



Introduction to Comparative Politics

Department of Political Science
John Jay College of Criminal Justice
The City University of New York

POL 257, Section 1, Spring 2015
Room: North Hall 1308, Mondays and Wednesdays, 9:25 am – 10:40 am.

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Course Description:

This course provides a broad overview of the main theoretical approaches in the subfield of comparative politics by focusing on important substantive questions about the world. The course is organized around six key questions. First, how can we understand the world from a comparative perspective? Second, how do nation states emerge? Third, why are there different types of political regimes? Fourth, what are the different types of political institutions in modern democracies? Fifth, why do people organize along social, ethnic or political identities? Sixth, why do people challenge the established political order? The course will expose students to the main theoretical arguments and debates answering these questions. In addition, the course assignments will allow students to gain substantive knowledge about specific cases.

Course Objectives:

The readings, writing assignments and presentations in this course are designed to help students make sense of the maze of information about world politics using theoretical frameworks developed in comparative politics. After successfully completing this course, students will be able to:

1. Identify the types of arguments used to explain comparative politics: structuralism, culturalism and rationalism.
2. Apply theoretical explanations to understand issues in world politics.
3. Gain factual knowledge on the political characteristics of a set of countries.
4. Classify and distinguish different types of:
 - State formation
 - Political regimes
 - Forms of government and political institutions
 - Social cleavages
 - Contentious politics
5. Identify the basic “building blocks” of arguments: research question, argument, hypotheses, dependent variable, independent variables, causal mechanisms and evidence.
6. Distinguish between making a theoretically informed argument and stating a political opinion.
7. Conduct basic independent research.

8. Effectively communicate their ideas in written and verbal form.
9. Contribute as a valuable team member for collective work.

Prerequisites: ENG 101 + POL 101.

Units: 3.

Required Texts: The following books are required for this course:

- Dahl, R. A. (1971). *Polyarchy*. Yale University Press, New Haven, CT.
- Lijphart, A. (1999). *Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries*. Yale University Press, New Haven, CT.
- North, D. (1982). *Structure and Change in Economic History*. W. W. Norton & Company, New York.
- North, D. (1990). *Institutions, Institutional Change and Economic Performance*. Cambridge University Press, Cambridge.

Course Requirements:

1. Class attendance

- You are expected to attend to ALL classes and arrive ON TIME. I will take attendance each class by passing around a sign-in sheet. It is your responsibility to see that you sign in as present.
- If you come to class extremely late or if you are recurrently late, I reserve the right to mark you as absent even if you sign in the attendance sheet.
- I do not grant “excused” absences except for religious observances (please send me an email in advance if that is the case). If you miss four (4) class sessions during the semester your final grade will be deducted by 10%. For each additional absence your final grade will be deducted an additional 10%.

2. Readings

- You are expected to complete all the required readings before class.
- You must bring the assigned reading to class as well as your notes.
- Expect to be called randomly to summarize, critique or defend any reading. So, come to class prepared.
- If I realize you did not do the assigned reading, I reserve the right to ask you to go to the library to write a summary for the reading and hand it to me at the end of the class.

3. Blackboard and email

- You will be able to find the syllabus, assigned readings (with the exception of the required texts), class slides and other relevant materials in Blackboard. You are responsible for checking Blackboard regularly.
- You are required to have an active email account registered in Blackboard as it will be a main way of communication.

- You are also required to upload a picture of you in your Blackboard profile. This will largely help me to get to know you better. You can change or delete your Blackboard profile picture after the end of this course if you wish so.
- You are required to use your John Jay email account to send me an email. When you do so, please observe the following guidelines:
 - How not to write an email: <https://www.youtube.com/watch?v=zSNc8F9tqzY>
 - How to write an email: http://www.wikihow.com/Email-a-Professor#Composing_an_Email_to_a_Professor_sub
- It is likely that some of your questions about the course are already answered in the syllabus. Please read it before sending me an email. I reserve the right not to respond an email asking about something already stated in the syllabus.

