

Term Information

Effective Term Spring 2022
[Previous Value](#) Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Change title of course; update transcript abbreviation; update course description; change length of course; update content topic list

What is the rationale for the proposed change(s)?

Comparative Politics faculty wish to divide content into two separate courses. We propose a title change to POLITSC 7200 and will send in new course request for POLITSC 7201

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Political Science
Fiscal Unit/Academic Org	Political Science - D0755
College/Academic Group	Arts and Sciences
Level/Career	Graduate
Course Number/Catalog	7200
Course Title	Theories of Comparative Politics I: States, Markets and Politics
Previous Value	Basic Theories in the Study of Comparative Politics
Transcript Abbreviation	Theory Comp Pol I
Previous Value	Comparativ Politics
Course Description	Acquaint students with leading theoretical perspectives in the field of comparative politics. The readings range broadly across nations and geo-political regions. PS 7200 covers a range of substantive topics, focusing on political regimes, states and state-building, state-society relationships and political economy.
Previous Value	Examination of such concepts and theories as structural-functional analysis, general systems theory, and sociocultural systems as determinants of governmental structures.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week
Previous Value	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Seminar
Grade Roster Component	Seminar
Credit Available by Exam	No

Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	
Previous Value	Not open to students with credit for 725.
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	45.1001
Subsidy Level	Doctoral Course
Intended Rank	Masters, Doctoral

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• Acquaint students with substantive topics of political regimes, states and state-building, state-society relationships and political economy.
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[Previous Value](#)

Content Topic List	<ul style="list-style-type: none">• Classics in Democratization and Regime Change• Gender and Democratization• Political Parties and Democratization• Developing Research Ideas• Political Parties, Party Systems and Democratic Representation• States and State-Building• Immigrant Incorporation• Redistribution and Public Goods Provision• States and Markets Revisited• Authoritarian Institutions
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COURSE CHANGE REQUEST
7200 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette
Chantal
09/15/2021

Previous Value

- *Grand theory and middle range theory*
- *Microfoundations and the unit of analysis debate*
- *Formal theory in comparative politics*
- *The state and state-formation*
- *Causal mechanisms, thresholds, and path dependency*
- *Comparisons and scope conditions*
- *Interest groups*
- *Institutions*

Sought Concurrence

No

Attachments

- Syllabus POLITSC 7200 new title.docx: Syllabus POLITSC 7200
(Syllabus. Owner: Smith,Charles William)
- 7200 Kurtz Autumn 2016.pdf: syllabus PS 7200 Au 2016
(Syllabus. Owner: Smith,Charles William)

Comments

- For a course change, also upload the current (old) syllabus. *(by Vankeerbergen,Bernadette Chantal on 09/03/2021 12:06 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Smith,Charles William	08/27/2021 10:53 AM	Submitted for Approval
Approved	Caldeira,Gregory Anthony	08/27/2021 01:32 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	09/03/2021 12:06 PM	College Approval
Submitted	Smith,Charles William	09/03/2021 12:19 PM	Submitted for Approval
Approved	Caldeira,Gregory Anthony	09/03/2021 01:09 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	09/15/2021 12:09 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	09/15/2021 12:09 PM	ASCCAO Approval



SYLLABUS

PS 7200

*** Proposed Title Change***

Theories of Comparative Politics I: States, Markets and Political Regimes

Fall 2021– Online

COURSE OVERVIEW

Instructor

Instructor: Dr. Sara Watson

Course Time: Wednesdays, 10-12:40 pm.

Email address: Watson.584@osu.edu

Office hours: Most weeks my office hours will be held via live Zoom calls on Wednesdays after our scheduled class time. Please sign up using the calendar function on Carmen.

Course description

PS 7200 is part of a 2-part sequence in comparative politics, but PS 7200 is not a prerequisite for taking 7201. Students may take either 7200, 7201, or both, depending on their substantive interests. The goal of the sequence is to acquaint students with leading theoretical perspectives in the field of comparative politics. The readings range broadly across nations and geo-political regions. PS 7200 covers a range of substantive topics, focusing on political regimes, states and state-building, state-society relationships and political economy.

