



COURSE SUBJECT, NUMBER AND TITLE:

Political Science 856, Field Seminar in Comparative Politics

(v. 9/15/25)

MEETING TIME AND LOCATION: Fall 2025, Mondays 1:20-3:15pm, 422 North Hall

CANVAS COURSE URL: <https://canvas.wisc.edu/courses/475717>

CREDITS: 3

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

REQUISITES: Graduate or professional standing

INSTRUCTIONAL MODE: Classroom Instruction

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.

REGULAR AND SUBSTANTIVE STUDENT-INSTRUCTOR INTERACTION: 1) Participation in regularly scheduled learning sessions (in-person class meetings); 2) Personalized comments on student assignments (memos, final paper & proposal, presentations); 3) Office hour meetings.

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: Mondays, 3:15 pm–4:15 pm in 414 North Hall or sign up for other times at calendly.com/ymherrera

COURSE DESCRIPTION FROM THE GUIDE: 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.

Additional Course description:

- (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.

REQUIRED TEXTBOOK & OTHER COURSE MATERIALS:

- All readings are available online via Box:
<https://uwmadison.box.com/s/6qxbg2fy3pz6ncrsxmbqh6j18h7gnmsk>
- 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	2%
2. Participation in discussion of readings (4 x 5.8%)	23%
3. Memos (5 x 5%)	25%
4. Group presentations (5 x 5%)	25%
5. Final Presentation	5%
6. Final Paper	20%
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.

Summary Class Schedule

Week	Date	Topic	Guest Faculty
1	8-Sep	Course Introduction	
2	15-Sep	Institutions	
3	22-Sep	The State	Andreas Uribe
4	29-Sep	Regime Types: Definitions and Trajectories	
	1-Oct	Paper proposal due	
5	6-Oct	Law and Courts	Kathryn Hendley
6	13-Oct	Contentious Politics	Erica Simmons
7	20-Oct	Legislatures and Governance	Eleanor Powell
8	27-Oct	Parties and Elections	Barry Burden
9	3-Nov	Social Identities and Discrimination	
10	10-Nov	Gender and Politics	Aili Tripp
11	17-Nov	Ethnic Politics, Nationalism, and Political Violence	Nadav Shelef
12	24-Nov	Development and Inequality	
13	1-Dec	Redistribution and Public Goods	Soeren Henn
14	8-Dec	Student presentations	
	10-Dec	Paper due	

ABSENCE, MAKE-UP, AND LATE-WORK POLICY

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

1. Absence must be excused: Contact me by email as soon as possible if you anticipate missing a class or assignment.
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.

ACADEMIC INTEGRITY STATEMENT

See <https://conduct.students.wisc.edu/academic-misconduct/>. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are misconduct which may result in disciplinary action, including, but are not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

- **Artificial Intelligence (AI) including Copilot, DALL-E, ChatGPT, and others may not be used to write any part of your assignments.**
 - This includes summaries of any texts on any assignments.
 - Keep your notes in case there are questions and you need to show your work.
 - If you have any questions about what counts as a violation of this policy, you should contact me for clarification.

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 POLICIES AND STATEMENTS:

See this link <https://guide.wisc.edu/courses/#syllabustext> for links to other policies including Diversity and Inclusion, Teaching and Learning Data Transparency, 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, and Academic Calendar and Religious Observances.

Class Schedule and Readings

Week 1, Sept. 8: Introduction to course:

- No assigned reading

Week 2, Sept. 15: Institutions

Required readings:

- Scott, W. Richard. *Institutions and Organizations: Ideas, Interests, and Identities*. Sage Publications, 2013, chp.3, 55-86.
- Ostrom, Elinor. *Governing the commons: The Evolution of Institutions for Collective Action*. Cambridge University Press, 1990. E-book, chp. 1, 1-28.
- Weingast, Barry R., and Donald A. Wittman. "Overview of Political Economy: The Reach of Political Economy." in Robert Goodin, ed., *The Oxford Handbook of Political Science*, Oxford University Press, 2011, chp. 38, 784–809.
- March, James G., and Johan P. Olsen. "The Logic of Appropriateness." in Robert Goodin, ed., *The Oxford Handbook of Political Science*, Oxford University Press, 2011, chp. 24, 478–497.
- Grzymala-Busse, Anna. "The Best Laid Plans: The Impact of Informal Rules on Formal Institutions in Transitional Regimes." *Studies in Comparative International Development* 45:3 (2010): 311-333.
- Gerschewski, Johannes. "Explanations of Institutional Change: Reflecting on a "Missing Diagonal"." *American Political Science Review* 115.1 (2021): 218-233.

Recommended readings:

- North, Douglass C. "Institutions." *Journal of Economic Perspectives* 5:1 (1991): 97-112.
- Helmke, Gretchen, and Steven Levitsky. "Informal Institutions and Comparative Politics: A Research Agenda." *Perspectives on Politics* 2:4 (2004): 725-740.
- 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. "The Stickiness of 'Bad' Institutions: Constitutional Continuity and Change under Democracy," 61-97.
 - Falletti, Tulia G. "Social Origins of Institutional Strength: Prior Consultation over Extraction of Hydrocarbons in Bolivia," 253-76.
- Lee, Alexander, and Kenneth A. Schultz. "Comparing British and French Colonial Legacies: A Discontinuity Analysis of Cameroon." *Quarterly Journal of Political Science* 7 (2012): 365-410
- Ringe, Nils. "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, 2022. E-book, 81-112.
- 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, 67–187.

