GOV-20

Introduction to Comparative Politics

Fall 2002

Pippa Norris

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Contact Details:

Class time: Mondays and Wednesdays 11.00 to 12.00
Class place: 
First class: Wednesday 18th September 2002
Last class: Wednesday 18th December 2002
Total: 25 classes
Exam group: 4 Catalog number 6166

Lecturer: Pippa Norris, McGuire Lecturer in Comparative Politics
Office: Littauer Building 110, John F. Kennedy School of Government
Tel: (617) 495 1475
Fax: (617) 496 2850
Email: Pippa_Norris@harvard.edu
http:// www.pippanorris.com

Assistant: Eric Lockwood
Office: Belfer 418
Tel: (617) 384 8319
Fax: (617) 496 2850
Email: Eric_Lockwood@ksg.harvard.edu

For all details see the class website online under ‘teaching’ at: www.pippanorris.com also available at http://www.courses.fas.harvard.edu/~gov20/

Course Synopsis:

This course provides an introduction to key theoretical frameworks, concepts, and analytical methods commonly used today in comparative politics. The class focuses upon some of the seminal contemporary works in the field and evaluates them in the light of the arguments of their critics.

After reflecting upon the methods, frameworks and analytical tools in comparative political science, the class considers alternative ‘consociational’ and ‘majoritarian’ models of democratic institutions; analyzes the impact of economic development on the process of democratization; reviews the changing nature of political activism; considers the impact of civic society and social capital; examines the role of political culture; and finally discusses issues of ethnic conflict and cooperation. The conclusion draws together the core lessons from the class for effective research designs in comparative political science. A broad global comparison is adopted drawing upon materials and theories derived from many countries and regions of the world. There are no prerequisites for taking the class.
## Class Schedule Fall 2002:

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<td>Lijphart’s Models of Democratic Institutions: Types</td>
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<td>Lijphart’s Models of Democratic Institutions: Elections</td>
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<td>11</td>
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<td>Norris’s Democratic Phoenix: Turnout</td>
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<td>14</td>
<td>Wed 6th Nov</td>
<td>Putnam’s Social Capital and Democracy: Italy</td>
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Note university holidays: No class will be held on Columbus Day (Monday 14th Oct) and Veterans’ Day (Monday 11th Nov). (i) Assignments are due to be handed in at the start of the class on these dates. R¹-⁸ = One 10-minute section presentation to the whole class based on a book review. Exam date to follow.
Required Readings:

The *required* reading listed below each class is essential to understand the course. The *recommended* reading provides supplementary materials to pursue topics in greater depth for your essays and independent study. The *online links* represent additional sources of information.

Books, listed in sequential order of use, can be ordered direct from the publishers, or from Amazon.com [Harvard Coop](#) [Wordsworth's books](#) or [Barnes and Noble](#). The total cost of the six required books should be around $130. Also one *Reading Packet* is available from HPPS, Science Center, One Oxford Street, Room B10. Further online resources are listed under each week's topic. All required readings, including the course packet, are available on reserve at Hilles and Lamont.

1. Todd Landman *Issues and Methods in Comparative Politics*
   Issues and Methods in Comparative Politics is an accessible and user-friendly text that explores the strategies of comparative research in political science. It begins by examining different methods and then highlights some of the big issues of comparative politics, using topical examples emphasizing the act of comparing as a means to explain observed political phenomena.


   In this updated and expanded edition of his highly acclaimed book Democracies, Arend Lijphart offers a broader and deeper analysis of worldwide democratic institutions than ever before. Examining thirty-six democracies during the half-century from 1945 to 1996, Lijphart arrives at important conclusions about what type of democracy works best.


   Is economic development conducive to political democracy? Does democracy foster or hinder material welfare? These two questions are examined by looking at the experiences of 135 countries between 1950 and 1990. Descriptive information, statistical analyses, and historical narratives are interwoven to gain an understanding of the dynamic of political regimes and their impact on economic development. The often surprising findings dispel any notion of a tradeoff between democracy and development. Economic development does not generate democracies, but democracies are much more likely to survive in wealthy societies.

At the very time when electoral democracy has spread around the world, the conventional wisdom suggests that citizens in many countries have become disengaged from the traditional channels of political participation. Commentators highlight common warning signs undermining the three central channels of mass activism, including sagging electoral turnout, rising anti-party sentiment, and the decay of civic organizations. But are these concerns justified? This book compares systematic evidence for electoral turnout, party membership and civic activism in countries around the world and suggests good reasons to question popular assumptions of pervasive decline.


