

POS 6933
Fall 2019
216 Anderson
T 8:30-11:30

Michael Bernhard
204 Anderson
Office Hours: T 1:00-3:00
bernhard(at)ufl.edu

POS6933: Comparative Historical Analysis

AUDIENCE: Open to all graduate students. Prerequisites: CPO 6091 Introduction to Comparative Political Analysis.

COURSE OBJECTIVES: This is an advanced offering in comparative politics. It is meant to introduce students to a wide range of work which studies macro-political outcomes (state formation, regime type, revolutionary change, development trajectories) across a broad range of states. The materials in the course look at a wide cross-section of cases from Europe, Africa, Latin America, and Asia. It also includes two units with meta-theoretical/methodological focus which serves as an introduction to the forms of inquiry grouped under the rubrics of comparative historical analysis and historical institutionalism. This can either serve as an independent area of examination on comprehensive exams, or will help to buttress your knowledge in the theories of the state, regimes and regime change, or development.

STUDENT RESPONSIBILITIES

This is a reading and discussion seminar. You need to attend all sessions, arrive on time, and be prepared. We will discuss and evaluate the ideas and concepts presented in the weekly readings. Prior to each session, each student should read and spend time critically thinking about all of the readings for the week. You need to move beyond the undergraduate habit of passing your eyes over the words and declaring an assignment completed. In the case of research this means that you should be able to identify the author's research question, the strategy devised for answering it, the method(s) and data used to answer it, as well as assess the validity of the results presented.

Student participation: Informed and civil participation is an integral part of the seminar's strategy for learning. Discussion will be structured by the posing of questions by the instructor. Guessing, uninformed answers, and speculation will not help you in my assessment of your mastery of the material assigned and will be apparent to those who are prepared around the table. I expect all enrolled to participate. For those of you who are shy or feel insecure, or for who English is not a first language, this will be more difficult. You can overcome such disadvantages by thorough preparation and turn a potential weakness into a new aptitude.

Policy on attendance: Any absence requires an explanation in advance. An unexcused absence will lead to a participation score of zero for that week and a proportional deduction from the attendance component of your grade.

Research paper: All students will be required to submit a research paper. Given the nature of the subject studied, several formats are more likely to yield successful results. First, one alternative would be to test an existing theory using a case not covered by that work, further testing and evaluating a

finding in the literature. Second, students who have greater ambition can consider writing a more comprehensive research design, explaining their theory and strategy for inference, and then implementing one aspect of the design as a plausibility probe (e.g. a regression test, a paired case comparison, or a theoretically informed case study). Third, students can bring extant theory to bear on a new case and highlight how the existing literature explaining a particular outcome in that case, by not considering this perspective, has failed to shed light on important considerations in explaining the outcome. Students should not necessarily feel constrained by these suggestions. Other reasonable proposals will be happily entertained and discussed.

All students should schedule a meeting with me in office hours to discuss their preliminary ideas for the research paper prior to week 6. An interim meeting to discuss progress on the paper should be scheduled in office hours by week 10. First drafts of all papers will be due to me by week 15. This draft will not be graded, but will be an opportunity for you to receive final feedback and guidance prior to final submission. Such drafts need not be fully complete, but should be in an advanced state with any missing sections outlined and explained.

PROCEDURES FOR EVALUATION: Student performance will be assessed on the basis of attendance and participation in the seminars, and the research paper. These responsibilities will be weighted in the following manner.

Participation.....	10%
Initial research meeting.....	5%
Follow-up research meeting....	10%
First draft submission	10%
Presentation.....	5%
Final paper.....	60%

90% of your grade is based on the preparation, presentation, and submission of your research product. We will follow a series of steps of identifying your topic, your research question, your inferential strategy, providing you with feedback, and then submission of finished work. Pay attention to the prompts marked by **asterisks (**), bolded, and italicized** in the syllabus.

POLICY ON PERSONS WITH DISABILITIES: Students requesting classroom accommodation must first register with the Dean of Students Office. It will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. Anyone with a disability should feel free to see me during office hours to make the necessary arrangements.