4. Country specialization

- Each student should pick a country to study throughout the course. This will allow you to gain factual knowledge and become an expert on that specific country.
- When selecting your country, make sure it is listed in all these information sources:
 - <http://www.worldvaluessurvey.org/WVSOnline.jsp> (wave 2010-2014)
 - <https://www.cia.gov/library/publications/the-world-factbook/>
 - <http://www.gapminder.org/>
- In addition to the weekly reading assignments, you are expected to conduct research and independent readings on your selected country on to the topic being discussed each session. For example, if the assigned reading is about theories of state formation, you should find some articles or books that describe the process of state formation in your country of specialization.
- Students are expected to contribute to class discussion by providing examples of their country of specialization.
- Gaining country expertise will be crucial for completing other assignments in the course.

5. Class participation (10%)

- You should complete all readings before the class session for which they are assigned.
- You are expected to participate in class by asking questions, criticizing and providing informed opinions about the assigned readings and your country of expertise.

6. In class Exam (20%)

- The main objectives of the Exam pertain to items 1, 2, 4, 5 and 8.
- The Exam will consist of multiple-choice questions and some open-ended questions.
- If you miss the Exam for any reason you will receive a grade of 0% for this requirement.
- The exam is scheduled on February 25th.

7. Team Presentations (15% each, for a total of 30%)

- Students will form teams of 5 or 6 people. The idea is that each team will specialize in a set of countries. There should be no repeated countries in a single team.

- Students are expected to seat in groups during class. This will facilitate team-oriented activities in class and communication among team members. In addition, students are expected to meet (personally or virtually) with other members of their team to discuss on a regular basis the content reviewed in class.
- Each team will present twice during the semester.
- The main objectives of the presentation pertain to items 2, 3, 4, 7, 8 and 9 in the “Course Objectives” section. The secondary objectives are items 1, 5 and 6 in the referred section.
- Prior to the presentation, the instructor will provide a prompt or question that students must address. During the presentation, students must use the theoretical arguments and concepts reviewed in class to analyze their cases from a comparative perspective.
- Teams must be able to communicate their arguments and examples in a clear and effective way. Teams are encouraged to rely on visual support for their presentations.
- Presentation assignments will be distributed on the following dates:
 - March 16th.
 - April 8th.
- Team presentations are scheduled on:
 - March 23rd.
 - April 15th.
- Presentation content: students are expected to address a question assigned by the instructor. The presentation must address the question from comparative perspective using the theoretical content acquired in class and the empirical information in your set of countries.
 - Show clear theoretical understanding
 - Show factual knowledge
 - Demonstrate capability to apply concepts to country specific information
 - Make comparative analytical connections
- Presentations should consider the following format:
 - Each team will have up to 10 minutes to present
 - There should be three team members conducting the presentation
 - Each team member must present at least once in any of the presentations scheduled during the semester
 - All other members should attend the presentation and be able to respond to any question
 - Teams are allowed to choose their own format for the presentation. I suggest you use visual support such as Power Point, Prezi, Mind Jet or any other form of display.
- The presentation grade is composed in the following way:
 - 60% from the grade I give the group for the presentation
 - 40% from your peer-to-peer evaluations
- Peer-to-peer evaluation: Instead of assigning an uniform grade for all team members, each student will evaluate his/her other team members. This peer-to-peer evaluation will be used to weight the group grade by individual. The instructor will provide a form so students can evaluate their peers on the basis of their: (i) participation and attendance to your own team activities; (ii) contribution to theoretical clarifications; (iii) contribution of country expertise; and (iv) analytical contributions.

- The peer-to-peer evaluation is due by email the morning before your presentation. Failing to submit your evaluation prior to the presentation will automatically assign you 0% in the grade weight.
- Use your peer-to-peer evaluations carefully and responsibly. I do not and will not micro-manage internal group dynamics.

