

PS856: FIELD SEMINAR IN COMPARATIVE POLITICS

Department of Political Science
University of Wisconsin–Madison
Fall 2021

Instructor: Rikhil R. Bhavnani, Associate Professor
Instructional mode: In-person
Meeting Time and Location: Tuesdays, 1:20-3:15pm, in the Ogg Room
Virtual office hours: Thursdays, 9-11am. Sign up at calendly.com/rikhil
Email: bhavnani@wisc.edu
Canvas Course URL: <https://canvas.wisc.edu/courses/271108>

COVID: Please consult covidresponse.wisc.edu for current campus health and safety guidance.

Course Description: A graduate-level introduction to leading concepts and theories in the field of comparative politics, including those relating to states, nations, regimes, and development. The course includes work on many different regions and countries, employing a range of research strategies and methodologies.

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 an excellent 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.

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 political science journals and university presses.
4. Develop critical reading, writing, collaboration, and presentation skills.
5. Become acquainted with UW–Madison faculty in Comparative Politics.

Requisites: Graduate or professional standing.

Course Designations and Attributes: Seminar. Grad 50% - Counts toward 50% graduate coursework requirement.

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

Assignments and grading: The class grade is based on participation (this counts for 20% of the class grade), discussion questions (5%), discussion memos (6x5=30%), group presentations (4x5=20%) and a final project (25%).

The final class score—out of 100—will be converted to the final letter grade using the following scale: 95 ≤ A ≤ 100, 89 ≤ AB < 95, 83 ≤ B < 89, 77 ≤ BC < 83, 70 ≤ C < 77, 60 ≤ D < 70, and 0 ≤ F < 60. Details follow.

Participation (20% of the class grade): This is a discussion-based online class and active participation is essential. Attending class is the first step and is important, but does not count as full participation. Active participation means being prepared by doing the reading and thinking about the material so that you can ask answer questions related to the course material. Students should have the readings at hand to aid in the discussion.

Three participation grades will be given—at the end of Week 5, at the end of week 9 and at the end of week 14, taking into account the previous few weeks of participation. Here is the grading rubric for each participation grade:

Attended class	50%
Actively participated by asking questions and participating in group discussions or chats	25%
Seemed in command of readings and material; able to explain concepts and willing to offer opinion and analysis of readings	25%

Discussion questions (5% of the class grade): Each week students should post 1 question, of no more than 50 words to the course website, by 12:00 pm on Monday (to give presenters time to curate the questions). Discussion questions must be based on and reference the course readings, of broad interest for class discussion, and no longer than 50 words. Discussion questions are credit/no credit. If they are posted on time and contain the required content

students will receive credit.

Discussion memos (6x5=30% of the class 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.
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. Since the readings are from the syllabus, no bibliography is 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 Monday.

Here is the 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

Group Presentations (4x5=20% of the class grade): For four weeks, students will present the readings to the class. 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 readings. The structure of the presentation should be based on substantive themes or theories.
- 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 no more than five slides.
- 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 before class.

Here is the Group 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

Final Project (25% of the class grade): The final project will consist of two elements: a discussion of your research interests and a discussion of the course readings from two weeks on the syllabus. The goal of this project is to draw connections between readings in the course and your research goals, which hopefully will help you develop your dissertation research question and embed your dissertation in existing literatures. You should be considering your own research interests as well as sources for this project throughout the semester.

The final project should have 2 sections:

1. A discussion of your own research interests (1-2 single-spaced pages).

- a. Title: Give your project a title that describes your research topic.
 - b. Define your field of interest in approximately one-half page.
 - c. Next discuss how your interests relate to two of the topics on the syllabus. This may be easy or might require some stretching, but the idea is to think about how your interests fit in the larger literature comparative politics. You can discuss how specific readings or how specific concepts or arguments from work we read are related to your interests.
2. A review and revision of readings from 2 different weeks on the syllabus; the goal is two revised syllabus weeks and the audience would be other students taking PS856.
- a. For two separate weeks/topics, provide a revised, annotated list of 6 required readings and 4 recommended readings. (This means you must read the recommended readings to evaluate them)
 - b. Suggest at least 2 new readings (and include full bibliographic info for them; they must be published).
 - c. For each reading that you keep on the list or add to the list, write a sentence 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.
 - d. For each week write a short paragraph on how the readings fit together.
- In the end you should have a complete revised list of 6 required readings and 4 recommended readings, plus a list of readings you cut. You could also propose a completely new week, but you would have to cut one of the existing ones, and explain why you chose to cut that week.

