

UC 12113 12F

CBM003 ADD/CHANGE FORM

APPROVED APR 24 2013

Undergraduate Council
 New Course Course Change
 Core Category: Soc Behv Sci Effective Fall 2014

or

Graduate/Professional Studies Council
 New Course Course Change
 Effective Fall 2013

- Department: POLS College: CLASS
- Faculty Contact Person: JW Jackson Telephone: 3-3919 Email: jjackson5@uh.edu
- Course Information on New/Revised course:
 - Instructional Area / Course Number / Long Course Title: POLS / 3311 / Introduction to Comparative Politics
 - Instructional Area / Course Number / Short Course Title (30 characters max.): POLS / 3311 / INTRO COMPAR POLITICS
 - SCH: 3.00 Level: JR CIP Code: 45.1001.0001 Lect Hrs: 3 Lab Hrs: 0
- Justification for adding/changing course: To meet core curriculum requirements
- Was the proposed/revised course previously offered as a special topics course? Yes No
 If Yes, please complete:
 - Instructional Area / Course Number / Long Course Title: / /
 - Course ID: Effective Date (currently active row):
- Authorized Degree Program(s): BA, Political Science; BS, Political Science
 - Does this course affect major/minor requirements in the College/Department? Yes No
 - Does this course affect major/minor requirements in other Colleges/Departments? Yes No
 - Can the course be repeated for credit? Yes No (if yes, include in course description)
- Grade Option: Letter (A, B, C ...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)
- If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title
POLS / 3311 / Introduction to Comparative Politics
 - Course ID: 13507 Effective Date (currently active row): 2012827
- Proposed Catalog Description: (If there are no prerequisites, type in "none".)
Cr: 3. (3-0). Prerequisites: POLS 1337 and 1337 or equivalent, or consent of instructor. Description (30 words max.): Theory and methodology of comparative politics.
- Dean's Signature: _____ Date: 10/8/12
 Print/Type Name: Dr. Sarah Fishman

RECEIVED OCT 12 2012

REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: Political Science

Person Making Request: Eduardo Alemán

Telephone: 3-3933

Email: ealeman2@uh.edu

Dean's Signature: _____

_____Date:

Course Number and Title: POLS 3311: Introduction to Comparative Politics

Please attach in separate documents:

Completed CBM003 Add/Change Form with Catalog Description

Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

- To understand and critique alternative political theories.
- To develop an understanding of the major issues, concepts, and methods that guide research in Comparative Politics.

Component Area for which the course is being proposed (check one):

Communication

American History

Mathematics

Government/Political Science

Language, Philosophy, & Culture

Social & Behavioral Science

Creative Arts

Component Area Option

Life & Physical Sciences

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

Critical Thinking

Teamwork

Communication Skills

Social Responsibility

Empirical & Quantitative Skills

Personal Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:

Students are asked to write a 6-page assignment where they have to critically evaluate an assigned reading. This includes examining the theory, implications, and empirical analysis presented. The written assignment will be evaluated in terms of its content, style, and grammar.

The two tests also involve written assignments where the students have to critically evaluate some of the theoretical arguments discussed in class.

Sample writing assignment: After reading Philippe Schmitter and Terry Lynn Karl's "What Democracy Is ... and Is Not" (in O'Neil & Rogowski, *Essential Readings in Comparative Politics*), students will write a 3-4 page paper explaining why each of these cases *was* a democracy, but also why some casual observers might *think* the country is *not* a democracy. To write the paper, students should review the Library of Congress country profiles for each country: India, Mexico, and Romania. There is no specific "correct" answer. Students are expected to make their argument based on the information they have about each case, while demonstrating an understanding of Schmitter & Karl's criteria for what a democracy *is*.

Communication Skills:

The class promotes debate and exchange of ideas. They are expected to be able to discuss the pros and cons of the assigned readings and justify their positions. They also receive feedback regarding their communication skills. Students are graded according to their participation in class, and their ability to communicate. In addition, the same paper, above, will demonstrate the student's ability to communicate effectively.

