

Core Course in Comparative Politics

Brightspace: <https://mycourses.eui.eu/d2l/home/13505>

First term seminar, 2023–24

Thursday 11:00 – 13:00, Seminar Room 2

Zoom meeting ID/password: Available on Brightspace

Professor Miriam Golden

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Course Description: The Core Course in Comparative Politics is designed to introduce graduate students to current topics of scholarly interest in the study of domestic politics in countries around the world. We survey a broad range of different literatures and issues. The course is not comprehensive but rather serves to introduce especially lively areas of research. We read materials that focus on contemporary countries in the world as well as some historical studies.

We have included one (or perhaps two) “big” readings each week but have mainly oriented the syllabus towards readings that may represent inspirational examples of work on which to model your own research. This means that there are many important and perhaps even canonical readings that are not on the syllabus. For ideas about what these are, consult the comparative politics reading lists for graduate students at departments that require students sit traditional comprehensive exams. Examples include the lists available from the political science departments at Columbia University and Yale University.

We expect every student to be prepared to discuss any assigned reading each week. You may need to read some items more than once to be able to do that. Your goal should be to attend class prepared to summarize the main point(-s) of each reading as well as to

be able to present a brief and accurate review of the approach, argument, and evidence — all in two to three minutes. If it takes you longer than that, you haven't mastered the material.

For guidance on how to approach the readings each week, see Macartan Humphrey's discussion.

Officially, the EUI allows you to miss two class meetings and still receive credit for the course but we urge you to attend *all* sessions except in cases of severe illness.

In addition to showing up, all students will be expected to participate actively in every class meeting, including but not limited to the “cold-call” oral summaries of the readings described above. In-class performance will count for 25 percent of your grade.

The other 75 percent of your evaluation will be based on your performance on two written assignments. The first requires you to write a brief critical review of any single reading assigned during the term and to submit the review before the start of the class which discusses the reading. The second consists of an written assessment (see below for details). In most other graduate programs in political science around the world, students must sit comprehensive exams in two or more fields before they are permitted to move on to dissertation work. The final examination for this course will be along the same lines, although we will hold you responsible only for the topics covered in the course and, within each topic, only for the readings that were assigned. Details of both assignments are provided below. The critical review will contribute 15 percent of your course grade and the final examination 60 percent. All enrolled students will have the same requirements.

Course Prerequisites: There are no prerequisites for this course. Students from all years are encouraged to enroll.

Course Objectives: At the completion of this course, you will:

1. Be familiar with many major *questions* in the field of comparative politics.
2. Be familiar with important recent *studies* in comparative politics.
3. Be familiar with cutting-edge research *methods* used in the study of comparative politics.
4. Have acquired a *base of readings* that will allow you to begin to conduct independent research in comparative politics.

Course Format: It remains prudent to imagine that the course may meet in a hybrid mode. This will allow you to participate even if you do not feel well and must remain in your lodging. Please make sure to position yourself so we can all see you well during class, to mute your microphone except when speaking, and to use the blue hand to indicate when you have a comment or question. Please do not turn off your video during

class without specific justification or during the 10 minute mid-session break.

The course is designed mainly around discussion of assigned readings, so you are expected to participate actively in every course meeting. If you are attending via Zoom, please test your setup to ensure your microphone works and is powerful enough for us to hear you. Likewise, please make sure you have good enough speakers so you can hear other participants.

Required readings: You are responsible for locating all assigned reading materials. This serves as practice in developing research and library skills. Please let us know if you experience problems. Scanned copies of readings that are unavailable electronically have been posted on Brightspace.

Requirements: To complete the course, you have two written requirements.

1. Critical review:

You will write a 1,000 word (maximum) critique of any assigned reading during the term. This critical review should briefly summarize the main points of the article, explain what evidence was used and how it was evaluated, and then present your principle concerns or objections to the work. Your goal is to highlight the weaknesses of the reading, and perhaps even to suggest how one might improve on the study you critique. Your review should be well structured and use grammatically correct, accurate English.

