



COURSE SUBJECT, NUMBER AND TITLE:

Political Science 856, Field Seminar in Comparative Politics

(v. 10/4/23)

CREDITS: 3

MEETING TIME AND LOCATION: Fall 2023, Wednesdays 1:20-3:15pm, 422 North Hall

CANVAS COURSE URL: <https://canvas.wisc.edu/courses/374754>

INSTRUCTIONAL MODE: Classroom Instruction

REQUISITES: Graduate or professional standing

COURSE DESIGNATIONS AND ATTRIBUTES: Seminar, Grad 50% - Counts toward 50% graduate coursework requirement

HOW CREDIT HOURS ARE MET BY THE COURSE:

Traditional Carnegie Definition – This class meets for one 115-minute class period each week over the spring semester and carries the expectation that students will work on course learning activities (reading, writing, studying, etc.) for about 8 hours out of classroom for every class period. The syllabus includes more information about meeting times and expectations for student work.

INSTRUCTOR NAME, TITLE, AND PREFERRED CONTACT:

Professor, Yoshiko M. Herrera (<https://polisci.wisc.edu/staff/yoshiko-m-herrera/>), Department of Political Science, yherrera@wisc.edu

INSTRUCTOR AVAILABILITY:

Drop-in Office Hours: Wednesdays, 3:20pm - 4:00pm in 316 North Hall
or sign up for other times at calendly.com/ymherrera

COURSE DESCRIPTION: http://guide.wisc.edu/courses/poli_sci/

Introduction to leading concepts and theories in the field of comparative politics, including those relating to states, nations, regimes and development. Includes work on many different regions and countries employing a range of research strategies and methodologies.

LEARNING OUTCOMES:

1. Understand, analyze and evaluate concepts and theories in Comparative Politics.
2. Identify and understand research methods and strategies and their implications.
3. Identify political science publication norms in top journals and university presses.
4. Develop critical reading, writing, collaboration, and presentation skills.
5. Become acquainted with UW-Madison faculty in Comparative Politics.

Course Goals:

- (1) To become acquainted with many of the leading concepts and theories within the field of comparative politics. Students will be made aware of the relevant literatures so that they will be able to connect their own research to broad disciplinary concerns.
- (2) To introduce and make students aware of the implications of research strategies. The seminar will emphasize the point that methodologies in the discipline are diverse, and that these methods have considerable import for both topic choice and the range of findings.
- (3) To provide examples of how best to prepare work for future submission to leading journals and top university publishers. Students should also peruse journals, section newsletters, publisher lists, and the *Annual Reviews of Political Science* on a regular basis, not only to keep up with research trends in the field, but also to learn the styles and forms of contributions to comparative politics. This is the best way to learn about what Comparative Politics "is" and what the key debates in the subfield are.
- (4) To develop among students critical reading, writing, collaboration, and presentation skills. Students will be asked to explain core concepts from the readings to the class, will write short memos on the readings, and will collaboratively work on presentations. In addition, students will write an integrated paper connecting readings with their own research interests.
- (5) To substantively introduce students to UW-Madison faculty in comparative politics. For many of the weeks, a guest Political Science faculty member will join the class discussion.

REGULAR AND SUBSTANTIVE INTERACTION:

- Students participate in regularly scheduled learning sessions every week where there is an opportunity for direct interaction between the student and the instructor, and students can come to office hours held by the instructor.
- The instructor will provide written and/or oral comments on student assignments.
- Instructor posts information and email check-ins about academic aspects of the class.
- The instructor will identify students struggling to reach mastery through observation of discussions and assessment of work, and offer additional opportunities for instruction.

REQUIRED TEXTBOOK & OTHER COURSE MATERIALS:

- All readings are available online via Box or via the library. Readings may change. Any changes to the syllabus will be noted on an updated version in Canvas.
- Books marked "E-book" are online via library; read at least the introduction and one substantive chapter, and the conclusion, to get an overall sense of the book.

GRADING

Summary of course requirements and grading (see details below on syllabus)

1. Discussion questions and reading ratings (12 x .05%)	6%
2. Reading and participation in class	20%
3. Memos (5 x 6%)	30%
4. Group presentations (4 x 6%)	24%
5. Final Project	20%
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	100%

Grade scale:

A	100% to 95%	B	<89% to 83%	C	<77% to 70%	F	<60% to 0%
AB	<95% to 89%	BC	<83% to 77%	D	<70% to 60%		

Grades are not curved.

ABSENCE, MAKE-UP, AND LATE-WORK POLICY

Absences will be excused due to religious conflicts, medical issues, or university-related business.

