

**Political Science 856:
Field Seminar in Comparative Politics
UW-Madison, fall 2013**

Thursdays, 1:45 pm-3:45 pm, 422 North Hall (Ogg room)
See the Learn@UW website for more course information

Professor:

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Office hours: Tues. 11-12 or by appt.

I. Course Purposes

This seminar is designed to serve five goals:

- (1) To acquaint students with many of the leading 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. The weekly topics primarily center on dependent variables, and the readings are oriented toward leading theories (or proposed independent variables) that account for inter-polity or inter-temporal variations on the values of those dependent variables. However, in some cases readings focus on definitions of key concepts.
- (2) 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, and publisher lists on a regular basis, not only to keep up with 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.
- (3) 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.
- (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, and will collaboratively work on short memos and presentations based on the readings. 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 most weeks a guest faculty member will join the class discussion.

II. Course Requirements:

Preparation and participation in class discussions:	20%
Individual explanation of concepts (5 times, 6%)	30%
Group memo and presentation (3 times, 10%)	30%
Final Paper	20%
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Total	100%

(1) Preparation and Participation in Class Discussions:

1. Reading: There is a lot of material and reading is the core activity of the course. The readings are a subset of material from the Comparative Politics prelim reading list, which is available on the Learn@UW website.
 - All students are responsible for completing all readings.
 - All readings will be available on Dropbox or as e-books downloadable in the library.
 - Occasional readings by guest faculty will be added.
2. Participation: This is a discussion-based class and active participation is essential. Mere attendance 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 in class.
 - Absences will only be excused due to religious conflicts or medical issues; contact me as soon as possible, should a medical issue or religious conflict arise.
 - Students are expected to attend for the full class period; arriving late or leaving the room during class will result in a lowered participation grade.
 - It is fine to use a laptop in class to take notes, but engaging in other work unrelated to the course during class will result in a lowered participation grade.

Preparation and participation grading rubric:

A = Attended and actively participated (e.g. raised hand, and *seemed in command of readings and material*)

B = Attended and spoke, but without evidence of a high level of preparation

C = Attended for the full period, each time, but often did not speak

F = Did not attend

Note that there is no "D" reflecting the large gap between attending and not attending. Also, there are no A/B or B/C grades, but those liminal grades will appear in the final course grades.

- There will be one participation grade given at the end of course, rather than individual grades for each class meeting.

(2) Individual Explanation of Concepts:

Each week four to five students, chosen at random, will explain a concept from the week's readings. This exercise is meant to strengthen discussion and presentation skills. Student explanations should be based on mastery of the required reading and will be graded according to the following criteria:

A = Outstanding explanation of concept, going beyond just description of text and offering original analysis.

B = Good explanation of concept, demonstrating adequate engagement with the text.

C = Minimally able to explain or describe concept, but only in the broadest terms.

D = Unable to explain concept with any accuracy, suggesting a lack of familiarity with the reading.

F = Did not attend

(3) Group Memos and Presentations:

- To start off our discussions, each week students will work in groups of 2 or 3 to prepare a short memo and a 10-15 minute oral presentation based on the readings. The goal is to highlight interesting aspects of the readings and to provide points for further discussion. Presentations should be modeled on the role of a discussant at a professional conference. Through this activity students will improve their presentation skills and the ability to concisely analyze, categorize, and write about political science literature. Group presentation dates will be set at the first class meeting. Each student will participate in three during the semester, and students should choose weeks from at least two different broader themes (e.g. political economy, institutions, identity, conflict).

Memos should:

- Be in bullet point format, no longer than 2 single-spaced pages (12 point font, 1-inch margins);
- Sort readings into types or categories;
- Highlight key arguments;
- Make connections among the readings;
- Include three discussion questions at the end;
- Be posted on Learn@UW as a PDF by 12:00 pm on the day before the seminar (Wednesday).

Presentations:

- Must include all readings and should not veer into discussion of reading that was not assigned;
- Students should work together to develop an integrated presentation; do not just divide up the reading. All students should be able to discuss all readings, and the division of the presentation should be based on substantive themes or theories, rather than different works;
- Should not include slides, unless there is a figure that needs to be shown;
- Will not be allowed to go past 15 minutes;
- Presenters should engage with the class and not simply read notes.