2. Final assessment:

- Students who take the seminar as a **core course** will sit an 8-hour open-book assessment at the end of the term. You may take this assessment anywhere you wish as long as you submit your final answers with a time-stamp that is within 10 minutes of when the assessment period is due. The assessment is provisionally scheduled for Thursday 14 December, 09:00–17:00. It can be rescheduled for another day in the same week if any enrolled core students have unmodifiable academic conflicts. The assessment will ask you to synthesize ideas across readings and across weekly topics. You will be asked to choose two questions (from a larger selection) and you will have to compose your answers, of approximately 2,000 words each, during the eight hours. You may not discuss your work in any way with anyone else during the assessment. You will submit your answers electronically.
- Students who take the seminar as an **elective course** can EITHER take the 8-hour assessment, above, OR can write a longer essay, of approximately 4,000 words on ONE of the questions from the same assessment paper. The deadline for submitting the essay, via Brightspace, will be on Monday 18 December at 17:00.

Course Policies:

- **General (for auditors as well as enrolled students)**
 - Please come to class meetings each week **already having read** assigned material.
 - Please bring **written notes** to class summarizing each assigned reading and be prepared to discuss every assigned reading.
 - Research shows that **taking notes by hand** promotes learning. Please consider taking notes on the readings by hand. It will improve your mastery of the material.
 - If you are auditing the course, please inform Monika, who can give you access to course materials on Brightspace.
- **Credit and Grades**
 - In order to receive credit for the course, you must attend at least 8 of the 10 course meetings, submit the assigned critical review, and sit the final examination.
 - Your critical review of a single reading must be submitted to the designated Brightspace link before the start of the class meeting where we discuss the reading in order to receive credit.
 - Final examinations are to be submitted on time to be given full credit. Please ensure that the timestamp for your submission is within ten minutes of the time due. You must submit a timely final examination for course credit.
 - Your final grade will be calculated on the basis of 25 percent for classroom participation, 15 percent for the critical review, and 60 percent for the final exam.
 - Course grades will be assigned using the standard U.S. graduate seminar grading scheme. This scheme is as follows:
 - * A excellent
 - * A- very good
 - * B+ good
 - * B adequate
 - * B- inadequate

Ethics: All work you do will be held to the highest ethical and professional standards. You are encouraged to discuss readings amongst yourselves, but you must write your critical review and your final examination alone and you may not discuss them with others as you work. Ethical violations will be reported to appropriate departmental and university authorities.

SYLLABUS

PART I: DEVELOPMENT AND STATE CAPACITY

Week One, October 5: Democracy and Democratization

Instructor: Simon Hix

Required readings:

Acemoglu, Daron and James A. Robinson. 2006. *Economic Origins of Dictatorship and Democracy*. Cambridge: Cambridge University Press, chs. 2 and 6.

Ansell, Ben and David Samuels. 2010. “Inequality and Democratization: A Contractarian Approach.” *Comparative Political Studies* 43(12) 1543–1685.

Berlinski, Samuel and Torun Dewan. 2011. “The Political Consequences of Franchise Extension: Evidence from the Second Reform Act.” *Quarterly Journal of Political Science* 6(3–4): 329–376.

Kuran, Timar. 1991. “Now Out of Never: The Element of Surprise in the East European Revolution of 1989.” *World Politics* 44(1): 7–48.

Recommended readings:

Adam Przeworski, Michael E. Alvarez, José Antonio Cheibub, and Fernando Limongi. 1990. *Democracy and Development: Political Institutions and Well-Being in the World, 1950–1990*. Cambridge: Cambridge University Press, Chapters 1 and 2.

Boix, Carles and Susan Stokes. 2003. “Endogenous Democratization.” *World Politics* 55(4): 517–549.

Boix, Carles. 2003. *Democracy and Redistribution*. Cambridge: Cambridge University Press.

Teele, Dawn L. 2018. “How the West Was Won: Competition, Mobilization, and Women’s Enfranchisement in the United States.” *Journal of Politics* 80:2: 442–461.

Treisman, Daniel. 2020. “Democracy by Mistake: How the Errors of Autocrats Trigger Transitions to Free Governments.” *American Political Science Review* 114(3): 792–810.

Ziblatt, Daniel. 2017. *Conservative Parties and the Birth of Democracy*. Cambridge: Cambridge University Press. s

Week Two, October 12: Non-Democratic and Electoral Authoritarian Regimes

Instructor: Simon Hix

Required readings:

Gandhi, Jennifer and Ellen Lust-Okar. 2009. “Elections Under Authoritarianism.” *Annual Review of Political Science* 12: 403–422.