Week 3, Sept. 22: The State

Required readings:

- Blaydes, Lisa, and Anna Grzymala-Busse. "Historical State Formation Within and Beyond Europe." *World Politics* 77.1 (2025): 205-222.
- Robinson, James A. "States and Power in Africa by Jeffrey I. Herbst: A Review Essay." *Journal of Economic Literature* 40.2 (2002): 510-519.
- Grzymala-Busse, Anna. "Tilly Goes to Church: The Religious and Medieval Roots of European State Fragmentation." *American Political Science Review* 118.1 (2024): 88-107.
- Soifer, Hillel. "State Infrastructural Power: Approaches to Conceptualization and Measurement." *Studies in Comparative International Development* 43:3-4 (2008), 231-251.
- Hassan, Mai, Daniel Mattingly, and Elizabeth R. Nugent. "Political control." *Annual Review of Political Science* 25.1 (2022): 155-174.
- Uribe, Andres, and Sebastian van Baalen. "Governing the Shadows: Territorial Control and State Making in Civil War." *Comparative Political Studies* 58.10 (2025): 2095-2129.

Recommended readings:

- Weber, Max. "Politics as a Vocation," in *From Max Weber: Essays in Sociology*, H.H. Gerth and C. Wright Mills, eds., Routledge, 2009 [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.
- Geddes, Barbara. *Politician's Dilemma: Building State Capacity in Latin America*. Univ of California Press, 1994. E-book
- Wang, Yuhua. *The Rise and Fall of Imperial China: The Social Origins of State Development*. Princeton University Press, 2022. E-book
- Bustikova, Lenka, and Cristina Corduneanu-Huci. "Patronage, Trust, and State Capacity: The Historical Trajectories of Clientelism." *World Politics* 69.2 (2017): 277-326.
- Holland, Alisha C. "Forbearance." *American Political Science Review* 110.2 (2016): 232-246.
- Lee, Melissa M., and Nan Zhang. "Legibility and the Informational Foundations of State Capacity." *The Journal of Politics* 79.1 (2017): 118-132.
- Roessler, Philip, and David Ohls. "Self-enforcing Power Sharing in Weak States." *International Organization* 72.2 (2018): 423-454.

Week 4, Sept. 29: Regime Types: Definitions and Trajectories

Required readings:

- Geddes, Barbara. "What Causes Democratization," in Robert Goodin, ed., *The Oxford Handbook of Political Science*, Oxford University Press, 2011, chp. 29, 593–615.
- Magaloni, Beatriz. "Credible Power-Sharing and the Longevity of Authoritarian Rule." *Comparative Political Studies* 41:4-5 (2008), 715-741.
- Bermeo, Nancy. "On Democratic Backsliding." *Journal of democracy* 27.1 (2016): 5-19.
- Berman, Sheri. "The Causes of Populism in the West." *Annual Review of Political Science* 24 (2021): 71-88.
- Przeworski, Adam. "Formal Models of Authoritarian Regimes: A Critique." *Perspectives on Politics* 21:3 (2023): 979-988.
- Marinov, Nikolay, and Maria Popova. "Will the Real Conspiracy Please Stand Up: Sources of Post-Communist Democratic Failure." *Perspectives on Politics* 20.1 (2022): 222-236.
- Cella, Lautaro, Ipek Cinar, Susan Stokes, and Andres Uribe. "Building tolerance for backsliding by trash-talking democracy: Theory and evidence from Mexico." *Comparative Political Studies* (2025), online.

Recommended readings:

- Przeworski, Adam. *Democracy and the Limits of Self-government*. Cambridge University Press, 2010. E-book
- Gandhi, Jennifer. *Political Institutions Under Dictatorship*. Cambridge University Press, 2008. E-book
- Geddes, Barbara, Joseph Wright, and Erica Frantz. *How dictatorships work: Power, personalization, and collapse*. Cambridge University Press, 2018. E-book
 - Geddes, Barbara, Joseph Wright, and Erica Frantz. "Autocratic breakdown and regime transitions: A new data set." *Perspectives on politics* 12.2 (2014): 313-331.
- Haber, Stephen, and Victor Menaldo. "Do Natural Resources Fuel Authoritarianism? A Reappraisal of the Resource Curse." *American Political Science Review*, 105:1 (2011), 1-26.
- Graham, Matthew H., and Milan W. Svobik. "Democracy in America? Partisanship, Polarization, and the Robustness of Support for Democracy in the United States." *American Political Science Review* 114:2 (2020), 392-409.
- Little, Andrew T., and Anne Meng. "What We Do and Do Not Know About Democratic Backsliding." *PS: Political Science & Politics* 57.2 (2024): 224-229.
- Hintz, Lisel, and Jonas Bergan Draege. "Film-Making the Nation Great Again: Audio-Visualizing History in the Authoritarian Toolkit." *Perspectives on Politics* (2025): 1–33. Web.

