Course Description
This course aims to make graduate students familiar with the major concepts, theories and debates on the causes and consequences of institutions in comparative politics.

Requirements
One referee report on any of the articles or books on the syllabus. The report must be circulated to the class by 5:00 on the Wednesday prior to our meeting. E-mail is fine. These are not literature reviews, but should demonstrate your analytical skills. Also they should identify the strengths and weakness of the work and then make a recommendation (reject, major revision, minor revision, publish essentially as is) to the editor. No more than five pages. (15% of the final grade). Due at any time.

One seminar paper is due on December 17 at 5:00. (70% of the final grade). In week 1 and throughout the course, we will discuss research strategies. The papers can be either:

a) a research proposal that identifies a theoretical or empirical puzzle worth exploring, reviews and critiques existing literature, lays out hypotheses to be tested, identifies appropriate methods for testing the argument, and discusses the potential strength and weaknesses of the proposal. Research proposals need not actually collect the data and conduct the analyses, although it is hoped that this can be done in the future.

b) Research papers that are written with the goal of submission to an academic journal. It includes all the steps of a research proposal, but also conducts some preliminary data collection and analysis.

One-page research proposals describing the research question, dependent variable, possible sources of data, etc. are due before the 9th week and outlines are due by week 13.

Class participation. Thoughtful participation based on extensive preparation is essential. (15% of the final grade). To promote discussion, everyone will e-mail a question or comment based on the week’s readings for the group to discuss by 5:00 on Wednesday prior to class. This question/comment should not exceed a half page, but should be sufficiently developed to provoke discussion. Please read others’ comments.

Most works are available from JSTOR or the Columbia Electronic Library. These are marked with “J.” I will also post works on the Courseworks website. These are marked with a “C.” Many are also available via Google and other electronic sources. The readings may change in some weeks based on student interest. Depending on class size, we may also have students present their research proposals.

For Purchase at Book Culture, 536 W 112th, 212 865-1588, www.bookculture.com


Academic Honesty: All of the work you do in this course is expected to be your own. The complete text of the GSAS statement on academic honesty is at http://www.columbia.edu/cu/gsas/rules/chapter-9/pages/honesty/index.html. It includes the following definition of plagiarism: “Plagiarism includes buying, stealing, borrowing, or otherwise obtaining all or part of a paper (including obtaining or posting a
paper online); hiring someone to write a paper; copying from or paraphrasing another source without proper citation or falsification of citations; and building on the ideas of another without citation.”

There is a fine line between sloppy citations and punctuation and intentional plagiarism. It is your responsibility to learn and use proper attribution and citation. Be safe and determine in advance that you are being both ethical and orderly so as to avoid questionable work that could create an accusation of academic misconduct. You are responsible for asking questions about policies and about my expectations for your work if you are not certain you are doing the right thing.

You also are violating the GSAS academic integrity policy if you self-plagiarize, i.e. if you turn in for this course a paper that you already have written for another course. Although scholars do build on their early ideas as they advance their scholarship, I expect that written work you do for this course does not duplicate your earlier work. Please talk to me if your paper for this course pursues a topic on which you have written and submitted a paper for another course.”

There are many websites that address academic integrity. The comprehensive “Avoiding plagiarism, self-plagiarism, and other questionable writing practices: A guide to ethical writing” by Miguel Roig is at http://ori.hhs.gov/education/products/roig_st_johns/index.html; it includes samples of illustrative good and bad practices as well as a useful and detailed table of contents.

http://owl.english.purdue.edu/owl/resource/589/01/ is a relatively brief overview of academic integrity, written for students, with sections on originality and reliance on earlier work, when and when not to include citations, and how to write so as to avoid unintentional plagiarism.

**Week 1. September 6. Introduction**


**Further Readings**


**Week 2. September 13. Institutions and Institutional Analysis: What is it and What is it Good For?**


Also be ready to discuss the readings from week 1.

**Further Reading**


**Week 3. September 20. Institutions and Endogeneity**

Adam Przeworski, “The Last Instance: Are Institutions the Primary Cause of Development?” European Journal of Sociology 45:2, 165-188. 


Edward Glaeser, Rafael La Porta, Florencio Lopez-de-Silanes, and Andrei Shleifer “Do Institutions Cause Growth?” Journal of Economic Growth, September, 2004 


**Further Reading**


**Week 4. September 27. Leveraging Institutional Analysis**


Assignment: Find a paper with a clever strategy for estimating institutional effects and discuss in class.

Recommended:

Various Authors in APSA-CD Newsletter October 2011 symposium on experiments.

Week 5. October 4. Measuring and Conceiving Institutions and Their Impact


Timothy Frye, “Reputation and the Rule of Law in Russia: Complements or Substitutes?” ms.

Assignment: Download and Critique: the AJR Data-Set and be ready to discuss

Further Reading


Week 6. October 11. Regimes: What Are They and How Do They Emerge?


Geddes, Barbara. 2007. “What Causes Democratization?” In Carles Boix and Susan C. Stokes,

**Further Reading**


**On measurement of democracy**


**Datasets on Regimes**


**Week 7. October 18. Democracy In Action**


**Further Reading.**

Timothy Besley and Stephen Coate “Elected Versus Appointed Regulators: Theories and Evidence,”


---

**Week 8. October 25. Autocracy: Emergence and Maintenance**


**Further Reading.**


**Week 9. November 1. Political Parties and Voters**


**Further Reading**


Week 10. November 8. Institutions and Identity


Further Reading


Week 11. November 15: The State: Three choices


OR


**OR**


**Recommended**


Dan Treisman “What Have We Learned about Corruption.” *Annual Review of Political Science*

**Week 12. November 22. Thanksgiving**

**Week 13. November 29. Paper Presentations**

**Week 14. December 6. TBA: Three choices**

**Legislatures and Presidents**


Some Reading on Federalism

OR


OR


Appendix: Advice on the paper:

Strategies for writing papers and becoming famous with some examples.

Adam Przeworski and Fernando Limongi, “Modernization: Theory and Facts:” World Politics
New data for an old problem. (JSTOR).

New theory for an old problem.

Ronald Rogowski, Commerce and Coalitions: How Trade Affects Political Alignments
Import a theory and apply to a political question.

Theda Skocpol. “A Critical Review of Barrington Moore’s Social Origins of Democracy and
Dictatorship,” Politics and Society. 4:1, Fall (1973), pp 1-34. Take on a Big Fish.

James Vreeland, The IMF and Economic Development. Cambridge University Press. Chapters,
1, 2. New Method for an Old Problem.

Kenneth Scheve and Matthew Slaughter. “Economic Insecurity and the Globalization of
Also Sebastio Rosato. “The Flawed Logic of Democratic Peace Theory.” American Political
Attack from Below – Give Microfoundations to Macroarguments..

John H. Donahue and Steven D. Levitt, “The Impact of Legalized Abortion on Crime,” Quarterly

Ted Hopf, “Polarity, The Offense-Defense Balance, and War.” American Political Science
New “Old” Data for an old Problem.

Stefanie Coontz, The Way We Never Were.
Puncture a myth by showing that the received history is wrong.

Interpret an inherently interesting topic with a simple theory.

Make an unexpected comparison.

Rebecca Morton, Methods and Models.
Use a formal model to get a counterintuitive prediction.

Other Examples of Great Importations.
Steven Krasner, “Approaches to the State: Alternative Conceptions and Historical Dynamics,”
Comparative Politics, 1984 pp. 223-246. (JSTOR)

Warner Books. General Strategies for coming up with new ideas.