Mesquita, Bruce Bueno de, James D. Morrow, Randolph M. Siverson and Alastair Smith. 1999. “Policy Failure and Political Survival: The Contribution of Political Institutions.” *Journal of Conflict Resolution* 43(2): 147—161.

Arriola, Leonardo, Jed Devari and Anne Meng. 2021. “Democratic Subversion: Elite Cooptation and Opposition Fragmentation.” *American Political Science Review* 115(4): 1358–1372.

King, Gary, Jennifer Pan and Margaret E Roberts. 2013. “How Censorship in China Allows Government Criticism but Silences Collective Expression.” *American Political Science Review* 107(2): 1–18.

Recommended readings:

Gandhi, Jennifer and Adam Przeworski. 2007. “Authoritarian Institutions and the Survival of Autocrats.” *Comparative Political Studies* 40(11): 1279–1301.

Cheibub, José Antonio, Jennifer Gandhi and James Raymond Vreeland. 2010. “Democracy and Dictatorship Revisited.” *Public Choice* 143(1-2): 67–101.

Gandhi, Jennifer, Ben Noble and Milan Svolik. 2020. “Legislatures and Legislative Politics Without Democracy.” *Comparative Political Studies* 53(9): 1359–1379

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.

Magaloni, Beatriz. 2006. *Voting for Autocracy: Hegemonic Party Survival and Its Demise in Mexico*. Cambridge: Cambridge University Press.

Mwenda, Andrew. 2007. “Personalizing Power in Uganda.” *Journal of Democracy* 18(3): 23–28.

Week Three, October 19: The Political Economy of Taxes and Transfers

Instructor: Miriam Golden

Required readings:

Scheve, Kenneth and Stasavage, David. 2012 “Democracy, War, and Wealth: Lessons from Two Centuries of Inheritance Taxation.” *American Political Science Review* 106(1): 81–102.

Khan, Adnan, Asim I. Khwaja, and Benjamin A. Olken. 2019. “Tax Farming Redux: Experimental Evidence on Performance Pay for Tax Collectors.” *Quarterly Journal of Economics* 131(1): 219–71.

Bergeron, Augustin, Tourek, Gabriel Z. and Jonathan L. Weigel. 2023. “The State Capacity Ceiling on Tax Rates: Evidence from Randomized Tax Abatements in the DRC.” NBER Working Paper 31685.

Kyle Peyton. 2020. “Does Trust in Government Increase Support for Redistribution? Evidence from Randomized Survey Experiments,” *American Political Science Review* 114(2): 596–602.

Recommended readings:

Levi, Margaret. 1988. *Of Rule and Revenue*. Berkeley: University of California.

Shayo, Moses. 2009. “A Model of Social Identity with an Application to Political Economy: Nation, Class, and Redistribution.” *American Political Science Review* 103(2): 147–74.

Piketty, Thomas and Saez, Emmanuel. 2014. “Inequality in the Long Run.” *Science* 344(6186): 838–43.

Atkinson, Anthony B, Thomas Piketty, and Emmanuel Saez. 2011. “Top Incomes in the Long Run of History.” *Journal of Economic Literature* 49(1): 3–71.

Holland, Alisha C. 2016. “Forebearance.” *American Political Science Review* 110(2): 232–46.

Melzer, Allan H. and Scott F. Richard. 1981. “A Rational Theory of the Size of Government.” *Journal of Political Economy* 89(5): 914–27.

David Rueda and Daniel Stegmueller. 2019. *Who Wants What? Redistribution Preferences in Comparative Perspective*. Cambridge: Cambridge University Press.

Beramendi, Pablo and Anderson, Christopher J., eds. 2008. *Democracy, Inequality, and*

Representation in Comparative Perspective. New York: Russell Sage Foundation.

PART II: DEMOCRATIC POLITICAL INSTITUTIONS

Week Four, October 26: Representation and Accountability

Instructor: Miriam Golden

Required readings:

Przeworski, Adam, Susan Stokes, and Bernard Manin, eds. 1999. *Democracy, Accountability, and Representation*. New York: Cambridge University Press, ch. 1.

Dunning, Thad et al., eds. 2019. *Information, Accountability, and Cumulative Learning: Lessons from Metaketa I*. New York: Cambridge University Press, chs. 1–2 and 11–12, as well as any case study chapter other than ch. 10. Please bring a succinct written summary of your case to class.