Why do some democratic governments succeed and others fail? In a book that has received attention from policymakers and civic activists in America and around the world, Robert Putnam and his collaborators offer empirical evidence for the importance of "civic community" in developing successful institutions. Their focus is on a unique experiment begun in 1970 when Italy created new governments for each of its regions. After spending two decades analyzing the efficacy of these governments in such fields as agriculture, housing, and health services, they reveal patterns of associationism, trust, and cooperation that facilitate good governance and economic prosperity.


Based on the author's seminal article in Foreign Affairs, Samuel P. Huntington's The Clash of Civilizations and the Remaking of World Order is a provocative analysis of the state of world politics after the fall of communism. In this incisive work, Huntington explains how "civilizations" have replaced nations and ideologies as the driving force in global politics today and offers analysis of the current climate and future possibilities of our world's volatile political culture.

Assignments:

All students will be expected to keep up with the required readings (listed in a checklist at the end of the syllabus) and to attend lectures every Monday and Wednesday. Sections will be organized by the second week of class.

Late policy: Barring an extraordinary excuse, all late papers will be marked down a third of a grade (such as from A to A-) for each day following the due date.

(i) Essay 1 (25%) Due in Class 11 on Mon 28th Oct

This paper should answer one of the listed discussion questions selected from classes 1-10.

The essay should be about 2,000-2,500 words long in scholarly format, including an introduction, sub-sections, conclusions, and properly referenced bibliography. This paper is due for submission at the end of the 6th week. Further notes for guidance should be consulted from the website.

(ii) Essay 2 (25%) Due in Class 21 on Wed 4th Dec

This paper should answer one of the listed discussion questions selected from classes 11-22.

The essay should be about 2,000-2,500 words long in scholarly format, with an introduction, sub-sections, conclusions, and properly referenced bibliography. This paper is due for submission at the end of the 9th week.

(iii) Final Examination (40%) Date to be confirmed

This is a final examination with two parts. Part I consists of a brief test of your grasp of ten key concepts used throughout the course. Part II allows a choice of two out of six essay questions to be answered within the specified time. There will be one question set on each of the six required books used in the class.

(iv) Class and Section Participation (10%)

Lastly, credit will be given for regular and active participation in the section and class meetings (10%). This will involve discussion of the readings, section presentations, case studies, and debates about controversial issues raised in the course. Each section will also be expected to make one 10-minute group presentation to the whole class in the form of a critical book review evaluating the strengths and weaknesses of the selected text on the dates indicated by R1-R6.
Discussion Topics & Readings Per Class

Part I: Comparative research designs

Class 1 Wednesday 18th Sept Introduction: Road Map of the Course

Class 2 Monday 23rd Comparative Research Design

Topics:
- What are the primary aims of comparative political analysis?
- What are the main alternative research designs available in comparative politics?
- Draw up a checklist to discuss the major advantages and disadvantages of single-nation, two-nation, and of multi-national comparative studies.

Required Reading:

Recommended Reading:


Class 3 Wednesday 25th Sept Methods, Frameworks, and Tools

Topics:
- What are the common problems of equivalence, selection bias, spuriousness, the ecological and individualist fallacies, and value bias in comparative research? Discuss with illustrations.

Required Reading:

Recommended Reading:


Part II: Comparing Democratic Institutions

Class 4 Monday 30th Sept Lijphart’s Models of Democratic Institutions

Topics:
- Is there a single best set of democratic institutions?
- Is ‘democracy’ primarily a Western ideal or are the values universally shared in other cultures?
• Explain the key contrasts Lijphart draws between ‘consensus’ or ‘majoritarian’ democracies by comparing and contrasting two countries exemplifying each type.

• Do we know enough about the impact of political institutions to engage in successful ‘constitutional engineering’? Compare the impact of electoral reforms in Italy, New Zealand and Israel to consider these issues.

**Required Reading:**

**Recommended Reading:**

**Online Resources:**
International Constitutional Law Documents [http://www.uni-wuerzburg.de/law/index.html](http://www.uni-wuerzburg.de/law/index.html)

Class 5 Wednesday 2nd Oct Lijphart’s Models of Democratic Institutions: Electoral Systems

**Topics:**
• In considering debates about electoral reform, list the five most important normative values that any electoral system should meet, and give detailed reasons justifying your choices.

• What are the major distinctions between plurality first-past the-post, the alternative vote, the single transferable vote, combined, and party list electoral systems? Discuss with illustrations of recent elections held under each type of rules.

• Are mixed member (combined) electoral systems the best of all possible worlds?

• Compare two countries and discuss the primary advantages and disadvantages of proportional or majoritarian/plurality electoral systems for each state.