1. Contact me by email as soon as possible if you anticipate missing a class or assignment and I will confirm in writing that the absence is excused.
2. With an excused absence, missed class participation will be excluded from final grade total.
3. Online assignments must be submitted online by normal due date, unless the reason for the excused absence precludes doing the work by the normal deadline (e.g. medical reason). In this case, an alternative assignment will be accepted up to one week beyond the excused absence period. Any work not turned in by one week beyond the excused period will not be accepted.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The Political Science department is located in North Hall, the oldest building on campus. Due to its age, this building is not accessible to individuals with mobility disabilities and does not have an elevator or accessible restroom. The department is committed to equal opportunity for all students to attend office hours, advising, and other department-related events. Please contact me if North Hall presents a disability-related barrier to you, and I will work with the department to ensure access. If you require a disability-related accommodation for the academic requirements of this course unrelated to North Hall, please see this: <https://guide.wisc.edu/courses/#SyllabusAccommodations>.

ACADEMIC INTEGRITY STATEMENT

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may

result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

DIVERSITY & INCLUSION STATEMENT, <https://diversity.wisc.edu/>

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

ACADEMIC POLICIES AND STATEMENTS:

See this link <https://guide.wisc.edu/courses/#syllabustext> for information on the following:

- Teaching and Learning Data Transparency Statement
- Privacy of Student Records and the Use of Audio Recorded Lectures Statement,
- Campus Resources for Academic Success
- Course Evaluations and Digital Course Evaluations
- Students’ Rules, Rights and Responsibilities
- Academic Calendar and Religious Observances

Summary Class Schedule

Date	Topics	Guest Faculty
6-Sep	Introduction	
13-Sep	The State	
20-Sep	Institutions and Institutional Change	Nils Ringe
27-Sep	Regimes	Aili Tripp
4-Oct	Contentious Politics	Erica Simmons
11-Oct	Rule of Law	
18-Oct	Legislatures and Governance	Marwa Shalaby
25-Oct	Parties	Steven Brooke
1-Nov	Elections and Voting	
8-Nov	Social Identities and Discrimination	Adeline Lo
15-Nov	Ethnic Politics, Nationalism, and Political Violence	Nadav Shelef
Nov 22: No class – Thanksgiving break		
29-Nov	Development, Growth, and Inequality	Rikhil Bhavnani
6-Dec	Redistribution and Public Goods	Reed Lei
13-Dec	Student presentations	

Class Schedule and Readings

All required unless under "Recommended"

Week 1, Sept. 6: Introduction to course: No assigned reading.

Week 2, Sept. 13: The State

- Grzymała-Busse, Anna M. 2023. *Sacred Foundations: the Religious and Medieval Roots of the European State*. Princeton University Press. E-book
- Wang, Yuhua. 2022. *The Rise and Fall of Imperial China: The social origins of state development*. Vol. 17. Princeton University Press,. E-book
- Robinson, James A. 2002. "States and Power in Africa by Jeffrey I. Herbst: A review essay." *Journal of Economic Literature* 40.2: 510-519.
- Blaydes, Lisa. 2017. "State Building in the Middle East." *Annual Review of Political Science* 20, 487-504.
- Soifer, Hillel. 2008. "State infrastructural power: Approaches to conceptualization and measurement." *Studies in Comparative International Development* 43:3-4, 231.
- Lee, Melissa M., and Nan Zhang. 2017. "Legibility and the informational foundations of state capacity." *The Journal of Politics* 79.1: 118-132.

Recommended:

- Tilly, Charles. 1992. *Coercion, capital, and European states, AD 990-1992*. Oxford: Blackwell.
- Thornton, Patricia M. 2007. *Disciplining the state: virtue, violence, and state-making in modern China*. Harvard East Asia Center.
- Herbst, Jeffrey. 2000. *States and Power in Africa: Comparative Lessons in Authority and Control*. Princeton: Princeton University Press. (available as ebook)
- Staniland, Paul. 2012. "States, insurgents, and wartime political orders." *Perspectives on politics* 10.2: 243-264.
- Darden, Keith. 2008. "The Integrity of Corrupt States: Graft as an Informal State Institution." *Politics & Society* 36(1), 35-60.
- Abramson, Scott F. 2017. "The economic origins of the territorial state." *International Organization* 71.1: 97-130.

Week 3, Sept. 20: Institutions and Institutional Change

- North, Douglass C. 1991. "Institutions." *Journal of Economic Perspectives* 5:1, pp. 97-112.
- Helmke, Gretchen, and Steven Levitsky. 2004. "Informal institutions and comparative politics: A research agenda." *Perspectives on Politics* 2:4, 725-740.
- March, James G., and Johan P. Olsen. 2006. "The Logic of Appropriateness." In *The Oxford Handbook of Public Policy* eds. Martin Rein Michael Moran and Robert E. Goodin. Oxford University Press, 1-39.
- Gerschewski, Johannes. 2021. "Explanations of institutional change: Reflecting on a "missing diagonal"." *American Political Science Review* 115.1: 218-233.

- Albertus, Michael, and Victor Menaldo. 2020. "The Stickiness of 'Bad' Institutions: Constitutional Continuity and Change under Democracy" in Brinks, Daniel M., Steven Levitsky, and María Victoria Murillo, eds. *The Politics of Institutional Weakness in Latin America*. Cambridge University Press, 2020: 61-97.
- Nonnemacher, Jeffrey, Jae-Jae Spoon, and Nils Ringe. 2023. "An institutional safety net? How electoral institutions mediate the fortunes of parties under threat." *Journal of Elections, Public Opinion and Parties* 33.2: 322-341.