8. Individual Written Assignments (20% each, for a total of 40%)

- Each student will write two individual written assignments during the semester
- The main objectives of the Exam pertain to items 2, 3, 4, 5, 6, 7 and 8.
- The instructor will provide a prompt or question that students must address in their individual written assignment.
- The assignment papers must be short and clearly written. The content must reflect a sharp understanding of the theories and concepts discussed in class as well as solid knowledge about their specific country of specialization.
- When writing your paper, consider the following elements:
 - Put your name, title and page numbers in the paper
 - Start your essay with a clear and concise thesis statement
 - Define the concepts and explain the theories you use in your paper
 - Ideas must flow easily through the structure of the paper
 - The ideas, sentences and paragraphs should be clearly and logically connected
 - Proofread, proofread, proofread!
- The written assignment papers will be between 900-950 words (about 3 pages), double-spaced, normal margins (1" per side) and font Times New Roman 12pt.
- Paper assignments will be distributed on:
 - April 8th.
 - May 13th.
- Papers are due on:
 - April 15th.
 - May 20th.
- Five errors policy: To guarantee a quality baseline of your paper, I reserve the right to stop reading your essay after I find five writing errors (typos, grammar, syntax, punctuation and similar mistakes). I will grade your paper based on the content presented before the fifth error.
- Consider the following recommendations to improve the quality of your writing:
 - Proofread your paper at least three times
 - Read your paper out loud at least twice
 - Make an appointment at the Writing Center
 - Rely on friends, family or team members to proofread your paper
- Students are responsible for making sure the instructor receives the paper.

9. Late assignment policy

- LATE ASSIGNMENTS WILL NOT BE ACCEPTED under any circumstances and will receive a grade of 0%.

10. Extra credit assignments

- I do not grant extra credit assignments, so plan accordingly.

Grade Distribution:

The course requirements contribute to the final grade in the following way. Failing to complete a requirement will result in losing the corresponding percentage of the grade.

Class participation	10%
Class exam	20%
Team presentations	30%
Individual paper assignments	40%

Letter Grade Distribution:

Expectation	Grade	Range
Excellent performance	A	(96.4 - 100]
	A-	(92.7 - 96.4]
Good performance	B+	(89.1 - 92.7]
	B	(85.5 - 89.1]
	B-	(81.8 - 85.5]
Satisfactory performance	C+	(78.2 - 81.8]
	C	(74.5 - 78.2]
	C-	(70.9 - 74.5]
Basic performance	D+	(67.3 - 70.9]
	D	(63.6 - 67.3]
	D-	[60.0 - 63.6]
Below basic performance	F	[0 - 60.0)

Incomplete Grade Policy:

Incompletes are not allowed in this course, so plan accordingly.

Citation Style:

Students are advised to use the American Psychological Association (APA) citation style in their written assignments. Students who prefer using any other citation style must consult with the instructor before turning the assignment in. If you are not sufficiently familiar with the use of a citation style let me know and I will write you a referral for the Writing Center so they help you on that. For further information on the APA citation style consult:

- <http://www.apastyle.org/manual/>
- http://www.umuc.edu/library/libhow/apa_examples.cfm

Americans with Disabilities Act (ADA) Policies:

Qualified students with disabilities will be provided reasonable academic accommodation if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in the course, the instructor must receive written verification of a student's eligibility from the OAS which is located at 1233N (212-237-8144). It is the student's responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.

Academic Integrity:

1. John Jay College Policy on Academic Integrity:

- Each student in this course is expected to abide by the John Jay College Policy on Academic Integrity, which is available at <http://www.jjay.cuny.edu/762.php>.
- Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source.
- Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility of plagiarism.
- It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited.
- Students who are not sure about how and when to provide documentation are advised to consult with the instructor. The Library has free guides designed to help students with problems of documentation
- Any work submitted by a student should be the students own work.

