Introduction:

Course Description:

This course introduces the comparative political science of developed democracies. It aims to elucidate some of the systematic relationships that may exist between certain social, political, and economic variables in such countries, and not to detail the political history of developed democracies, much less of any subset thereof. For example, we study whether and why different electoral systems produce different party systems not whether the Labour or Conservative party won the last British election. The election outcome is an example of a datum which, combined with (preferably lots of) other data, may help us evaluate the empirical utility of some of these theories about the relationships between variables.

We define our universe of cases, developed democracies, as those countries in which relatively liberal democracy and relatively free-market capitalism no longer engender serious debate but rather serve as the systemic bounds within which politics occur. Empirically, that corresponds least ambiguously to the countries of North America, Western Europe, Japan, and Australasia, since World War II in most cases, so these country-times serve as our main empirical referent. This time period in these 24± countries are our cases; i.e., each country-time exemplifies a political system with certain features operating in a certain context. Comparing across as many of these country-times as possible, we hope to develop an understanding of the systematic relationships among society, economy, and polity in developed democracies.

Example:

To help clarify the aims of our study, consider a simple example of a hypothesized relationship between variables and of how political scientists might use the history of these 24± countries as comparative empirical referents to evaluate the hypothesis. Theoretical Hypothesis: fewer parties tend to gain legislative representation in plurality/majority (P/M) electoral-systems than do in proportional-representation (PR) electoral-systems. Conceptual Variables: electoral system, number of parties in the legislature. Empirical Data: in 24 developed democracies, code the electoral system as either P/M or PR (PR defined as cases where the number of legislative seats per district exceeds one, P/M by cases where it equals one); code the number of parties as 4 or fewer or 5 or more (counting only parties that win seats in the lower, more powerful house of the legislature). The data below refer to the last election before 1990. Comparative Evidence: 4 of 6 countries with P/M electoral systems elected four or fewer parties to the legislature in the last election prior to 1990 whereas 15 of 18 countries with PR systems elected five or more parties. The comparative-historical record does seem to offer our conjecture some support. (We can be more precise as to the statistical strength of this support by, say, a Chi-squared test of independence of these two variables.) These are the sorts of questions we will ask; the next question, of course, is “So what?” I.e., after this question, we naturally wish to ask whether legislatures with many parties exhibit systematic differences in the sorts of legislation they produce from legislatures with fewer parties. Do many-party legislatures act slower than two-party legislatures, perhaps? Are the latter prone to more extreme policies? etc.

### An Example Table of Data

<table>
<thead>
<tr>
<th>Countries with Plurality / Majority Electoral Systems</th>
<th>Countries with Four or Fewer Parties in Legislature</th>
<th>Countries with Five or More Parties in Legislature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austria, Greece, Malta</td>
<td></td>
<td></td>
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</tbody>
</table>


Course Requirements and Grading:

The required texts provide our core readings, and the University’s troika of book stores have ordered them. They are also on reserve at the UglI, as are the reserve texts. Required selections from the reserve texts and all required or further readings not in the required texts are also available electronically via the course’s C-Tools site.

Required Texts:

Reserve Texts:

Reading and Class Participation:

Everyone is responsible for being prepared to discuss all of each week’s readings when you come to class. I will endeavor to make this learning experience as interactive as course size permits. Your cooperation in that endeavor by participating in discussion, providing comments and criticism when asked, and asking questions as you have them is crucial (and is a noticeable part of your grade). If class size prohibits free discussion, I will direct it: expect to be called.

Resident Experts and Short Papers:

Early in the semester, I will divide the class into 3 groups. Throughout the rest of the course, one group will serve as our resident experts on each week’s materials. We rotate through the groups twice. This is NOT a “group assignment”. Each resident expert acts on her/his own for all aspects of the assignment, and we will grade you each individually.