Other important requirements:

- This should be around 4 pages (1-2 pages for your research interests, around 1 page each for the syllabus weeks).
- 12-point font, single-spaced, 1-inch margins, include page numbers.
- The final paper is due as a PDF posted to the class website on Friday, December 17 at 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

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Course Evaluations: UW-Madison uses a digital course evaluation survey tool called AEFIS. For this course, you will receive an official email two weeks prior to the end of the semester,

notifying you that your course evaluation is available. In the email you will receive a link to log into the course evaluation with your NetID. Evaluations are anonymous. Your participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation.

Rules, Rights, Responsibilities:

guide.wisc.edu/undergraduate/#rulesrightsandresponsibilitiestext

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

Academic integrity: 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. (Source: conduct.students.wisc.edu/syllabus-statement/)

Accommodations for students with disabilities: 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. (Source: <https://mcburney.wisc.edu/instructor/>)

Diversity and inclusion: 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. (Source: <https://diversity.wisc.edu/>)

Class schedule and readings:

Date	Topics	Guest Faculty
9/14	Introduction	
9/21	The State	
9/28	Institutions and Institutional Change	Nils Ringe
10/5	Regimes	Aili Tripp
10/12	Contentious Politics	Erica Simmons
10/19	Rule of Law	Kathryn Hendley
10/26	Parties	Steven Brooke
11/2	Legislatures and Governance	Marwa Shalaby
11/9	Elections and Voting	
11/16	Social Identities and Discrimination	Yoi Herrera
11/23	Ethnic Politics and Nationalism	Nadav Shelef
11/30	Political Violence	
12/7	Development, Growth, and Inequality	
12/14	Redistribution and Public Goods	Reed Lei

Week 1, Sept. 14: Introduction

Week 2, Sept. 21: The State

- Skocpol, Theda. 1985. "Bringing the state back in: Current research" in Peter Evans, Dietrich Rueschemeyer, and Theda Skocpol, eds. *Bringing the State Back In*, Cambridge University Press, 3-37.
- Charles Tilly. 1985. "War Making and State Making as Organized Crime" in Peter Evans, Dietrich Rueschemeyer, and Theda Skocpol, eds. *Bringing the State Back In*, Cambridge University Press, 169-191.
- Dincecco, Mark, and Yuhua Wang. 2018. "Violent Conflict and Political Development Over the Long Run: China Versus Europe." *Annual Review of Political Science* 21:341-58.
- Herbst, Jeffrey. 2000. *States and Power in Africa: Comparative Lessons in Authority and Control*. Princeton: Princeton University Press. Chapter 1 and 5.
- Suryanarayan, Pavithra and Steven White. 2021. "Slavery, Reconstruction, and Bureaucratic Capacity in the American South." *American Political Science Review* 115:2, 568-584.
- 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:

- 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.
- Lee, M.M. and Zhang, N., 2017. "Legibility and the informational foundations of state capacity." *The Journal of Politics*, 79(1), pp.118-132.

- 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.
- Grzymala-Busse, Anna. 2020. "Beyond war and contracts: The medieval and religious roots of the European state." *Annual Review of Political Science* 23: 19-36.
- 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. 28: 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.
- 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*.
- Darden, Keith. 2008. "The Integrity of Corrupt States: Graft as an Informal State Institution." *Politics & Society* 36(1), 35-60.
- Greif, Avner, and David D. Laitin. 2004. "A Theory of Endogenous Institutional Change." *American Political Science Review* 98 (4):20.

