



Course Subject, Number and Title:

Political Science 856, Field Seminar in Comparative Politics

Credits: 3

Canvas Course URL: <https://canvas.wisc.edu/courses/218791>

Course Designations and Attributes: Seminar

Grad 50% - Counts toward 50% graduate coursework requirement

Meeting Time and Location: Fall 2020, Fridays 8:00am – 9:55am, Online via Zoom

Instructional Mode: Online only (synchronous discussion)

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 Title and Name: Yoshiko M. Herrera, Professor, Department of Political Science

<https://polisci.wisc.edu/staff/yoshiko-m-herrera/>

Instructor Availability:

Office hours by appointment via Calendly: <https://calendly.com/ymherrera/office-hours>

No need to ask permission to schedule, but email me if you need to meet at times other than those available on Calendly. Office hours will be conducted via Zoom.

Instructor Email/Preferred Contact: yherrera@wisc.edu

Course Description from the Guide http://guide.wisc.edu/courses/poli_sci/

A broad introduction to the field of comparative politics. It combines a theory-driven approach with a problem-driven approach to analyze key themes in comparative politics. Four paradigms in comparative politics--structural, cultural, rational-choice and institutional--will be reviewed.

Requisites: Graduate or professional standing

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, once chosen, 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 journals and top university publishers. Papers from the leading journals in the field and books from top publishers are included in the syllabus. Students should also peruse these 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 faculty member will join the class discussion.

Course 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 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

Required Textbook & Other Course Materials

Readings are available online via the library or will be on the course website

Summary Class Schedule

Date	Topics	Guest Faculty*
2-Sep	Course Introduction	
11-Sep	The State	
18-Sep	Institutions and Institutional change	Nils Ringe
25-Sep	Contentious Politics	Erica Simmons
2-Oct	Regime Types: Definitions and Trajectories	
9-Oct	Rule of Law	Kathryn Hendley
16-Oct	Legislatures and governance	Marwa Shalaby
23-Oct	Parties	Steven Brooke
30-Oct	Elections and Voting	
6-Nov	Social Identities and Discrimination	Adeline Lo
13-Nov	Ethnic Politics and Nationalism	Nadav Shelef TBC
20-Nov	Political Violence	Scott Straus
4-Dec	Development, Growth, and Inequality	Rikhil Bhavnani
11-Dec	Redistribution and Public Goods	Reed Lei

*Aili Tripp and Eleanor Powell are on leave

Class Schedule

Week 1, Sept. 2

Introduction to course: No assigned reading.

Week 2, Sept. 11

The State

- Skocpol, Theda. 1985. "Bringing the state back in: Current research" in P.B. Evans, D. Rueschemeyer and T, Skocpol eds. *Bringing the State Back In*, Cambridge UP, 3-37
- Ganev, Venelin I. 2005. "Post-communism as an Episode of State Building: A Reversed Tillyan Perspective." *Communist and Post-Communist Studies* 38:4, 425-45.
- Davenport, Christian. 2007. "State Repression and Political Order." *Annu. Rev. Polit. Sci.* 10, 1-23.
- Soifer, Hillel. 2008. "State infrastructural power: Approaches to conceptualization and measurement." *Studies in Comparative International Development* 43:3-4, 231.
- Lührmann, Anna, Kyle L. Marquardt, and Valeriya Mechkova. 2020. "Constraining Governments: New Indices of Vertical, Horizontal, and Diagonal Accountability." *American Political Science Review* 114:3, 811-820.
- Hassan, Mai. 2017. "The Strategic Shuffle: Ethnic Geography, the Internal Security Apparatus, and Elections in Kenya." *American Journal of Political Science* 61:2, 382-95.