We will mostly read books in this course. This choice is purposeful on my part. My goal in assigning books is expose you to scholars asking questions that cannot (one would hope!) be convincingly answered in 8000 words—a common word-count limit for many contemporary journal articles. By focusing mostly on books, I want you to spend time thinking critically about how authors develop concepts and build sustained arguments; how they situate their arguments intellectually; and the evidence they use to support their claims. For each book we read, we will consider why the authors make the choices they do; whether such choices are convincing; how else they might have approached the question under consideration.

The majority of the books I assign evolved out of dissertations. I encourage students to view these as inspirations as they develop their own research questions and theories. While this book-based approach provides students with examples that may be useful when developing questions and theories in their own research, it also means that the course is far from exhaustive. PhD students in comparative politics are thus encouraged to further reference the department's Comparative Politics Reading List and regularly peruse leading journals, section newsletters, and publisher lists.

HOW THIS COURSE WORKS

Mode of delivery: This course is 100% online. All classes will be synchronous (live) but will not be recorded.

COURSE MATERIALS AND TECHNOLOGIES

Course Materials

Most of the readings are available online through OSU's library system. Those that are not will be available through an online course reader.

Course technology

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

BASELINE TECHNICAL SKILLS FOR ONLINE COURSES

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#).

REQUIRED TECHNOLOGY SKILLS SPECIFIC TO THIS COURSE

- CarmenConnect text, audio, and video chat
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

REQUIRED EQUIPMENT

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

REQUIRED SOFTWARE

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program.
- Full instructions for downloading and installation can be found [at go.osu.edu/office365help](http://go.osu.edu/office365help).

CARMEN ACCESS

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click "Enter a Passcode" and then click the "Text me new codes" button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and the IT support staff will work out a solution with you.

COURSE ORGANIZATION, GRADING AND FACULTY RESPONSE

How the course is organized

Course material will be posted several weeks ahead of time. Please complete the weekly required readings at your leisure and come to class prepared to discuss.

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
In-class participation	20%
Group memos (x3)	30%
Research idea memos	10%
Final paper	40%
Total	100%

See course schedule below for due dates.

Course Assessments

In-class participation: Students should closely read each week's material prior to class, and be ready to discuss it. Participation grades are based on A) contributions to discussions, based on active participation and command of the material; B) discussion leadership roles on individual readings, assigned during weeks in which students contribute to the memo outlined below.

Group Memos. Teams are assigned two to three weeks to write a discussion memo and lead class discussion of that week's material. Memos should be three to four single-spaced pages; they should provide a summary of the work (helpful for future studying purposes) and provide a list of questions for class discussion. Memos should be emailed to the entire class by the Monday prior to meeting. Groups will also be expected to lead discussion of the works in question each week.

Research Ideas. An important part of obtaining a PhD is learning to do independent research. But good research ideas—especially for dissertations—don't fall out of trees. There is a lot of trial and error, of back-and-forth between ideas, concepts and cases. Over the course of the semester, PS 7200 students will be asked to write up and share short research idea briefs (1-2 pages, whatever is most helpful to you), which we will work on developing over the course of the semester. Not all your research ideas will be brilliant, but that's okay. The purpose here is to acculturate students to the process of moving from an intellectual interest to an interesting, concrete research question.

Final Paper. For the final project, students have two choices:

- A. Write a short (10-15 pages, double spaced) paper linking your research interests to at least two of the weekly topics from the course. A full paper is not required--the goal is to produce a document that resembles the introduction, literature review, and theory sections of a dissertation prospectus. The paper should thus include three sections: one that introduces and motivates your research interests, a second that outlines and highlights a theoretical gap in existing literature, and a third that begins building a theoretical framework to fill that gap.
- B. Students are also welcome to write a full research paper, ie one including some form of empirical analysis. This may be an especially appropriate option for second-year students who are working on a CP comps paper.

Learning in the Midst of a Global Pandemic

Although I encourage you to keep up with the work and scheduled due dates for PS 7200, we are living in uncertain times. Given current circumstances, it seems very likely that at least some members of our classroom community may end up facing difficult circumstances this semester, be it illness, housing dislocation, or family concerns.

If – for whatever reason—or you find yourself in a difficult place, please do not feel like you need to maintain a stiff upper lip and continue as if nothing has happened. I am happy to work out accommodations. Your health and well-being are the most important thing! If you need to take some time to catch up on course material, that is not a problem. Please reach out and let me know how I can help you succeed!