2. Authorship:

- Students must clearly establish authorship of a work. Referenced work must be clearly documented, cited, and attributed, regardless of media or distribution. Even in the case of work licensed as public domain or Copyleft, the student must provide attribution of that work in order to uphold the standards of intent and authorship.

3. Declaration:

- Online submission of, or placing one's name on an exam, assignment, or any course document is a statement of academic honor that the student has not received or given inappropriate assistance in completing it and that the student has complied with the Policy on Academic Integrity in that work.

4. Plagiarism Detection Software:

- Assignments will be checked using SafeAssign, the College's plagiarism detection software.
- Before submitting papers, students should check them using SafeAssign in Blackboard to make sure there are no problems of plagiarism.

5. Plagiarism Sanction:

- The detection of intentional or unintentional plagiarism will cause the student to get 0% in the assignment.
- Depending on the severity of the case, I reserve the right to fail the student in the course.
- In the event of plagiarism detection, I will issue an Academic Integrity Violation Form to the Office of the Provost.

Advising in the Political Science, Law and Society, and Legal Studies majors and in the Political Science and Human Rights minors:

Advisers are available to meet with students to discuss degree requirements, academic planning, graduate study and careers after graduation. Please contact the adviser to schedule an appointment. The Political Science major and minor adviser is Prof. Samantha Majic (Room 9.65.13, smajic@jjay.cuny.edu, 212-237-8439). The Law and Society major adviser is Prof. Monica Varsanyi (Room 9.65.10, mvarsanyi@jjay.cuny.edu, 212-237-8232). The Legal Studies major adviser is Prof. Alexandra Moffett-Bateau (Room 9.65.37, amoffett-bateau@jjay.cuny.edu, 212-237-8244). The Human Rights minor adviser is Prof. George Andreopoulos (Room 09.65.09, gandreopoulos@jjay.cuny.edu, 212-237-8190). All majors and minors also can schedule an appointment with the Political Science Department chairperson, Prof. James Cauthen (Room 9.65.08, jcauthen@jjay.cuny.edu, 212-237-8193).

Course Outline:

The following table presents the course structure according to specific questions and their corresponding topics. The table also indicates the main requirements (exam, team presentations and individual written assignments) additional to class attendance and participation.

Questions	Topics	Main requirement
I. How can we understand the world from a comparative perspective?	- Main Theoretical Approaches - Methods of Inquiry	In class exam
II. How do nation states emerge?	- Marxist Theories - Weberian Theories - Neoclassic Theories	
III. Why are there different types of political regimes?	- Authoritarian Regimes - Democratic Regimes - The Liberal Approach on Political Regimes - The Marxist Approach on Political Regimes - Transitions to Democracy - Political Culture	1 st presentation
IV. What are the different types of political institutions in modern democracies?	- What are Institutions? - Types of Constitutional Systems - Presidential Systems - Parliamentary Systems - Party Systems	2 nd presentation and 1 st individual written assignment
V. Why do people organize along social, ethnic or political identities?	- Class Identities - Ethnic Identities - Nationalism - Social Identities and Political Parties	2 nd individual written assignment
VI. Why do people challenge the established political order?	- Political Institutions and Order - Grievances - Civil Wars - Social Movements	

Depending on my overall assessment of the class progress during the semester I might modify some readings or assignments in order to improve your learning experience.

Course Content:

January 28th

Introduction

No readings assigned.

PART I. How can we understand the world from a comparative perspective?

February 2nd

Main Theoretical Approaches

- Lichbach, M. I. and Zuckerman, A. S. (1997). *Comparative Politics. Rationality, Culture, and Structure*. Cambridge University Press, Cambridge, 10th edition. Selected pages: 3–8 and 242-267.

Suggested readings:

Kopstein, J. and Lichbach, M. I. (2008). *Comparative Politics: Interests, Identities, and Institutions in a Changing Global Order*. Cambridge University Press, Cambridge. Chapter 1, pages 2–30.

