Course Number: CPO 6091 Seminar in Comparative Politics
Department of Political Science
University of Central Florida

COURSE SYLLABUS

Instructor:	Jonathan M. Powell, Ph.D.	Term:	Spring 2015
Office:	Howard Phillips Hall 305B	Class Days:	Wednesday
Phone:	407-823-2082	Class Hours:	6:00 – 8:50
E-Mail:	jonathan.powell@ucf.edu	Class Location:	HPH 305G
Website:	www.jonathanmpowell.com	Office Hours:	MW 9-11, oba

I. University Course Catalog Description

Introduction to the theory and methodology of comparative politics, institutions, and contextual factors of selected political systems such as Canada, European, and Third World nations.

II. Course Objectives

Students will ultimately accomplish three broad objectives in this class. First, they will gain a stronger understanding of comparative politics. We will begin the semester by considering traditional aspects of comparative politics such as institutional design. The semester will end by covering a growing body of literature that investigates the nexus of comparative politics and international relations. This is primarily seen with investigations of the international community's role in promoting democratization. Second, students will develop a critical eye that will allow them to critically assess the works that are presented. Other than simply learning the contents of a book or article, students should become more capable of critically evaluating theoretical arguments, research methodology, data validity and reliability, and other aspects of the research process. In doing so, students will gain reinforcement of the study of politics as a *science*. Finally, students will move from being consumers of knowledge to producers of it. Students will directly apply their knowledge of politics and the tools acquired in this and other classes to execute an original research paper. Ideally, the resulting paper should be sufficient to present at a professional conference and be a major step toward publishing.

III. Course Prerequisites

Admission to a graduate degree-seeking program or C.I.

IV. Course Credits

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V. Required Texts and Materials

Teorell, Jan. *Determinants of Democratization*. Cambridge, UK: Cambridge University Press.
Svolik, Milan. *The Politics of Authoritarian Rule*. Cambridge, UK: Cambridge University Press.
Ross, Michael. *The Oil Curse*. Princeton, NJ: Princeton University Press.
Beaulieu, Emily. *Electoral Protest in the Developing World*. Cambridge, UK: Cambridge University Press.

Students will also be responsible for numerous readings from academic journals, think tank reports, news periodicals, etc., as specified in the syllabus, the course schedule, or disseminated during the

semester. Given the desire to keep this class relevant to current events, some readings will not be announced until deep into the semester.

VI. Basis for Final Grade

Assessment	Percent of Final Grade
Attendance & Discussion	10%
Literature Critiques (2)	15%
Analytical Essay	10%
Paper Draft	15%
Final Paper	35%
Presentation/Discussant	10%
	100%

Attendance & Discussion:
This class is a seminar. Consequently, the success of the class will be largely dependent on the degree to which students are present, have prepared to discuss the material, and are active in class. Students are expected to arrive on time and remain through the duration of the class. At least one 10 minute break will be provided during the session.

Students should arrive to class having finished each of the materials listed on the syllabus for that day. Students should bring any notes they have taken and copies of the readings themselves. If your notes are on a computer they will need to be printed as hard copy. Ph.D. students will generally have 25-50 more pages of reading per week.

Literature Critiques:
Twice during the semester students are required to submit a 3-5 page critique of class material. At least one critique must be completed prior to spring break. Students are free to choose any week/reading list from the syllabus and are strongly encouraged to align the subject matter of their critiques with the subject of their papers. One critique will broadly assess a set of readings (i.e., all of the readings for the week). The second will focus exclusively on one article, similar to the work a reviewer does for a journal (an example will be provided).

Analytical Essay:
At one point during the semester students will be required to write an analytical essay. This will require students to apply class content (and presumably additional materials from outside of the class) to a news article chosen by the instructor.