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Communication via Email:** I will try my best to reply to emails within **24 hours on days when class is in session at the university**. I do not usually respond to email on weekends.
- **Grading and feedback:** For major assignments (memos, paper), you can generally expect feedback within **3-7 days**.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For course materials, list at least the title and page numbers. For online sources, include a link.)

Academic integrity policy

POLICIES FOR THIS ONLINE COURSE

- **Written assignments:** Your written assignments, including writing responses, should be your own original work. In formal assignments, you should follow APA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.
- **Group projects:** This course includes some group work, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I want to give you the freedom to organize the group work according to your own interests, but please let me know if you have any questions.

OHIO STATE'S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Your mental health

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other, and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact Ohio State University Counseling and Consultation Service (614-292-5766; www.ccs.osu.edu) for assistance, support and advocacy. This service is free and confidential.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact your instructor privately as soon as possible to discuss your specific needs. Discussions are confidential.

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue

Go to <http://ods.osu.edu> for more information.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tool



COURSE SCHEDULE

****The course schedule below is subject to change depending on how the semester unfolds. If I decide to add or delete sessions/readings, I will communicate these changes to you via email and/or Carmen Announcements.****

Week 1: Introduction (8/25)

Review syllabus and course expectations

Week 2: Classics in Democratization and Regime Change (9/1)

Barrington Moore: *The Argument*

Barrington Moore. 1966. *Social Origins of Dictatorship and Democracy*, preface, ch's 1-2, 7-9

Theda Skocpol. 1973. "A Critical Review of Barrington Moore." *Politics & Society*. 4:1.

Paths to Modernity: An Alternative Perspective?

Gregory Luebbert. 1987. "Social Foundations of Political Order in Interwar Europe," *World Politics*, vol. 33, no. 4 (July 1987).

Moore in the Modern World

Michael Bernhard. 2016. "The Moore Thesis: What's Left After 1989?" *Democratization*. 23:1.

David Samuels and Henry Thompson. 2020. "Lord, Peasant and Tractor: Agricultural Mechanization, Moore's Thesis, and the Emergence of Democracy." *Perspectives on Politics*.

Reflections on Moore's Continued Relevance:

J. Bradford DeLong. 2010. "The Barrington Moore Problematic." Mimeo.

Daniel Ziblatt (and others). 2010. "Why Do We Read Barrington Moore? Some Reflections on the Survival of an Intellectual Icon." *APSA Comparative Democratization Section Newsletter*.

**** Prof Watson will post additional suggested reading on Carmen.**

Week 3: Gender and Democratization (9/8)

Dawn Teele. 2018. *Forging the Franchise*. Princeton, NJ: Princeton University Press.

**** If not presenting, brainstorm a research idea (a “why” or a “how” question).**

Week 4: Political Parties and Democratization (9/15)

Adrienne Le Bas. 2013. *From Social Movements to Parties*. New York: Oxford University Press.

Suggested Reading:

Daniel Ziblatt. 2017. *Conservative Parties and the Birth of Democracy*. New York: Cambridge University Press

**** If not presenting, brainstorm a research idea (a “why” or a “how” question).**

Week 5: Developing Research Ideas (9/22)

- Curini and Franzese (eds). 2020. *The Sage Handbook of Research Methods in Political Science and International Relations*.
 - Chapter 1: “Asking Interesting Questions” (William Roberts Clark)
 - Chapter 2: “From Questions and Puzzles to Research Projects” (Adam McAuley and Andrea Ruggieri)
- Irene Bloemraad. 2012. “What Textbooks Don’t Tell You: Moving from Research Puzzles to Published Findings.”
- dana boyd. 2016. “We are to blame for social science research.” SSRC Blog.
- Chris Day and Kendra Koivu. 2018. “Finding the Question: A Puzzle-Based Approach to the Logic of Discovery.” *Journal of Political Science Education*.

******Class discussion; then small-group presentations of research ideas.**

Week 6: Political Parties, Party Systems and Democratic Representation (10/6)

Seymour Martin Lipset and Stein Rokkan. 1967. "Cleavage Structures, Party Systems and Voter Alignments: An Introduction." In S. M. Lipset & S. Rokkan (Eds.), *Party Systems and Voter Alignments: Cross-National Perspectives*. New York: Free Press.