February 4th

Methods of Inquiry

- Geddes, B. (2003). *Paradigms and Sand Castles: Theory Building and Research Design in Comparative Politics*. University of Michigan Press, Ann Arbor, MI. Chapter 3, pages 89–129. Call: <https://login.ez.lib.jjay.cuny.edu/login/up?url=http://site.ebrary.com/lib/johnjay/Doc?id=10381353>

Suggested readings:

Lijphart, A. (1971). Comparative Politics and the Comparative Method. *American Political Science Review*, 65(3):682–693.

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

Collier, D. and Brady, H. E. (2004). *Rethinking Social Inquiry: Diverse Tools, Shared Standards*. Rowman & Littlefield Publishers, Maryland.

PART II. How do nation states emerge?

February 9th

The Concept of the State

- Skocpol, T. (1985). Bringing the State Back In. Strategies of Analysis in Current Research. In Evans, P. B., Rueschemeyer, D., and Skocpol, T., editors, *Bringing the State Back In*, pages 3–43. Cambridge University Press, Cambridge.

February 11th

Marxist Theories

- Anderson, P. (1985). *Lineages of the Absolutist State*. Verso, New York. Chapter 1, pages 15–42. Call: JC381 .A54.

February 16th

College closed, no class.

February 18th

Weberian Theories

- Tilly, C. (1985). War Making and State Making as Organized Crime. In Evans, P., Rueschemeyer, D., and Skocpol, T., editors, *Bringing the State Back In*, pages 169–191. Cambridge University Press, Cambridge.

Suggested readings:

Tilly, C. (1992). *Coercion, Capital and European States, AD 990-1992*. Blackwell Publishers, Malde, MA. Chapter 1, pages 1–37.

Hinze, O. (1975). Military Organization and the Organization of the State. In Gilbert, F., editor, *The Historical Essays of Otto Hinze*. Oxford University Press, New York.

February 23rd

Neoclassic Theories

- North, D. (1982). *Structure and Change in Economic History*. W. W. Norton & Company, New York. Chapter 1 1–4, pages 3–44. Call: HC21 .N66 1981.

Suggested readings:

Olson, M. (1999). Capitalism, Socialism, and Dictatorship: Outgrowing Communist and Capitalist Dictatorships. In *Conference Proceedings, LIEIS*, Luxemburg.

February 25th

Class exam.

PART III. Why are there different types of political regimes?

March 2nd

Authoritarian Regimes

- Linz, J. (2000). *Totalitarian and Authoritarian Regimes*. Lynne Rienner Publishers, Boulder, Colorado. Selected pages: 65–87, 114–116 and 129–141. Call: electronic.

Suggested readings:

O'Donnell, G. A. (1988). *Bureaucratic Authoritarianism. Argentina, 1966-1973, in Comparative Perspective*. University of California Press, Berkeley. Chapter 1, pages 1–38.

March 4th

Democratic Regimes

- Dahl, R. A. (1971). *Polyarchy*. Yale University Press, New Haven, CT. Chapters 1–3, pages 1–47. Call: JF518 .D32.

Suggested readings:

Schmitter, P. C. and Karl, T. L. (1991). What Democracy Is . . . and Is Not. *Journal of Democracy*, 2(3):75–88.

O'Donnell, G. A. (1994). Delegative Democracy. *Journal of Democracy*, 5(1):55–69.

Collier, D. and Levitsky, S. (1997). Democracy with Adjectives: Conceptual Innovation in Comparative Research. *World Politics*, 49(3):430–451.

March 9th

The Liberal Approach on Political Regimes

- Lipset, S. M. (1959). Some Social Requisites for Democracy. *American Political Science Review*, 53(1):69–105. Call: electronic.

Suggested readings:

Przeworski, A. and Limongi, F. (1997). Modernization: Theories and Facts. *World Politics*, 49(2):155–183.