Jean-Benoit Pilet, Lior Sheffer, Luzia Helfer, Frédéric Varone, Rens Vliegenthart, and Stefaan Walgrave. 2023. “Do Politicians Outside the United States Also Think Voters Are More Conservative than They Really Are?” *American Political Science Review*.

Recommended readings:

Ferejohn, John. 1986. “Incumbent Performance and Electoral Control.” *Public Choice* 50(1–3): 5–25.

Fearon, James. 1999. “Electoral Accountability and the Control of Politicians: Selecting Good Types versus Sanctioning Poor Performance.” In Przeworski, Adam, Susan Stokes, and Bernard Manin, eds. 1999. *Democracy, Accountability, and Representation*. New York: Cambridge University Press.

Dal Bó, Ernesto, Finan, Frederico, Folke, Olle, Persson, Torsten, and Johanna Rickne. 2017. “Who Becomes a Politician?” *Quarterly Journal of Economics* 132(4): 1877–1914.

Dixit, Avanish and John Londregan, 1996. “The Determinants of Success of Special Interests in Redistributive Politics,” *Journal of Politics* 58(4): 1132–55.

Gulzar, Saad. 2021. “Who Enters Politics and Why?” *Annual Review of Political Science* 24:253–75.

Carnes, Nicholas, and Noam Lupu. 2016. “Do Voters Dislike Working-Class Candidates? Voter Biases and the Descriptive Underrepresentation of the Working Class.” *American Political Science Review* 110(4): 832–44.

Week Five, November 2: Parties and Party Systems

Instructor: Simon Hix

Required readings:

Acemoglu, Daron, Giuseppe De Feo, Giacomo De Luca and Gianluca Russo. 2022. “War, Socialism, and the Rise of Fascism: an Empirical Exploration.” *Quarterly Journal of Economics* 137(2) 1233–1296.

Benedetto, Giacomo, Simon Hix and Nicola Mastorocco. 2020. “The Rise and Fall of Social Democracy, 1918–2017.” *American Political Science Review* 114(3) 928–939.

Pardos-Prado, Sergi. 2015. “How Can Mainstream Parties Prevent Niche Party Success? Center-Right Parties and the Immigration Issue.” *Journal of Politics* 77(2) 352–367.

Abou-Chadi, Tarik and Lukas Stoetzer. 2020. “How Parties React to Voter Transitions.” *American Political Science Review* 114(3) 940–945.

Recommended readings:

Lindvall, Johannes. 2017. “Economic Downturns and Political Competition Since the 1870s.” *Journal of Politics* 79(4) 1302–1314.

Dewan, Torun, Jaakko Meriläinen and Janne Tukiainen. 2020. “Victorian Voting: The Origins of Party Orientation and Class Alignment.” *American Journal of Political Science* 64(4) 869–886.

Aldrich, John H. 2011 *Why Parties? A Second Look*. Chicago, IL: University of Chicago Press.

Miller, Gary and Norman Schofield. 2003. “Activists and Partisan Realignment in the United States.” *American Political Science Review* 97(2) 245–260.

McCarty, Nolan, Keith T. Poole and Howard Rosenthal. 2008. *Polarized America: The Dance of Ideology and Unequal Riches*. Cambridge, MA: MIT Press.

De Vries, Catherine E. and Sara B. Hobolt. 2020. *Political Entrepreneurs: The Rise of Challenger Parties in Europe*. Princeton, NJ: Princeton University Press.

Adams, James, Michael Clark, Lawrence Ezrow and Garrett Glasgow. 2004. “Understanding Change and Stability in Party Ideologies: Do Parties Respond to Public Opinion or to Past Election Results?” *British Journal of Political Science* 34(4) 589–610.

Meguid, Bonnie M. 2005. “Competition Between Unequals: The Role of Mainstream

Party Strategy in Niche Party Success.” *American Political Science Review* 99(3) 347–359.

Kitschelt, Herbert. 1993. “Class Structure and Social Democratic Party Strategy.” *British Journal of Political Science* 23(3) 299–337.

Abou-Chadi, Tarik and Markus Wagner. 2019. “The Electoral Appeal of Party Strategies in Post-Industrial Societies: When Can the Mainstream Left Succeed?” *Journal of Politics* 81(4) 1405–1419.