Paper Draft ("front end"):
Due February 25. This draft will include an introduction that clearly articulates a specific research question, a review of relevant academic literature, a theoretical argument, and a description of the methodology (research design, data sources, etc.) that will be used to answer the research question. This draft will should be in the range of 10-12 double-spaced pages, excluding any tables, figures, appendices, and works cited pages. The (extremely) early due date is intentional: students need to quickly identify a relevant topic and should immediately begin reading relevant literature outside of classes.

Final Paper:
Due April 8. Final drafts will generally be 20-25 pages. Students whose papers are likely to go beyond 25 pages should consult with me prior to submission.

Students should engage in long term planning. For example, in Fall 2015 I will be teaching CPO 6058: Revolution and Political Violence. Students with an interest in a relevant topic that will be continuing in either the M.A. or Ph.D. program could potentially continue to develop their paper in that or another class next fall.

Presentation/Discussant:
Each student will present their paper in April. This will either be done as a poster session or via a powerpoint. A final determination on format will be made after the drop deadline. Each student will also be required to provide informed commentary to at least two presenters. One will be (more or less) randomly assigned by the instructor.

Grading Scale
This grading scale assumes students will be good classroom citizens. The instructor reserves the right to penalize students that cause classroom disruptions. In short, a disruption can be thought of as any behavior that is not appropriate to a classroom setting and distracts either the instructor or other students.

Grading Scale (%)	
94-100	A
90-93.99	A-
87-89.99	B+
84-86.99	B
80-83.99	B-
77-79.99	C+
74-76.99	C
70-73.99	C-
67-69.99	D+
64-66.99	D
60-63.99	D-
0 – 59.99	F

VII. Grade Dissemination
Graded tests and materials in this course will be returned individually only by request. Assume each component of the grade will be graded one week after submission. You can access your scores at any time using "myUCF Grades" in the portal. If the grade is not available online, assume your assignment has not been graded. Please note that scores returned mid-semester are unofficial grades. If you need help accessing myUCF Grades, see the online tutorial: https://myucfgrades.ucf.edu/help/.

VIII. Course Policies

Late Work Policy:
As a rule, late work will not be accepted and assignments not submitted on time will receive a grade of 0. Requests for extensions, regardless of the justification, will be given fair consideration when the request is made 48 hours prior to the due date. "Last minute" requests will not be viewed favorably unless a reasonable excuse can be documented.

Grades of "Incomplete":
The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

Rewrite Policy:
No rewrites are available in this class.

Essay/Written Work Commentary Policy:
Commentary on essays will be delivered in written format, at the end of the essay. However, upon request, an alternate delivery method can be used.

IX. Course Policies: Technology and Media

Email:
The instructor will make a strong effort to respond to all emails by 5:00 p.m. the day the message is received.

- All emails should include "CPO 6091" or another indicator in the subject line that identifies the message as relevant to the class. I will prioritize emails coming from students enrolled in the class. In other words, EMAILS THAT DO NOT INCLUDE AN APPROPRIATE SUBJECT LINE WILL LIKELY HAVE A DELAYED RESPONSE.
- Emails should include a salutation.
- Students, per university policy, are required to correspond with their official Knights email address. Due to prior issues with Canvas, I strongly recommend using Outlook to draft emails.
- Students should first consult the syllabus regarding basic requirements (this will usually save you time).

Laptop and Electronic Usage:
All electronics should be turned off and be out of sight for the duration of the class unless the student provides a compelling reason in advance of the class or is instructed by the professor. Note taking is not sufficient, and growing evidence suggests students recording notes via an electronic device are far less likely to retain information than those who take notes by hand (e.g., Mueller and Oppenheimer 2014). Each violation of this policy will result in a 2% deduction in the cumulative grade at the end of the semester.

X. Course Policies

Disability Access:
The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services, Ferrell Commons Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Attendance Policy:
Attendance will be taken during each session but presence alone is not sufficient to earn points for the "Attendance *and* Discussion" part of the grade. Participation in class discussions will be regularly monitored. Students will be informed for their current participation grade after spring break.