Recommended:

- Hall, Peter A., and Rosemary CR Taylor. 1996. "Political science and the three new institutionalisms." *Political studies* 44.5 (1996): 936-957.
- Greif, Avner, and David D. Laitin. 2004. "A Theory of Endogenous Institutional Change." *American Political Science Review* 98 (4):20.
- Moe, Terry M. 2005. "Power and political institutions." *Perspectives on Politics* 3.2 (2005): 215-233.
- Weyland, Kurt 2008. "Toward a New Theory of Institutional Change." *World Politics* 60(2), 281-314.
- Herrera, Yoshiko. 2013. "Accidental Hegemony: How the System of National Accounts Became a Global Institution," in Gerald Berk, et al., eds. *Political Creativity: Reconfiguring Institutional Order and Change*, University of Pennsylvania Press, 2013, Chp. 7, pp. 67–187.
- Falleti, Tulia G. 2020. "Social Origins of Institutional Strength: Prior Consultation over Extraction of Hydrocarbons in Bolivia." In Brinks, Daniel M., Steven Levitsky, and María Victoria Murillo, eds. *The Politics of Institutional Weakness in Latin America*. Cambridge University Press, 2020: 253-76.

Week 4, Sept. 27: **Regime Types: Definitions and Trajectories**

- Przeworski, Adam. 2010. *Democracy and the Limits of Self-government*. Cambridge University Press. E-book.
- Ansell, Ben W., and David J. Samuels. 2014. *Inequality and Democratization*. Cambridge University Press. E-book.
- Magaloni, Beatriz. 2008 "Credible power-sharing and the longevity of authoritarian rule." *Comparative Political Studies* 41:4-5, 715-741.
- Tripp, Aili Mari. 2019. *Seeking Legitimacy: Why Arab Autocracies Adopt Women's Rights*. Cambridge University Press, Intro & Chp. 1, 1-66.
- Berman, Sheri. 2021. "The causes of populism in the west." *Annual Review of Political Science* 24: 71-88.
- Forthcoming 2023 *PS* symposium on Democratic Backsliding: Papers by Knutsen et al. and Little & Meng

Recommended:

- Acemoglu, Daron, and James A. Robinson. 2006. *Economic origins of dictatorship and democracy*. Cambridge University Press. E-book.
- Boix, Carles. 2011. "Democracy, Development, and the International System." *American Political Science Review*. 15.4, 809-828.
- Haber, Stephen, and Victor Menaldo. 2011. "Do Natural Resources Fuel Authoritarianism? A Reappraisal of the Resource Curse." *American Political Science Review*, 105:1, 1-26.
- Graham, Matthew H., and Milan W. Svobik. 2020. "Democracy in America? Partisanship, Polarization, and the Robustness of Support for Democracy in the United States." *American Political Science Review* 114:2, 392-409.
- Marinov, Nikolay, and Maria Popova. 2022. "Will the Real Conspiracy Please Stand Up: Sources of Post-Communist Democratic Failure." *Perspectives on Politics* 20.1: 222-236.
- Egorov, Georgy and Konstantin Sonin. 2023 " Why Did Putin Invade Ukraine? A Theory of Degenerate Autocracy," *Becker-Friedman Institute Working Paper 2023-52*, July 26, 2023.

Week 5, Oct. 4: **Contentious Politics**

- McAdam, Doug, Sidney Tarrow, and Charles Tilly. 2001. *Dynamics of Contention*. Cambridge University Press. Chp. 1, pp. 3-37.
- Simmons, Erica S. 2016. "Market reforms and water wars." *World Politics* 68:1, 37-73.
- Hoffman, Michael, and Amaney Jamal. 2014. "Religion in the Arab Spring: Between two competing narratives." *The Journal of Politics* 76:3, 593-606.
- Hassan, Mai, Daniel Mattingly, and Elizabeth R. Nugent. 2022. "Political Control." *Annual Review of Political Science* 25: 1-20.
- Pan, Jennifer, and Alexandra A. Siegel. 2020. "How Saudi crackdowns fail to silence online dissent." *American Political Science Review* 114:1, 109-125.
- Fu, Diana. 2017. "Disguised collective action in China." *Comparative Political Studies* 50:4, 499-527.

Recommended:

- Kuran, Timur. 1991. "Now out of never: The element of surprise in the East European revolution of 1989." *World politics* 44.1: 7-48.
- Finkel, Evgeny, Scott Gehlbach, and Tricia D. Olsen. 2015. "Does reform prevent rebellion? Evidence from Russia's emancipation of the serfs." *Comparative Political Studies* 48.8: 984-1019.
- Shen-Bayh, Fiona. 2018. "Strategies of repression: Judicial and extrajudicial methods of autocratic survival." *World Politics* 70.3: 321-357.
- Holmes, Carolyn E. 2019. "The Politics of" Non-Political" Activism in Democratic South Africa." *Comparative Politics* 51:4, 561-580.
- Hale, Henry E. 2022. "Authoritarian rallying as reputational cascade? Evidence from Putin's popularity surge after Crimea." *American Political Science Review* 116.2: 580-594.
- Wasow, Omar. 2020. "Agenda Seeding: How 1960s Black Protests Moved Elites, Public Opinion and Voting." *American Political Science Review*, 114:3, 638-659.