Week Six, November 9: Bureaucracies and State Capacity

NOTE: CLASS HELD IN REFECTIONY

Instructor: Miriam Golden

Required readings:

Gulzar Saad and Pasquale, Benjamin J. 2017. “Politicians, bureaucrats, and development: evidence from India.” *American Political Science Review* 111(1):162–83

Raffler, Pia. 2022. “Does Political Oversight of the Bureaucracy Increase Accountability? Field Experimental Evidence from a Dominant Party Regime.” *American Political Science Review* 116(4): 1443-1459.

Pepinsky, Thomas B., Pierskalla, Jan H., and Sacks, Audrey. 2017. “Bureaucracy and Service Delivery.” *Annual Review of Political Science* vol. 20: 249–268.

Besley, Timothy, Burgess, Robin, Khan, Adan, and Xu, Guo. 2022. “Bureaucracy and Development.” *Annual Review of Economics* 14:397–424.

Recommended readings:

Dasgupta, Aditya and Devesh Kapur. 2020. “The Political Economy of Bureaucratic Overload: Evidence from Rural Development Officials in India.” *American Political Science Review* 114 (4): 1316-1334.

Huber, John and Shipan, Charles. 2002. *Deliberate Discretion? The Institutional Foundations of Bureaucratic Autonomy*. New York: Cambridge University Press.

Weber, Max. 2013. (1921). *Bureaucracy and Society*. 2 vols. Berkeley: University of California Press.

McCubbins MD, Noll RG, Weingast BR. 1987. Administrative procedures as instruments of political control. *Journal of Law, Economics, and Organization* 3(2): 243–77

Week Seven, November 16: Electoral Systems and Parliaments

Instructor: Simon Hix

Required readings:

Döring, Holger and Philip Manow. 2017. “Is Proportional Representation More Favourable to the Left? Electoral Rules and Their Impact on Elections, Parliaments and the Formation of Cabinets.” *British Journal of Political Science* 47(1) 149–164.

Fiva, Jon and Simon Hix. 2021. “Electoral Reform and Strategic Coordination.” *British Journal of Political Science* 51(4) 1782–1791.

Tsebelis, George. 1995. “Decision Making in Political Systems: Veto Players in Presidentialism, Parliamentarism, Multicameralism and Multipartyism.” *British Journal of Political Science* 25(3) 289–325.

Dewan, Torun and Arthur Spirling. 2011. “Strategic Opposition and Government Cohesion in Westminster Democracies.” *American Political Science Review* 105(2) 337–358.

Recommended readings:

Bormann, Nils-Christian and Matt Golder. 2022. “Democratic Electoral Systems Around the World, 1946–2020.” *Electoral Studies* 78: 102487.

Carey, John M. and Matthew S. Shugart. 1995. “Incentives to Cultivate a Personal Vote: A Rank Ordering of Electoral Formulas.” *Electoral Studies* 14(4): 417–439.

Abramson, Paul R., John H. Aldrich, André Blais, Matthew Diamond, Abraham Diskin, Indridi H. Indridason, Daniel J. Lee, and Renan Levine. 2009. “Comparing Strategic Voting Under FPTP and PR.” *Comparative Political Studies* 43(1) 61–90.

Li, Yuhui and Matthew S. Shugart. 2016. “The Seat Product Model of the Effective Number of Parties: A Case for Applied Political Science.” *Electoral Studies* 41(1) 23–34.

Huber, John D. 2012. “Measuring Ethnic Voting: Do Proportional Electoral Laws Politicize Ethnicity?” *American Journal of Political Science* 56(4) 986–1001.

Boix, Carles. 1999. “Setting the Rules of the Game: The Choice of Electoral Systems in Advanced Democracies.” *American Political Science Review* 93(3) 609–624.

Iversen, Torben and David Soskice. 2006. “Electoral Institutions and the Politics of Coalitions: Why Some Democracies Redistribute More Than Others.” *American Political Science Review* 100(2) 165–181.

Carey, John M. and Simon Hix. 2011. “The Electoral Sweet Spot: Low-Magnitude

Proportional Electoral Systems.” *American Journal of Political Science* 55(2) 383–397.

Huber, John D. 1996. “The Vote of Confidence in Parliamentary Democracies.” *American Political Science Review* 90(2) 269–282.

Hix, Simon and Abdul Noury. 2016. “Government-Opposition or Left-Right? The Institutional Determinants of Voting in Legislatures.” *Political Science Research and Methods* 4(2) 249–273.