Professionalism Policy:
Per university policy and classroom etiquette; mobile phones, iPods, *etc.* **must be silenced** during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom immediately so as to not disrupt the learning environment. Please arrive on time for all class

meetings. Students who habitually disturb the class by talking, arriving late, *etc.*, and have been warned may suffer a reduction in their final class grade of up to 2% for each offense.

Academic Conduct Policy:
Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook (http://www.goldenrule.sdes.ucf.edu/) for further details. As in all University courses, The Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a record of the infraction being placed in your file and receiving a zero on the work in question AT A MINIMUM. At the instructor's discretion, you may also receive a failing grade for the course. Episodes of plagiarism will result in an automatic failure of the class and I will forward the case to Office of Student Conduct with a recommendation for expulsion.

Turinitin.com:
In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit http://www.turnitin.com. Essays are due at turnitin.com the same day as in class.

University Writing Center:
The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at http://www.uwc.ucf.edu, stop by MOD 608, or call 407.823.2197.

Religious Observances
Students are expected to notify their instructor in advance if they intend to miss class to observe a holy day of their religious faith. For a current schedule of major religious holidays, see the Faculty Center's main web page under "Calendars," and for additional information, contact the Office of Diversity Initiatives at 407-823-6479.

XI. SCHEDULE (subject to change)

JANUARY 14: CLASS OVERVIEW

Everyone:

- Schmitter, Philippe, and Terry Lynn Karl. 1991. "What Democracy Is…And is Not." *Journal of Democracy* 2(3):75-88.
- Svolik, Milan. 2011. *The Politics of Authoritarian Rule*. Chapter 1: The Anatomy of a Dictatorship. Pp. 1-18.

JANUARY 21: PRESIDENTS AND PARLIAMENTS

Everyone:

- Przeworski, Adam. 2004. "Institutions Matter?" *Government and Opposition* 39(4):527-540.
- Mainwaring, Scott, and Matthew Shugart. 1997. "Juan Linz, Presidentialism, and Democracy: A Critical Appraisal." *Comparative Politics* 29(4):449-471.
- Cheibub, José Antonio, and Fernando Limongi. 2002. "Democratic Institutions and Regime Survival: Parliamentary and Presidential Democracies Reconsidered." *Annual Review of Political Science* 5:151-179.
- Ruhl, J. Mark. 2010. "Honduras Unravels." *Journal of Democracy* 21(2):93-107.

Ph.D. Students:

- Koch, Michael, and Sarah Fulton. 2011. "In the Defense of Women: Gender, Office Holding, and National Security Policy in Established Democracies." *Journal of Politics* 73(1):1-16.
- Choose 1:
    - Fjelde, Hanne. 2010. "Generals, Dictators, and Kings: Authoritarian Regimes and Civil Conflict, 1973-2004." *Conflict Management and Peace Science* 27(3):195-218.
    - Thyne, Clayton. 2012. "Information, Commitment, and Intra-War Bargaining: The Effect of Governmental Constraints on Civil War Duration." *International Studies Quarterly* 56:307-321.

JANUARY 28: THE RULES OF THE GAME

Everyone:

- 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.
- Svolik, Milan. 2011. *The Politics of Authoritarian Rule*. Chapter 2: The World of Authoritarian Politics. Pp. 19-44.
- Boix, Charles. 1999. "Setting the Rules of the Game: The Choice of Electoral Systems in Advanced Democracies." *American Political Science Review* 93(3):609-624.
- Tripp, Aili Mari, and Alice Kang. 2008. "The Global Impact of Quotas: On the Fast Track to Increased Female Legislative Representation." *Comparative Political Studies* 41(3):338-361.

