

Course Syllabus
PSCI 6337
Comparative Institutions

Course Information

<i>Course Number/Section</i>	PSCI 6337-001
<i>Course Title</i>	Comparative Institutions
<i>Term</i>	Spring 2007
<i>Days & Times</i>	Thursdays 1:00-3:30

Professor Contact Information

<i>Professor</i>	Carole J. Wilson
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<i>Office Location</i>	GR 3.230
<i>Office Hours</i>	Tuesday 1:30-3:45

Course Pre-requisites, Co-requisites, and/or Other Restrictions

This is a graduate course. Students should be enrolled in a graduate program or have appropriate permissions.

Course Description

A comparative analysis of political institutions in different settings. Includes a consideration of different theoretical approaches to the comparative study and design of institutions in the United States and elsewhere.

Student Learning Objectives/Outcomes

In this course, students will acquire knowledge about (1) different institutional arrangements around the world and theories to explain variation; (2) the linkage between the institutional context and behavior of political actors; (3) the relationship between institutions and policy outcomes.

In order to measure students' comprehension levels, a variety of instruments are used. Students' understanding of the major theories is communicated through critical reviews of the works read for the class. Further, students are required to participate in class discussions that compare and contrast the theoretical models and their implications. Approximately half of the course discussion focuses on the research design and measurement that enable students to empirically distinguish these theories using qualitative and quantitative analyses. Students write a major research paper for the class that applies the material learned in the course to explain the effect of political institutions in comparative context. Part of these research papers includes presentations throughout the semester to provide faculty and peer feedback on the development of the project design.

Required Textbooks and Materials

Alan Ware. 1995. *Political Parties and Party Systems*. Oxford University Press. ISBN: 019878077X

Shugart & Carey. 1992. *Presidents and Assemblies: Constitutional Design and Electoral Dynamics*. Cambridge University Press. ISBN: 0521429900

A Lijphart. 1999. *Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries*. Yale University Press. ISBN: 0300078935

Charles Ragin. 1989. *The Comparative Method: Moving Beyond Qualitative and Quantitative Strategies*. University of California Press. ISBN: 0520066189

Gary Cox. 1997. *Making Votes Count: Strategic Coordination in the World's Electoral Systems*. Cambridge University Press. ISBN: 0521585279

Terry Karl. 1997. *The Paradox of Plenty: Oil Booms and Petro-States*. University of California Press. ISBN: 0520207726

Assignments & Academic Calendar

January 11—Introduction

January 18—Comparative Methodology

- Charles Ragin. 1989. *The Comparative Method: Moving Beyond Qualitative and Quantitative Strategies*. (all)

January 25—Models of Democracy & Parties

- Lijphart (Chapters 1-5)
- Ware (Introduction)

February 1—Parties (I)

- Ware (Chapters 1-4)

February 8—Parties (II)

- Ware (Chapters 5-8)
- Lijphart (Chapter 5)

February 15—Parties (III)

- Ware (Chapters 9-*fin*)
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February 22—Electoral Systems (I)

- Lijphart (Chapter 8)
- Cox (Chapters 1-7)

March 1—Electoral Systems (II)

- Cox (Chapters 8-15)
- Boix, Carles. 1999. "Setting the Rules of the Game: The Choice of Electoral Systems in Advanced Democracies" *American Political Science Review* 93(3): 609-624.
- Chin, Michelle L. and Michelle M. Taylor-Robinson. 2005. "The Rules Matter: An Experimental Study of the Effects of Electoral Systems on Shifts in Voters' Attention" *Electoral Studies* 24(2): 465-483.

March 8—Spring Break

March 15—Executives & Assemblies (I)

- Shugart & Carey (all)

March 22—Executives & Legislatures (II)

- Lijphart (Chapters 6, 7, & 11)
- Przeworski, Adam, Jose Cheibub, and Sebastian M. Saiegh. 2004. "Government Coalitions and Legislative Success Under Presidentialism and Parliamentarism." *British Journal of Political Science*. 34(4): 565-587.
- Shugart, Matthew Soberg. 1995. "The Electoral Cycle and Institutional Sources of Divided Presidential Government" *American Political Science Review* 89(2):327-43.
- Pereira, Carlos, Timothy J. Power, and Lució Rennó. 2005. "Under What Conditions do Presidents Resort to Decree Power?" *Journal of Politics* 67(1): 178-200.