Grading criteria (includes memo and presentation):

A = Outstanding analysis of readings, including original or innovative insights in a well-integrated presentation and set of discussion questions, and engaging delivery of material

B = Made connections between readings, going beyond just description of main arguments, and provided insightful discussion questions

C = Accurately captured the main arguments or critical points in all of the readings and provided relevant discussion questions, and memo posted on time.

D = Egregiously inaccurate or incomplete discussion of readings (did not include all readings) or did not provide discussion questions

F = Did not attend or participate in presentation or memo-writing.

- (4) **Final project:** The final project will be a paper of no more than 2500 words (approximately 6-7 single-spaced pages), including citations. The goal of this paper 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 literature. You should be considering your own research interests as well as sources for this project throughout the semester. The paper should have 2 sections:
- A discussion of your own research interests (500 words)
 - A discussion of two topics from the course that are related to your research interests (approximately 1000 words each).

Project requirements:

1. Title: Give your project a title that describes your research topic. When people ask you "what are you interested in?" or "what do you work on?" this should be your answer.
2. Define a field of interest to you in approximately 500 words. This should describe what you plan to study. Do not just summarize a literature. Say explicitly what you plan to work on within a literature (or literatures), so that the topics in the second part follow from the description of your interests.
3. Choose two theoretical topics (from the 13 substantive course meetings) that are related to your research interests. For each topic, in approximately 1000 words, you should discuss the key questions that the literature in that topic addresses and how existing work, including sources listed on the syllabus, connects to your research interests.
 - In discussing specific sources you should not just summarize main arguments, but instead explain why is it important and what it adds that other readings don't. You may also explain why certain work or approaches to a question are not applicable to your interests. For example:
 - "This book is a foundational work on state formation, which is well cited in the literature. I disagree with the argument for reasons X, Y, and Z, but think it provides a useful foil for my argument."
 - "This book includes gender, and is the only one on this topic to do so, but it leaves out class, so I want to build on it."
 - "This article links civil society and violence, focusing on decentralization, and is the only one to put those three variables together, and hence is innovative."
 - "This book looks at national identity in Latin America, and I'm interested in Africa, but I thought I could learn from the Latin American experience."
 - "This article has a data set on political violence, which is unique. I want to compare it with some other case studies."
4. Other important requirements:
 - The final project is due as a .pdf posted to Learn@UW on Monday, December 16th, 10:00 am.
 - 12 point font, single-spaced, 1-inch margins, include page numbers.
 - Cite all your sources fully and properly.
 - Title your file that you upload with your name (e.g. "**SmithPS856.pdf**," not "PS856.pdf");

Summary of Class Schedule

Date	Topics	Guest Faculty
5-Sep	Introduction to the course	
12-Sep	The State and Civil Society	Michael Schatzberg
19-Sep	Contentious Politics	Erica Simmons
26-Sep	Social Identities, Culture, and Gender	
3-Oct	Ethnicity and Nationalism	Nadav Shelef
10-Oct	Violence and Ethnic Conflict	Andrew Kydd
17-Oct	Regime Types: Definition and Measurement	
24-Oct	Regime Types: Explanations of Trajectories	Melanie Manion
31-Oct	Institutions and Institutional change	Nils Ringe
7-Nov	Law, Courts, and Judicial politics	Alexei Trochev
14-Nov	Parties, Voters, and Elections	Noam Lupu
21-Nov	Development and Inequality	Rikhil Bhavnani
28-Nov	Thanksgiving (no class)	
5-Dec	Economic Reform and Transition	Scott Gehlbach
12-Dec	Political Economy of Developed Democracies	John Ahlquist

Class Schedule

Week 1, Sept. 5

Introduction to Comparative Politics:

- No assigned reading.

