



COURSE SUBJECT, NUMBER AND TITLE:

Political Science 856, Field Seminar in Comparative Politics

(v. 9/18/24)

CREDITS: 3

MEETING TIME AND LOCATION: Fall 2024, Wednesdays 3:30-5:25pm, 422 North Hall

CANVAS COURSE URL: <https://canvas.wisc.edu/courses/424161>

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: Tuesdays, 4:45pm - 5:15pm in 414 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 comments (12 x .5%)	6%
2. Oral participation in discussion of readings (4 x 5%)	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 that grade.
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	Topic	Guest Faculty
4-Sep	Course Introduction	
11-Sep	The State	
18-Sep	Regime Types: Definitions and Trajectories	Aili Tripp
25-Sep	Institutions and Institutional change	Nils Ringe
2-Oct	Contentious Politics	Erica Simmons
9-Oct	Law and Courts	Kathryn Hendley
16-Oct	Legislatures and governance	Ellie Powell
23-Oct	Parties and elections	Steven Brooke
30-Oct	Social Identities and Discrimination	
6-Nov	Gender and Politics	Marwa Shalaby
13-Nov	Ethnic Politics, Nationalism, and Political Violence	Nadav Shelef
20-Nov	Development, Growth, and Inequality	Rikhil Bhavnani
27-Nov	Thanksgiving break – no class	
4-Dec	Redistribution and Public Goods	Soeren Henn
11-Dec	Student presentations	

Class Schedule and Readings

All required unless under "Recommended"

Week 1, Sept. 4: Introduction to course: No assigned reading.

Week 2, Sept. 11: The State

- Blaydes, Lisa, and Anna Grzymala-Busse. 2024. "Historical State Formation Within and Beyond Europe." *World Politics* (forthcoming).
- Robinson, James A. 2002. "States and Power in Africa by Jeffrey I. Herbst: A review essay." *Journal of Economic Literature* 40.2: 510-519.
- Thornton, Patricia M. 2007. *Disciplining the state: virtue, violence, and state-making in modern China*. Harvard East Asia Center.
- Chowdhury, Arjun. *The myth of international order: why weak states persist and alternatives to the state fade away*. Oxford University Press, 2018, chps 1-2, pp. 1-36.
- 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:

- Gerth, H. H., and C. Wright Mills. "Politics as a Vocation." *From Max Weber: Essays in Sociology* (1946): 77-128.
- Mann, Michael. "The autonomous power of the state: its origins, mechanisms and results." *European Journal of Sociology/Archives européennes de sociologie* 25.2 (1984): 185-213.
- Abramson, Scott F. 2017. "The economic origins of the territorial state." *International Organization* 71.1: 97-130.
- Roessler, Philip, and David Ohls. 2018. "Self-enforcing power sharing in weak states." *International Organization* 72.2: 423-454.
- Wang, Yuhua. 2022. *The Rise and Fall of Imperial China: The social origins of state development*. Vol. 17. Princeton University Press,. E-book
- Hassan, Mai, Daniel Mattingly, and Elizabeth R. Nugent. 2022. "Political Control." *Annual Review of Political Science* 25: 1-20.

Week 3, Sept. 18: Regime Types: Definitions and Trajectories

- Przeworski, Adam. 2010. *Democracy and the Limits of Self-government*. 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.
- Ansell, Ben W., and David J. Samuels. 2014. *Inequality and Democratization*. Cambridge University Press. E-book.

- Tripp, Aili Mari. 2019. *Seeking Legitimacy: Why Arab Autocracies Adopt Women's Rights*. Cambridge University Press, Intro & Chp. 1, 1-66.
- Przeworski, Adam. 2023. Formal Models of Authoritarian Regimes: A Critique. *Perspectives on Politics* 21:3: 979-988.
- Little, Andrew T., and Anne Meng. 2024. "Measuring democratic backsliding." *PS: Political Science & Politics* 57.2: 149-161.
 - Knutsen, Carl Henrik, et al. 2024. "Conceptual and measurement issues in assessing democratic backsliding." *PS: Political Science & Politics* 57.2: 162-177.
 - Little, Andrew T., and Anne Meng. 2024. "What we do and do not know about democratic backsliding." *PS: Political Science & Politics* 57.2: 224-229.