Carey, John. 2007. “Competing Principals, Political Institutions, and Party Unity in Legislative Voting.” *American Journal of Political Science* 51(1) 92–107.

Benedetto, Giacomo and Simon Hix. 2007. “The Rejected, the Ejected, and the Dejected: Explaining Government Rebels in the 2001-2005 British House of Commons.” *Comparative Political Studies* 40(7) 755–778.

PART III: POLITICAL BEHAVIOR

Week Eight, November 23: Voting and Values

Instructors: Filip Kostelka, Simon Hix

Required readings:

Persson, Mikael. 2015. “Education and Political Participation.” *British Journal of Political Science* 45(3) 689–703.

Kostelka, Filip and André Blais. 2021. “The Generational and Institutional Sources of the Global Decline in Voter Turnout.” *World Politics* 73(4): 629–667.

Ford, Robert and Will Jennings. 2020. “The Changing Cleavage Politics of Western Europe.” *Annual Review of Political Science* 23(1): 295–314.

Dassonneville, Ruth. 2022. *Voters Under Pressure: Group-Based Cross-Pressure and Electoral Volatility*. Oxford: Oxford University Press, chs. 1–2 and 11.

Recommended readings:

Turnout

Blais, André. 2000. *To Vote or Not to Vote?: The Merits and Limits of Rational Choice Theory*. Pittsburgh, PA: University of Pittsburgh Press, Introduction and Conclusion.

Blais, André. 2006. “What Affects Voter Turnout?” *Annual Review of Political Science* 9(1): 111–125.

Coppock, Alexander and Donald P. Green. 2016. “Is Voting Habit Forming? New Evidence from Experiments and Regression Discontinuities.” *American Journal of Political Science* 60(4): 1044–1062.

Chapter 7 (“Is Voting a Habit?”) in Blais, André, and Jean-François Daoust. 2020. *The Motivation to Vote: Explaining Electoral Participation*: Vancouver: UBC Press.

Kostelka, Filip. 2017. “Does Democratic Consolidation Lead to a Decline in Voter Turnout? Global Evidence Since 1939.” *American Political Science Review* 111(4): 653–667.

Lindgren, Karl-Oskar, Sven Oskarsson and Mikael Persson. 2019. “Enhancing Electoral Equality: Can Education Compensate for Family Background Differences in Voting Participation?” *American Political Science Review* 113(1): 108—122.

Kostelka, Filip, Eva Krejcová, Nicolas Sauger and Alexander Wuttke. 2023. “Election Frequency and Voter Turnout.” *Comparative Political Studies*, 00104140231169020. <https://doi.org/10.1177/00104140231169020>.

Weinschenk, Aaron C. and Christopher T. Dawes. 2022. “Civic Education in High School and Voter Turnout in Adulthood.” *British Journal of Political Science* 52(2): 934—948.

Harteveld, Eelco and Markus Wagner. 2023. “Does Affective Polarisation Increase Turnout? Evidence from Germany, The Netherlands and Spain.” *West European Politics* 46(4): 732—759.

Ahn, Chloe and Diana C. Mutz. 2023. “The Effects of Polarized Evaluations on Political Participation: Does Hating the Other Side Motivate Voters?” *Public Opinion Quarterly* 87(2): 243—266.

Voting Patterns

Kriesi, Hanspeter, Edgar Grande, Romain Lachat, Martin Dolezal, Simon Bornschier and Timotheos Frey. 2006. “Globalization and the Transformation of the National Political Space: Six European Countries Compared.” *European Journal of Political Research* 45(6): 921—956.

Evans, Geoffrey and James Tilley. 2012. “The Depoliticization of Inequality and Redistribution: Explaining the Decline of Class Voting.” *Journal of Politics* 74(4): 963—976.

Hooghe, Liesbet and Gary Marks. 2018. “Cleavage Theory Meets Europe’s Crises: Lipset, Rokkan, and the Transnational Cleavage.” *Journal of European Public Policy* 25(1): 109—135.

Abou-Chadi, Tarik and Simon Hix. 2021. “Brahmin Left versus Merchant Right? Edu-

cation, Class, Multiparty Competition, and Redistribution in Western Europe.” *British Journal of Sociology* 72(1): 79—92.

Bolet, Diane. 2021. “Drinking Alone: Local Socio-Cultural Degradation and Radical Right Support—The Case of British Pub Closures.” *Comparative Political Studies* 54(9): 1653—1692.