Week 6, Oct. 11: Law and Courts

- Rijpkema, Peter. 2013. "The Rule of Law Beyond Thick and Thin," *Law and Philosophy* 33:6, 793-816.
- Versteeg, Mila and Tom Ginsburg. 2017. "Measuring the Rule of Law: A Comparison of Indicators." *Law & Social Inquiry* 42:1, 100-137.
- Hendley, Kathryn. 2022. "Legal Dualism as a Framework for Analyzing the Role of Law under Authoritarianism." *Annual Review of Law and Social Science* 18.
- Harvey, C. J. 2022. Can Courts in Nondemocracies Deter Election Fraud? De Jure Judicial Independence, Political Competition, and Election Integrity. *American Political Science Review*, 116(4), 1325-1339.
- Shen-Bayh, F. 2018. Strategies of repression: Judicial and extrajudicial methods of autocratic survival. *World Politics*, 70(3), 321-357.
- Lazarev, E. 2019. Laws in conflict: legacies of war, gender, and legal pluralism in Chechnya. *World Politics*, 71(4), 667-709.

Recommended:

- Krygier, Martin. 2016. "The Rule of Law: Pasts, Presents, and Two Possible Futures." *Annual Review of Law & Social Science*, 12, 199-229.
- Linzer, Drew A., and Jeffrey K. Staton. 2015. "A global measure of judicial independence, 1948–2012." *Journal of Law and Courts* 3.2: 223-256.
- Helmke, Gretchen, and Frances Rosenbluth. 2009. "Regimes and the rule of law: Judicial independence in comparative perspective." *Annual Review of Political Science* 12: 345-366.
- Matczak, Marcin, 2020. "The clash of powers in Poland's rule of law crisis: Tools of attack and self-defense." *Hague Journal on the Rule of Law*, 12:3, 421-450.
- Vanberg, G. 2015. Constitutional courts in comparative perspective: A theoretical assessment. *Annual Review of Political Science*, 18, 167-185.
- Moustafa, T. 2014. Law and courts in authoritarian regimes. *Annual Review of Law and Social Science*, 10, 281-299.

Week 7, Oct. 18: Legislatures and Governance

- Ostrom, Elinor. 1990. *Governing the commons: The evolution of institutions for collective action*. Cambridge University Press. Ebook.
- Cox, Gary W., and Matthew D. McCubbins. 2007. *Legislative leviathan: Party government in the House*. Cambridge University Press. Ebook.
- Truex, Rory. 2020. "Authoritarian gridlock? Understanding delay in the Chinese legislative system." *Comparative Political Studies* 53.9: 1455-1492.
- Bhavnani, Rikhil R., and Alexander Lee. 2018. "Local embeddedness and bureaucratic performance: evidence from India." *The Journal of Politics* 80:1, 71-87.
- Ofosu, George Kwaku. 2019. "Do fairer elections increase the responsiveness of politicians?" *American Political Science Review* 113:4, 963-979.
- Shalaby, Marwa and Scott Williamson. 2023. "Executive Compliance with Parliamentary Powers under Authoritarianism: Evidence from Jordan" unpublished manuscript, September 20, 2023

Recommended:

- North, Douglass C., and Barry R. Weingast. 1989. "Constitutions and commitment: the evolution of institutions governing public choice in seventeenth-century England." *The Journal of Economic History* 49:4, 803-832.
- Barkan, Joel D. 2019. "Legislatures on the Rise?" *Journal of Democracy* 19 (2008): 124-137.
- Parthasarathy, Ramya, Vijayendra Rao, and Nethra Palaniswamy. 2019. "Deliberative Democracy in an Unequal World: A Text-As-Data Study of South India's Village Assemblies." *The American Political Science Review* 113:3, 623-640.
- Malesky, Edmund, and Paul Schuler. 2010. "Nodding or needling: Analyzing delegate responsiveness in an authoritarian parliament." *American political science review* 104.3: 482-502.
- Reuter, Ora J. and Graham B. Robertson. 2014. "Legislatures, Cooptation, and Social Protest in Contemporary Authoritarian Regimes." *The Journal of Politics* 77:1, 235-248.
- Powell, Eleanor Neff, and Justin Grimmer 2016. "Money in exile: Campaign contributions and committee access." *The Journal of Politics* 78.4, 974-988.