Recommended:

- Arriola, Leonardo R., and Lise Rakner. 2023. *Democratic Backsliding in Africa?: Autocratization, Resilience, and Contention*. Oxford University Press. E-book
- Boix, Carles. 2011. "Democracy, Development, and the International System." *American Political Science Review*. 15.4, 809-828.
- Svobik, Milan W. 2012. *The Politics of Authoritarian Rule*. New York: Cambridge University Press. E-book
- 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.
- Berman, Sheri. 2021. "The causes of populism in the west." *Annual Review of Political Science* 24: 71-88.
- 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.

Week 4, Sept. 25: **Institutions and Institutional Change**

- North, Douglass C. 1991. "Institutions." *Journal of Economic Perspectives* 5:1, pp. 97-112.
- Tsebelis, George. 1995. "Decision Making in Political Systems: Veto Players in Presidentialism, Parliamentarism, Multicameralism, and Multipartyism." *British Journal of Political Science* 25:3, 289-325.
- 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.

- Ringe, Nils. 2022. "The EU's Language Regime: Institutional Stability and Change," in: *The Language(s) of Politics: Multilingual Policy-Making in the European Union*, University of Michigan Press, e-book, 81-112

Recommended:

- Hall, Peter A., and Rosemary Taylor. 1996. "Political science and the three new institutionalisms." *Political studies* 44.5 (1996): 936-957.
- Acemoglu, Daron, Simon Johnson, and James A. Robinson. 2001. "The Colonial Origins of Comparative Development: An Empirical Investigation," *American Economic Review* 91:5 (December): 1369-1401.
- Greif, Avner, and David D. Laitin. 2004. "A Theory of Endogenous Institutional Change." *American Political Science Review* 98 (4):20.
- Grzymala-Busse, Anna. 2010. "The Best Laid Plans: The Impact of Informal Rules on Formal Institutions in Transitional Regimes." *Studies in Comparative International Development* 45(3), 311-333.
- 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.
- Brinks, Daniel M., Steven Levitsky, and María Victoria Murillo, eds. *The Politics of Institutional Weakness in Latin America*. Cambridge University Press, 2020:
 - Albertus, Michael, and Victor Menaldo, 2020, "The Stickiness of 'Bad' Institutions: Constitutional Continuity and Change under Democracy," 61-97.
 - Falletti, Tulia G., 2020, "Social Origins of Institutional Strength: Prior Consultation over Extraction of Hydrocarbons in Bolivia," 253-76.

Week 5, Oct. 2: Contentious Politics

- McAdam, Doug, Sidney Tarrow, and Charles Tilly. 2001. *Dynamics of Contention*. Cambridge University Press. Chp. 1, pp. 3-37.
- Chaudhry, Suparna. "The assault on civil society: Explaining state crackdown on NGOs." *International Organization* 76.3 (2022): 549-590.
- 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.
- Simmons, Erica S. 2016. "Market reforms and water wars." *World Politics* 68:1, 37-73.
- Clarke, Killian, and Korhan Kocak. 2020. "Launching revolution: Social media and the Egyptian uprising's first movers." *British Journal of Political Science* 50.3: 1025-1045.
- Beissinger, Mark. 2022. *The Revolutionary City: Urbanization and the Global Transformation of Rebellion*. Princeton: Princeton University Press. E-book, Introduction and chp 1.

Recommended:

- McAdam, Doug. 1999. *Political process and the development of black insurgency, 1930-1970*. University of Chicago Press, chapter 6 p. 125-142.