Paper Proposal due Wednesday, October 1, 11:59 pm

Week 5, Oct. 6: Law and Courts

Required readings:

- Melton, James, and Tom Ginsburg. "Does De Jure Judicial Independence Really Matter? A Reevaluation of Explanations for Judicial Independence." *Journal of Law and Courts* 2.2 (2014): 187-217.
- Vanberg, G. "Constitutional Courts in Comparative Perspective: A Theoretical Assessment." *Annual Review of Political Science* 18 (2015): 167-185.
- Hilbink, Lisa, et al. "Why People Turn to Institutions They Detest: Institutional Mistrust and Justice System Engagement in Uneven Democratic States." *Comparative Political Studies* 55.1 (2022): 3-31.
- Hendley, Kathryn. "Legal Dualism as a Framework for Analyzing the Role of Law Under Authoritarianism." *Annual Review of Law and Social Science* 18.1 (2022): 211-226.
- Gamboa, Laura, Benjamín García-Holgado, and Ezequiel González-Ocantos. "Courts Against Backsliding: Lessons from Latin America." *Law & Policy* 46.4 (2024): 358-379.
- Cummings, Scott L. "Lawyers in Backsliding Democracy." *Cal. L. Rev.* 112 (2024): 513.

Recommended readings:

- Merryman, John, and Rogelio Pérez-Perdomo. *The Civil Law Tradition: An Introduction to the Legal Systems of Europe and Latin America*. Stanford University Press, 2018, 34-38.
- Toharia, Jose J. "Judicial Independence in an Authoritarian Regime: The Case of Contemporary Spain." *Law and Society Review* 9 (1974): 475-496.
- Rijpkema, Peter. "The Rule of Law Beyond Thick and Thin," *Law and Philosophy* 33:6 (2013): 793-816.
- Versteeg, Mila and Tom Ginsburg. "Measuring the Rule of Law: A Comparison of Indicators." *Law & Social Inquiry* 42:1 (2017): 100-137.
- Matczak, Marcin. "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 (2020): 421-450.
- Clarke, Donald. "Order and Law in China." *University of Illinois Law Review*, 2022:2 (2022): 541-596.
- Kubal & Olinyk, "Inter Arma, Judicialis: Legal Bricolage and the Agency of Ukrainian Judiciary in Wartime," presented at the 2025 meeting of the Law & Society Association.
- See <https://ladd.law.wisc.edu> for more work on lawyers and judges in different regime contexts.

Week 6, Oct. 13: Contentious Politics

Required readings:

- McAdam, Doug, Sidney Tarrow, and Charles Tilly. *Dynamics of Contention*. Cambridge University Press, 2001, chp. 1, 3-37.
- Aytaç, S. Erdem, and Susan C. Stokes. *Why bother? Rethinking Participation in Elections and Protests*. Cambridge University Press, 2019, chp.1 & 4, 1-12 & 68-82
- Beissinger, Mark. *The Revolutionary City: Urbanization and the Global Transformation of Rebellion*. Princeton: Princeton University Press, 2022. E-book, Introduction and chp.1.

- Jasper, James M. *The emotions of protest*. University of Chicago Press, 2019, Introduction and chp 1, 1-34. E-book.
- Simmons, Erica S. "Market Reforms and Water Wars." *World Politics* 68:1 (2016), 37-73.
- Clarke, Killian, and Korhan Kocak. "Launching Revolution: Social Media and the Egyptian Uprising's First Movers." *British Journal of Political Science* 50.3 (2020): 1025-1045.

Recommended readings:

- Mancur Jr, Olson. *The Logic of Collective Action: Public Goods and the Theory of Groups*. 1968.
- McCarthy, John D., and Mayer N. Zald. "Resource mobilization and social movements: A partial theory." *American journal of sociology* 82.6 (1977): 1212-1241.
- Klandermans, Bert, and Dirk Oegema. "Potentials, Networks, Motivations, and Barriers: Steps Towards Participation in Social Movements." *American Sociological Review* (1987): 519-531.
- Hoffman, Michael, and Amaney Jamal. 2014. "Religion in the Arab Spring: Between Two Competing Narratives." *The Journal of Politics* 76:3 (2014): 593-606.
- Schwedler, Jillian. "Material Obstacles to Protest in the Urban Built Environment: Insights from Jordan." *Contention* 8:1 (2020): 70-92.
- Wasow, Omar. "Agenda Seeding: How 1960s Black Protests Moved Elites, Public Opinion and Voting." *American Political Science Review*, 114:3 (2020): 638–659.
- Finkel, Evgeny, Scott Gehlbach, and Tricia D. Olsen. "Does Reform Prevent Rebellion? Evidence from Russia's Emancipation of the Serfs." *Comparative Political Studies* 48.8 (2015): 984-1019.