Recommended:

- Staniland, Paul. 2012. "States, Insurgents, and Wartime Political Orders." *Perspectives on Politics* 10:2, 243-264.
- Blaydes, Lisa. 2017. "State Building in the Middle East." *Annual Review of Political Science* 20, 487-504.
- Thornton, Patricia M. 2007. *Disciplining the state: virtue, violence, and state-making in modern China*. Harvard East Asia Center. Chp 1, 1-21.
- Hendrix, Cullen S. 2010. "Measuring state capacity: Theoretical and empirical implications for the study of civil conflict." *Journal of peace research* 47:3, 273-285.

Week 3, Sept. 18

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.
- Hawkesworth, Mary. 2003. "Congressional Enactments of Race–Gender: Toward a Theory of Raced–Gendered Institutions." *American Political Science Review* 97:4, 529-550.
- 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.
- Ringe, Nils. 2020. "The EU's Language Regime: Institutional Stability and Change," in *The Language(s) of Politics: Multilingual Policy-Making in an Internationalized World*. Unpublished manuscript.

Recommended:

- Berk, G., Galvan, D.C. and Hattam, V. eds., 2013. *Political Creativity: Reconfiguring Institutional Order and Change*. University of Pennsylvania Press. Introduction, 1-26.
- Thelen, Kathleen, and James Conran. 2016. "Institutional change." In *The Oxford handbook of historical institutionalism*. Eds. O. Fioretos, T. G. Falletti, & A. Sheingate. Oxford University Press, 51-70.
- Busemeyer, Marius R., and Kathleen Thelen. 2020. "Institutional Sources of Business Power." *World Politics* 72:3, 448-480.
- González, Yanilda. 2019. "The social origins of institutional weakness and change: preferences, power, and police reform in Latin America." *World Politics* 71:1, 44-87.

Week 4, Sept. 25

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.
- Wasow, Omar. 2020. "Agenda Seeding: How 1960s Black Protests Moved Elites, Public Opinion and Voting." *American Political Science Review*, 114:3, 638–659.
- Hellmeier, Sebastian, and Nils B. Weidmann. 2019. "Pulling the Strings? The Strategic Use of Pro-Government Mobilization in Authoritarian Regimes." *Comparative Political Studies*, [online](#).
- Pan, Jennifer, and Alexandra A. Siegel. 2020. "How Saudi crackdowns fail to silence online dissent." *American Political Science Review* 114:1, 109-125.

Recommended:

- Fu, Diana. 2017. "Disguised collective action in China." *Comparative Political Studies* 50:4, 499-527.
- 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.
- Holmes, Carolyn E. 2019. "The Politics of " Non-Political" Activism in Democratic South Africa." *Comparative Politics* 51:4, 561-580.

Week 5, Oct. 2

Regime Types: Definitions and Trajectories

- Przeworski, Adam. 1991. "Democracy," in *Democracy and the Market*. Cambridge University Press, 10-39.
- Acemoglu, Daron, Simon Johnson, James A. Robinson, and Pierre Yared. 2008. "Income and Democracy," *American Economic Review*, 98:3, 808-42.
- Magaloni, Beatriz. 2008 "Credible power-sharing and the longevity of authoritarian rule." *Comparative Political Studies* 41:4-5, 715-741.
- Svobik, Milan. 2008. "Authoritarian reversals and democratic consolidation." *American Political Science Review* 102:2, 153-168.
- Claassen, Christopher. 2020. "In the mood for democracy? democratic support as thermostatic opinion." *American Political Science Review* 114:1, 36-53.
- Wuttke, Alexander, Christian Schimpf, and Harald Schoen. 2020. "When the whole is greater than the sum of its parts: On the conceptualization and measurement of populist attitudes and other multidimensional constructs." *American Political Science Review* 114:2, 356–374.

Recommended:

- Lindberg, Staffan I., Michael Coppedge, John Gerring, and Jan Teorell. 2014. "V-Dem: A New Way To Measure Democracy," *Journal of Democracy* 25:3, 159-169.
- 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.
- Perry, Elizabeth J. 2020. "Educated acquiescence: how academia sustains authoritarianism in China." *Theory and Society* 49:1, 1-22.