• Do proportional electoral systems generate fragmented or extreme multiparty systems?

• What are the consequences of majoritarian/plurality electoral systems for the representation of women and ethnic minorities, and why do these effects occur?

**Required Reading:**

**Recommended Reading:**


Online Resources:
International IDEA. ACE Project on electoral system design. http://www.aceproject.org

Class 6 Monday 7th October Lijphart’s Models of Democratic Institutions:

Topics:
- Explain and assess Lijphart’s claims about the consequences of the adoption of majoritarian or consociational arrangements for government performance and the quality of democracy.
- Explain and assess Linz’s claim that presidential government leads to democratic instability by comparing examples of presidential and parliamentary government in either Latin America or in Central and Eastern Europe.

Required Reading:

Recommended Reading:
See above. Also
Linz, Juan and Alfred Stephan. Problems of Democratic Consolidation Johns Hopkins Press. 1996.

Online Resources:
CID Datavine Database of Political Institutions http://paradocs.pols.columbia.edu/datavine/MainFrameSet.jsp
World Bank Indicators of Governance and Institutional Quality http://www1.worldbank.org/publicsector/indicators.htm
Class 7 Wednesday 9th October Critiques of Lijphart

Topics:

- “In the most deeply divided societies, like Northern Ireland, majority rule spells majority dictatorship and civil strife rather than democracy. What such societies need is a democratic regime that emphasizes consensus instead of opposition, that includes rather than excludes, and that tries to maximize the size of the ruling majority instead of being satisfied with a bare majority.” (Lijphart). Is this a robust and well-substantiated claim?

- Explain and assess how far Lijphart’s theory of consociational democracy could be applied to two plural societies with deep ethnic conflict such as Northern Ireland, Israel/Palestine or Afghanistan.

Required Reading:

Recommended Reading:

Part III: Economic Development & Democratization

Class 8 Wednesday 16th October Przeworski et al.’s Economic Development and Democracy

Topics:

- What are the advantages and disadvantages of the Przeworski et al. dichotomous measure of regime types for comparing the process of democratization?
- How far do economic development, political institutions, or political culture determine the process of democratization?
- Explain and assess Przeworski’s claims about the consequences of economic growth for democracy. Do these conclusions continue to hold in the era following the fall of the Berlin Wall?

Required Reading:

Recommended Reading:


Online Resources:


Class 9 Monday 21st October Przeworski et al.’s Economic Development and Democracy

Topics:

- Explain and assess Przeworski’s claims about the consequences of democracy for economic growth.

Required Reading:


Recommended Reading:

See above.

Online Resources:


World Bank Development Data www.worldbank.com/data

Class 10 Wednesday 23rd October Critiques

Topics:

- What are the pros and cons of using alternative dichotomous, scale, and audit measures of democratization?

- What are implications of Przeworski’s account of the factors leading towards the transition and consolidation of democracies for international agencies such as the World Bank and UNDP? Discuss in relation to either (a) the Middle East (b) Sub-Saharan Africa or (c) Asia.

- Does Przeworski et al’s theory suggest an economic determinism that consigns poorer nations to non-democratic status?

Required Reading:


Recommended Reading:

See class 8.
Part IV: Comparing Political Activism

Class 11 Monday 28th October Democratic Phoenix

Topics:
- Has there been a systematic and persistent decline in electoral turnout in established democracies and, if so, what are the major factors driving this process? Discuss by comparing patterns in OECD nations.

Required Reading:

Recommended Reading:

Online Resource:

Class 12 Wednesday 30th October Democratic Phoenix

Topics:
- Is there good evidence for a decline in traditional state-oriented political activism via parties, trade unions, and churches, and how do you explain the trends you find?
- Why has there been a rise of protest politics through new social movements like the women’s movement, environmentalism and anti-globalization?
- If traditional activism has fallen, and newer forms of protest politics have arisen, what are the possible consequences of this phenomenon for representative democracy?

Required Reading:

Recommended Reading:


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**Class 13 Monday 4th November Critiques**

**Topics:**

- Has the rise of protest politics created new channels of public participation supplementing older forms, or has it instead led to a crisis of governability, exacerbated social inequality, and fostered instability, thereby undermining representative democracy?

**Required Reading:**

Todd Landman. *Issues and Methods in Comparative Politics: An Introduction*. Chapter 6 pp.120-140.


**Recommended Reading:**

See above.

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**Part V: Comparing Civic Society and Social Capital**

**Class 14 Wednesday 6th November Putnam’s Social Capital and Democracy: Italy**

**Topics:**

- Do you agree that social capita, including dense social networks and rich reservoirs of social trust, help to explain why some democratic governments succeed while others fail? Explain and assess Putnam’s theory in the context of Italian regional government.

