Description

This class is graduate-level comparative politics. It is designed to equip you with the knowledge of the past, present, and future of this field. This class begins with the research design. Good research design can mitigate the identity crisis within this field and extract the knowledge from the cases all over the world. We then go through various topics from state-formation, democratization, race, cleavage, and political economy. We will also discuss the trending topics including populism, post-political violence, authoritarian resilience, and China. Some important topics in comparative politics – electoral system, gender, social movement, institutionalism, religion, fake news – were skipped by this class.

You should expect to summarize and criticize the classics and recently published journal articles. The goal for this class is to help you prepare for the comprehensive exam (albeit this reading list is far from complete), sharpen your academic skill, and locate your next research project.

Course Format

This course is assigned to be taught as synchronous learning. It means that you have to log in to the Webcampus at 4:30 pm each Wednesday and follow my instruction through Webex (<https://drive.google.com/file/d/1KRrWrqKm8-6qxKSXE5tGYkZ0XLwul-cV/view>). You do not need to turn on your camera unless you wanted to, or unless you want to ask questions. You can also ask the questions by typing comments. I will upload the slides before each class. I will also try to upload the recorded video at the end of the class, but it is not guaranteed owing to the technical complexity. I know that the time is hard, and I will try my best to provide the flexibility and rearrangements upon requests.

Required Textbooks

The following books are required for the course. Used and new copies are all available on your favorite Internet sites. Other assigned readings can be found on Webcampus.

King, G., Keohane, R. O., and Verba, S. (1994). *Designing Social Inquiry*. Princeton University Press.

Dunning, T. (2012). *Natural Experiments in the Social Sciences: a Design-based Approach*. Cambridge University Press.

Bates, R. H. (2014). *Markets and states in tropical Africa: the political basis of agricultural policies*. Univ of California Press.

Grades

Your grade is based on the quality of your performance on 3 dimensions:

- **Critics to the assigned readings due every Wednesday after Week 5 (56% = 8 * 7%)**
From Week 5 to Week 15, you should send me a report before each Wednesday (before 2 pm) including the following items. You can skip two weeks at most.
 1. Choose an article or a book chapter from the assigned readings and answer (5%):
 - (a) What is the dependent variable in this article/chapter?
 - (b) What is the independent variable in this article/chapter?
 - (c) What is the “treatment” in this article/chapter?
 - (d) What is the “control group” in this article/chapter?
 - (e) Is the dataset used in this article/chapter publicly available/replicable?
 2. Choose two articles or book chapters and criticize (1% each). The critic can focus on research design, operationalization, data collection, validity, statistic models, interpretation of results, and so on.
- **Final Take-home Exam due December 9, 2020: 30% = 3* 10%**
Answer the three questions below. You should follow the academic format with the APSA reference style. Each question should be around 2000-3000 words.
 - Q1. The advantages and disadvantages of large-n and small-n studies.
 - Q2. Why did some democratic transition/consolidation succeed, while others failed?
 - Q3. Dr. Wang planned to study whether the government’s response to COVID19 influences the incumbent’s approval across the world. He already found the dataset of the government’s response by country (<https://www.nature.com/articles/s41562-020-0909-7>). What should Dr. Wang do next, and what could be wrong?
- **Course Participation: 14%**
In each week, I will generally discuss the development of each topic. We will then discuss together the contribution and the weakness of each assigned reading.

Subject to Change

I reserve the right to modify the course syllabus. Students will be responsible for knowing any changes made to the syllabus during class time whether they were in attendance or not.

Course Schedule

Week 1

8/26

Introduction

Pepinsky, T. B. (2019). The return of the single-country study. *Annual Review of Political Science*, 22, 187-203.

Week 2

9/2

KKV and its enemy – the number of cases

Designing Social Inquiry Chp. 3, 4, 6.

Multiple authors. 1995. Review Symposium: The Qualitative-Quantitative Disputation: Gary King, Robert O. Keohane, and Sidney Verba's *Designing Social Inquiry: Scientific Inference in Qualitative Research*, *American Political Science Review* Vo. 89, No.2: 454-474.

Lijphart, A. 1971. Comparative politics and the comparative method. *American Political Science Review*, 65(3), 682-693.

Week 3

9/9

Research Design

Natural Experiments in the Social Sciences Chapter 2, 3, 4, 8

Mahoney, J. (2010). After KKV: The new methodology of qualitative research. *World Politics*, 62(1), 120-147.

Coppedge, M. (1999). Thickening thin concepts and theories: combining large N and small in comparative politics. *Comparative Politics*, 465-476.

Week 4

9/16

Measurement (errors)

King, G., Murray, C. J., Salomon, J. A., & Tandon, A. (2004). Enhancing the validity and cross-cultural comparability of measurement in survey research. *American political science review*, 98(1), 191-207.

Chu, Y. H., & Huang, M. H. (2010). The Meanings of Democracy: Solving an Asian Puzzle. *Journal of Democracy*, 21(4), 114-122.