Karen Long Jusko. 2017. *Who Speaks for the Poor?* New York: Cambridge University Press.

Suggested Reading:

Giovanni Sartori. 1969. "From the Sociology of Politics to Political Sociology." *Government & Opposition*. Vol. 4, Issue 2.

Stephanie Mudge and Anthony Chen. 2014. "Political Parties and the Sociological Imagination." *Annual Review of Sociology*.

Week 7: States and State-Building I (10/13)

Charles Tilly, *Coercion, Capital and European States AD 990-1992* (New York: Cambridge University Press, 1992), chapter 1 [pp. 1-37].

Kristin Fabbe. 2019. *Disciples of the State? Religion and State-Building in the Former Ottoman World*. New York: Cambridge University Press.

Suggested Reading:

In addition to consulting the CP reading list, please also refer to Professor Pierskalla's syllabus on State-Building.

**** Research Idea--** Either keep brainstorming new ideas, or identify at least one literature relevant to your research idea

Week 8: States and State-Building II: Colonial States and Illicit Markets (10/20)

Diana S. Kim. 2020. *Empires of Vice*. Princeton: Princeton University Press.

**** Research Idea--** Either keep brainstorming new ideas, or identify at least one literature relevant to your research idea

Week 9: Immigrant Incorporation (10/27)

Rafaela Dancygier. 2018. *Dilemmas of Inclusion: Muslims in European Politics*. Princeton, NJ: Princeton University Press.

For small group preparation:

Richard Swedberg. 2015. "Before Theory Comes Theorizing, Or How to Make Social Science More Interesting." *British Journal of Sociology*. 67:1.

****Class discussion; then small-group presentations of research ideas.**

Week 10: Redistribution and Public Goods Provision (11/3)

Alisha Holland. 2017. *Forbearance as Redistribution*. New York: Cambridge University Press.

Adam Michael Auerbach. 2019. *Demanding Development: The Politics of Public Goods Provision in India's Urban Slums*. New York: Cambridge University Press. Chapter 1 only.

**** Research Idea--Brainstorm hypotheses/claims**

Week 11: States and Markets Revisited (11/10)

Yuen Yuen Ang. 2016. *How China Escaped the Poverty Trap*. Ithaca, NY: Cornell University Press.

Kristen E. Looney. 2019. *Mobilizing for Development: The Modernization of Rural East Asia*. Ithaca, NY: Cornell University Press. Chapter 1.

Daron Acemoglu, Simon Johnson and James Robinson, "The colonial origins of comparative development," *American Economic Review* 91 (2001): 1369-1401.

**** Research Idea--Brainstorm hypotheses/claims**

Week 12: How Authoritarian Institutions Work (I): Control and Contention

Diana Fu. 2017. *Mobilizing Without the Masses*. New York: Cambridge University Press.

*** Research Idea--How would we know? (Brainstorm evidence)*

Week 13: How Authoritarian Institutions Work (II): Rule of Law in Authoritarian Settings (11/17)

Mary Gallagher. 2017. *Authoritarian Legality in China*. New York: Cambridge University Press.

***After book discussion, small-group presentations of paper*

Week 14: Student Presentations (12/1)

Political Science 7200: Theories of Comparative Politics
Autumn 2016

Marcus Kurtz
2049 D Derby Hall
kurtz.61@osu.edu
614.292.0952

Derby Hall 0038
Th 11:30am – 2:15pm
OH: Thu 9-10, and by appointment

Course Description

The idea behind this course is to provide an overview of some of some of the major theoretical perspectives on the “big questions” in comparative politics scholarship. Of course, delimiting what the big questions are is a difficult task, and no warrant is given here that the selections made for this course are entirely unbiased. While I have tried to cover many bases, the course naturally reflects my tendency to think of comparative politics from a historical perspective – especially in terms of the origins of many of the institutional arrangements that form the central backdrop of most contemporary scholarship. Thus, the course begins with an examination of accounts of the formation of first the market and then the modern bureaucratic state. Subsequent sessions examine aspects of the linkage between state and society – from the extractive (taxation), to the origins of alternative political regimes, to the relationship between economic modernization and democracy and the meaning of democratic politics in a market economic context. From there we move to a discussion of the origin of two critical species of political parties (Christian- and Social-Democratic), and the party systems within which they operate. Next comes the question of violence, both in terms of the creation of order out of violence and the dynamics of violence in civil wars. And finally we end with an examination of alternative approaches to the political economy of economic development.