Week 6, Oct. 9

Rule of Law

- 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.
- 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.
- Kosar, David, and Katarina Sipulova. 2020. "How to Fight Court-Packing?." *Const. Stud.* 6: 133.
- Hendley, Kathryn. 2009. "'Telephone Law' and the 'Rule of Law': The Russian Case." *Hague Journal on the Rule of Law*, vol. 1, 241-262.
- Alejandro Bendana & Tanja Chopra. 2013. "Women's Rights, State-Centric Rule of Law, and Legal Pluralism in Somaliland." *Hague Journal on the Rule of Law*, vol. 5, 44-73.

Recommended:

- Cheesman, Nick. 2014. "Law and Order as Asymmetrical Opposite to the Rule of Law." *Hague Journal on the Rule of Law*, vol. 6, 96-114.
- Krygier, Martin. 2016. "The Rule of Law: Pasts, Presents, and Two Possible Futures." *Annual Review of Law & Social Science*, vol. 12, 199-229.
- Linzer, Drew A., and Jeffrey K. Staton. "A global measure of judicial independence, 1948–2012." *Journal of Law and Courts* 3.2 (2015): 223-256.
- Tamanaha, Brian Z. 2011. "The Primacy of Society and the Failures of Law and Development." *Cornell International Law Journal* 44:2, 209-247.
- Meierhenrich, Jens. 2018. *The Remnants of the Rechtsstaat: An Ethnography of Nazi Law*. Oxford University Press. Chapter 9, 225-252.

Week 7, Oct. 16

Legislatures and Governance

- 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.
- 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.

- Malesky, Edmund, and Paul Schuler. 2010. "Nodding or needling: Analyzing delegate responsiveness in an authoritarian parliament." *American Political Science Review* 104:3, 482-502.
- Ofosu, George Kwaku. 2019. "Do fairer elections increase the responsiveness of politicians?" *American Political Science Review* 113:4, 963-979.
- Bhavnani, Rikhil R., and Alexander Lee. 2018. "Local embeddedness and bureaucratic performance: evidence from India." *The Journal of Politics* 80:1, 71-87.
- Shalaby, Marwa M., and Laila Elimam. "Women in legislative committees in Arab parliaments." *Comparative Politics* <https://doi.org/10.5129/001041520X15869554405663>

Recommended:

- 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.
- Powell, Eleanor Neff, and Justin Grimmer. 2016. "Money in exile: Campaign contributions and committee access." *The Journal of Politics* 78.4, 974-988.
- White, Ariel R., Noah L. Nathan, and Julie K. Faller. 2015. "What do I need to vote? Bureaucratic discretion and discrimination by local election officials." *American Political Science Review* 109:1, 129-142.
- Grzymala-Busse, Anna. 2016. "Weapons of the meek: How churches influence public policy." *World Politics* 68.1, 1-36.

Week 8, Oct. 23

Parties

- Bawn, Kathleen, Martin Cohen, and Seth Masket. 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, chp 1, 1-34.
- Lupu, Noam. 2014. "Brand Dilution and the Breakdown of Political Parties in Latin America." *World Politics* 66:4, 561-602.
- 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.
- Thachil, Tariq. 2014. "Elite Parties and Poor Voters: Theory and Evidence from India." *American Political Science Review* 108:2, 454-77.
- Brooke, Steven. 2017. "From medicine to mobilization: social service provision and the Islamist reputational advantage." *Perspectives on Politics* 15:1 42-61.

Recommended:

- Gidron, Noam, James Adams, and Will Horne. 2019. "Toward A Comparative Research Agenda On Affective Polarization In Mass Publics" *APSA-CP Newsletter* XXIX:1, 30-36.

- 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.
- Svobik, Milan W. 2012. *The Politics of Authoritarian Rule*. New York: Cambridge University Press. Chp 6, 162-195.
- 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.
- Tripp, Aili Mari. 2019. *Seeking Legitimacy: Why Arab Autocracies Adopt Women's Rights*. Cambridge University Press.