Week 8, Oct. 25: **Parties**

- Bawn, Kathleen, Martin Cohen, David Karol, et al. 2012. "A Theory of Political Parties: Groups, policy demands and nominations in American politics." *Perspectives on Politics* 10:3, 571-597.
- Riedl, Rachel Beatty. 2014. *Authoritarian origins of democratic party systems in Africa*. Cambridge University Press. E-book.
- De Vries, Catherine E., and Sara B. Hobolt. 2020. "A Theory of Political Change" in *Political Entrepreneurs: The Rise of Challenger Parties in Europe*, Princeton University Press, 40-60.
- Lupu, Noam. 2014. "Brand Dilution and the Breakdown of Political Parties in Latin America." *World Politics* 66:4, 561-602.
- Brooke, Steven. 2017. "From medicine to mobilization: social service provision and the Islamist reputational advantage." *Perspectives on Politics* 15:1 42-61.
- Arriola, Leonardo, Danny Choi, Justine Davis, Melanie Phillips, and Lise Rakner. 2021. "Paying to Party: Candidate Resources and Party Switching in New Democracies". *Party Politics*, 28:3: 507-520.

Recommended:

- Aldrich, John H. 1995. *Why parties?: The origin and transformation of political parties in America*. University of Chicago Press.
- Svobik, Milan W. 2012. *The Politics of Authoritarian Rule*. New York: Cambridge University Press.
- Dancygier, Rafaela, and Yotam Margalit. 2020. "The Evolution of the Immigration Debate: Evidence from a New Dataset of Party Positions Over the Last Half-Century." *Comparative Political Studies*, 53.5, 734-774.
- Butler, Daniel M., and Eleanor Neff Powell. 2014. "Understanding the Party Brand: Experimental Evidence on the Role of Valence," *The Journal of Politics* 76:2, 492-505.

- Auerbach, Adam M., and Tariq Thachil. 2018. "How Clients Select Brokers: Competition and Choice in India's Slums." *American Political Science Review* 112:4, 775-791.
- Vachudova, Milada Anna. 2019. "From competition to polarization in Central Europe: How populists change party systems and the European Union." *Polity* 51.4: 689-706.

Week 9, Nov. 1: **Elections and Voting**

- Kam, Christopher, Anthony M. Bertelli, and Alexander Held. 2020. "The Electoral System, the Party System and Accountability in Parliamentary Government," *American Political Science Review* 114, 3, 744–760.
- Becher, Michael, and Irene Menendez. 2019. "Electoral Reform and Trade-Offs in Representation." *American Political Science Review* 113:3, 694–709.
- Nichter, Simeon. 2008. "Vote buying or turnout buying? Machine politics and the secret ballot." *American political science review* 102.1: 19-31.
- Duch, Raymond M., and Randolph T. Stevenson. 2008. *The Economic Vote: How Political and Economic Institutions Condition Election Results*. Cambridge University Press. E-book.
- Kasara, Kimuli, and Pavithra Suryanarayan. 2015. "When do the rich vote less than the poor and why? Explaining turnout inequality across the world." *American Journal of Political Science* 59:3, 613-627.
- Achen, C., Bartels, L., Achen, C.H. and Bartels, L.M., 2017. *Democracy for Realists*. Princeton University Press. E-book.

Recommended:

- Dunning, Thad, Guy Grossman, Macartan Humphreys, Susan D. Hyde, Craig McIntosh, Gareth Nellis, Claire L. Adida et al. 2019. "Voter information campaigns and political accountability: Cumulative findings from a preregistered meta-analysis of coordinated trials." *Science advances* 5:7.
- Croke, Kevin, Guy Grossman, Horacio A. Larreguy, and John Marshall. 2016. "Deliberate disengagement: How education can decrease political participation in electoral authoritarian regimes." *American Political Science Review* 110:3, 579-600.
- Enikolopov, Ruben, et al. 2013. "Field experiment estimate of electoral fraud in Russian parliamentary elections." *Proceedings of the National Academy of Sciences* 110.2: 448-452.
- Manion, Melanie, 2017. "'Good types' in Authoritarian Elections: The Selectoral Connection in Chinese Local Congresses." *Comparative Political Studies* 50:3, 362-394.
- Harris, Adam S., and Erin Hern. 2019. "Taking to the Streets: Protest as an Expression of Political Preference in Africa." *Comparative Political Studies* 52:8, 1169-1199.
- Chong, Alberto, Ana L. De La O, Dean Karlan, and Leonard Wantchekon. 2014. "Does corruption information inspire the fight or quash the hope? A field experiment in Mexico on voter turnout, choice, and party identification." *The Journal of Politics* 77:1, 55-71.