Week 7, Oct. 20: Legislatures and Governance

Required readings:

- Martin, Shane, and Kaare Strøm. *Legislative Assemblies: Voters, Members, and Leaders*. Oxford University Press, 2023, chp. 1-2, 1-57. E-book
- Gandhi, Jennifer, Ben Noble, and Milan Svobik. "Legislatures and Legislative Politics Without Democracy." *Comparative Political Studies* 53:9 (2020): 1359 –79.
- Truex, Rory. "Authoritarian gridlock? Understanding Delay in the Chinese Legislative System." *Comparative Political Studies* 53.9 (2020): 1455-1492.
- Powell, Eleanor Neff, and Justin Grimmer. "Money in Exile: Campaign Contributions and Committee Access." *The Journal of Politics* 78.4 (2016): 974-988.
- Bhavnani, Rikhil R., and Alexander Lee. "Local Embeddedness and Bureaucratic Performance: Evidence from India." *The Journal of Politics* 80:1 (2018): 71-87.
- Ezrow, Lawrence, Michele Fenzl, and Timothy Hellwig. "Bicameralism and Policy Responsiveness to Public Opinion." *American Journal of Political Science* 68.3 (2024): 1089-1105.

Recommended readings:

- North, Douglass C., and Barry R. Weingast. "Constitutions and Commitment: The Evolution of Institutions Governing Public Choice in Seventeenth-Century England." *The Journal of Economic History* 49:4 (1989): 803-832.
- Tsebelis, George. "Decision Making in Political Systems: Veto Players in Presidentialism, Parliamentarism, Multicameralism, and Multipartyism." *British Journal of Political Science* 25:3 (1995): 289-325.
- Malesky, Edmund, and Paul Schuler. "Nodding or Needling: Analyzing Delegate Responsiveness in an Authoritarian Parliament." *American political science review* 104.3 (2010): 482-502.
- Berry, Christopher R., and Anthony Fowler. "Congressional Committees, Legislative Influence, and the Hegemony of Chairs." *Journal of Public Economics* 158 (2018): 1-11.
- Parthasarathy, Ramya, Vijayendra Rao, and Nethra Palaniswamy. "Deliberative Democracy in an Unequal World: A Text-As-Data Study of South India's Village Assemblies." *The American Political Science Review* 113:3 (2019): 623-640.
- Brierley, Sarah. "Unprincipled Principals: Co - Opted Bureaucrats and Corruption in Ghana." *American Journal of Political Science* 64.2 (2020): 209-222.

Week 8, Oct. 27: Parties and Elections

Required readings:

- Chhibber, Pradeep, and Kenneth Kollman. *The Formation of National Party Systems: Federalism and Party Competition in Canada, Great Britain, India, and the United States*. Princeton University Press, 2009. E-book, chp 1, 1-27.
- Bawn, Kathleen, Martin Cohen, David Karol, et al. "A Theory of Political Parties: Groups, Policy Demands and Nominations in American Politics." *Perspectives on Politics* 10:3 (2012): 571-597.
- Riedl, Rachel Beatty. *Authoritarian Origins of Democratic Party Systems in Africa*. Cambridge University Press, 2014. E-book, chp. 1, 1-34.
- Nichter, Simeon. "Vote Buying or Turnout Buying? Machine Politics and the Secret Ballot." *American Political Science Review* 102.1 (2008): 19-31.
- Kasara, Kimuli, and Pavithra Suryanarayan. "When Do the Rich Vote Less Than the Poor and Why? Explaining Turnout Inequality Across the World." *American Journal of Political Science* 59:3 (2015): 613-627.
- Burden, Barry C., et al. "Election Laws, Mobilization, and Turnout: The Unanticipated Consequences of Election Reform." *American Journal of Political Science* 58.1 (2014): 95-109.

Recommended readings for Parties:

- Aldrich, John H. *Why Parties? The Origin and Transformation of Political Parties in America*. University of Chicago Press, 1995.
- Cox, Gary W., and Matthew D. McCubbins. *Legislative Leviathan: Party Government in the House*. Cambridge University Press, 2007. E-book
- Dalton, Russell J. and Martin P. Wattenberg, eds. *Parties Without Partisans: Political Change in Advanced Industrial Democracies*. Oxford University Press, 2002.
- Achen, C., Bartels, L., Achen, C.H. and Bartels, L.M. *Democracy for Realists*. Princeton University Press, 2017. E-book
- Lupu, Noam. "Brand Dilution and the Breakdown of Political Parties in Latin America." *World Politics* 66:4 (2014), 561-602.
- Brooke, Steven. "From Medicine to Mobilization: Social Service Provision and the Islamist Reputational Advantage." *Perspectives on Politics* 15:1 (2017): 42-61.
- De Vries, Catherine E., and Sara B. Hobolt. "A Theory of Political Change" in *Political Entrepreneurs: The Rise of Challenger Parties in Europe*, Princeton University Press, 2020, chp. 2, 40-60.
- Dancygier, Rafaela, and Yotam Margalit. "The Evolution of the Immigration Debate: Evidence from a New Dataset of Party Positions Over the Last Half-Century." *Comparative Political Studies*, 53.5 (2020): 734-774.