Week 9, Oct. 30

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.
- Kim, Jeong Hyun. 2019. "Direct Democracy and Women's Political Engagement." *American Journal of Political Science* 63:3, 594-610.
- Manion, Melanie, 2017. "'Good types' in Authoritarian Elections: The Selectoral Connection in Chinese Local Congresses." *Comparative Political Studies* 50:3, 362-394.
- Duch, Raymond M., and Randolph T. Stevenson. 2008. *The Economic Vote: How Political and Economic Institutions Condition Election Results*. Cambridge University Press. Introduction, 1-36.
- 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.
- 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, [Online](#).

Recommended:

- Becher, Michael, and Irene Menendez. 2019. "Electoral Reform and Trade-Offs in Representation." *American Political Science Review* 113:3, 694–709.
- 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.
- 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.
- Carreras, Miguel, Yasemin Irepoglu Carreras, and Shaun Bowler. 2019. "Long-Term Economic Distress, Cultural Backlash, and Support for Brexit." *Comparative Political Studies*. [Online](#).

Week 10, Nov. 6

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 (December), 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.
- Hou, Yue, Chuyu Liu, and Charles Crabtree. 2020. "Anti-muslim bias in the Chinese labor market." *Journal of Comparative Economics* 48:2, 235-250.
- Maxwell, Rahsaan. 2019. "Cosmopolitan immigration attitudes in large European cities: Contextual or compositional effects?" *American Political Science Review* 113:2, pp. 456-474.
- Siegel, Alexandra A., and Vivienne Badaan. 2020. "# No2Sectarianism: Experimental Approaches to Reducing Sectarian Hate Speech Online." *American Political Science Review* 114:3, 837-855.
- Williamson, Scott, Claire Adida, Adeline Lo, Melina Platas, Lauren Prather, and Seth Werfel, 2020. "Family Matters: How Immigrant Histories Can Promote Inclusion" unpublished manuscript.

Recommended:

- Chandra, Kanchan. 2006. "What is Ethnic Identity and Does It Matter?" *Annual Review of Political Science* 9, 397-424.
- 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.
- Paluck, Elizabeth Levy, Seth A. Green, and Donald P. Green. 2018. "The contact hypothesis re-evaluated." *Behavioural Public Policy*, 1-30.
- Adida, Claire, Jessica Gottlieb, Eric Kramon, and Gwyneth McClendon. 2017. "Reducing or reinforcing in-group preferences? An experiment on information and ethnic voting." *Quarterly Journal of Political Science* 12:4, 437-477.
- 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.
- Minority Politics Online Seminar Series: <https://minoritypolitics.netlify.app>

Week 11, Nov. 13

Ethnic Politics and Nationalism

- Brubaker, Rogers, and David D. Laitin. 1998. "Ethnic and nationalist violence." *Annual Review of sociology* 24:1, 423-452.
- 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.

- Shelef, Nadav. 2016. "Unequal Ground: Homelands and Conflict." *International Organization*, 70:1, pp. 33-63.
- Liu, Chuyu. 2019. "Local Public Goods Expenditure and Ethnic Conflict: Evidence from China," *Security Studies* 28:4, 739-772.
- Hierro, Maria Jose, and Didac Queralt. 2020. "The divide over independence: Explaining preferences for secession in an advanced open economy." *American Journal of Political Science* <https://doi.org/10.1111/ajps.12549>.
- Hager, Anselm, Krzysztof Krakowski, and Max Schaub. 2019. "Ethnic Riots and Prosocial Behavior: Evidence from Kyrgyzstan." *American Political Science Review* 113:4, 1029-1044.