Each resident expert must write a short paper theoretically reviewing and extending or empirically considering some part of that (those) week(s)’s material. A theoretical review & extension does not merely summarize the readings; rather, it selects one argument (or a few related arguments), summarizes it (or them), and, most importantly, extends it (them) theoretically: offering intelligent argumentation as to why that (those) argument(s) may not be quite right, or further reasons that the argument(s) may hold, suggestions as to what follows logically instead or also, and/or some other further implications the author has not considered. That is, you must make your own positive (not normative) argument, extending in some way one (or a few related) argument(s) from the relevant readings. You must also provide some discussion of what kind of evidence would weigh for or against your own argument. You need not actually provide evidence (although if you can, great), but you must describe what kind of evidence would be relevant and how it would array if your argument is correct and if it is incorrect. An empirical consideration, similarly, does not merely summarize the readings; it attempts to apply some argument(s) from the text(s) empirically to some new case(s). That is, you sketch how the author(s)’s argument might work in some country-time(s) beyond the original sample or otherwise go beyond the original empirical application. Do not simply replicate the authors’ empirics. Again, you must describe how the way events unfolded supports the author(s)’s explanation and what would have occurred differently if the author(s)’s explanation were lacking or how the evidence fails to support the author(s)’s arguments and how that evidence would have looked had it followed the author(s)’s argument. These papers are to be medium length (shoot for 7-8 double-spaced, 12-point-font, 1”-margins pages), so you should develop your theory or empirical evaluation to a commensurately intermediate depth.

I will hold resident experts especially responsible for rescuing class discussion if it stagnates (or fails to start). Recall that I will grade such participation for everyone; it is doubly important—it literally counts twice—for resident experts.

As noted, we will rotate through the groups so that each student is a resident expert twice. Try to write at least one paper of each type for your own edification, although we will grant exceptions if you come to us before-hand with a compelling interest in pursuing the same type of analysis in your second resident-expert round as you undertook in your first.

Final Exam: Our final (cumulative) exam is on Monday, December 19, 1:30 - 3:30.

Grading: General Readiness & Participation: 15%; Resident-Expert Duties & Papers: 50%± (25% each); Final: 35%.

Due Dates:

Readings: Please complete all readings for each week before that week’s Monday session.

Short Papers: Deliver your first-draft papers to the GSI in the manner s/he determines by Friday 9am of the last week of each of your resident-expert group’s weeks. S/he will return them to you by the following Tuesday, and your revisions are due that Friday following.

Final Exam: Monday, December 19, 1:30 - 3:30.

Special Accommodations: If you think you need an accommodation for a disability, please let me know at least two weeks prior to the time when the accommodation will be needed. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with
the Office of Services for Students with Disabilities (SSD) to help us determine appropriate academic accommodations. SSD (734-763-3000; http://www.umich.edu/sswd) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential and will be treated as such.

**Syllabus and Class Schedule:**

The University of Michigan, Ann Arbor, Fall Term 2010 Calendar

**Registration (for students not pre-registered)** .......................................................... Sep 2, Fri
**Labor Day (Holiday)** ............................................................................................. Sep 5, Mon
**Classes begin** ......................................................................................................... Sep 6, Tue
**Fall Study Break** .................................................................................................... Oct 17-18, Mon-Tue
**Thanksgiving recess 5:00 p.m.** .............................................................................. Nov 23, Wed
**Classes resume 8:00 a.m.** ..................................................................................... Nov 28, Mon
**Classes end** ........................................................................................................... Dec 13, Tue
**Study Days** ............................................................................................................. Dec 14 & 17-18, Wed & Sat-Sun
**Examinations** ......................................................................................................... Dec 15-16, 19-22 Thu-Fri, Mon-Thu
**Commencement** .................................................................................................... Dec 18, Sun

**Week 1: Logistics, Administrative Details; Introduction**

**Wednesday (9/7):** Introduction to Comparative Developed-Democratic Politics


**Week 2: Socio-Economic Structure (SES), Part I: SES & Politics (Resident Expert: 1a, SES)**

**Monday (9/12):** The Politics and Policymaking Cycle in Developed Democracies/ Intellectual History of Comparative Politics


**Wednesday (9/14):** Socio-Economic Structure & Politics


**Week 3: SES, Part II: SES & Political Behavior (Resident Expert: 1a, SES)**

**Monday (9/19):** Socio-Economic Structure & Politics


**Wednesday (9/21):** Socio-Economic Structure & Politics

*Required:* GLM, ch. 9, pp. 278-325 (263-306 in 4th ed.).