- What are the alternative conceptions of ‘social capital’?

- Does social trust matter? Explain why and why not?

**Required Reading:**


**Recommended Reading:**


**Online Resources:**


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**Class 15 Wednesday 13th November Putnam's Social Capital and Democracy: the US**

**Topics:**

- How far has the United States experienced a long-term erosion of civic engagement and, if so, explain and assess Putnam’s analysis of the causes of this phenomenon.
- Has television entertainment corroded social capital?

**Required Reading:**


**Recommended Reading:**


Ladd, Everett C. 1996. ‘The Date Just Don't Show Erosion of America's Social Capital.’ *The Public Perspective* 7(4).


**Online Resources:**


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**Class 16 Monday 18th November Critiques of Social Capital Theories**

**Topics:**

- Do the central claims in Putnam's theory of social capital hold in cross-cultural perspective?

**Required Reading:**


**Recommended Reading:**


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**Part VI: Comparing Political Culture**

**Class 17 Wednesday 20th November Inglehart's Post-Modernization**

**Topics:**

- What is meant by Inglehart’s concepts of ‘modernization’ and ‘post-modernization’ and are these two distinct stages of socioeconomic development?
- Is there good evidence supporting Inglehart's claims of a substantial value shift among the younger generation in affluent societies?

**Required Reading:**


**Recommended Reading:**


**Online Resources:**

[World Values Study 1981-2000](http://wvs.isr.umich.edu/)
Class 18 Monday 25th and Wednesday 27th November  Inglehart’s Post-Modernization

Topics:

- How far does the theory of value change explain the rise of new social movements? Discuss in relation to either the environmental or the women’s movement.
- Critically assess how far cultural theories provide a satisfactory explanation of patterns of gender equality found in agrarian, industrial and postindustrial societies.

Required Reading:


Recommended Reading:

See above

Online Resource:


Class 19 Wednesday 27th November  Critiques of Post-Modernization

Topics:

- Do economic priorities or generational shifts provide a more satisfactory explanation of value change?
- What are the problems of the ‘ecological fallacy’ and how might this be applied to analysis of political cultures?

Required Reading:


Seligson, Mitchell. A. 2002. ‘The renaissance of political culture or the renaissance of the ecological fallacy?’ *Comparative Politics* 34 (3): 273

Recommended Reading:

See class 17.

Part VII: Comparing Ethnic Conflict and Cooperation

Class 20 Monday 2nd December  Huntington’s Clash

Topics:

- What Does Huntington mean by ‘civilizational cultures’ and how can these best be measured and operationalized?
- Are Western and Muslim values irreconcilably at odds?
- Why has democracy made so little progress in the Middle East and North Africa?

Required Reading:

**Recommended reading:**


**Online resource:**


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**Class 21 Wednesday 4th December Huntington’s Clash**

**Topics:**

- Is there good evidence that the last decade has seen rising levels of intra and inter-ethnic conflict?

- “*In the new world the most pervasive, important and dangerous conflicts will not be between social classes, rich and poor, or other economically defined groups, but between people belonging to different cultural entities.*” (Huntington 1996:28). Discuss.

**Required Reading:**


**Recommended reading:**

See above

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**Class 22 Monday 9th December Critiques of Clash**

**Topics:**

- “*Culture and cultural identities, which at the broadest level are civilizational identities, are shaping the patterns of cohesion, disintegration and conflict in the post-Cold War world.*” (Huntington) Do you agree? Why or why not.

**Required Reading:**

See above


**Recommended reading:**

See class 20.

**Online Resources:**


Ethnologue. Database on ethnic populations. [www.ethnologue.org](http://www.ethnologue.org)

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**Conclusions**

**Class 23 Wednesday 11th December **

**Conclusions: Effective Research Designs**

**Topics:**

- What are the lessons from the class about the essential components of effective research designs in comparative political science?
- When are single-country studies most valuable? When are many-country studies most useful?
- What are the primary challenges facing comparative politics today?
- You are an independent consultant employed by US/AID to make an assessment of the state of democracy in either (a) Sub-Saharan Africa (b) the Middle East (c) Latin America or (d) Central Europe. From what you have learnt from the class, what research design, methods, data and evidence would you recommend to undertake this task?

**Required Reading:**


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**Class 24 Monday 16th December**

**Review and reflections**

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**Class 25 Wednesday 18th December**

**Conclusions**

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**For further research resources:**

## Checklist of Required Reading:

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