Week 2, Sept. 12

The State and Civil Society

- Young, Crawford. 1988. "The African Colonial State and its Political Legacy," *The Precarious Balance: State and Society In Africa*, ed. Donald Rothchild and Naomi Chazan, 25-66.
- Barkey, Karen. 1994. *Bandits and Bureaucrats: The Ottoman Route to State Centralization*. Ithaca, N.Y.: Cornell University Press, Chp 1 and Conclusion, 1-23, 229-242.
- Migdal, Joel. 1997. "Studying the State," *Comparative Politics: Rationality, Culture, and Structure*, ed. Mark I. Lichbach and Alan S. Zuckerman. Cambridge University Press, 208-36.
- Ziblatt, Daniel. 2004. "Rethinking the Origins of Federalism: Puzzle, Theory, and Evidence from Nineteenth-Century Europe," *World Politics* 57 (October), 70-98.
- Ganev, Venelin I. 2005. "Post-communism as an Episode of State Building: A Reversed Tillyan Perspective," *Communist and Post-Communist Studies* 38:4 (December), 425-45.
- Thornton, P. M. 2007. *Disciplining the State: Virtue, Violence and State-Making in Modern China*. Cambridge, Mass.: Harvard University Press, Chp 1 and 8, 1-21, 202-220.
- Putnam, Robert D. 1995. "Bowling Alone: America's Declining Social Capital," *Journal of Democracy* 6:1 (January), 65-78.
- Carapico, Sheila. 1996. "Yemen Between Civility and Civil War." In Augustus Richard Norton, ed., *Civil Society in the Middle East*, vol. 2. New York: E. J. Brill, 287-316.
- Berman, Sheri. 1997. "Civil Society and the Collapse of the Weimar Republic," *World Politics* 49 (April), 401-439.
- Keck, Margaret, and Kathryn Sikkink. 1998. *Activists Beyond Borders*. Cornell University Press, Chp. 1, 1-38.
- Haddad, Mary Alice. 2006. "Civic Responsibility and Patterns of Voluntary Participation Around the World," *Comparative Political Studies* 39:10 (December), 1220-1242.
- Henderson, Sarah. 2002. "Selling Civil Society: Western Aid and the Nongovernmental Organization Sector in Russia," *Comparative Political Studies* 35 (March), 136-167.
- Kubik, Jan. 2005. "How to Study Civil Society: The State of the Art and What to Do Next," *East European Politics and Societies* 19:1, 105-120.

Week 3, Sept. 19

Contentious Politics

- Olson, Mancur. 1965. *The Logic of Collective Action: Public Goods and the Theory of Groups*. Harvard University Press, Chp. 1-2, 1-65.
- Hirschman, Albert O. 1970. *Exit, Voice and Loyalty*. Cambridge, Mass.: Harvard University Press, 1-20.
- Melucci, Alberto. 1994. "A Strange Kind of Newness: What's "New" in New Social Movements," *New Social Movements: From Ideology to Identity*, ed. Enrique Laraña, et al. Temple University Press, 101-130.
- Tarrow, Sidney. 1998. *Power in Movement: Social Movements and Contentious Politics*. Cambridge University Press, Chp. 1, 1-25.
- Goldstone, Jack. 2001. "Toward a Fourth Generation of Revolutionary Theory." *Annual Review of Political Science*, vol. 4: 139–187.
- McAdam, Doug, Sidney Tarrow, and Charles Tilly. 2001. *Dynamics of Contention*. Cambridge University Press, Chp. 1-3, 3-88.
- Goodwin, Jeff, and James M. Jasper. 2004. "Caught in a Winding, Snarling Vine: The Structural Bias of Political Process Theory," *Rethinking social movements: Structure, Meaning, and Emotion*, ed. Jeff Goodwin and James M. Jasper. Rowman & Littlefield Publishers, Chp. 1, 3-30.
- Gould, Deborah. 2004. "Passionate Political Processes: Bringing Emotions Back Into the Study of Social Movements," *Rethinking social movements: Structure, Meaning, and Emotion*, ed. Jeff Goodwin and James M. Jasper. Rowman & Littlefield Publishers, Chp. 11, 155-176.