POLICY ON CHEATING AND PLAGIARISM: All students should observe the University of Florida's standards of academic honesty. In the event that a student is found cheating or plagiarizing, he/she will automatically fail the course and will be reported to Student Judicial Affairs and to the Department Chair and Graduate Coordinator for possible dismissal from the program. Acts of Plagiarism include:

- Turning in a paper or another assignment that was written by someone else (i.e., by another student, by a research service, or downloaded off the Internet);
- Copying, verbatim, a sentence or paragraph of text from the work of another author without properly acknowledging the source through a commonly accepted citation style and using quotation marks;

- Paraphrasing (i.e., restating in your own words) text written by someone else without citing that author;
- Using a unique idea or concept, which you discovered in a specific reading, without citing that work.

POLICY ON LATE ASSIGNMENTS: Vagaries of life and scheduling sometimes make the handing in of assignments on time difficult. If students approach the instructor ahead of time and provide a good reason, accommodations may be possible. Such requests should be made prior to the deadline on the assignment. Retroactive accommodation will only be granted in the rarest and direst of cases.

READINGS: Several books that you will read or part in full are available for purchase at the bookstore:

Michael Albertus and Victor Menaldo. 2018. *Authoritarianism and the Elite Origins of Democracy*. New York, Cambridge University Press.

Sheri Berman. 2019. *Democracy and Dictatorship in Europe: From the Ancien Régime to the Present Day*. Oxford, Oxford University Press.

Dorothee Bohle and Béla Greskovits. 2012. *Capitalist Diversity on Europe's Periphery*. Ithaca, Cornell University Press.

Miguel Ceteno. 2002. *Blood and Debt: War and the Nation-State in Latin America*. University Park, The Pennsylvania State University Press.

James Mahoney. 2010. *Colonialism and Postcolonial Development: Spanish America in Comparative Perspective*. New York: Cambridge University Press.

Gianfranco Poggi. 1990. *The State. Its Nature, Development and Prospects*. Stanford, Stanford University, Press.

Prasannan Parthasarathi. 2011. *Why Europe Grew Rich and Asia Did Not? Global Economic Divergence, 1600-1850*. Cambridge, Cambridge University Press.

Theda Skocpol. 1978. *States and Social Revolutions*. Cambridge: Cambridge University Press.

Stephen Skowronek. 1982. *Building a New American State. The Expansion of National Administrative Capacities, 1877-1920*. Cambridge, Cambridge University Press.

Charles Tilly. 1990. *Coercion, Capital, and European States, AD 990-1992*. Malden MA, Blackwell.

Richard M. Valelly. 2004. *The Two Reconstructions: The Struggle for Black Enfranchisement*. Chicago, University of Chicago Press.

Daniel Ziblatt. 2017. *Conservative Political Parties and the Birth of Modern Democracy in Europe, 1848-1950*. New York: Cambridge University Press.

All other readings should be available through the UF libraries either electronically or on reserve. Consult the ARES course page for specifics.

Work Plan

Week 1 (August 20): Introductory Session

Week 2 (August 27): Methods 1

Theda Skocpol. "A Critical Review of Barrington Moore's *Social Origins of Dictatorship and Democracy*." *Social Revolutions in the Modern World*. Cambridge: Cambridge University Press. :25-54.

Ira Katznelson. "Periodization and Preferences: Reflections on Purposive Action in Comparative Historical Social Science." In *Comparative Historical Analysis in the Social Sciences*. James Mahoney and Dietrich Rueschemeyer, eds. Cambridge: Cambridge University Press. :270-303.

James Mahoney. 2004. "Comparative Historical Methodology," *Annual Review of Sociology* 30: 81-101.

Orfeo Fioretos, Tulia G. Falletti, and Adam Sheingate. 2016. "Historical Institutionalism in Political Science," In *The Oxford Handbook of Historical Institutionalism*, Orfeo Fioretos, Tulia G. Falletti, and Adam Sheingate, eds. New York, Oxford. :3-28.

Giovanni Capoccia and Daniel Ziblatt 2010. "The Historical Turn in Democratization Studies: A New Research Agenda for Europe and Beyond," *Comparative Political Studies* 43(8-9): 931-968.