March 29—Legislatures

- Martin, Lanny W. and Georg Vanberg. 2005. "Coalition Policymaking and Legislative Review." *American Political Science Review* 99(1): 93-107.
 - Carruba, Clifford J. and Craig Volden. 2000. "Coalitional Politics and Logrolling in Legislative Institutions" *American Journal of Political Science* 44(2): 261-277.
 - Stratmann, Thomas and Martin Baur. 2002. "Plurality Rule, Proportional Representation, and the German Bundestag: How Incentives to Pork-barrel Differ Across Electoral Systems" *American Journal of Political Science* 46(3): 506-514.
 - Crisp, Brian F. Kristin Kanthak, and Jenny Leijonhufvud. 2004. "The Reputations Legislators Build: With Whom Should Representatives Collaborate?" *American Political Science Review* 98(4): 703-716.
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April 5—Courts

- Helmke, Gretchen. 2002. "The Logic of Strategic Defection: Court-Executive Relations in Argentina Under Dictatorship and Democracy." *American Political Science Review* 96(2):291-303.
- Ramseyer, J. Mark. 1994. "The Puzzling Independence of Courts: A Comparative Approach." *Journal of Legal Studies* 23:721-747
- Vanberg, Georg. 2001. "Legislative-Judicial Relations: A Game-Theoretic Approach to Constitutional Review." *American Journal of Political Science* 45:346-361.
- Epstein, Lee, Jack Knight, and Olga Shvetsova. 2001. "The Role of Constitutional Courts in the Establishment and Maintenance of Democratic Systems of Government." *Law and Society Review* 35:117-163.

April 12—Supranational Institutions

- Hix, Simon. 2004. "Electoral Institutions and Legislative Behavior: Explaining Voting Defection in the European Parliament" *World Politics* 56(2): 194-223.
- Marks & Hooghe. 2003. "Unraveling the Central State, But How? Types of Multi-Level Governance," *American Political Science Review* 97: 2, 233-43.
- Hix, Simon. 'Parliamentary Behaviour with Two Principles: Preferences, Parties and Voting in the European Parliament.' *American Journal of Political Science* 46, no. 3 (2002), pp. 688-698.
- Alter, Karen. 1998. "Who Are the 'Masters of the Treaty'? European Government and the European Court of Justice." *International Organization* 52(1):121-148.
- Garrett, G., D. Kelemen and D. H. Schulz. 1998. "The European Court of Justice, National Governments, and Legal Integration in the European Union." *International Organization* 52(1):149-176.
- Mattli, W. and A. Slaughter. 1998. "Revisiting the European Court of Justice." *International Organization* 52(1):177-210

April 19—Institutions and Policy

- Terry Karl. 1997. *The Paradox of Plenty: Oil Booms and Petro-States*. University of California Press. (all)

Course Requirements

- Participation: This course requires student participation through class discussion. Students are expected to have read the appropriate materials before class. Students must attend all classes or complete make-up work on time to receive a passing grade in the course. (10%)
- Short Papers: Students will write two critical essays (3-5 pages) that compare and contrast an important concept in at least two of the reading due for that week. These are not summaries. They are due at 10am on the day of class. (10% each=20%)
- Critical Book Review: Students will write one review (5-8 pages) of a book assigned in this course. The review is expected to summarize and provide a critical analysis of the thesis and content of the work. This is due April 24th, although I encourage students to complete this earlier. (20%)
- Final Paper: Students will write a research paper that is about 15-25 pages. There are several points during the course when we will discuss paper topics and research design. This is due April 27th. Note that if you are a POEC student and you wish to put this research in your portfolio, you must incorporate a "significant" review of the literature. Students will receive a handout with paper requirements, grading structure and instructions for turning in the paper. (50%)

Grading Policy

100-90—A 89-80—B 79-75—C 74-Below—F

Course & Instructor Policies

Attendance: Students must attend and participate in each class. If absence is unavoidable, you will prepare short paper on the assigned readings for the class that was missed. This make-up paper is due by Wednesday at 10am (following the missed class).

WebCT: Students should consult WebCT for announcements and updates to the syllabus. You should also use it to communicate with the professor and other students. Note that mail in WebCT will not be forwarded to your regular email account unless you set it up to do so.

Student Conduct & Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part I, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see

general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

Disability Services

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:
The University of Texas at Dallas, SU 22
PO Box 830688
Richardson, Texas 75083-0688
(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

These descriptions and timelines are subject to change at the discretion of the Professor.