Week 4, Sept. 26

Social Identities, Culture and Gender

- Swidler, Ann. 1986. "Culture in Action: Symbols and Strategies," *American Sociological Review* 51 (April), 273-286.
- Ross, Mark H. 1997. "Culture and Identity in Comparative Political Analysis." In Mark I. Lichbach and Alan S. Zuckerman, eds., *Comparative Politics: Rationality, Culture, and Structure*, 42–80. New York: Cambridge University Press.
- Wright, Erik Olin. 2000. *Class Counts: Student Edition*. Cambridge University Press, Chp. 6, 115-124.
- Scott, Joan. 2001. *Gender and the Politics of History*. Columbia University Press, Chp. Introduction and 2, 1-11, 28-50.
- Tajfel, Henri, and John C. Turner. 2001. "The Social Psychology of Intergroup Relations " *Intergroup Relations: Essential Readings*, ed. Michael A. Hogg and Dominic Abrams. Psychology Press, 94-109.
- Wedeen, Lisa. 2002. "Conceptualizing Culture: Possibilities for Political Science," *American Political Science Review* 96:4 (December), 713-738.
- Wright, Erik Olin. 2005. "Introduction" and "Foundations of a Neo-Marxist Class Analysis," *Approaches to Class Analysis*. Cambridge University Press, Chp. Introduction & 1, 1-30.
- Abdelal, Rawi, Yoshiko M. Herrera, Alastair Iain Johnston, and Rose McDermott. 2006. "Identity as a Variable," *Perspectives on Politics* 4:4 (December), 695-711.
- Hancock, Ange-Marie. 2007. "When Multiplication Doesn't Equal Quick Addition: Examining Intersectionality as a Research Paradigm," *Perspectives on Politics* 5:1 (November), 63-79.
- Baldez, Lisa. 2010. "The Gender Lacuna in Comparative Politics," *Perspectives on Politics* 8, 199-205.

Week 5, Oct. 3

Ethnicity and Nationalism

- Gellner, Ernest. 1983 1994. *Nations and Nationalism*. Cornell University Press. Chp. 1-7, 1-109.
- Anderson, Benedict. 1983. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Verso, Chp. 1-5, 10, 1-82, 163-185.
- Brubaker, Rogers. 1996. *Nationalism Reframed: Nationhood and the National Question in the New Europe*. New York: Cambridge University Press. Part 1, pp. 1-78
- Fearon, James D., and David D. Laitin. 2000. "Violence and the Social Construction of Ethnic Identity." *International Organization*, vol. 54, no. 4: 845–77.
- Beissinger, Mark. 2002. *Nationalist Mobilization and the Collapse of the Soviet State*. New York: Cambridge University Press. Chp. 1, pp. 1-46.
- Posner, Daniel. 2004. The Political Salience of Cultural Difference: Why Chewas and Tumbukas Are Allies in Zambia and Adversaries in Malawi." *American Political Science Review*, vol. 98, no. 4: 529–545.
- Hale, Henry. 2008. *The Foundations of Ethnic Politics: Separatism in States and Nations of Eurasia and the World*. Cambridge University Press. Chp. 1-3, 1-56.
- Shelef, Nadav G. 2010. *Evolving Nationalism: Homeland, Identity, and Religion in Israel 1925-2005*. Cornell University Press, Chp. Introduction & Conclusion, 1-24, 189-210.
- Cederman, Lars-Erik, Andreas Wimmer, and Brian Min. 2010. "Why do ethnic groups rebel: New Data and Analysis." *World Politics*, vol. 62, no. 1: 87–119.
- Chandra, Kanchan, ed. 2012. *Constructivist Theories of Ethnic Politics*. New York: Oxford University Press. Introduction, pp. 1-47.

Week 6, Oct. 10

Violence and Ethnic Conflict

- Collier, Paul, and Anke Hoeffler. 1999. "Greed and Grievance in Civil War." World Bank Working Paper 2355. At <http://elibrary.worldbank.org/content/workingpaper/10.1596/1813-9450-2355>.
- Fearon, James D., and David D. Laitin. 2003. "Ethnicity, Insurgency, and Civil War," *American Political Science Review* 97:1 (February).
- Wood, Elisabeth Jean. 2003. *Insurgent Collective Action and Civil War in El Salvador*. New York: Cambridge University Press. Chp. 1-2, pp. 1-50.
- Kalyvas, Stathis. 2006. *The Logic of Violence in Civil War*. New York: Cambridge University Press. Introduction, chps 1-4, pp. 1-86.
- Straus, Scott. 2006. *The Order of Genocide: Race, Power, and War in Rwanda*. Ithaca, N.Y.: Cornell University Press. Introduction, Chp. 1, 4-6, pp. 1-40, 95-175.
- Weinstein, Jeremy. 2007. *Inside Rebellion: The Politics of Insurgent Violence*. Cambridge University Press, Chp. Introduction, 1, 1-60.
- Cederman, Lars-Erik, and Luc Girardin. 2010. "Beyond Fractionalization: Mapping Ethnicity into Nationalist Insurgencies." *American Political Science Review*, vol. 101, no. 1: 173–185.
- Staniland, Paul. 2012. "States, Insurgents, and Wartime Political Orders," *Perspectives on Politics* 10:2 (June), 243-264.