- Hoffman, Michael, and Amaney Jamal. 2014. "Religion in the Arab Spring: Between two competing narratives." *The Journal of Politics* 76:3, 593-606.
- Little, Andrew T. 2016. "Communication technology and protest." *The Journal of Politics* 78.1: 152-166.
- Holmes, Carolyn E. 2019. "The Politics of " Non-Political" Activism in Democratic South Africa." *Comparative Politics* 51:4, 561-580.
- Schwedler, Jillian. 2020. "Material Obstacles to Protest in the Urban Built Environment: Insights from Jordan." *Contention* 8:1, 70-92.
- 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. 9: Law and Courts

- Merryman, John, and Rogelio Pérez-Perdomo. 2018. *The civil law tradition: an introduction to the legal systems of Europe and Latin America*. Stanford University Press, pp. 34-38.
- 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.
- Solomon, Peter H. 2007. "Courts and judges in authoritarian regimes." *World Politics* 60.1: 122-145.
- Melton, James, and Tom Ginsburg. 2014. "Does de jure judicial independence really matter?: A reevaluation of explanations for judicial independence." *Journal of Law and Courts* 2.2: 187-217.

Recommended:

- Toharia, Jose J. 1974. "Judicial independence in an authoritarian regime: the case of contemporary Spain." *Law and Society Review* 9: 475.
- Moustafa, T. 2014. Law and courts in authoritarian regimes. *Annual Review of Law and Social Science*, 10, 281-299.
- Vanberg, G. 2015. Constitutional courts in comparative perspective: A theoretical assessment. *Annual Review of Political Science*, 18, 167-185.
- 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.
- Clarke, Donald. 2022. "Order and Law in China." *University of Illinois Law Review*, 2022:2: 541-596.
- Hilbink, Lisa. 2022. Why People Turn to Institutions They Detest: Institutional Mistrust and Justice System Engagement in Uneven Democratic States. *Comparative Political Studies*, 55(1), 3–31.

Week 7, Oct. 16: 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.
- Gandhi, Jennifer, Ben Noble, and Milan Svobik . 2020. "Legislatures and Legislative Politics Without Democracy." *Comparative Political Studies* 53:9, 1359 –79.
- 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.
- Powell, Eleanor Neff, and Justin Grimmer 2016. "Money in exile: Campaign contributions and committee access." *The Journal of Politics* 78.4, 974-988.

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.
- Fouirnaies, Alexander, and Andrew B. Hall. 2022. "How do electoral incentives affect legislator behavior? Evidence from US state legislatures." *American Political Science Review* 116:2, 662-676.
- Siaroff, Alan. 2003. "Varieties of Parliamentarianism in the Advanced Industrial Democracies." *International Political Science Review / Revue Internationale de Science Politique* 24:4, 445– 64.
- Ofosu, George Kwaku. 2019. "Do fairer elections increase the responsiveness of politicians?" *American Political Science Review* 113:4, 963-979.
- Malesky, Edmund, and Paul Schuler. 2010. "Nodding or needling: Analyzing delegate responsiveness in an authoritarian parliament." *American political science review* 104.3: 482-502.
- 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.

Week 8, Oct. 23: Parties and Elections

- 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.
- Brooke, Steven. 2017. "From medicine to mobilization: social service provision and the Islamist reputational advantage." *Perspectives on Politics* 15:1 42-61.

- 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.
- 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 Parties:

- Aldrich, John H. 1995. *Why parties?: The origin and transformation of political parties in America*. University of Chicago Press.
- Dalton, Russell J. and Martin P. Wattenberg (eds.). 2002. *Parties without Partisans: Political Change in Advanced Industrial Democracies*. New York: Oxford University Press.
- Gandhi, Jennifer. 2008. *Political Institutions Under Dictatorship*. Cambridge University Press, [e-book](#).
- Lupu, Noam. 2014. "Brand Dilution and the Breakdown of Political Parties in Latin America." *World Politics* 66:4, 561-602.
- 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.
- 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.