Week 10, Nov. 8: **Social Identities and Discrimination**

- Abdelal, Rawi, Yoshiko M. Herrera, Alastair Iain Johnston, and Rose McDermott. 2006. "Identity as a Variable," *Perspectives on Politics* 4:4: 695-711.
- Telles, Edward, and Tianna Paschel. 2014. "Who is black, white, or mixed race? How skin color, status, and nation shape racial classification in Latin America." *American Journal of Sociology* 120:3, 864-907.
- Paluck, Elizabeth Levy, Seth A. Green, and Donald P. Green. 2018. "The contact hypothesis re-evaluated." *Behavioural Public Policy*, 1-30.
- Williamson, Scott, et al. 2021. "Family matters: How immigrant histories can promote inclusion." *American Political Science Review* 115.2: 686-693.
- Bhavnani, Rikhil R., 2017. "Do the Effects of Temporary Ethnic Group Quotas Persist? Evidence from India." *American Economic Journal: Applied Economics* 9:3, 105-23.
- Acharya, Avidit, Matthew Blackwell, and Maya Sen. 2016. "The political legacy of American slavery." *The Journal of Politics* 78.3: 621-641.

Recommended:

- Wimmer, Andreas. 2008. "The making and unmaking of ethnic boundaries: A multilevel process theory." *American journal of sociology* 113.4: 970-1022.
- Sen, Maya, and Omar Wasow. 2016. "Race as a bundle of sticks: Designs that estimate effects of seemingly immutable characteristics." *Annual Review of Political Science* 19: 499-522.
- Marquardt, Kyle L., and Yoshiko M. Herrera. 2015. "Ethnicity as a variable: an assessment of measures and data sets of ethnicity and related identities." *Social Science Quarterly* 96:3, 689-716.
- Egan, Patrick J. 2020. "Identity as dependent variable: How Americans shift their identities to align with their politics." *American Journal of Political Science* 64:3, 699-716.
- Abdelgadir, Aala, and Vasiliki Fouka. 2020. "Political Secularism and Muslim Integration in the West: Assessing the Effects of the French Headscarf Ban." *American Political Science Review* 114:3, 707-723.
- Siegel, Alexandra A., and Vivienne Badaan. 2020. "# No2Sectarianism: Experimental Approaches to Reducing Sectarian Hate Speech Online." *American Political Science Review* 114:3, 837-855.

Week 11, Nov. 15: **Ethnic Politics, Nationalism, and Political Violence**

- Chandra, Kanchan. 2006. "What is Ethnic Identity and Does It Matter?" *Annual Review of Political Science* 9, 397-424.
- Brubaker, Rogers, and David D. Laitin. 1998. "Ethnic and nationalist violence." *Annual Review of sociology* 24:1, 423-452.
- Kalyvas, Stathis. 2003. "The Ontology of Political Violence." *Perspectives on Politics* 1:3, 475-494.
- Lacina, Bethany. 2006. "Explaining the Severity of Civil Wars." *Journal of Conflict Resolution* 50:2, 276-89.

- Shelef, Nadav. 2016. "Unequal Ground: Homelands and Conflict." *International Organization*, 70:1, pp. 33-63.
- Magaloni, Beatriz, Edgar Franco-Vivanco, and Vanessa Melo. 2020. "Killing in the Slums: Social Order, Criminal Governance, and Police Violence in Rio de Janeiro." *American Political Science Review* 114:2, 552-572.

Recommended:

- Kulyk, Volodymyr. 2018. "Shedding Russianness, recasting Ukrainianness: The post-Euromaidan dynamics of ethnonational identifications in Ukraine." *Post-Soviet Affairs* 34.2-3: 119-138.
- Robinson, Amanda Lea. 2014. "National versus ethnic identification in Africa: Modernization, colonial legacy, and the origins of territorial nationalism." *World Politics* 66:4, 709-746.
- Fearon, James D., and David D. Laitin. 2003. "Ethnicity, Insurgency, and Civil War." *American Political Science Review* 97:1, 75-90.
- Zhou, Yang-Yang, and Andrew Shaver. 2021. "Reexamining the effect of refugees on civil conflict: a global subnational analysis." *American Political Science Review* 115.4: 1175-1196.
- Straus, Scott. 2015. *Making and Unmaking Nations: War, Leadership, and Genocide in Modern Africa*. Cornell University Press. Intro., Chp. 1, pp. 1-33.
- Wood, Elisabeth Jean. 2018. "Rape as a practice of war: Toward a typology of political violence." *Politics & Society* 46:4, 513-537.

Nov. 22 – no class Thanksgiving break

Week 12, Nov. 29: **Development and Inequality**

- Olson, Mancur. 2022 (1982). *The rise and decline of nations*. Yale University Press. New Haven. Ebook, chapter 5
- Bates, Robert H. 1981. *Markets and States in Tropical Africa: The Political Basis of Agricultural Policies*. Berkeley: University of California Press. Ebook
- Piketty, Thomas, and Emmanuel Saez. 2014. "Inequality in the long run." *Science* 344:6186, 838-843
- Acemoglu, Daron, Simon Johnson, and James A. Robinson. 2001. "The Colonial Origins of Comparative Development: An Empirical Investigation." *American Economic Review*, 91:5, 1369–1401.
- Ang, Yuen Yuen. 2018. *How China Escaped the Poverty Trap*. Cornell University Press. Ebook.
- Banerjee, Abhijit, and Lakshmi Iyer. 2005. "History, Institutions and Economic Performance: The Legacy of Colonial Land Tenure Systems in India." *American Economic Review* 95:4, 119–213.