Thau, Mads. 2021. “The Social Divisions of Politics: How Parties’ Group-Based Appeals Influence Social Group Differences in Vote Choice” *Journal of Politics* 83(2): 675—688.

Scott, Ralph. 2022. “Does university make you more liberal? Estimating the within-individual effects of higher education on political values.” *Electoral Studies* 77(102471) <https://doi.org/10.1016/j.electstud.2022.102471>.

Simon, Elisabeth. 2022. “Demystifying the link between higher education and liberal values: A within-sibship analysis of British individuals’ attitudes from 1994–2020.” *British Journal of Sociology* 73(5): 967—984.

Week Nine, November 30: Political Culture

Instructors: Miriam Golden, Elias Dinas

Required readings shown with asterisk (*).

Meanings of Culture

*Henrich, Joseph. 2020. The WEIRDest People in the World: How the West Became Psychologically Peculiar and Particularly Prosperous. Prelude: Your Brain has been Modified, chs. 1 & 2.

D’Andrade, Roy. 2008. “Some Kinds of Causal Powers That Make Up Culture” In Explaining Culture Scientifically, by Melissa Brown (ed), pp. 19-36.

Jared Rubin, “Culture in Historical Political Economy:” Broadstreet

Origins of Culture

*Nunn, Nathan and Leonard Wantchekon. 2011. “The Slave Trade and the Origins of Mistrust in Africa.” *American Economic Review*, 101(7): 3221-52.

*Alesina, Alberto, Paola Giuliano, and Nathan Nunn. “On the origins of gender roles: Women and the plough.” *The quarterly journal of economics* 128.2 (2013): 469-530.

Bazzi, Samuel, Martin Fiszbein, and Mesay Gebresilasse. “Frontier culture: The roots and persistence of ‘rugged individualism’ in the United States.” *Econometrica* 88.6 (2020): 2329- 2368.

Michalopoulos, Stelios. 2012. “The Origins of Ethnolinguistic Diversity,” American Economic Review, 102(4): 1508-39.

Dinas, Elias, and Ksenia Northmore-Ball. “The ideological shadow of authoritarianism.” Comparative Political Studies 53:12 (2020): 1957-1991.

Cultural Persistence

*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.

Guiso, L., Sapienza, P., & Zingales, L. (2008). “Social capital as good culture.” Journal of the European Economic Association, 6(2-3), 295-320.

Charnysh, Volha. “Historical Legacies of Interethnic Competition: Anti-Semitism and the EU Referendum in Poland.” Comparative Political Studies 48.13 (2015): 1711-1745.

Bisin, Alberto and Verdier, Thierry. 2011. “The Economics of Cultural Transmission and Socialization,” in Benhabib, Jess and Bisin, Alberto and Jackson Matthew O. (eds.) The Handbook of Social Economics Vol. 1A. Link here

Voigtlander, Nico and Voth, Hans-Joachim. 2012. “Persecution Perpetuated: The Medieval Origins of Anti-Semitic Violence in Nazi Germany,” Quarterly Journal of Economics 127(3), 1339-1392.

Guiso, Luigi, Paola Sapienza, and Luigi Zingales. “Long-term persistence.” Journal of the European Economic Association 14.6 (2016): 1401-1436.

Acharya, Avidit, Matthew Blackwell, and Maya Sen. “The Political Legacy of American Slavery.” The Journal of Politics 78, no. 3 (2016): 621–641.

Cultural Change

*Mackie, Gerry. 1996. “Ending Footbinding and Infibulation: A Convention Account.” American Sociological Review, 999-1017.

Bursztyn, Leonardo, Georgy Egorov, and Stefano Fiorin. “From extreme to mainstream: How social norms unravel.” No. w23415. National Bureau of Economic Research, 2017.

Vogt, Sonja, Nadia Ahmed Mohammed Zaid, Hilal El Fadil Ahmed, Ernst Fehr, and Charles Efferson. 2016. “Changing cultural attitudes towards female genital cutting.” Nature 538, no. 7626: 506-509.

Greif, Avner, and David D. Laitin. “A theory of endogenous institutional change.” American political science review (2004): 633-652.

Elster, Jon. 1989. *The Cement of Society: A Study of Social Order*. New York: Cambridge University Press. Ch. 3.

Week Ten, December 7: Environmental Politics

Instructors: Miriam Golden

Required readings:

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