Recommended readings for Elections:

- Cox, Gary W. *Making Votes Count: Strategic Coordination in the World's Electoral Systems*. Cambridge University Press, 1997.
- Duch, Raymond M., and Randolph T. Stevenson. *The Economic Vote: How Political and Economic Institutions Condition Election Results*. Cambridge University Press, 2008. E-book.
- Croke, Kevin, Guy Grossman, Horacio A. Larreguy, and John Marshall. "Deliberate Disengagement: How Education Can Decrease Political Participation in Electoral Authoritarian Regimes." *American Political Science Review* 110:3 (2016): 579-600.
- Auerbach, Adam M., and Tariq Thachil. "How Clients Select Brokers: Competition and Choice in India's Slums." *American Political Science Review* 112:4 (2018): 775-791.
- Chong, Alberto, Ana L. De La O, Dean Karlan, and Leonard Wantchekon. "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 (2014): 55-71.
- Ofosu, George Kwaku. "Do fairer Elections Increase the Responsiveness of Politicians?" *American Political Science Review* 113:4 (2019): 963-979.
- Kam, Christopher, Anthony M. Bertelli, and Alexander Held. "The Electoral System, the Party System and Accountability in Parliamentary Government." *American Political Science Review* 114.3 (2020): 744-760.
- Noury, Abdul, and Gerard Roland. "Identity Politics and Populism in Europe." *Annual Review of Political Science* 23.1 (2020): 421-439.

Week 9, Nov 3: Social Identities and Discrimination

Required readings:

- Abdelal, Rawi, Yoshiko M. Herrera, Alastair Iain Johnston, and Rose McDermott. "Identity as a Variable," *Perspectives on Politics* 4:4 (2006): 695-711.
- Davenport, Lauren. "The Fluidity of Racial Classifications." *Annual Review of Political Science* 23.1 (2020): 221-240.
- Paluck, Elizabeth Levy, Seth A. Green, and Donald P. Green. "The Contact Hypothesis Re-Evaluated." *Behavioural Public Policy* 3.2 (2019): 129-158.
- Brooke, Steven, Youssef Chouhoud, and Michael Hoffman. "The Friday effect: How communal Religious Practice Heightens Exclusionary Attitudes." *British Journal of Political Science* 53.1 (2023): 122-139.
- Nunn, Nathan, and Leonard Wantchekon. "The Slave Trade and the Origins of Mistrust in Africa." *American Economic Review* 101:7 (2011): 3221-3252.
- Bhavnani, Rikhil R. "Do the Effects of Temporary Ethnic Group Quotas Persist? Evidence from India." *American Economic Journal: Applied Economics* 9:3 (2017): 105-23.

Recommended readings:

- Chandra, Kanchan. "What is Ethnic Identity and Does It Matter?" *Annual Review of Political Science* 9 (2006): 397-424.
- Wimmer, Andreas. "The Making and Unmaking of Ethnic Boundaries: A Multilevel Process Theory." *American Journal of Sociology* 113.4 (2008): 970-1022.
- Marquardt, Kyle L., and Yoshiko M. Herrera. "Ethnicity as a Variable: An Assessment of Measures and Data Sets of Ethnicity and Related Identities." *Social Science Quarterly* 96:3 (2015): 689-716.
- Sen, Maya, and Omar Wasow. "Race as a Bundle of Sticks: Designs That Estimate Effects of Seemingly Immutable Characteristics." *Annual Review of Political Science* 19 (2016): 499-522.
- Steele, Liza G., et al. "Measuring Ethnic Diversity." *Annual Review of Sociology* 48.1 (2022): 43-63.
- Kulyk, Volodymyr. "Shedding Russianness, Recasting Ukrainianness: The Post-Euromaidan Dynamics of Ethnonational Identifications in Ukraine." *Post-Soviet Affairs* 34.2-3 (2018): 119-138.
- Abdelgadir, Aala, and Vasiliki Fouka. "Political Secularism and Muslim Integration in the West: Assessing the Effects of the French Headscarf Ban." *American Political Science Review* 114:3 (2020): 707-723.
- d'Urso, Amanda Sahar. "A boundary of White Inclusion: The Role of Religion in Ethnoracial Assignment." *Perspectives on Politics* 22.2 (2024): 559-576.

Week 10, Nov. 10: Gender and Politics

Required readings:

- Krook, Mona Lena. "The Growth of a Field: Politics & Gender and Research on Gender Quotas." *Politics & Gender* (2025): 1-27.

- Weldon, S. Laurel. "Power, Exclusion and Empowerment: Feminist Innovation in Political Science." *Women's Studies International Forum* 72: January–February (2019): 127–36.
- Schwarz, Susanne, and Alexander Coppock. "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 (2022): 655-668.
- Barnett, Carolyn, Alexandra Blackman, and Marwa Shalaby. "Gender Stereotypes in Autocracies: Experimental Evidence from Morocco." *The Journal of Politics* 87.3 (2025): 995-1011.
- Goyal, Tanushree. "Representation from Below: How Women's Grassroots Party Activism Promotes Equal Political Participation." *American Political Science Review* 118:3 (2024): 1415–1430
- Tripp, Aili Mari. "Introduction," in *Why African Autocracies Promote Women as Leaders*. Oxford: Oxford University Press, Forthcoming 2025.