Week 7, Oct. 17

Regime Types: Definition and Measurement

- Dahl, Robert. 1971. *Polyarchy: Participation and Opposition*. Yale University Press, Chp. 1, 1-16.
- Przeworski, Adam. 1991. Democracy and the Market: Political and Economic Reforms in Eastern Europe and Latin America. Cambridge University Press. Chp. 1, 10-50.
- Olson, Mancur. 1993. "Dictatorship, Democracy, and Development." *American Political Science Review*, vol. 87, no. 3: 567–576.
- Huber, John D., and G. Bingham Powell. 1994. "Congruence between Citizens and Policymakers in Two Visions of Liberal Democracy." *World Politics*, vol. 49, no. 3: 291–326.
- Wedeen, Lisa. 1999. Ambiguities of Domination: Politics, Rhetoric, and Symbols in contemporary Syria. Chicago: University of Chicago Press. Chp 1-2, pp. 1-66.
- Levitsky, Steven and Lucan Way. 2002. "The Rise of Competitive Authoritarianism," *Journal of Democracy* 13:2, 51-65.
- Haber, Stephen. 2006. "Authoritarian Government." In Barry R. Weingast and Donald A. Wittman, eds., *Oxford Handbook of Political Economy*, 693–707. New York: Oxford University Press.
- Treir, Shawn, and Simon Jackman. 2008. "Democracy as a Latent Variable," *American Journal of Political Science* 52:1, 201-207.
- Svobik, Milan W. 2012. *The Politics of Authoritarian Rule*. New York: Cambridge University Press. Chp. 1-2, pp. 1-52. Available from library as Ebook.

Week 8, Oct. 24

Regime Types: Explanations of Trajectories

- Moore, Barrington. 1966. *Social Origins of Dictatorship and Democracy*. Boston: Beacon Press. Forward, Preface, Chp. 7-9, Epilogue, pp. ix-xxv, 413-508.
- Przeworski, Adam, Michael E. Alvarez, José Antonio Cheibub and Fernando Limongi. 2000. *Democracy and Development: Political Institutions and Well-Being in the World, 1950-1990*. New York: Cambridge University Press. Introduction, Chp. 1-3 (minus appendices), pp. 1-54, 78-136, 142-178.
- Carothers, Thomas. 2002. "The End of the Transition Paradigm," *Journal of Democracy* 13:1 (January), 5-21.
- Acemoglu, Daron, and A. Robinson James. 2006. *Economic Origins of Dictatorship and Democracy*. Cambridge University Press, Chp. 1-3, 1-87.
- Way, Lucan, and Steven Levitsky. 2007. "Linkage, Leverage and the Post-Communist Divide," *East European Politics and Societies* 27:21, 48-66.
- Waylen, Georgina. 2007. *Engendering Transitions*. New York: Oxford University Press. Part 1, pp. 1-48.
- Cappocia, Giovanni, and Daniel Ziblatt. 2010. "The Historical Turn in Democratization Studies: A New Research Agenda for Europe and Beyond." *Comparative Political Studies*, vol. 43, nos. 8–9: 931–968.