Recommended:

- Gellner, Ernest. 1983. *Nations and Nationalism*. Cornell University Press. Chp. 1-7, pp. 1-109.
- Brancati, Dawn. 2006. "Decentralization: Fueling the fire or dampening the flames of ethnic conflict and secessionism?" *International Organization* 60:3, 651-685.
- Mazur, K., 2019. "State Networks and Intra-Ethnic Group Variation in the 2011 Syrian Uprising." *Comparative Political Studies*, 52:7, 995-1027.
- Charnysh, Volha, Christopher Lucas, and Prerna Singh. 2015. "The ties that bind: National identity salience and pro-social behavior toward the ethnic other." *Comparative Political Studies* 48:3, 267-300.

Week 12, Nov. 20

Political Violence

- Kalyvas, Stathis. 2003. "The Ontology of Political Violence." *Perspectives on Politics* 1:3, 475-494.
- Wood, Elisabeth Jean. 2018. "Rape as a practice of war: Toward a typology of political violence." *Politics & Society* 46:4, 513-537.
- Straus, Scott. 2015. *Making and Unmaking Nations: War, Leadership, and Genocide in Modern Africa*. Cornell University Press. [Intro.](#), [Chp. 1 & 3](#), pp. 1-33 and 54-86.
- Gade, Emily Kalah. 2020. "Social Isolation and Repertoires of Resistance." *American Political Science Review* 114:2, 309-325.
- Fergusson, Leopoldo, Pablo Querubin, Nelson A. Ruiz, and Juan F. Vargas. 2020. "The Real Winner's Curse." *American Journal of Political Science*, <https://doi.org/10.1111/ajps.12508>.
- Weaver, Michael. 2019. "'Judge lynch' in the court of public opinion: Publicity and the de-legitimation of lynching." *American Political Science Review* 113:2, 293-310.

Recommended:

- 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.

- Finkel, Evgeny. 2015. "The phoenix effect of state repression: Jewish resistance during the Holocaust." *American Political Science Review* 109:2, 339-353.
- 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 13, Dec. 4

Development, Growth, and Inequality

- 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.
- 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.
- Grossman, Shelby. 2020. "The politics of order in informal markets: Evidence from Lagos." *World Politics* 72:1, 47-79.
- Piketty, Thomas, and Emmanuel Saez. 2014. "Inequality in the long run." *Science* 344:6186, 838-843
- Dorsch, Michael, and Paul Maarek. 2019. "Democratization and the conditional dynamics of income distribution." *The American Political Science Review* 113:2, 423-441.
- Naseemullah, Adnan. 2019. "Violence, Rents and Investment: Explaining Growth Divergence in South Asia." *Comparative Politics* 51:4, 581-601.

Recommended:

- Estevez-Abe, Margarita. 2006. "Gendering the Varieties of Capitalism: A Study of Occupational Segregation by Sex in Advanced Industrial Societies," *World Politics* 59:1, 142-175.
- Przeworski, Adam, Michael E. Alvarez, Jose Antonio Cheibub, and Fernando Limongi. 2000. *Democracy and Development: Political Institutions and Well-Being in the World, 1950-1990*. Cambridge: Cambridge University Press.
- 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.

Week 14, Dec. 11

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.
- Holland, Alisha C. 2018. "Diminished Expectations: Redistributive Preferences in Truncated Welfare States." *World Politics* 70:4, 555-594.
- Charnysh, Volha. 2019. "Diversity, Institutions, and Economic Outcomes: Post-WWII Displacement in Poland." *American Political Science Review* 113:2, 423-441.

- Brulé, Rachel E. 2020. "Reform, Representation, and Resistance: The Politics of Property Rights' Enforcement." *The Journal of Politics* 82:4.
- 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.
- Lei, Zhenhuan and Zhou, Junlong. 2020. "Private Returns to Public Investment: Political Career Incentives and Infrastructure Investment in China" Forthcoming at *Journal of Politics*.

Recommended:

- Tajima, Yuhki, Krislert Samphantharak, and Kai Ostwald. 2018. "Ethnic Segregation and Public Goods: Evidence from Indonesia." *The American Political Science Review* 112:3, 637-53.
- Cammett, Melani, and Sukriti Issar. 2010. "Bricks and mortar clientelism: sectarianism and the logics of welfare allocation in Lebanon." *World Politics* 62:3, 381-421.