Empirical & Quantitative Skills:

A substantial part of the course is dedicated to evaluate empirical analyses of theoretical arguments. Students are introduced to alternative datasets, and are familiarized with the importance of empirical analyses and statistical tests to assess political theories. The concept of statistical significance is made known to students. In addition, the same paper, above, will demonstrate the student's ability to understand and evaluate empirical and quantitative skills.

Teamwork:

[Click here to enter text.](#)

Social Responsibility:

Student will explore issues of social responsibility, particularly civic and global responsibility, when examining the socio-economic conditions of Third World nations, and issues related to civil liberties and democratic culture. In addition, the same paper, above, will demonstrate the student's ability to understand and explore issues of personal responsibility.

Personal Responsibility:

Click here to enter text.

Will the syllabus vary across multiple section of the course? **Yes** **No**

If yes, list the assignments that will be constant across sections:

The written assignments (both take-home and in-class) will be equal.

Thus, the course will have a written requirements totaling at least 3,000 words (including the various exercises), and one piece of work done outside of class and returned to the student prior to the end of the semester (with comments on content, grammar and style).

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature: ____

UNIVERSITY of HOUSTON

COMPARATIVE POLITICS

POLS 3311

Fall 2012

Professor: Eduardo Alemán, PhD

Office: PGH # 394

Office Hours: W 11:00 am to 1:00 PM

Email: ealeman2@uh.edu

Class website: Blackboard Vista

Class meetings: AH 204, T & TH 11:30 am to 1:00 pm

This course is a general introduction to the field of comparative politics. Comparativists explain patterns and continuities in politics across countries or cases within a country. In this course we will examine some of the major themes that have guided research in comparative politics. Among other topics, we will look at the link between economic development and democracy; the political consequences of rapid modernization; the pattern of recent transitions to democracy; fundamental differences among constitutional frameworks; and the political consequences of electoral rules. An understanding of how scholars have tackled these topics allows us to appreciate the evolution of comparative politics as a subfield within political science and its contribution to the understanding of political and social problems.

Learning Outcomes:

- To understand and critique alternative political theories.
- To develop an understanding of the major issues, concepts, and methods that guide research in Comparative Politics.

Readings:

Students should come to class having read all the assigned material and ready to participate. All the required readings are available through Blackboard Vista. Some class notes will also be available online.

Grading:

Make-up examinations require a medical note to justify absence (unless absence is related to religious holy day). Plagiarism in student work will be punished according to UH guidelines. The guidelines for the written assignments will be discussed in class and posted online. The final grade is made up of the following components:

Written Assignment	15%	due date:	10/4
Test #1	35%	date:	10/11
Test #2	35%	date:	12/6
Participation & Attendance	15%		

- If you need to talk to me and cannot make it to my office during the scheduled office hours, send me an email to set up an appointment.

PART 1 -- Modernization, Democracy, and Political Stability

Comparative politics as a sub-discipline within political science reemerged in the 1950s, at a time when many scholars were theorizing about the change from traditional to modern societies. During the first weeks we will discuss two classic articles that sought to (i) identify some necessary socio-economic preconditions for democracy, and (ii) examine the process by which modernizing societies achieve political stability. The following weeks we will review contemporary analyses that test some of the hypotheses linking socioeconomic development and culture, with democracy. In addition, we will review arguments that look at the longevity of different types of authoritarian regimes, and investigate the association between authoritarianism, oil wealth, and religious beliefs.

Week 1 (8/28 & 8/30)

Lipset, Seymour M. 1959. "Some Social Requisites for Democracy: Economic Development and Political Legitimacy," *American Political Science Review*, 53(1): 69-105.

Week 2 (9/4 & 9/6)

Huntington, Samuel P. 1965. "Political Development and Political Decay," *World Politics*, 17(3): 386-430.