Recommended Readings

- Waylen, Georgina, Karen Celis, Johanna Kantola, and Laurel Weldon. "Introduction: Gender and Politics: A Gendered World, a Gendered Discipline." *The Oxford Handbook of Gender and Politics*, Oxford University Press, 2013. E-book, 1-26.
- Anzia, Sarah F., and Christopher R. Berry. "The Jackie (and Jill) Robinson effect: Why Do Congresswomen Outperform Congressmen?" *American Journal of Political Science* 55.3 (2011): 478-493.
- Brulé, Rachel E. "Reform, Representation, and Resistance: The Politics of Property Rights' Enforcement." *The Journal of Politics* 82.4 (2020): 1390-1405.
- Clayton, Amanda, and Pär Zetterberg. "Gender and Party Discipline: Evidence from Africa's Emerging Party Systems." *American Political Science Review* 115.3 (2021): 869-884.
- Krook, Mona Lena. "Violence against Women in Politics." *Journal of Democracy* 28.1 (2017): 74-88.
- Tripp, Aili Mari. *Seeking Legitimacy: Why Arab Autocracies Adopt Women's Rights*. Cambridge University Press, 2019, Intro. & chp. 1, 1-66.
- Bush, Sarah Sunn, and Pär Zetterberg. "Gender Quotas and International Reputation." *American Journal of Political Science* 65.2 (2021): 326-341.
- Corbett, Christianne, Jan G. Voelkel, Marianne Cooper, and Robb Willer. "Pragmatic Bias Impedes Women's Access to Political Leadership." *Proceedings of the National Academy of Sciences* 119:6 (2022): 1-11.

Week 11, Nov. 17: Ethnic Politics, Nationalism, and Political Violence

Required readings:

- Robinson, Amanda Lea. "National versus Ethnic Identification in Africa: Modernization, Colonial Legacy, and The Origins of Territorial Nationalism." *World Politics* 66:4 (2014): 709-746.

- Fearon, James D., and David D. Laitin. "Ethnicity, Insurgency, and Civil War." *American Political Science Review* 97:1 (2003): 75-90.
- Lacina, Bethany. "Explaining the Severity of Civil Wars." *Journal of Conflict Resolution* 50:2 (2006): 276–89.
- Valentino, Benjamin A. "Why We Kill: The Political Science of Political Violence Against Civilians." *Annual Review of Political Science* 17 (2014): 89-103.
- Finkel, Evgeny. "The Phoenix Effect of State Repression: Jewish Resistance During the Holocaust." *American Political Science Review* 109.2 (2015): 339-353.
- Shelef, Nadav. "Unequal Ground: Homelands and Conflict." *International Organization*, 70:1 (2016): 33-63.

Recommended readings for Ethnic Politics and Nationalism:

- Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Verso, 1983. E-book.
- Gellner, Ernest. *Nations and Nationalism*. Cornell University Press, 2008 [1983]
- Cederman, Lars-Erik, Andreas Wimmer, and Brian Min. "Why Do Ethnic Groups Rebel? New Data and Analysis." *World Politics* 62.1 (2010): 87-119.
- Brancati, Dawn. "Decentralization: Fueling the Fire or Dampening the Flames of Ethnic Conflict and Secessionism?" *International Organization* 60.3 (2006): 651-685.
- Shelef, Nadav G. "From "Both Banks of the Jordan" to the "Whole Land of Israel": Ideological Change in Revisionist Zionism." *Israel Studies* 9.1 (2004): 125-148.
- Fouka, Vasiliki, and Hans-Joachim Voth. "Collective Remembrance and Private Choice: German–Greek Conflict and Behavior in Times of Crisis." *American Political Science Review* 117.3 (2023): 851-870.
- Braun, Robert. "Religious Minorities and Resistance to Genocide: The Collective Rescue of Jews in the Netherlands During the Holocaust." *American Political Science Review* 110.1 (2016): 127-147.

Recommended readings for Political Violence

- Fearon, James D. "Rationalist Explanations for War." *International Organization* 49.3 (1995): 379-414.
- Kalyvas, Stathis. "The Ontology of Political Violence." *Perspectives on Politics* 1:3 (2003): 475-494.
- Collier, Paul, and Anke Hoeffler. "Greed and Grievance in Civil War." *Oxford economic papers* 56.4 (2004): 563-595.
- Straus, Scott. *Making and Unmaking Nations: War, Leadership, and Genocide in Modern Africa*. Cornell University Press, 2015.
- Wood, Elisabeth Jean. "Rape as a Practice of War: Toward a Typology of Political Violence." *Politics & Society* 46:4 (2018): 513-537.
- Magaloni, Beatriz, Edgar Franco-Vivanco, and Vanessa Melo. "Killing in the Slums: Social Order, Criminal Governance, and Police Violence in Rio de Janeiro." *American Political Science Review* 114:2 (2020): 552-572.

Week 12, Nov. 24: Development and Inequality

Required readings:

- Acemoglu, Daron, and James A. Robinson. *Why Nations Fail: The Origins of Power, Prosperity, and Poverty*. Currency, 2012. E-book.
- Banerjee, Abhijit, and Lakshmi Iyer. "History, Institutions and Economic Performance: The Legacy of Colonial Land Tenure Systems in India." *American Economic Review* 95:4 (2005): 119–213.
- Ang, Yuen Yuen. *How China Escaped the Poverty Trap*. Cornell University Press, 2018. E-book
- Piketty, Thomas, and Emmanuel Saez. "Inequality in the Long Run." *Science* 344:6186 (2014): 838-843.
- Blanchet, Thomas, Lucas Chancel, and Amory Gethin. "Why is Europe More Equal Than the United States?" *American Economic Journal: Applied Economics* 14.4 (2022): 480-518.
- Bonica, Adam, et al. "Why Hasn't Democracy Slowed Rising Inequality?" *Journal of Economic Perspectives* 27.3 (2013): 103-124.