Final Paper due Monday, Dec. 14 th , 10:00 am
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GRADING

Summary of course requirements and grading (see details below)

1. Reading, discussion questions, and participation in class	25%
2. Memos (6 x 5%)	30%
3. Group presentations (4 x 5%)	20%
4. Final Project	25%
	100%

Grades are not curved. 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%	

MAJOR GRADED WORK

In addition to reading, attending class, and participating in discussion, each week students will submit discussion questions. In addition, for 4 of the weeks students sign up for a group presentation, and for 6 of the weeks students will submit written memos. The schedule for presentations and memo assignments will be set up on the first day of class.

1) Reading, Discussion Questions, and Participation:

- This is a discussion-based online class and active participation is essential. Logging in 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 nearby and available in order to aid in the online discussion.

- I may call on a few students during each class meeting; you should be prepared to answer questions about each of the assigned readings. You can also post questions on the chat bar, and you can “raise your hand” during the Zoom discussions.
- Barring any technical glitches, students are expected to attend for the full class period; arriving late or leaving the session early will result in a lowered participation grade.

Discussion questions (12 x .42% = 5% of final grade):

Each week students should post 1 question, of no more than 50 words to the course website, by 12:00 pm on Thursday (to give presenters time to curate the list). *Discussion questions must be based on and reference the course readings*, be of broad interest for class discussion, and be no longer than 50 words.

- Discussion questions are credit/no credit. If they are posted on time and contain required content as noted above students will receive credit.
- Students should also be able to discuss or explain the question during class.

Participation in class discussions (4 x 5% = 20% of final grade)

Grades will be given 4 times during the semester, taking into account the previous few weeks of participation.

Grading rubric for each participation grade:

Attended online class	60%
Arrived on time, did not leave the session early (other than technical glitches)	10%
Actively participated by asking questions and participating in group discussions or chats	20%
Seemed in command of readings and material; able to explain concepts and willing to offer opinion and analysis of readings	10%
	100%

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

For six of the weeks, each student will prepare a short memo based on the readings. The goals are to figure out what the contribution of each reading is, to categorize the readings, to make connections between readings, and 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 just discuss categories in prose. 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; 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 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 # if a quotation), e.g. [APA citation style](#). Given that readings are from 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; do not assume all 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 title*.
- **Post on the class website as a PDF by 3:00 pm on Thursday.** Late memos marked down 1 point for every 30 minutes late.
- Unless you request otherwise, memos will be shared on the course website after the class discussion.

Memo grading rubric:

	Points
Turned in on time, meets 2-page limit, and contains a title and clearly marked 4 subheadings; no typos or errors	5
Reasonable categorization	1
Key contributions were accurately identified	1
Criticism is reasonable and accurate	1
Discussion of most readings was integrated	1
Contained original or innovative analysis of readings	1
Total points	10

3) Group Presentations: (4 x 5% = 20% of final grade)

Through this activity, students will develop the ability to concisely analyze, categorize, and orally discuss work in comparative politics.

- Students should work together to develop an *integrated presentation*; do not just divide up the reading. The structure of the presentation should be based on substantive themes or theories, rather than just dividing works arbitrarily.
- Presentations should categorize readings, highlight key contributions and some criticisms or limitations, and should make connections between readings.
- Slides should include a *curated list* of approximately 5-6 short, edited discussion questions based on questions submitted by students and the presenters' own questions. Names of students who submitted questions should be noted in parentheses at the end.
- Presentations must include all assigned readings; should not be longer than 10 minutes; and should include slides (but no more than 5 maximum).
- 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 1-2 other students).
- Slides should be uploaded to Canvas by 7:45 am on Fridays.