Recommended:

- Kohli, Atul. 2004. *State-Directed Development: Political Power and Industrialization in the Global Periphery*. Cambridge University Press.
- Miller, Grant. 2008. "Women's Suffrage, Political Responsiveness, and Child Survival in American History." *The Quarterly Journal of Economics* 123.3, 1287-1327.
- Alesina, Alberto, Paola Giuliano, and Nathan Nunn. 2013. "On the Origins of Gender Roles: Women and the Plough." *The Quarterly Journal of Economics* 128.2, 469-530.
- Charnysh, Volha. 2019. "Diversity, institutions, and economic outcomes: Post-WWII displacement in Poland." *American Political Science Review* 113.2: 423-441.
- Bizzarro, Fernando, John Gerring, Carl Henrik Knutsen, Allen Hicken, Michael Bernhard, Svend-Erik Skaaning, Michael Coppedge, and Staffan I. Lindberg. 2018. "Party strength and economic growth." *World Politics* 70:2, 275-320.
- Lei, Zhenhuan. 2023. "The Political Resource Blessing or Curse? Patronage Networks, Infrastructure Investment, and Economic Development in China." *Comparative Political Studies* 56.8: 1156-1188.

Week 13, Dec. 6: **Redistribution and Public Goods**

- Kasara, Kimuli. 2007. "Tax Me If You Can: Ethnic Geography, Democracy, and the Taxation of Agriculture in Africa." *The American Political Science Review* 101:1, 159-72.
- Suryanarayan, Pavithra and Steven White. 2021. "Slavery, Reconstruction, and Bureaucratic Capacity in the American South." *American Political Science Review* 115:2, 568-584.
- Holland, Alisha C. 2018. "Diminished Expectations: Redistributive Preferences in Truncated Welfare States." *World Politics* 70:4, 555-594.
- De la Cuesta, Brandon, et al. 2022. "Owning it: Accountability and citizens' ownership over oil, aid, and taxes." *The Journal of Politics* 84.1: 304-320.
- Brulé, Rachel E. 2020. "Reform, Representation, and Resistance: The Politics of Property Rights' Enforcement." *The Journal of Politics* 82:4.
- Lei, Zhenhuan and Zhou, Junlong. 2020. "Private Returns to Public Investment: Political Career Incentives and Infrastructure Investment in China." *Journal of Politics*. 84.1 (2022): 455-469.

Recommended:

- Besley, Timothy, and Robin Burgess. 2002. "The political economy of government responsiveness: Theory and evidence from India." *The Quarterly Journal of Economics* 117:4, 1415-1451.
- Blanchet, Thomas, Lucas Chancel, and Amory Gethin. 2022. "Why is Europe more equal than the United States?." *American Economic Journal: Applied Economics* 14.4. 480-518.
- Tsai, Lily S. 2007. *Accountability without Democracy: Solidary Groups and Public Goods Provision in Rural China*. New York: Cambridge University Press.
- Baldwin, Kate. 2016. *The paradox of traditional chiefs in democratic Africa*. Cambridge University Press.

- Cruz, Cesi, Julien Labonne, and Pablo Querubin. 2020. "Social network structures and the politics of public goods provision: evidence from the Philippines." *American Political Science Review* 114:2, 486-501.
- Bustikova, Lenka, and Cristina Corduneanu-Huci. 2017. "Patronage, trust, and state capacity: The historical trajectories of clientelism." *World Politics* 69.2: 277-326.

Final Project due Tuesday, Dec. 12 th , 9:00 am
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Week 14, Dec. 13: Student presentations

MAJOR GRADED WORK

1) Discussion questions and readings ratings (6% of class grade):

- Each week students should post 1 question, of **no more than 50 words**, to the course website by 12:00 pm on Wednesday. Discussion questions must be based on and reference the course readings.
- Student should also fill out an online rating for each of the readings.
- Discussion questions and online reading ratings are credit/no credit. If they are posted on time and contain required content students will receive credit (.05% x 12).

2) Reading and Participation in Class discussions (20% of class grade):

- This is a discussion-based class and active participation is essential. Attending is the first step and is important, but is not full participation. Active participation means being prepared by doing the reading and thinking about the material so that you can ask and answer questions related to the course material. Students should have the readings at hand in order to aid in the discussion.
- Four participation grades will be given—at the end of weeks 4, 7, 10, and 13, taking into account the previous three weeks of participation.