Recommended Elections:

- Cox, Gary W. 1997. *Making Votes Count: Strategic Coordination in the World's Electoral Systems*. Cambridge University Press.
- Duch, Raymond M., and Randolph T. Stevenson. 2008. *The Economic Vote: How Political and Economic Institutions Condition Election Results*. Cambridge University Press. E-book.
- Nichter, Simeon. 2008. "Vote buying or turnout buying? Machine politics and the secret ballot." *American political science review* 102.1: 19-31.
- 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.
- 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.
- 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 9, Oct. 30: **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.
- Brubaker, Rogers. 2009. "Ethnicity, race, and nationalism." *Annual review of sociology*, 35, pp.21-42.
- 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.
- Paluck, Elizabeth Levy, Seth A. Green, and Donald P. Green. 2018. "The contact hypothesis re-evaluated." *Behavioural Public Policy*, 1-30.
- Bateson, Regina. 2020. "Strategic discrimination." *Perspectives on Politics* 18.4: 1068-1087.
- Williamson, Scott, et al. 2021. "Family matters: How immigrant histories can promote inclusion." *American Political Science Review* 115.2: 686-693.

Recommended:

- Wimmer, Andreas. 2008. "The making and unmaking of ethnic boundaries: A multilevel process theory." *American journal of sociology* 113.4: 970-1022.
- Davenport, Lauren. "The fluidity of racial classifications." *Annual Review of Political Science* 23.1 (2020): 221-240.
- 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.
- Kulyk, Volodymyr. 2018. "Shedding Russianness, recasting Ukrainianness: The post-Euromaidan dynamics of ethnonational identifications in Ukraine." *Post-Soviet Affairs* 34.2-3: 119-138.
- Nunn, Nathan, and Leonard Wantchekon. 2011. "The slave trade and the origins of mistrust in Africa." *American economic review* 101:7, 3221-3252.
- 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.

Week 10, Nov. 6: Gender and Politics

- Weldon, S. Laurel. 2019. "Power, exclusion and empowerment: Feminist innovation in political science." *Women's Studies International Forum* 72 (January–February): 127–36.
- Tripp, Aili Mari, and Alice Kang. 2008. "The global impact of quotas: On the fast track to increased female legislative representation." *Comparative Political Studies* 41.3: 338-361.
- 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.
- Schwarz, Susanne, and Alexander Coppock. 2022. "What have we learned about gender from candidate choice experiments? A meta-analysis of sixty-seven factorial survey experiments." *The Journal of Politics* 84.2: 655-668.

- Goyal, Tanushree. 2024. "Representation from below: How women's grassroots party activism promotes equal political participation." *American Political Science Review* 118:3: 1415–1430
- Barnett, Carolyn L., Alexandra Blackman, and Marwa Shalaby. 2024. "Gender Stereotypes in Autocracies: Experimental Evidence from Morocco." *Journal of Politics*, forthcoming.

Recommended Readings

- Waylen, Georgina, Karen Celis, Johanna Kantola, and Laurel Weldon. 2013. "Introduction: Gender and Politics: A Gendered World, a Gendered Discipline". *The Oxford Handbook of Gender and Politics*, Oxford University Press. Ebook, 1-26.
- ~~Corbett, Christianne, Jan C. Voelkel, Marianne Cooper, and Robb Willer. 2022. "Pragmatic Bias Impedes Women's Access to Political Leadership." *Proceedings of the National Academy of Sciences* 119:6: 1-11.~~
- Clayton, Amanda, and Pär Zetterberg. 2021. "Gender and party discipline: evidence from Africa's emerging party systems." *American Political Science Review* 115.3: 869-884.
- Noh, Yuree, and Marwa Shalaby. 2024. "Who Supports Gender Quotas in Transitioning and Authoritarian States in the Middle East and North Africa?" *Comparative Political Studies*, forthcoming.
- Anzia, Sarah F., and Christopher R. Berry. 2011. "The Jackie (and Jill) Robinson effect: Why do congresswomen outperform congressmen?." *American Journal of Political Science* 55.3: 478-493.
- Bjarnegård, Elin, and Pär Zetterberg. 2022. "How autocrats weaponize women's rights." *Journal of Democracy* 33.2: 60-75.