Ph.D. Students:

- Koch, Michael, and Sarah Fulton. 2011. "In the Defense of Women: Gender, Office Holding, and National Security Policy in Established Democracies." *Journal of Politics* 73(1):1-16.
- Choose 1:
    - Melander, Erik. 2005. "Gender Equality and Intrastate Armed Conflict." *International Studies Quarterly* 49:695-714.
    - Caprioli, Mary, and Mark Boyer. 2001. "Gender, Violence, and International Crisis." *Journal of Conflict Resolution* 45(4):503-518.

FEBRUARY 4: SOCIAL FACTORS AND DEMOCRACY

Everyone:

- Lipset, Seymour Martin. 1959. "Some Social Requisites of Democracy: Economic Development and Political Legitimacy." *American Political Science Review* 53(1):69-105. (skim)
- Paxton, Pamela, Sheri Kunovich, and Melanie Hughes. 2007. "Gender in Politics." *Annual Review of Sociology* 33:263-284.
- Norris, Pippa, and Ronald Inglehart. 2002. "Islamic Culture and Democracy: Testing the Clash of Civilizations Thesis." *Comparative Sociology* 1(3-4):235-262.
- Sanborn, Howard, and Clayton Thyne. 2013. "Learning Democracy: Education and the Fall of Authoritarian Regimes." *British Journal of Political Science* 44(4):773-797.
- 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* 98(4):529-545.

Ph.D. Students:

- Cederman, Lars-Erik, Andreas Wimmer, and Brian Min. 2010. "Why do Ethnic Groups Rebel? New Data and Analysis." *World Politics* 62(1):87-119.

FEBRUARY 11: PARTIES AND IDENTITY

Everyone:

- Lijphart, Arend. 1969. "Consociational Democracy." *World Politics* 21(2):207-225.
- Lijphart, Arend. 2004. "Constitutional Design for Divided Societies." *Journal of Democracy* 15(2):96-109.
- Schmidt, Manfred. 1996. "When Parties Matter: A Review of the Possibilities and Limits of Partisan Influence on Public Policy." *European Journal of Political Research* 30(2):155-183.
- Blais, Andre, Donald Blake, and Stephanie Dion. 1996. "Do Parties Make a Difference? A Reappraisal." *American Journal of Political Science* 40(2):514-520.
- Moser, Robert. 1999. "Electoral Systems and the Number of Parties in Postcommunist States." *World Politics* 51(3):359-384.

Ph.D. Students:

- Hartzell, Caroline, and Matthew Hoddie. 2003. "Institutionalizing Peace: Power Sharing and Post-Civil War Conflict Management." *American Journal of Political Science* 47(2):318-332.
- Chapman, Thomas, and Philip Roeder. 2007. "Partition as a Solution to Wars of Nationalism: The Importance of Institutions." *American Political Science Review* 101(4):677-691.

FEBRUARY 18: AUTHORITARIANISM

Everyone:

- Svolik, Milan. 2011. *The Politics of Authoritarian Rule*. Chapter 3: Authoritarian Power-Sharing and the Path to Personal Dictatorship. Pp. 53-80.
- Svolik, Milan. 2011. *The Politics of Authoritarian Rule*. Chapter 4: When and Why Institutions Contribute to Authoritarian Stability. Pp. 85-116.
- Spears, Ian. 2002. "Africa: The Limits of Power Sharing." *Journal of Democracy* 13(3):124-136.
- Arriola, Leonardo. 2009. "Patronage and Political Stability in Africa." *Comparative Political Studies* 42(10):1339-1362.

Ph.D. Students:

- Quinlivan, James. 1999. "Coup-Proofing: Its Practice and Consequences in the Middle East." *International Security* 24(2):131-165.
- Pilster, Ulrich, and Tobias Bohmelt. 2011. "Coup-Proofing and Military Effectiveness in Interstate Wars, 1967-1999." *Conflict Management and Peace Science* 28(4):331-350.