Kuklinski, J. H., & Peyton, B. (2009). Belief systems and political decision making. In the *Oxford handbook of Political Behavior*. Oxford University Press.

Hug, S. (2013). Qualitative comparative analysis: How inductive use and measurement error lead to problematic inference. *Political analysis*, 21(2), 252-265.

Von Borzyskowski, I., & Wahman, M. (2019). Systematic measurement error in election violence data: Causes and consequences. *British Journal of Political Science*, 1-23.

Week 5

9/23

Be the Reviewer 2

- Selb, P., & Munzert, S. (2018). Examining a most likely case for strong campaign effects: Hitler's speeches and the rise of the Nazi party, 1927–1933. *American Political Science Review*, *112*(4), 1050-1066.
- Enos, R. D., Kaufman, A. R., & Sands, M. L. (2019). Can violent protest change local policy support? Evidence from the aftermath of the 1992 Los Angeles riot. *American Political Science Review*, *113*(4), 1012-1028.
- Gallego, J. (2018). Natural Disasters and Clientelism: The case of Floods and Landslides in Colombia. *Electoral Studies*, *55*, 73-88.
- Andrews-Lee, C., & Liu, A. H. (2020). The Language of Legacies: The Politics of Evoking Dead Leaders. *Political Research Quarterly*, 1065912920930822.

Week 6

9/30

State

- Bates, R. H. (2014). *Markets and states in tropical Africa: the political basis of agricultural policies*. Univ of California Press.
- Spruyt, H. (2007). War, trade, and state formation. In *The Oxford handbook of political science*.
- Thies, C. G. (2005). War, rivalry, and state building in Latin America. *American Journal of Political Science*, *49*(3), 451-465.
- Fukuyama, F. (2004). The imperative of state-building. *Journal of democracy*, *15*(2), 17-31.
- Acemoglu, D., Johnson, S., & Robinson, J. A. (2001). The colonial origins of comparative development: An empirical investigation. *American economic review*, *91*(5), 1369-1401.

Week 7

10/7

Modernization and Democratization

- Przeworski, A., & Limongi, F. (1997). Modernization: Theories and facts. *World politics*, *49*(2), 155-183.
- Gerring, J., Wig, T., Veenendaal, W., Weitzel, D., Teorell, J., & Kikuta, K. (2019). Why Monarchy? The Rise and Demise of a Regime Type. *Comparative Political Studies* forthcoming
- Boix, C., & Stokes, S. C. (2003). Endogenous democratization. *World politics*, 517-549.
- Svolik, M. W. (2019). Democracy as an equilibrium: rational choice and formal political theory in democratization research. *Democratization*, *26*(1), 40-60.
- Giannone, D. (2010). Political and ideological aspects in the measurement of democracy: the Freedom House case. *Democratization*, *17*(1), 68-97.

Week 8

10/14

The Legacy of Political Violence

- Walden, J., & Zhukov, Y. M. 2020. Historical Legacies of Political Violence. Forthcoming in *Oxford Research Encyclopedia of Politics*
- Rozenas, A., & Zhukov, Y. M. (2019). Mass Repression and Political Loyalty: Evidence from Stalin's 'Terror by Hunger.' *American Political Science Review*, 113(2), 569-583.
- Neundorf, A., & Pop-Eleches, G. (2020). Dictators and Their Subjects: Authoritarian Attitudinal Effects and Legacies. *Comparative Political Studies*, 0010414020926203.
- Wang, Y. (2019). The Political Legacy of Violence during China's Cultural Revolution. *British Journal of Political Science*, 1-25.

Week 9

10/21

Populism

- Hawkins, K. A. (2009). Is Chávez populist? Measuring populist discourse in comparative perspective. *Comparative Political Studies*, 42(8), 1040-1067.
- Aslanidis, P. (2016). Is populism an ideology? A refutation and a new perspective. *Political Studies*, 64, 88-104.
- Anduiza, E., Guinjoan, M., & Rico, G. (2019). Populism, participation, and political equality. *European Political Science Review*, 11(1), 109-124.
- Inglehart, R. F., & Norris, P. (2016). Trump, Brexit, and the rise of populism: Economic have-nots and cultural backlash.
- Guiso, L., Herrera, H., Morelli, M., & Sonno, T. (2017). Populism: demand and supply.

Week 10

10/28

Party System and Social Cleavage

- Deegan-Krause, K. (2007). New dimensions of political cleavage. In *Oxford handbook of political behavior*, 538-556.
- Kitschelt, H. 2014. "Parties and Party Systems" in Leduc, L., Miemi, R. G., and Norris, P. (eds) *Comparing Democracies: Elections and Voting in a Changing World*. London: SAGE Publications Ltd.
- Hooghe, L., & Marks, G. (2018). Cleavage theory meets Europe's crises: Lipset, Rokkan, and the transnational cleavage. *Journal of European Public Policy*, 25(1), 109-135.
- Abou-Chadi, T. (2016). Niche party success and mainstream party policy shifts—how green and radical right parties differ in their impact. *British Journal of Political Science*, 46(2), 417-436.