Responsibilities

This class meets once a week for almost three hours, which gives us sufficient time to read and think about the issues at hand. Vigorous classroom participation will be essential to making the course a success, as will timely completion of the readings. This is a seminar, not a lecture, class, and as such discussion and debate will be essential. Always bring the readings to class, as we will make frequent reference to them.

Requirements

Every week each student will write a roughly one page “reaction” to that week’s readings. These reaction papers should be emailed to everyone in the class no later than 5:00PM on the evening before the class session. The point of these reactions papers is NOT TO SUMMARIZE the reading, but rather to raise a question or discussion point for us to think about during the seminar. This is a seminar, and thus what we cover will in part be governed by what you find perplexing. This is a great venue to make such a point. Note also, that the comment can be about a small point, a big theoretical issue, a methodological consideration, or the treatment of empirical evidence, *inter alia*. The idea is to raise a topic you think worth considering.

In addition, once during the course, each student will write a five-page paper discussing one of the important works we are covering. It will be due, as above, the day before the date in which it is to be discussed in class. Who is responsible for what set of readings will be determined during the first class. The basic point in this paper will be to examine how or whether the work in question advances our knowledge on a particular subject (set in the context of the state of knowledge in a particular topic area).

This will in part require a “reverse engineering” of the research design that supported the work in question, and will address such issues as: What theoretical question frames the work? What categories of evidence are brought to bear? Were the causal variables appropriately conceptualized and measured? Were the tests of hypotheses appropriate to the theories under examination? What alternative approaches were not discussed? What other data would be required to make the argument more compelling? How does the work fit into ongoing debates in the area? What do alternative approaches to evidence tell us for the robustness of the findings? It will not be a summary or a literature review. More elaboration on this assignment will be forthcoming later.

The principal written assignment for the class will be a substantial paper (which may be an extension of the 5-page paper) that is: (1) a research paper that departs from where the readings for one of our topics leaves off (i.e., tries to take the “next step”), (2) or a re-analysis of one of the topics considered in the course with different data/methods (e.g., using new cases; from a distinct methodological perspective or approach; with a re-conceptualization of key variables, etc.), or (3) a traditional research paper on the topic of your choice (with approval). Typically, such papers are on the order of 20-30 pages, though there is no strict upper or lower limit.

A brief presentation of your final paper will take place on the last class session (time/place TBD).

Grades will be assigned on the following basis: class participation and reaction papers (15%), five-page paper (20%), presentation (10%), final paper (55%).

Deadlines: Reaction papers are to be distributed to the entire class by email by 5:00PM the night before class. Five page papers must be emailed to all class members by the same (5:00PM) deadline. The final version of the major paper is due at **12:00pm on Wednesday, December 14th, 2016.**

A Warning. This is a foundation class in comparative politics. Since we have a large amount of ground to cover, there is no way to keep the amount of reading small. As a consequence, you should understand that this course will tend to be time consuming. Coming to class unprepared, however, is not acceptable. All reading should be done in a timely fashion.

A Note

The syllabus for this course may be updated from time to time as we move along through the course. The most-current (and binding) version will be found on the carmen website. I will announce any changes by email as well.

Readings

There are eleven books that you will need for this course, as well as quite a few articles. The articles are generally available electronically through the library. A few readings (principally selections from books not included in the list below) are not available electronically and will be made available on the carmen website for this course. From time to time readings may be moved from “required” to “recommended” depending on whether we are successfully getting through all the material each week and if we are getting behind. I’ll let you know by email if the readings in any week are to be reduced.