FEBRUARY 25: COUPS AND MILITARY REGIMES

Everyone:

- Feaver, Peter. 1999. "Civil-Military Relations." *Annual Review of Political Science* 2:211-241.
- Powell, Jonathan, and Clayton Thyne. 2011. "Global Instances of Coups, 1950-2010." *Journal of Peace Research* 48(2):249-259.
- Svolik, Milan. 2011. *The Politics of Authoritarian Rule*. Chapter 5: Moral Hazard in Authoritarian Repression and the Origins of Military Dictatorships. Pp. 123-159.
- Belkin, Aaron, and Evan Schofer. 2003. "Toward a Structural Understanding of Coup Risk." *Journal of Conflict Resolution* 47(5):594-620. (Only read 494-509).
- Choose 1:
    - Lindberg, Staffan, and John Clark. 2008. "Does Democratization Reduce the Risk of Military Interventions in Politics in Africa?" *Democratization* 15(1):86-105.
    - Clark, John. 2007. "The Decline of the African Military Coup." *Journal of Democracy* 18(3):141-155.

Ph.D. Students:

- Lai, Brian, and Dan Slater. 2006. "Institutions of the Offensive: Domestic Sources of Dispute Initiation in Authoritarian Regimes, 1950-1992." *American Journal of Political Science* 50(1):113-126.
- Gelpi, Christopher, and Peter D. Feaver. 2002. "Speak Softly and Carry a Big Stick? Veterans in the Political Elite and the American Use of Force." *American Political Science Review* 96(4):779-793.

MARCH 4: AUTHORITARIAN MAINTENANCE

Everyone:

- Svolik, Milan. 2011. *The Politics of Authoritarian Rule*. Chapter 6: Why Authoritarian Parties? Pp. 162-195.
- Reuter, Ora John, and Jennifer Gandhi. 2011. "Economic Performance and Elite Defection from Hegemonic Parties." *British Journal of Political Science* 41(1):83-110.
- Roessler, Phillip. 2011. "The Enemy Within: Personal Rule, Coups, and Civil War in Africa." *World Politics* 63(2):300-346.
- Fallows, James. 2015. "The Tragedy of the American Military." *The Atlantic*. January/February. Online: http://www.theatlantic.com/features/archive/2014/12/the-tragedy-of-the-american-military/383516/

Ph.D. Students:

- Choose 1:
    - Talmadge, Caitlin. 2013. "The Puzzle of Personalist Performance: Iraqi Battlefield Effectiveness in the Iran-Iraq War." *Security Studies* 22:180-221.
    - Biddle, Stephen, and Robert Zirkle. 1996. "Technology, Civil-Military Relations, and Warfare in the Developing World." *Journal of Strategic Studies* 19(2):171-212.

MARCH 11: SPRING BREAK

MARCH 18: RENTS AND INSTITUTIONS

Everyone:

- Ross, Michael. 2011. *Oil Curse*. Chapter 1: The Paradoxical Wealth of Nations." Pp 1-26.
- Ross, Michael. 2011. *Oil Curse*. Chapter 2: The Trouble with Oil Revenues." Pp. 27-62.
- Ross, Michael. 2011. *Oil Curse*. Chapter 3: More Petroleum, Less Democracy." Pp. 63-110.
- Houle, Christian. 2009. "Inequality and Democracy: Why Inequality Harms Consolidation but does not Affect Democratization." *World Politics* 61(4):589-622.

Ph.D. Students:

- Miller, Michael. 2012. "Economic Development, Violent Leader Removal, and Democratization." *American Journal of Political Science* 56(4):1002-1020.
- Pickering, Jeffrey, and Emizet Kisangani. 2010. "Diversionary Despots? Comparing Autocracies' Propensities to Use and to Benefit from Military Force." *American Journal of Political Science* 54(2):477-493.