Week 9, Oct. 31

Institutions and Institutional Change

- Meyer, John, and Brian Rowan. 1977. "Institutionalized Organizations: Formal Structure as Myth and Ceremony." *American Journal of Sociology*, vol. 83, no. 2: 340–363.
- North, Douglass C. 1990. *Institutions, Institutional Change, and Economic Performance* Cambridge University Press, Chp. 1-4, 8, 3-35, 61-69.
- Pierson, Paul. 1996. "The Path to European Integration: A Historical Institutional Perspective." *Comparative Political Studies*, vol. 29, no. 2: 123–163.
- Hall, Peter A., and Rosemary C. R. Taylor. 1998. "Political Science and the Three New Institutionalisms," *Institutions and Social Order*, ed. Karol Soltan, et al. University of Michigan Press.
- Greif, Avner, and David Laitin. 2004. "A Theory of Endogenous Institutional Change." *American Political Science Review*, vol. 98, no. 4: 633–652.
- Moe, Terry M. 2005. "Power and Political Institutions," *Perspectives on Politics* 3, 215-233.
- March, James G., and Johan P. Olsen. 2006. "The Logic of Appropriateness," *The Oxford Handbook of Public Policy* ed. Martin Rein Michael Moran, and Robert E. Goodin Oxford University Press, 1-39.
- Ringe, Nils, and Jennifer N. Victor. 2013. "Solutions to Informational Collective Action Dilemmas: Theorizing the Benefits of Legislative Member Organizations." In Nils Ringe and Jennifer N. Victor (with Christopher J. Carman), *Bridging the Information Gap: Legislative Member Organizations as Social Networks in the United States and the European Union*. Ann Arbor: University of Michigan Press. Chp 2, 18-49.

Week 10, Nov. 7

Law, Courts, and Judicial Politics

- Felstiner, William L.F., Richard L. Abel, and Austin Sarat. 1981. "The Emergence and Transformation of Disputes: Naming, Blaming, Claiming." *Law & Society Review*, vol. 15, nos. 3–4: 631–54.
- Bill Chavez, Rebecca. 2008. "The Rule of Law and Courts in Democratizing Regimes." In Keith E. Whittington, R. Daniel Kelemen, Gregory A. Caldeira, eds., *Oxford Handbook of Law and Politics*, 67–80. New York: Oxford University Press.
- Hirschl, Ran. 2002. "Beyond the American Experience: The Global Expansion of Judicial Review." In Mark Graber and Michael Perhac, eds., *Marbury Versus Madison: Documents and Commentary*, 129–153. Washington, D.C.: CQ Press.
- Merryman, John H., and Rogelio Pérez-Perdomo. 2007. *The Civil Law Tradition: An Introduction to the Legal Systems of Europe and Latin America*. Stanford University Press. Chp. 1, 4-6, pp. 1-6, 20-38.
- Quraishi, Asifa. 2008. "Who Says *Shari'a* Demands the Stoning of Women? A Description of Islamic Law and Constitutionalism." *Berkeley Journal of Middle Eastern & Islamic Law*, vol. 1: 163–177.
- Merry, Sally Engle. 2009. *Human Rights and Gender Violence: Translating International Law into Local Justice*. Chicago: University of Chicago Press. Chp 1-2, 1–71.
- Ginsburg, Tom. 2011. "Pitfalls of Measuring the Rule of Law." *Hague Journal on the Rule of Law*, vol. 3, no. 2: 269–280.
- Hilbink, Lisa. 2012. "The Origins of Positive Judicial Independence." *World Politics*, vol. 64, no. 4: 587–621.

Week 11, Friday Nov. 14

Parties, Voters and Elections

- Mainwaring, Scott, and Timothy R. Scully. 1995. "Introduction: Party Systems in Latin America." In Scott Mainwaring and Timothy R. Scully, eds., *Building Democratic Institutions: Party Systems in Latin America*, 1–34. Stanford, Cal.: Stanford University Press.
- Aldrich, John. 1995. Why Parties? The Origins and Transformation of Party Politics in America University of Chicago Press, 3-61.
- Cox, Gary W. 1997. Making Votes Count: Strategic Coordination in the World's Electoral Systems, 3–36. New York: Cambridge University Press.
- Kitschelt, Herbert. 2000. "Linkages between Citizens and Politicians in Democratic Polities," *Comparative Political Studies* 33:6/7, 845-879.
- Dalton, Russell J., and Martin P. Wattenburg. 2002. *Parties without Partisans: Political Change in Advanced Industrial Democracies*. Oxford University Press, Chp. 1, 12, pp. 3-18, 261-285.
- Meguid, Bonnie M. 2005. "Competition Between Unequals: The Role of Mainstream Party Strategy in Niche Party Success." *American Political Science Review*, vol. 99, no. 3: 347–359.
- Magaloni, Beatriz. 2006. *Voting for Autocracy: Hegemonic Party Survival and Its Demise in Mexico*. New York: Cambridge University Press. Introduction, pp. 1-43.
- Duch, Raymond M., and Randolph T. Stevenson. 2008. *The Economic Vote: How Political and Economic Institutions Condition Election Results*. Cambridge University Press. Chp. Introduction and Conclusion, 1-36, 337-358.