The books for purchase or other form of acquisition are:

1. Karl Polanyi. *The Great Transformation: The Political and Economic Origins of Our Time* (Boston: Beacon Press, 1944). ISBN: 080705643X

2. Douglass C. North. *Structure and Change in Economic History* (New York: W. W. Norton, 1982). ISBN: 039395241X
3. Avner Greif. 2006. *Institutions and the Path to the Modern Economy* (New York: Cambridge University Press). ISBN. 0521671345.
4. Thomas Ertman. *Birth of Leviathan* (Cambridge: Cambridge University Press, 1997). ISBN: 0521484278.
5. Barrington Moore. *Social Origins of Dictatorship and Democracy* (Boston: Beacon Press, 1966). ISBN: 0807050733
6. Carles Boix. 2003. *Democracy and Redistribution*. (New York: Cambridge University Press).
7. Margaret Levi. *Of Rule and Revenue*. (Berkeley: University of California Press, 1989).
8. Stathis Kalyvas. *The Rise of Christian Democracy in Europe* (Ithaca, NY: Cornell University Press, 1996), ISBN. 0801483204.
9. Adam Przeworski. 1985. *Capitalism and Social Democracy*. (New York: Cambridge University Press).
10. Douglass North, John Wallis, and Barry Weingast. 2009. *Violence and Social Orders: A Conceptual Framework for Interpreting Recorded Human History*. (New York: Cambridge University Press).
11. Stathis Kalyvas. 2006. *The Logic of Violence in Civil War*. (New York: Cambridge University Press).

Academic Honesty

All of the work you do in this course is expected to be your own. Absolutely no cheating or plagiarism (using someone else's words or ideas without proper citation) will be tolerated. Any cases of cheating or plagiarism will be reported to the committee on academic misconduct and handled according to university policy. If you have any question about the University's Code of Student Conduct, please see the web site: http://studentaffairs.osu.edu/pdfs/csc_7-13-06.pdf.

Students with Disabilities

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Schedule of Readings

August 25. Introduction

September 1. Capitalism, the Market, and Market Society.

North, Douglass C. 1982. *Structure and Change in Economic History* (New York: W. W. Norton, 1982), 3-89, 143-186.

Polanyi, Karl. 1944. *The Great Transformation: The Political and Economic Origins of Our Time* (Boston: Beacon Press), 3-134.

Greif, Avner. 2006. *Institutions and the Path to the Modern Economy* (New York: Cambridge University Press), 1-53 (skim), 91-123.

Brenner, Robert. 1976. "Agrarian Class Structure and Economic Development in Pre-Industrial Europe" *Past & Present* No.70 (February), 30-75.

September 8. NO CLASS. APSA.

September 15. NO CLASS. MAKE-UP DATE IN LAST WEEK FOR PRESENTATIONS.

September 22. The Birth of the Modern State in Europe.

Soifer, Hillel. 2008. "State Infrastructural Power: Approaches to Conceptualization and Measurement" *Studies in Comparative International Development*. Vol. 48:3/4 (September):231-251.

Ertman, Thomas. 1997. *Birth of Leviathan* (Cambridge: Cambridge University Press), 1-34, 90-263.

Tilly, Charles. 1990. *Coercion, Capital, and European States* (Cambridge, MA: Basil Blackwell), 67-95.

Cohen, Youssef, Brian R. Brown, and A. F. K. Organski. 1981. "The Paradoxical Nature of State Making: The Violent Creation of Order" *American Political Science Review* Vol. 75:4 (December):901-910.

Greif, Avner. 2006. *Institutions and the Path to the Modern Economy* (New York: Cambridge University Press), 153-304.

Sharma, Vivek Swaroop. 2015. "Kinship, Property, and Authority: European Territorial Consolidation Reconsidered" *Politics & Society*, Vol. 43:2 (pp. 151-180).

September 29. State Building in the Developing World.

Centeno, Miguel Angel. 1997. "Blood and Debt: War and Taxation in Nineteenth-Century Latin America" *American Journal of Sociology*, Vol. 102:6 (pp. 1565-1605).