Presentation grading rubric

Slides looked professional: not too much text, consistent and correct fonts, sizes, etc. and no errors. Images were appropriate and not distracting.	3
Discussion questions were well-curated: clear, not too long, not redundant	1
Content: Reasonable thematic organization of readings, innovative analysis, including highlighting key contributions and criticisms	3
Delivery: Stayed within 10 minutes and presentation was engaging; made eye contact, did not read too much from notes or written text, clear and loud enough voice, etc. and all students spoke	3
	10

5) Final Project: (25% of final 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 (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-page

- c) On the next page 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.
- For two separate weeks/topics, provide a revised, annotated list of 6 required readings and 4 recommended readings. (This means you must read the recommended readings in order to evaluate them)
 - For each reading that you keep on the list or add to the list, write a sentence for why it should remain on the syllabus. Also for any readings that you cut, list them below in a separate section and explain why you want to remove them.
 - For each week write a short summary of how the readings fit together.
- It is possible that you decide to get rid of all readings, but you just need to explain why. It is possible you keep all readings as is, but it would be surprising if you didn't have any changes; in any case explain your choices. You could propose a completely new week, but you would have to cut one of the existing ones (and explain why).

Other important requirements:

- 12-point font, single-spaced, 1-inch margins, include page numbers.
- The final paper is due as a PDF posted to the class website on **Monday, Dec. 14^h, 10 am**. Late papers marked down 2 points for up to 24 hours late.

Final paper rubric:

Turned in on time, proper citation of sources; no typos or errors; within the word limit.	4
Discussion of research interests is clear and connection to course topics/readings is clear.	2
Annotated reading lists contains good justifications for keeping readings, adding readings, or cutting readings. Readings as a whole for each of the two weeks form a coherent topic.	4
	10

OTHER COURSE INFORMATION:

Absence and Make-up Policy

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

- Absence must be excused: Contact me by email as soon as possible if you anticipate missing a class or assignment. I will confirm in writing that the absence is excused. If you do not contact me, and I do not confirm, the absence is considered "not-excused" and no late work will be accepted.

2. With an excused absence, missed class participation will be excluded from final grade total (e.g. there will be only 12 rather than 13 grades for class participation).
3. Online discussion questions and memos 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 emergency). In this case, memos and discussion questions will be accepted up to one week beyond the deadline. Any work not turned in after one week will not be accepted.
4. If you anticipate missing a class where you are signed up for a presentation, you should switch beforehand if possible.
5. Policy for missing more than 3 classes: Missing more than 3 classes, even if excused, will result in a 5% reduction in points for the final grade. This reflects the fact that this is a discussion seminar and class participation is important to learning outcomes.

PRIVACY OF STUDENT RECORDS and the USAGE of AUDIO RECORDED LECTURES

See information about [privacy of student records and the usage of audio-recorded lectures](#).

Usage of Audio Recorded Lectures Statement

Lecture materials and recordings for PS856 are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

STUDENTS' RULES, [RIGHTS & RESPONSIBILITIES](#)

During the global COVID-19 pandemic, we must prioritize our collective health and safety to keep ourselves, our campus, and our community safe. As a university community, we must work together to prevent the spread of the virus and to promote the collective health and welfare of our campus and surrounding community.

UW-MADISON [BADGER PLEDGE](#)

UW-MADISON [FACE COVERING GUIDELINES](#)

While on campus all employees and students are required to [wear appropriate and properly fitting](#) face coverings while present in any campus building unless working alone in a laboratory or office space.

QUARANTINE OR ISOLATION DUE TO COVID-19

Student should continually monitor themselves for COVID-19 [symptoms](#) and get [tested](#) for the virus if they have symptoms or have been in close contact with someone with COVID-19.

Student should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their instructor concerning their illness and the anticipated extent of their absence from the course (either in-person or remote). The instructor will work with the student to provide alternative ways to complete the course work.

ACADEMIC CALENDAR & RELIGIOUS OBSERVANCES

See: <https://secfac.wisc.edu/academic-calendar/#religious-observances>

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.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES STATEMENT

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

DIVERSITY & INCLUSION STATEMENT

[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.