Week 11

11/4

Political Economy

- Beramendi, P., Häusermann, S., Kitschelt, H., & Kriesi, H. (Eds.). (2015). *The politics of advanced capitalism*. Cambridge University Press. Chapter 1, 2.
- Kitschelt, H., & Kselman, D. M. (2013). Economic development, democratic experience, and political parties' linkage strategies. *Comparative Political Studies*, 46(11), 1453-1484.
- Lipsmeyer, C. S., & Zhu, L. (2011). Immigration, globalization, and unemployment benefits in developed EU states. *American Journal of Political Science*, 55(3), 647-664.
- Shayo, M. (2009). A model of social identity with an application to political economy: Nation, class, and redistribution. *American Political Science Review*, 103(2), 147-174.

Week 12

11/11

Veterans Day recess**Week 13**

11/18

Ethnicity and Identity

- Anderson, Benedict. 1991. *Imagined Communities. Reflections on the Origin and Spread of Nationalism*. Chapter 1, 2, 3.
- Posner, D. N. (2004). The political salience of cultural difference: Why Chewas and Tumbukas are allies in Zambia and adversaries in Malawi. *American Political Science Review*, 529-545.
- Fearon, J. D., & Laitin, D. D. (2003). Ethnicity, insurgency, and civil war. *American political science review*, 75-90.
- Huddy, L. (2001). From social to political identity: A critical examination of social identity theory. *Political Psychology*, 22(1), 127-156.
- Enos, R. D., & Gidron, N. (2018). Exclusion and Cooperation in Diverse Societies: Experimental Evidence from Israel. *American Political Science Review*, 112(4), 742-757.

Week 14

11/25

Competitive Authoritarianism

- Gandhi, J. Authoritarian Elections and Regime Change. (2014). In *Comparing Democracies: Elections and Voting in a Changing World* (4th edition), edited by Lawrence LeDuc, Richard Niemi, and Pippa Norris. Sage Publications. 173-186.
- Levitsky, S., & Way, L. A. (2010). *Competitive authoritarianism: Hybrid regimes after the Cold War*. Cambridge University Press. Chapter 1, 2, 3.
- Diamond, L. (2002). Elections without democracy: Thinking about hybrid regimes. *Journal of democracy*, 13(2), 21-35.

Week 15

12/2

China

- King, G., Pan, J., & Roberts, M. E. (2017). How the Chinese government fabricates social media posts for strategic distraction, not engaged argument. *American Political Science Review*, 111(3), 484-501.
- Li, Y., & Elfstrom, M. (2020). Does Greater Coercive Capacity Increase Overt Repression? Evidence from China. *Journal of Contemporary China*, 1-26.
- Anderson, S. E., Buntaine, M. T., Liu, M., & Zhang, B. (2019). Non-Governmental Monitoring of Local Governments Increases Compliance with Central Mandates: A National-Scale Field Experiment in China. *American Journal of Political Science*, 63(3), 626-643.
- Hobbs, W. R., & Roberts, M. E. (2018). How sudden censorship can increase access to information. *American Political Science Review*, 112(3), 621-636.
- Landry, P. F., Lü, X., & Duan, H. (2018). Does performance matter? Evaluating political selection along the Chinese administrative ladder. *Comparative Political Studies*, 51(8), 1074-1105.

Week 16

12/9

Take-Home Exam due at the midnight.

Rebelmail

Rebelmail is UNLV's official email system for students and by University policy, instructors and staff should only send emails to students' Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Emailing within WebCampus-Canvas is also acceptable.

Public Health Directives

Face coverings are mandatory for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. UNLV public health directives are found at <https://www.unlv.edu/coronavirus/health-requirements>. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the UNLV Code of Student Conduct, https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf, including being administratively withdrawn from the course.

Academic Misconduct

Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations

of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the Student Conduct Code, <https://www.unlv.edu/studentconduct/student-conduct>.

Auditing Classes

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities are only permitted with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

Copyright

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional copyright policy information is available at <https://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)

The UNLV Disability Resource Center (SSC-A, Room 143, <https://www.unlv.edu/drc>, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to injury, disability, or due to pregnancy should contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours, so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the

start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the Final Exam Schedule, <https://www.unlv.edu/registrar/calendars>.

Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the Student Academic Misconduct Policy, <https://www.unlv.edu/studentconduct/misconduct/policy>, which states that “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the Acceptable Use of Computing and Information Technology Resources Policy, <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the Libraries’ Research Consultation website, <https://guides.library.unlv.edu/appointments/librarian>. You can also ask the library staff questions via chat and text message at <https://ask.library.unlv.edu/>.

Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up

the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Work policy, under Registration Policies, on the [Academic Policies](#) webpage, <https://catalog.unlv.edu/content.php?catoid=29&navoid=7326>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Tutoring and Coaching

The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the [ASC website](#), <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the [Writing Center](#), <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by

calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.