- Herbst, Jeffrey. 1990. "War and the State in Africa" *International Security*, Vol. 14:4 (pp. 117-139).
- Rodríguez-Franco, Diana. 2016. "Internal Wars, Taxation, and State Building" *American Sociological Review*, Vol. 81:1 (pp.190-213).
- Kurtz, Marcus. 2009. "The Social Foundations of Institutional Order: Reconsidering War and the 'Resource Curse' in Third World State Building" *Politics & Society*, Vol. 37:4 (pp. 479-520).
- Soifer, Hillel. TBD.
- Saylor, Ryan. 2014. *State Building in Boom Times: Commodities and Coalitions in Latin America and Africa* (Oxford: Oxford University Press), pp. 1-58.
- Hui, Victoria Tin-Bor. 2004. "Toward a Dynamic Theory of International Politics: Insights from Comparing Ancient China and Early Modern Europe" *International Organization*, Vol. 58:1 (pp. 175-205).
- Robinson, Amanda Lea. 2014. "National Versus Ethnic Identification in Africa: Modernization, Colonial Legacy, and the Origins of territorial Nationalism" *World Politics*, Vol. 66:4 (pp 709-746).

October 6. Taxation and Fiscal Sociology.

- Schumpeter, Joseph A. 1954. "The Crisis of the Tax State," translated from the German by W. F. Stolper and R. A. Musgrave, and published in Alan Peacock, Wolfgang Stolper, Ralph Turvey, and Elizabeth Henderson, eds., *International Economic Papers*, No. 4. London: MacMillan and Company Limited.
- Margaret Levi. *Of Rule and Revenue*. (Berkeley: University of California Press, 1989), pp. 1-144, 175-84.
- Einhorn, Robin. 2000. "Slavery and the Politics of Taxation in the Early United States" *Studies in American Political Development*. Vol. 14 (Fall):156-183.
- Ross, Michael. 2004. "Does Taxation Lead to Representation" *British Journal of Political Science* Vol. 34:2 (April):229-249.
- Boucoyannis, Deborah. 2015. "No Taxation of Elites, No Representation: State Capacity and the Origins of Representation" *Politics & Society*, Vol. 43:3 (pp. 303-332).
- Robert H. Bates and Da-Hsiang Donald Lien. 1985. "A Note on Taxation, Development, and Representative Government," *Politics & Society*, Vol.14, no. 1 (pp. 53-70).
- Scheve, Kenneth and David Stasavage. 2010. "The Conscription of Wealth: Mass Warfare and the Demand for Progressive Taxation" *International Organization*, Vol. 64:4 (pp. 529-61).

October 13. NO CLASS. AUTUMN BREAK.

October 20. Regimes and Nations

Moore, Barrington. 1966. *Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World* (Boston: Beacon Press). Read the theory chapters at the end, as well as at least the chapters on France and England.

Luebbert, Gregory. 1987. "Social Foundations of Political Order in Interwar Europe" *World Politics* 39:4 (July), pp. 449-478.

Carles Boix. 2003. *Democracy and Redistribution*. (New York: Cambridge University Press), 1-129.

Acemoglu, Daron and James Robinson. 2001. "A Theory of Political Transitions" *American Economic Review* Vol. 91:4 (September), 938-63.

Recommended:

Weber, Eugen. 1976. *Peasants into Frenchmen: The modernization of rural France, 1870-1914*. Palo Alto, CA: Stanford University Press.

October 27. The Modernization Debates.

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

Barro, Robert J. 1999. "Determinants of Democracy" *Journal of Political Economy*, Vol. 107:S6 (pp. S158-S183).

Przeworski, Adam and Fernando Limongi. 1997. "Modernization: Theory and Facts" *World Politics* Vol. 49:2 (January), 155-183.

Boix, Carles and Susan Stokes. 2003. "Endogenous Democratization" *World Politics* Vol. 55:4 (July).

Acemoglu, Daron, Simon Johnson, James A. Robinson, and Pierre Yared. 2009. "Reevaluating the Modernization Hypothesis" *Journal of Monetary Economics* Vol. 69, 1043–1058.

Rueschemeyer, Dietrich, Evelyne Huber Stephens, and John Stephens. 1992. *Capitalist Development and Democracy* (Chicago: University of Chicago Press), 1-154 (skim).

Richard Hamilton. 1986. "Hitler's Electoral Support: Recent Findings and Theoretical Implications" *Canadian Journal of Sociology*. Vol. 11:1 (pp. 1-34).

David Abraham. 1980. "Conflicts within German Industry and the Collapse of the Weimar Republic" *Past and Present*, Vol. 88:1 (pp. 88-128).

Sheri Berman. 1997. "Civil Society and the Collapse of the Weimar Republic" *World Politics*, Vol. 49:3 (pp. 401-429).