Week 12, Nov. 21

Development and Inequality

- Gerschenkron, Alexander. 1962. *Economic Backwardness in Historical Perspective* Harvard University Press, 5-30.
- Fearon, James. 1999. "Electoral Accountability and the Control of Politicians: Selecting Good Types versus Sanctioning Poor Performance." In Bernard Manin, Adam Przeworski and Susan Stokes, eds., *Democracy, Accountability, and Representation*, 55–97. New York: Cambridge University Press.
- Acemoglu, Daron, Simon Johnson, and James A. Robinson. 2001. "The Colonial Origins of Comparative Development: An Empirical Investigation." *American Economic Review*, vol. 91, no. 5: 1369–1401.
- Bates, Robert H. 2001. Prosperity and Violence: The Political Economy of Development. 1st ed. New York: Norton. Chp 1, 4, 6, pp. 17-29, 70-83, 101-116.
- Chattopadhyay, Raghavendra, and Esther Duflo. 2004. "Women as Policy Makers: Evidence from a Randomized Policy Experiment in India." *Econometrica*, vol. 72, no. 5: 36.
- Kohli, Atul. 2005. *State-Directed Development*. Cambridge University Press. Chp. 1 & 6-9, 1-26, 221-426.
- Banerjee, Abhijit, and Lakshmi Iyer. 2005. "History, Institutions and Economic Performance: The Legacy of Colonial Land Tenure Systems in India." *American Economic Review*, vol. 95, no. 4: 119–213.
- Haber, Stephen, and Victor Menaldo. 2011. "Do Natural Resources Fuel Authoritarianism? A Reappraisal of the Resource Curse." *American Political Science Review*, vol. 105, no. 1: 1–26.

Week 13, Dec. 5

Economic Reform and Transition

- Bates, Robert H. 1981. "Commonalities & Variations," *Markets and States in Tropical Africa: The Political Basis of Agricultural Policies*. University of California Press, Chp. 5-7, 1-8, 81-132.
- Kornai, Janos. 1992. *The Socialist System: The Political Economy of Communism*. Princeton, N.J.: Princeton University Press. Chp 1-2, 15, pp. 3-32, 360-379.
- Rodrik, Dani. 1996. "Understanding Economic Policy Reform," *Journal of Economic Literature* 34 (March), 9-41.
- Hellman, Joel. 1998. "Winners Take All: The Politics of Partial Reform in Postcommunist Transitions," *World Politics* 50:2 (February).
- Stokes, Susan C. 2001. *Mandates and Democracy: Neoliberalism by Surprise in Latin America*. New York: Cambridge University Press. Chp 1, 3, pp. 1-24, 60-101.
- Melanie Manion. 2004. *Corruption by Design: Building Clean Government in Mainland China and Hong Kong*. Cambridge, Mass.: Harvard University Press. Chp 1, pp. 1-26.
- Denisova, Irina, Markus Eller, Timothy Frye, and Ekaterina V. Zhuravskaya. 2009. "Who Wants to Revise Privatization? The Complementarity of Market Skills and Institutions." *American Political Science Review*, vol. 103, no. 2: 284–304.
- Gehlbach, Scott, and Edmund J. Malesky. Forthcoming in 2013. "The Grand Experiment That Wasn't? New Institutional Economics and the Postcommunist Experience." In Sebastian Galiani and Itai Sened, eds., *Institutions, Property Rights, and Economic Growth: The Legacy of Douglass North*. New York: Cambridge University Press.

Week 14, Dec. 12

Political Economy of Developed Democracies

- Canes-Wrone, Bradice and Jee-Kwang Park. 2012. "Electoral Business Cycles in OECD Countries" *American Political Science Review* vol. 106, no. 01 (February): 103-122.
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