Recommended:

- 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.
- Tsai, Lily. 2007. "Solidary groups, informal accountability, and local public goods provision in rural China." *American Political Science Review* 101(2), pp.355-372.
- Capoccia, Giovanni and R. Daniel Kelemen. 2007. "The Study of Critical Junctures: Theory, Narrative, and Counterfactuals in Historical Institutionalism." *World Politics* 59(3), 341-369.
- Weyland, Kurt 2008. "Toward a New Theory of Institutional Change." *World Politics* 60(2), 281-314.
- 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. Falleti, & 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, Oct. 5: Regimes

- Acemoglu, Daron, and James A. Robinson. 2006. *Economic origins of dictatorship and democracy*. Cambridge University Press. Chapter 2 and 3.
- Ansell, Ben W., and David J. Samuels. 2014. *Inequality and Democratization*. Cambridge University Press. Chapters 1-3.
- Magaloni, Beatriz. 2008 "Credible power-sharing and the longevity of authoritarian rule." *Comparative Political Studies* 41:4-5, 715-741.
- Claassen, Christopher. 2020. "In the mood for democracy? democratic support as thermostatic opinion." *American Political Science Review* 114:1, 36-53.
- Graham, Matthew and Milan Svoblik. 2020. "Democracy in America? Partisanship, polarization, and the robustness of support for democracy in the United States." *American Political Science Review* 114(2), pp.392-409.
- Teele, Dawn Langan. *Forging the Franchise*. Princeton University Press, 2018. Chapter 1, 2 and 6.
- Tripp, Aili Mari. 2019. *Seeking Legitimacy: Why Arab Autocracies Adopt Women's Rights*. Cambridge University Press.

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.
- Perry, Elizabeth J. 2020. "Educated acquiescence: how academia sustains authoritarianism in China." *Theory and Society* 49:1, 1-22.

Week 5, Oct. 12: 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.
- Pan, Jennifer, and Alexandra A. Siegel. 2020. "How Saudi crackdowns fail to silence online dissent." *American Political Science Review* 114:1, 109-125.
- Fu, Diana. 2017. "Disguised collective action in China." *Comparative Political Studies* 50:4, 499-527.

Recommended:

- Hellmeier, Sebastian, and Nils B. Weidmann. 2019. "Pulling the Strings? The Strategic Use of Pro-Government Mobilization in Authoritarian Regimes." *Comparative Political Studies*.

- Holmes, Carolyn E. 2019. "The Politics of" Non-Political" Activism in Democratic South Africa." *Comparative Politics* 51:4, 561-580.

Week 6, Oct. 19: 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.
- Hendley, Kathryn. 2009. "'Telephone Law' and the 'Rule of Law': The Russian Case." *Hague Journal on the Rule of Law*, vol. 1, 241-262.
- 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.
- Matczak, Marcin, 2020. "The clash of powers in Poland's rule of law crisis: Tools of attack and self-defense." *Hague Journal on the Rule of Law*, 12(3), pp.421-450.

Recommended:

- Kosar, David, and Katarina Sipulova. 2020. "How to Fight Court-Packing?." *Const. Stud.* 6: 133.
- 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.
- 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. 26: Parties

- De Vries, Catherine E., and Sara B. Hobolt. 2020. "A Theory of Political Change" in *Political Entrepreneurs: The Rise of Challenger Parties in Europe*, Princeton University Press, 40-60.
- 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.

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

Recommended:

- 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.

Week 8, Nov. 2: 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.
- 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>
- 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.

Recommended:

- Ofosu, George Kwaku. 2019. "Do fairer elections increase the responsiveness of politicians?" *American Political Science Review* 113:4, 963-979.
- 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.
- Meyersson, Eric. 2014. "Islamic Rule and the Empowerment of the Poor and Pious" *Econometrica* 82: 229-269. <https://doi.org/10.3982/ECTA9878>

Week 9, Nov. 9: 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.

- 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.
- Baldwin, Kate. 2016. *The paradox of traditional chiefs in democratic Africa*. Cambridge University Press.
- Becher, Michael, and Irene Menendez. 2019. "Electoral Reform and Trade-Offs in Representation." *American Political Science Review* 113:3, 694–709.
- 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.
- Achen, C., Bartels, L., Achen, C.H. and Bartels, L.M., 2017. *Democracy for Realists*. Princeton University Press.

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.
- Manion, Melanie, 2017. "'Good types' in Authoritarian Elections: The Selectoral Connection in Chinese Local Congresses." *Comparative Political Studies* 50:3, 362-394.
- 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](#).
- 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.
- 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.
- Carreras, Miguel, Yasemin Irepoglu Carreras, and Shaun Bowler. 2019. "Long-Term Economic Distress, Cultural Backlash, and Support for Brexit." *Comparative Political Studies*.

Week 10, Nov. 16: 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.
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Week 14, Dec. 14: Redistribution and Public Goods

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Dec. 17: Final paper due