Recommended readings:

- Bates, Robert H. *Markets and States in Tropical Africa: The Political Basis of Agricultural Policies*. Berkeley: University of California Press, 1981. E-book
- Olson, Mancur. *The Rise and Decline of Nations*. Yale University Press, 2022 [1982]. E-book
- Acemoglu, Daron, Simon Johnson, and James A. Robinson. "The Colonial Origins of Comparative Development: An Empirical Investigation." *American Economic Review*, 91:5 (2001): 1369–1401.
- Kohli, Atul. *State-Directed Development: Political Power and Industrialization in the Global Periphery*. Cambridge University Press, 2004.
- Bizzarro, Fernando, et al. "Party Strength and Economic Growth." *World Politics* 70:2 (2018), 275-320.

Week 13, Dec. 1: Redistribution and Public Goods

Required readings:

- Iversen, Torben. "Capitalism and Democracy," in Robert Goodin, ed., *The Oxford Handbook of Political Science*, Oxford University Press, 2011, chp. 40, 826–848.
- Lupu, Noam, and Jonas Pontusson. "The Structure of Inequality and the Politics of Redistribution." *American Political Science Review* 105.2 (2011): 316-336.
- Holland, Alisha C. "Diminished Expectations: Redistributive Preferences in Truncated Welfare States." *World Politics* 70:4 (2018), 555-594.
- Tsai, Lily L. "Solidary Groups, Informal Accountability, and Local Public Goods Provision in Rural China." *American Political Science Review* 101.2 (2007): 355-372.
- Charnysh, Volha. "Diversity, Institutions, and Economic Outcomes: Post-WWII Displacement in Poland." *American Political Science Review* 113.2 (2019): 423-441.
- Henn, Soeren J. "Complements or Substitutes? How Institutional Arrangements Bind Traditional Authorities and the State in Africa." *American Political Science Review* 117.3 (2023): 871-890.

Recommended readings:

- Besley, Timothy, and Robin Burgess. "The Political Economy of Government Responsiveness: Theory and Evidence from India." *The Quarterly Journal of Economics* 117:4 (2002): 1415-1451.
- Baldwin, Kate. *The Paradox of Traditional Chiefs in Democratic Africa*. Cambridge University Press, 2016. E-book.
- Kasara, Kimuli. "Tax Me If You Can: Ethnic Geography, Democracy, and the Taxation of Agriculture in Africa." *The American Political Science Review* 101:1 (2007): 159-72.
- Cruz, Cesi, Julien Labonne, and Pablo Querubin. "Social Network Structures and the Politics of Public Goods Provision: Evidence from the Philippines." *American Political Science Review* 114:2 (2020): 486-501.
- Suryanarayan, Pavithra, and Steven White. "Slavery, Reconstruction, and Bureaucratic Capacity in the American South." *American Political Science Review* 115.2 (2021): 568-584.
- De la Cuesta, Brandon, et al. "Owning it: Accountability and Citizens' Ownership Over Oil, Aid, and Taxes." *The Journal of Politics* 84.1 (2022): 304-320.

Week 14, Dec. 8: Student presentations

Final Paper due Wednesday, Dec. 10, 11:59 pm
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MAJOR GRADED WORK

1) Discussion questions and comments (2% of class grade):

- Each week students should **post 1 question, of no more than 50 words**, to the course website by **9 am on Monday**. Discussion questions must reference the course readings.
- In addition, students should **comment on at least one other student's question by 1:00 pm**.
- We will discuss a selection of these questions and comments in class.
- These questions will be curated by students in group presentations.

2) Participation in discussion of readings (23% 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 14, taking into account the previous 3-4 weeks of participation.

Participation grading rubric:

	Points
Attended class	75%
Asked questions and contributed to discussion	10%
Was able to answer questions and discuss readings based on knowledge of what was in the readings (i.e. seems to have done all of the readings)	15%
Total points	100%

3) Memos (5 x 5% = 25% 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 below:
 1. Sort readings into substantive **categories** (this is an important conceptual task). You should 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 at least two readings**. 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 just 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, introduction, or conclusion.
- Memos should be *1-2 single-spaced pages* (12-point font, 1-inch margins), and should include your name, date, and **a substantive title**.
- **Upload to Canvas as a PDF by 11:00 am on Monday**. Late memos will be marked down.
- Unless you request otherwise, memos will be shared on the course website after the class discussion.

Memo grading rubric:

	Points
Categorization table/figure captures some important dimensions and is accurate	20%
Key contributions of each reading were reasonable, and do not merely repeat abstracts	30%
Comparison of at least 2 readings is reasonable and accurate	20%
Criticism of at least 1 reading is reasonable and accurate	20%
Turned in on time, meets page limit; contains a title and clearly marked sections; no typos or errors	10%
Total points	100%

4) **Group Presentations:** (5 x 5% = 25% of final grade)

For five 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, and also to work with others.