3) **Memos** (5 x 6% = 30% of final grade)

- For five of the weeks, each student will prepare a short memo based on the readings.
- The goals are to 1) categorize the readings; 2) to figure out what the contribution of each reading is; 3) to make connections between readings; and 4) to identify limitations of the readings. All memos should have 4 clearly marked sections:
 1. Sort readings into substantive **categories** (this is an important conceptual task). You can create a small table [or figure and discuss categories briefly](#). For example, some readings explain or define a concept, some contribute to measurement of a concept, some advance a particular argument, others a different type of argument. In any case, explain your categorization in a few sentences, and be careful not to box readings into categories that do not fit. Whatever labels you choose, make sure they are accurate. *Do not use methods labels in lieu of substantive or theoretical categories.*
 2. Briefly highlight **key contributions** of each work; *this should not be merely a restatement of the abstract*. Consider why the work was published, and ask yourself why it was assigned; what does it contribute to the week's topic? A methodological innovation might be appropriate to mention here, or a substantive theoretical contribution is also fine.
 3. Make **connections** among the readings; do not just discuss each text individually. Compare some or all of the readings and in a few sentences explain how readings are related to each other.
 4. Highlight some **limitations or a criticism** of one or more works, or the readings as a group (e.g. something left out, wrong, or that you disagree with).

Other memo requirements:

- Discuss **all required readings for the week**; memos should be written in prose (not bullet points) and divided into 4 sections noted above.
- Use parenthetical citation (last name, year, and page number if a quotation), e.g. [APA citation style](#). Given that readings are from the syllabus, no bibliography necessary. Cite both authors if there are two (not just the male or more senior one); first author plus "et al." is okay for more than 2 authors.
- **Check and spell author names correctly**. Look it up if you don't know for sure. Pay attention to gender in referring to authors, or use names rather than pronouns; do not assume all authors are male. Google if you are not sure.
- Things to avoid: Do not discuss other non-required readings in these memos. Do not include sign-posting, intro, or conclusion, just the 4 sections noted above.
- Memos should be *1-2 single-spaced pages* (12-point font, 1-inch margins), and should include your name, date, and **a substantive title**.
- Post on the class website as a PDF by 10:00 am on Wednesday. Late memos will be marked down.
- Unless you request otherwise, memos will be shared on the course website after the class discussion.

4) **Group Presentations:** (4 x 6% = 24% of final grade)

For four of the weeks, students will present readings to the class. Through this activity, students will develop the ability to concisely analyze, present, and discuss work in comparative politics.

- Presentations should be based on both the required and the recommended readings
- Each presentation should answer the following questions:
 1. What are key debates/questions on this topic? (based on required and recommended readings)
 2. What are the core or classic readings on this topic, and why are they so special? (based on required and recommended readings)
 3. How do the week's required readings address the key debates and what do they contribute?
 4. What are some limitations of the week's required readings?
 5. What are some questions for discussion based on required readings? (based on your own and also other students' contributed questions)
- Students should work together to develop an **integrated presentation**; do not just divide up the reading arbitrarily.
- Presentations should not be longer than 10-15 minutes; and should include slides that look professional (pay attention to fonts, figures/tables, images, etc).
- Presenters should engage with the class and not simply read notes.
- Group presentation dates will be set at the first class meeting. Each student will participate in four (with 4 other students).
- Slides should be uploaded to Box and Canvas before class.

5) Final Project: (20% of class grade)

The final project will consist of two elements: a discussion of your research interests and a discussion of the course readings from two weeks on the syllabus. The goal of this project is to draw connections between readings in the course and your research goals, which hopefully will help you develop your dissertation research question and embed your dissertation in existing literatures. You should be considering your own research interests as well as sources for this project throughout the semester.

The final project should have 2 sections:

- 1) **A discussion of your own research interests** (1-2 single-spaced pages).
 - a) Title: Give your project a title that describes your research topic.
 - b) Define your field of interest in approximately one-half page
 - c) Next discuss how your interests relate to two of the topics on the syllabus. This may be easy or might require some stretching, but the idea is to think about how your interests fit in the larger literature comparative politics. You can discuss how specific readings or how specific concepts or arguments from work we read are related to your interests.
- 2) **A review and revision of readings from 2 different weeks on the syllabus;** the goal is two revised syllabus weeks and the audience would be other students taking PS856.
 - a) For two separate weeks/topics, provide a revised, annotated list of 6 required readings and 6 recommended readings.
 - b) Suggest at least 2 new readings (and include full bibliographic info for them; they must be published).
 - c) For each reading that you keep on the list or add to the list, write a sentence or two for why it should remain on the syllabus.
 - d) For any readings that you cut, list them below in a separate section and explain for each one why you want to remove them.
 - e) Identify a few "classic" works on the topic and explain why they are, or are not, on your list (possibly superseded by some newer work).
 - f) At the end, for each week write a short paragraph on how the readings fit together.

In the end you should have a complete revised and annotated list of 6 required readings and 6 recommended readings, plus a list of readings you cut, a discussion of classic works, and a paragraph on how the readings fit together. You could also propose a completely new week, but you would have to cut one of the existing ones (and explain why).

Other important requirements:

- This should be around 4-5 single-spaced pages (1-2 pages for your research interests, around 1-2 pages each for the syllabus weeks)
- 12-point font, single-spaced, 1-inch margins, include page numbers.
- The final paper is due as a PDF posted to the Canvas on **Tuesday, Dec. 12th, 9:00 am**. Late papers marked down.