March 11th

The Marxist Approach on Political Regimes

- Moore, B. J. (1966). *Social Origins of Dictatorship and Democracy*. Beacon Press, Boston. Chapter 1, pages 3-39. Call: HN15 .M775.

March 16th

Transitions to Democracy

- Huntington, S. P. (1993). *The Third Wave: Democratization in the Late Twentieth Century*. University of Oklahoma Press. Chapter 1, pages 3–30. Call: JC421 .H86 1991.

Suggested readings:

O'Donnell, G. A. and Schmitter, P. C. (1986). *Transitions from Authoritarian Rule: Tentative Conclusions about Uncertain Democracies*. Johns Hopkins University Press, Baltimore.

O'Donnell, G. A. (1993). On the State, Democratization, and Some Conceptual Problems: A Latin American View with Glances at some Post-communist Countries. *World Development*, 21(8):1355–1369.

March 18th

Political Culture

- Almond, G. A. and Verba, S. (1963). *The Civic Culture. Political Attitudes and Democracy in Five Nations*. Sage Publications, Newbury Park. Chapter 1, pages 1-44. Call: JA 74 .A4 1989.

Suggested readings:

Putnam, R. D. (1993). *Making Democracy Work: Civic Traditions in Modern Italy*. Princeton University Press, Princeton. Chapter 4, pages 83–120.

Inglehart, R. (1997). *Modernization and Postmodernization: Cultural, Economic and Political Change in 43 Societies*. Princeton University Press, Princeton.

March 23rd

Presentation 1

PART IV. What are the different types of political institutions in modern democracies?

March 25th

What are institutions?

- North, D. (1990). *Institutions, Institutional Change and Economic Performance*. Cambridge University Press, Cambridge. Chapters 1-8, p. 3-69. Call: HC21 .N66 1981.

March 30th

Models of Democracy

- Lijphart, A. (1999). *Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries*. Yale University Press, New Haven, CT. Selection of pages: 9–21, 31–41, 116–129.
Suggested readings:
Held, D. (2006). *Models of Democracy*. Stanford University Press, Stanford, CA, 3rd edition.

April 1st

Presidential and parliamentary systems

- Linz, J. (1994). Presidential or Parliamentary Democracy: Does it Make a Difference? In Linz, J. and Valenzuela, A., editors, *The Failure of Presidential Democracy*, chapter 1, pages 3–87. Johns Hopkins University Press, Baltimore. Selected pages: 3-36.
- Lijphart, A. (1999). *Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries*. Yale University Press, New Haven, CT. Chapter 11, pages 200–2015.
Suggested readings:
Shugart, M. S. and Carey, J. M. (1992). *Presidents and Assemblies: Constitutional Design and Electoral Dynamics*. Cambridge University Press, Cambridge
Cheibub, J. A. and Limongi, F. (2002). Democratic Institutions and Regime Survival: Parliamentary and Presidential Democracies Reconsidered. *Annual Review of Political Science*, 5(1):151–179

April 6th

College closed, no class.

April 8th

College closed, no class.

April 13th

Party Systems

- Sartori, G. (1976). *Parties and Party Systems: A Framework for Analysis*. ECPR Press, Colchester. Selected pages 105–113, 116–128, 154–178. Call: electronic.
Suggested readings:
Wolinetz, S. (2005). Party systems and party system types. In Katz, R. S. and Crotty, W. J., editors, *Handbook of Party Politics*, pages 51–62. SAGE Publications, London.
Laakso, M. and Taagepera, R. (1979). The Effective Number of Parties: A Measure with Application to West Europe. *Comparative Political Studies*, 12(1):3–27.

April 15th

Presentation 2

Individual paper 1

PART V. Why do people organize along social, ethnic or political identities?