- Presentations should be based on **all of the required readings for the week**, but students might find it useful to read the recommended readings to get a better sense of the material.
- Each presentation should answer the following questions:
 1. What are **key debates/questions on this topic?** (based on all required and possibly 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 **contribute** to the key debates?
 4. What are some **limitations** of the week's required readings?
 5. **Curate a list of questions** on the last slide based on questions submitted by students. You don't have to include them all; make purposeful decisions, consider the order of questions, rephrase if necessary, give students credit by noting first names.
- Students should work together to develop **an integrated presentation**; do not just divide up the reading arbitrarily.
- Presentations should be **approximately 10 minutes**, but no longer than 15 minutes.
- Presentations should include **slides that look professional** (pay attention to consistency and 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.
- Slides should be **uploaded to Box and Canvas before class**.

Group presentation grading rubric:

	Points
Content (50%)	
Identified key questions or debates in the topic	10%
Identified core readings on the topic	10%
Key contributions of each reading to the debates were reasonable, and do not merely repeat abstracts	10%
Limitations of the readings were reasonable and accurate	10%
Discussion question list was adequately curated	10%
Slide were visually appealing, including image, appropriate font, etc.	20%
Students engaged with audience (did not just read)	20%
Integrated presentation; equal time & effort across students, presentation was within 15 minutes total	10%
Total points	100%

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

The goal of this assignment is to draw connections between the course readings and your research, 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 paper for this course should focus on some aspect of comparative politics and should contain a research question that is theoretically (how to understand something) or empirically (why something happened or what the effects are of something that happened) motivated. The paper may re-analyze existing data, but original data collection in a preliminary manner is fine. The paper is open in terms of substantive topics, but must reference some of the course readings and should fit within one of the topics (weekly headings) covered of the course.

The goal of this paper is to be able to complete a writing assignment for which you have read and processed existing work, and in which you contribute new analysis of data in answer to a theoretically or empirically motivated question. It is through writing in a structured way that essential learning outcomes of the course will be achieved, and writing is a process that unfolds in drafts; therefore, **completion of a final paper, rather than an incomplete idealized paper, should be your focus.**

Paper Proposal, due October 1st (5% of final grade):

- Include your name, the date, and a descriptive title
- Length: 2-3 double-spaced pages
- Include the following four numbered sections:
 1. A clear research question related to comparative politics.
 2. Theoretical or empirical motivation for your research from existing work, and implications (make clear what your work will add, or why it is useful to do this research) **including at least two or three hypotheses.**
 3. Describe what methods (experiment, content analysis, survey, or interviews, quantitative statistical analysis, etc.) you plan to use, and why such methods are appropriate for your research question.
 4. Describe the main type of data sources that you plan to use.

Grading rubric for the Revised Paper Proposal:

The plan contains all 4 sections, and content is as noted above. Each element demonstrates thoughtful effort; no errors; appropriate citation of sources	20%
The research question is clear and related to comparative politics	20%
The theoretical motivation and hypotheses are reasonable and clear	20%
The methodology is appropriate to the research question	20%
The data sources are appropriate, and data collection seems feasible	20%
	100%

Final Paper due December 10th (15% of final grade).

- Paper should include the following 5 sections
 1. Introduction and research question (~2 pages)
 2. Literature review and hypotheses (~5 pages)
 3. Discussion of methods and data (~3 pages)
 4. Data analysis section (~13 pages)
 5. Discussion and conclusion (~2 pages)
- 12-point font, 1-inch margins, include page numbers.
- Use parenthetical citation, APA style or similar.
- Maximum 25 double-spaced pages of text (excluding figures/tables, and bibliography)
- Place all figures & tables in the text on adjacent pages, not at the end

Grading rubric for the final paper:

Contains five sections noted above, is within page limit & turned in on time. Each element demonstrates thoughtful effort; no typos or errors; appropriate citation of sources, good word choice and tone	20%
The research question is clear and related to the comparative politics; course readings are cited where appropriate	20%
Discussion of relevant existing literature is organized, analytical, and sufficiently comprehensive, hypotheses are clear and reasonable	20%
Methods, data, and analysis are appropriate to research question, carried out and discussed in a reasonable way	40%
	100%

5. Final Paper Presentation (5% of final grade):

This is an opportunity for you to share your work from the semester with your fellow students, and to develop presentation skills.

- Presentations will be in class during the last class meetings; slides are due by 1:00 pm
- Presentations should consist of 5-8 slides:
 1. Title slide (includes paper title plus full name(s), date, course name & number)
 2. Research question
 3. Theory and hypotheses
 4. Methods and Data (could be 1-3 slides)
 5. Results and Conclusions (could be 1-2 slides)
- Slides should use consistent style.
- You may add images or other relevant visual design elements.

Final paper presentation rubric:

Content: Discussion of research question, theory, analysis and conclusions	40%
Visual display of information: slide format, graphics, picture placement, text size, etc.	30%
Engagement with audience & speaking style: audible, clear, eye contact with audience (not reading too much); stays within presentation time limit	30%
	100%