King, Gary, Ori Rosen, Martin Tanner, and Alexander Wagner. 2008. "Ordinary Economic Voting Behavior in the Extraordinary Election of Adolf Hitler" *Journal of Economic History*, Vol. 68:4 (pp. 951-996).

November 3. Markets and Democracy.

- Olson, Mancur. 1993. "Dictatorship, Democracy, and Development" *American Political Science Review* Vol. 87:3 (September), 567-576.
- Przeworski, Adam. *Capitalism and Social Democracy* (New York: Cambridge University Press), 133-169.
- Lindblom, Charles. 1982. "The Market as Prison" *Journal of Politics* Vol. 44:2 (May), 324-336.
- Przeworski, Adam and Michael Wallerstein. 1988. "Structural Dependence of the State on Capital" *American Political Science Review* Vol. 82:1 (March), 11-29.
- Mueller, John. 1992. "Democracy and Ralph's Pretty Good Grocery: Elections, Equality and the Minimal Human Being," *American Journal of Political Science* 983-1003 (November 1992)
- Simmons, Beth A. and Zachary Elkins. 2004. "The Globalization of Liberalization: Policy Diffusion in the International Political Economy" *American Political Science Review*, Vol. 98:1.
- Kurtz, Marcus. 2004. "The Dilemmas of Democracy in the Open Economy: Lessons from Latin America" *World Politics* Vol. 56:2 (January).
- Mosley, Layna. 2000. "Room to Move: International Financial Markets and National Welfare States" *International Organization*, Vol. 54:4 (pp. 737-773).

November 10. Political Parties and Party Systems.

- Stathis Kalyvas. 1996. *The Rise of Christian Democracy in Europe* (Ithaca, NY: Cornell University Press), 1-113, 167-221.
- Adam Przeworski. 1985. *Capitalism and Social Democracy*. (New York: Cambridge University Press), 1-132.
- Lipset, Seymour Martin and Stein Rokkan. 1967. *Party Systems and Voter Alignments: Cross-National Perspectives* (New York: The Free Press), pp. 1-64.
- Boix, Carles. 1999. "Setting the Rules of the Game: The Choice of Electoral Systems in Advanced Democracies" *American Political Science Review* 93:3 (September), pp. 609-624.
- Cusack, Thomas, Torben Iverson, and David Soskice. 2007. "Economic Interests and the Organization of Electoral Systems" *American Political Science Review*, Vol. 101:3 (August).
- Shefter, Martin. 1977 "Party and Patronage: Germany, England, and Italy" *Politics & Society*. Vol. 7:4 (December):403-451.

November 17. Violence and Order

Huntington, Samuel. 1968. *Political Order in Changing Societies* (New Haven, CT: Yale University Press), pp. 1-92.

North, Douglass, John Wallis, and Barry Weingast. *Violence and Social Orders: A Conceptual Framework for Interpreting Recorded Human History* (Cambridge: Cambridge University Press), 1-76, 110-147, 190-250.

Kalyvas, Stathis. 2006. *The Logic of Violence in Civil War* (Cambridge: Cambridge University Press), 1-52, 87-245. Skim chapter on micro-comparative evidence if you have time.

November 24. NO CLASS. Thanksgiving

December 1. The Politics of Development

Gershenkron, Alexander. 1962. *Economic Backwardness in Historical Perspective*. Cambridge, MA: Harvard University Press.

Chaudhry, Kiren. 1993. "The Myth of the Market and the Common History of the Late Developers" *Politics & Society* Vol. 21:3 (September).

Mahoney, James. 2003. "Long-Run Development and the Legacy of Colonialism in Spanish America" *American Journal of Sociology* Vol. 109:1 (July):50-106.

Olson, Mancur. 1982. *The Rise and Decline of Nations* (New Haven, CT: Yale University Press), pp. 1-117.

Boix, Carles. 2003. *Democracy and Redistribution* (Cambridge: Cambridge University Press), 171-233.

Acemoglu, Daron and James Robinson. 2006. "Economic Backwardness in Political Perspective" *American Political Science Review* Vol. 100:1 (February), 115-131.

December 8 or 9. Make-Up class session for presentations.

FINAL PAPER DUE (by upload to carmen) at 12:00pm on Wednesday, December 14th, 2016.