Week 11, Nov. 13: **Ethnic Politics, Nationalism, and Political Violence**

- 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.
- Steele, Liza G., et al. "Measuring ethnic diversity." *Annual review of sociology* 48.1 (2022): 43-63.
- Fearon, James D., and David D. Laitin. 2003. "Ethnicity, Insurgency, and Civil War." *American Political Science Review* 97:1, 75-90.
- Lacina, Bethany. 2006. "Explaining the Severity of Civil Wars." *Journal of Conflict Resolution* 50:2, 276–89.
- Valentino, Benjamin A. 2014. "Why we kill: The political science of political violence against civilians." *Annual Review of Political Science*, 17, pp.89- 103.
- Shelef, Nadav. 2016. "Unequal Ground: Homelands and Conflict." *International Organization*, 70:1, pp. 33-63.

Recommended:

- Kalyvas, Stathis. 2003. "The Ontology of Political Violence." *Perspectives on Politics* 1:3, 475-494.
- Chandra, Kanchan. 2006. "What is Ethnic Identity and Does It Matter?" *Annual Review of Political Science* 9, 397-424.
- Cederman, Lars-Erik, Andreas Wimmer, and Brian Min. 2010. "Why do ethnic groups rebel? New data and analysis." *World politics*, 62(1), pp.87- 119.
- 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.
- 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.

Week 12, Nov. 20: **Development and Inequality**

- Olson, Mancur. 2022 (1982). *The rise and decline of nations*. Yale University Press. New Haven. Ebook.
- 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.

Nov. 27 – no class Thanksgiving break

Week 13, Dec. 4: **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 L. 2007. "Solidary groups, informal accountability, and local public goods provision in rural China." *American Political Science Review* 101.2: 355-372.
- Baldwin, Kate. 2016. *The paradox of traditional chiefs in democratic Africa*. Cambridge University Press, e-book.
- 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.

Week 14, Dec. 11: Student presentations

Final Project due Thursday, Dec. 12, 11:59 pm

MAJOR GRADED WORK

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

- Each week students should post 1 question, of **no more than 50 words**, to the course website by 11:00 am on Wednesday. Discussion questions must be based on and reference the course readings.
- In addition, students should comment on at least one other student's question by 2:30 pm.
- We will discuss a selection of these questions and comments in class.
- Questions should directly pertain to the course readings; comments should directly pertain to the questions.

2) Oral participation in discussion of readings (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 in the order listed above:
 1. Sort readings into substantive **categories** (this is an important conceptual task). You can create a small table or figure and discuss categories briefly if they are not self-evident. 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 something in 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 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 in detail (e.g. something specific that you think was 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 in an engaging manner.

- Presentations should be based on both the required and the recommended readings, but do not need to discuss every recommended reading, though every required reading must be included.
- Each presentation should answer the following questions:
 1. **What are key debates/questions on this topic? (based on all required and some recommended readings)**
 2. **What are the core or classic readings on this topic, and why are they so special? (based on all required and some 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, include a curated list of questions on the last slide)**
- Students should work together to develop an **integrated presentation**; do not just divide up the reading arbitrarily.
- Presentations should be 10 minutes, but no longer than 15 minutes.
- Presentations should include slides that look professional (pay attention to consistency & size in fonts, figures/tables, images, etc). Do not rely on google docs for formatting; check your presentation before you submit slides.
- Presenters should engage with the class, i.e. look at 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 3 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 **Thursday, Dec. 12th, 11:59 pm**. Late papers will be marked down.