Jacob S. Hacker, Paul Pierson, and Kathleen Thelen. 2015. "Drift and Conversion: Hidden Faces of Institutional Change." *Advances in Comparative Historical Analysis*. In James Mahoney and Kathleen Thelen (eds.). Cambridge, Cambridge University Press. :180-208.

Week 3 (September 3): The State 1

Gianfranco Poggi. 1990. *The State. Its Nature, Development and Prospects*. Stanford, Stanford University, Press.

Week 4 (September 10): The State 2

Charles Tilly. 1990. *Coercion, Capital, and European States, AD 990-1992*. Malden MA, Blackwell.

****Schedule meetings for office visits to discuss research topics.**

Week 5 (September 17): The State 3

Miguel Ceteno. 2002. *Blood and Debt: War and the Nation-State in Latin America*. University Park, The Pennsylvania State University Press.

****Discuss research topics in office meetings.**

Week 6 (September 24): The State 4

Theda Skocpol. 1978. *States and Social Revolutions*. Cambridge, Cambridge University Press.

Week 7 (October 1): The State 5

Stephen Skowronek. 1982. *Building a New American State. The Expansion of National Administrative Capacities, 1877-1920*. Cambridge, Cambridge University Press.

****Schedule research question and inferential strategy office meeting for next week.**

Week 8 (October 8): Methods 2

James Mahoney. 2000. "Strategies of Causal Inference in Small-N Analysis." *Sociological Methods and Research* 28(4):387-424.

Tulia Falleti and Julia Lynch. 2009. "Context and Causal Mechanisms in Political Research." *Comparative Political Studies* 42(9): 1143-1166.

Anna Grzymala-Busse. 2011. "Time Will Tell? Temporality and the Analysis of Causal Mechanisms and Processes." *Comparative Political Studies* 44(9): 1267-97.

Dan Slater and Daniel Ziblatt. 2013. "The Enduring Indispensability of the Controlled Comparison." *Comparative Political Studies* 46(10): 1301-1327.

Derek Beach and Rasmus Brun Pedersen. 2013. "The Three Different Variants of Process Tracing and Their Uses." Chapter 2 in *Process-tracing Methods: Foundations and Guidelines*. First Edition. Ann Arbor, University of Michigan Press. :9-22.

Christine Trampusch and Bruno Palier. 2016. "Between X and Y: How Process Tracing Contributes to Opening the Black Box of Causality." *New Political Economy* 21(5): 437-454.

****In office meeting to present research question and inferential strategy.**

Week 9 (October 15): Regimes 1

Sheri Berman. 2019. *Democracy and Dictatorship in Europe: From the Ancien Régime to the Present Day*. Oxford, Oxford University Press.

Week 10 (October 22): Regimes 2

Daniel Ziblatt. 2017. *Conservative Political Parties and the Birth of Modern Democracy in Europe, 1848-1950*. New York: Cambridge University Press.

Week 11 (October 29): Regimes 3

Michael Albertus and Victor Menaldo. 2018. *Authoritarianism and the Elite Origins of Democracy*. New York, Cambridge University Press.

Week 12 (November 5): Regimes 4

Richard M. Valelly. 2004. *The Two Reconstructions: The Struggle for Black Enfranchisement*. Chicago, University of Chicago Press.

Week 13 (November 12): Development 1

Prasannan Parthasarathi. 2011. *Why Europe Grew Rich and Asia Did Not? Global Economic Divergence, 1600-1850*. Cambridge, Cambridge University Press.

Week 14 (November 19): Development 2

James Mahoney. 2010. *Colonialism and Postcolonial Development: Spanish America in Comparative Perspective*. New York: Cambridge University Press.

Week 15 (November 26): Development 3

Dorothee Bohle and Béla Greskovits. 2012. *Capitalist Diversity on Europe's Periphery*. Ithaca, Cornell University Press.

****First draft of papers due to me.**

Week 16 (December 3): ****Research Presentations Miniconference**

****Paper Due:** December 11, 2019.