**Week 4: SES & Pol. Behavior; Comparative Governmental Systems (CGS), Pt.I: Description (Resident Expert: 2a, CGS)**

**Monday (9/26):** Socio-Economic Structure & Politics


**Wednesday (9/28):** Executives, Parliaments, Constitutions & Judiciary; Levels of Government, Constitutional Origins


**Week 5: CGS, Part II: Alternative Visions of Democracy (Resident Expert: 2a, CGS)**

**Monday (10/3):** Majoritarian vs. Consensus Democracy

*Required:* LIJPHART, chs. 1-3, pp. 1-47.

**Wednesday (10/5):** Majoritarian vs. Proportional Visions of Electoral Democracy

*Required:* POWELL, chs. 1-2, pp. 3-43.

**Week 6: Electoral Systems (Resident Expert: 3a, Electoral Systems)**

**Monday (10/10):** Electoral Systems

*Required:* POWELL, chs. 1-2, pp. 3-43.


**Wednesday (10/12):** Electoral Systems

*Required:* GLM, ch. 11, pp. 366-411 (340-80 in 4th ed.).

*Further Reading:* LIJPHART II, entire.
Monday (10/17): FALL (STUDY) BREAK; NO CLASS MEETING!

Wednesday (10/19): Electoral Systems & Party Systems
Required: LIJPHART, ch. 8, pp. 143-170.

Week 8: Electoral & Party Systems Wrap-Up; Parties and Party Systems (Resident Expert: 1b, P&PS)
Monday (10/24): Electoral Systems & Party Systems Wrap-up (See Weeks 6-7).
Wednesday (10/26): Patterns of Party Politics & Party Families

Week 9: Parties & Party Systems; Voting, Participation, & Representation (VP&R), Part I (Res. Exp.: 2b, VP&R)
Monday (10/31): Parties’ Internal Structures & Procedures; Party Systems
Further Reading: Reuven Y. Hazan “Candidate Selection,” in LNN II, ch. 5, pp. 108-126; LANE & ERSSON, chs. 3-5, pp. 102-192.

Wednesday (11/2): Partisanship and Partisan Representation
Required: DALTON, chs. 7-11, pp. 127-242 (ch. 8, pp. 165-95, is review).

Week 10: VP&R, Part II: Voting Participation; Extra-electoral Participation & Interest Groups (Res. Exp.: 2b, VP&R)

Wednesday (11/9): Interest Groups & Social Movements; Extra-electoral Participation & Extra-parliamentary Politics

Week 11: Parliamentary Government Formation & Dissolution (Resident Expert: 3b)
Monday (11/14): Unidimensional Models of Government Formation
Required: LIJPHART, ch. 6, pp. 90-115; GLM, ch. 12, pp. 412-57 (381-421 in 4th ed.).
Wednesday (11/16): A Multidimensional Model of Government Formation
Required: L&S, Making & Breaking Governments, chs. 1-3, pp. 3-60.

Week 12: Parliamentary Government Formation & Dissolution (Resident Expert: 3b)
Wednesday (11/23): NO CLASS MEETING: HAPPY THANKSGIVING!

Week 13: Coalition Formation Wrap-Up (Resident Expert: 3b)

Week 14: CGS, Pt III: Distribution of Governmental Authority; Outcomes, Pt I: Does the Variety of Democracy Matter?

Week 15: Review and Exam
Monday (12/12): Review Session
Further Reading: Outcomes, Pt II: (How) Does the Variety of Democratic Systems Matter for Policies & Outcomes?

Final Exam: Monday, December 19, 1:30 - 3:30.