April 20th

Class Identities

- Olin Wright, E. (2005). Foundations of a New-Marxist Class Analysis. In Olin Wright, E., editor, *Approaches to Class Analysis*, pages 4–30. Cambridge University Press, Cambridge

April 22nd

Ethnic Identities

- Horowitz, D. (1985). *Ethnic Groups in Conflict*. University of California Press, Berkeley. Chapter 1, pages 3–54.

Suggested readings:

Chandra, K. (2006). What Is Ethnic Identity and Does It Matter? *Annual Review of Political Science*, 9(1):397–424. Chapter 1, pages 3–54.

April 27th

Nationalism

- Anderson, B. (1983). *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Verso, New York. Chapters 1–3, pages 1–46. Call: <http://quod.lib.umich.edu.ez.lib.jjay.cuny.edu/cgi/t/text/text-idx?c=acls;idno=heb01609>

Suggested readings:

Hobsbawm, E. J. (1990). *Nations and Nationalism*. Cambridge University Press, Cambridge. Chapter 1, pages 14–45.

Hechter, M. (2001). *Containing Nationalism*. Oxford University Press, Oxford.

April 29th

Social Identities and Political Parties

- Lipset, S. M. and Rokkan, S. (1967). *Party Systems and Voter Alignments. Cross-National Perspectives*. Free Press, New York. Selected pagees: 1–33 and 50–56.

Suggested readings:

Kalyvas, S. N. (1996). *The Rise of Christian Democracy in Europe*. Cornell University Press, Ithaca. Chapter 1, pages 1–20.

PART VI. Why do people challenge the established political order?

May 4th

Political Institutions and Order

- Huntington, S. P. (1968). *Political Order in Changing Societies*. Yale University Press. Selected pages: 1–24, 32–59 and 79–92. Call: JA 66 .H795.

Suggested readings:

- Kalyvas, S. N., Shapiro, I., and Masoud, T. (2008). *Order, Conflict and Violence*. Cambridge University Press, Cambridge. Chapter 1.

May 6th

Grievances

- Gurr, T. R. (1970). *Why Men Rebel*. Princeton University Press, Princeton. Chapter 2, pages 22–58. Call: HM281 .G82.

Suggested readings:

- Taylor, M. (1988). *Rationality and Revolution. Studies in Marxism and Social Theory*. Cambridge University Press, Cambridge. Chapter 2, pages 63–69.
- Tilly, C. (1978). *From mobilization to revolution*. Addison Wesley, New York.

May 11th

Civil Wars

- Kalyvas, S. N. (2009). Civil Wars. In Boix, C. and Stokes, S., editors, *The Oxford Handbook of Comparative Politics*, pages 416–434. Oxford University Press, New York. Call: electronic.

Suggested readings:

- Bates, R. H. (2008). *When Things Fell Apart: State Failure in Late Century Africa*. Cambridge University Press, New-York. Chapters 1 and 2, pages 1-29.
- Collier, P. and Hoeffler, A. E. (2004). Greed and grievance in civil war. *Oxford Economic Papers*, 56(4):563–595.
- Fearon, J. D. and Laitin, D. D. (2003). Ethnicity, Insurgency, and Civil War. *The American Political Science Review*, 97(1):75 – 90.

May 13th

Social Movements

- Tarrow, S. G. (1998). *Power in Movement: Social Movements and Contentious Politics*. Cambridge University Press, Cambridge. Selected pages: 13–25 and 71–90.

Suggested readings:

- McAdam, D., McCarthy, J. D., and Zald, M. N. (1996). *Comparative Perspectives on Social Movements: Political Opportunities, Mobilizing Structures, and Cultural Framings*. Cambridge University Press, Cambridge. Chapter 1, pages 1–20.
- Lichbach, M. I. (1998). *The Rebel's Dilemma*. University of Michigan Press.
- McAdam, D., Tarrow, S. G., and Tilly, C. (2001). *Dynamics of Contention*. Cambridge University Press, Cambridge.

May 18th

No class.

May 20th

Individual paper due.