Week 3 (9/11 & 9/13)

Boix, Carles and Susan C. Stokes. 2003. "Endogenous Democratization," *World Politics*, 55: 517-549.

Keefer, Philip. 2009. "Inequality, Collective Action, and Democratization," *PS: Political Science & Politics*, 42(4) 661-666.

Week 4 (9/18 & 9/20)

Inglehart, Ronald and Christian Welzel. 2005. "Value Change and the Persistence of Cultural Traditions," chapter 2 in *Modernization, Cultural Change and Democracy*, Cambridge University Press, pp. 48-76.

Week 5 (9/25 & 9/27)

Geddes, Barbara. 1999. "What Do We Know About Democratization After 20 Years?" *Annual Review of Political Science*, 115-144.

Week 6 (10/2 & 10/4)

Jensen, Nathan and Leonard Wantchekon. 2004. "Resource Wealth and Political Regimes in Africa," *Comparative Political Studies*, 37 (7): 816-841.

Week 7 (10/9 & 10/11)

Stepan, Alfred and Graeme B. Robertson. 2003. "An 'Arab' more than 'Muslim' Electoral Gap" *Journal of Democracy*, 14(3):30-44.

Test #1: Covering material from Part I, Thursday, October 11, 2011.

PART 2 -- Political Institutions and Political Parties

The structure of government affects political representation, the strategies of political actors, and policy outcomes. After reviewing the main features of alternative constitutional frameworks, we will discuss the advantages and disadvantages of presidential systems. Next, we will examine the electoral rules in place around the world and the impact of direct democracy mechanisms in the US. The question of which institutional framework is best suited to bring stability to ethnically divided societies will be addressed next. The course will end with a reading on the various types of political parties.

Week 8 (10/16 & 10/18)

Vernay, Douglas V. 1992 [1959]. "Parliamentary Government and Presidential Government," in Arend Lijphart (ed.) *Parliamentary vs. Presidential Government*, Oxford U. Press, pp. 31-47.

Week 9 (10/23 & 10/25)

Mair, Peter, Michael Laver, and Michael Gallagher. 2000. Chapter 3 in *Representative Government in Modern Europe*, 3rd Ed., McGraw Hill, pp. 41-67.

Week 10 (10/30 & 11/1)

Cheibub, José A. and Fernando Limongi. 2002. "Democratic Institutions and Regime Survival: Parliamentary and Presidential Democracies Reconsidered," *Annual Review of Political Science*, 5:151-179.

Week 11 (11/6 & 11/8)

Blais, André and Louis Massicotte. 2002. "Electoral Systems," in *Comparing Democracies 2: New Challenges in the Study of Elections and Voting*, Lawrence LeDuc, Richard G. Niemi, and Pipa Norris (eds.), Sage, pp. 40-69.

Week 12 (11/13 & 11/15)

Matusaka, John G. 2005. "Direct Democracy Works," *Journal of Economic Perspectives*, 19(2):185-206.

Week 13 (11/20 & Thanksgiving Holiday)

Lijphart, Arendt. 2004. "Constitutional Design for Divided Societies," *Journal of Democracy*, (15)2: 96-109.

Week 14 (11/27 & 11/29)

Rothchild, Donald and Philip G. Roeder. 2005. "Dilemmas of State Building in Divided Societies," Chapter 1 in Roeder and Rothchild (eds.) *Sustainable Peace: Power and Democracy after Civil Wars*, Cornell University Press, 1-25.

Roeder, Philip G. 2005. "Power Dividing as an Alternative to Ethnic Power Sharing," in Roeder and Rothchild (eds.) *Sustainable Peace: Power and Democracy after Civil Wars*, Cornell University Press, 51-82.

Week 15 (12/4)

Katz, Richard S. 2008. "Political Parties," chapter 12 in D. Caramani (ed.) *Comparative Politics*. New York: Oxford University Press.

Test #2: Covering material from Part 2, Thursday December 6, 2012.