MARCH 25: RESOURCE CURSE

Everyone:

- Ross, Michael. 2011. *Oil Curse*. Chapter 4: Petroleum Perpetuates Patriarchy." Pp. 111-144.
- Ross, Michael. 2011. *Oil Curse*. Chapter 6: Oil, Growth, and Political Institutions. Pp 189-222.
- Snyder, Jack. 2006. "Does Lootable Wealth Breed Disorder? A Political Economy of Extraction Framework." *Comparative Political Studies* 39(8):943-968.
- Luong, Pauline Jones, and Erika Weinthal. 2006. "Rethinking the Resource Curse: Ownership Structure, Institutional Capacity, and Domestic Constraints." *Annual Review of Political Science* 9:241-263.

Ph.D. Students:

- Ross, Michael. 2011. *Oil Curse*. Chapter 5: Oil Based Violence. Pp 145-188.
- Fearon, James. 2005. "Primary Commodity Exports and Civil War." *Journal of Conflict Resolution* 49(4):483-507.

APRIL 1: DEMOCRATIZATION

Everyone:

- Teorell, Jan. *Determinants of Democratization*. Chapter 1: Explaining Democratization. Pp. 16-38.
- Teorell, Jan. *Determinants of Democratization*. Chapter 2: The Shadow of the Past: Social Determinants. Pp. 39-53.
- Teorell, Jan. *Determinants of Democratization*. Chapter 3: The Power of Prosperity: Economic Determinants. Pp. 54-76.

Ph.D. Students:

- Miller, Paul. 2012. "American Grand Strategy and the Democratic Peace." *Survival* 54(2):49-76.
- Choose 1:
    - Manfield, Edward, and Jack Snyder. 2002. "Incomplete Democratization and the Outbreak of Military Disputes." *International Studies Quarterly* 46:529-549.
    - Daxecker, Ursula. 2007. "Perilous Polities? An Assessment of the Democratization-Conflict Linkage." *European Journal of International Relations* 13(4):527-553.

APRIL 8: MOBILIZATION

Everyone:

- Beaulieu, Emily. *Electoral Protest and Democracy in the Developing World*. Chapter 1: Introduction. Pp. 1-24
- Beaulieu, Emily. *Electoral Protest and Democracy in the Developing World*. Chapter 2: Elite Bargaining and Elections in the Developing World. Pp. 25-54.
- Beaulieu, Emily. *Electoral Protest and Democracy in the Developing World*. Chapter 3: Causes of Electoral Protest. Pp. 55-78.
- Beaulieu, Emily. *Electoral Protest and Democracy in the Developing World*. Chapter 4: Election Day and its Aftermath. Pp. 79-96.

Ph.D. Students:

- Stephan, Maria, and Erica Chenoweth. 2008. "Why Civil Resistance Works: The Strategic Logic of nonviolent Conflict." *International Security* 33(1):7-44.

APRIL 15: INTERNATIONAL INFLUENCES

Everyone:

- Beaulieu, Emily. *Electoral Protest and Democracy in the Developing World*. Chapter 5: Democratic Consequences of Electoral Protest. Pp. 97-125.
- Teorell, Jan. *Determinants of Democratization*. Chapter 4: The Impetus from Abroad: International Determinants. Pp. 77-99.
- Teorell, Jan. *Determinants of Democratization*. Chapter 5: The Force from Below: Popular Mobilization. Pp. 100-116.
- Teorell, Jan. *Determinants of Democratization*. Chapter 6: Exogenous Shocks and Authoritarian Regime Types. Pp. 117-137.
- Levitsky, Steven, and Lucan Way. 2006. "Linkage versus Leverage: Rethinking the International Dimension of Regime Change." *Comparative Politics* 38(4):379-400.

Ph.D. Students:

- Wright, Joseph. 2009. "How Foreign Aid can Foster Democratization in Authoritarian Regimes." *American Journal of Political Science* 53(3):552-571.
- Enterline, Andrew, and J. Michael Greig. 2005. "Beacons of Hope? The Impact of Imposed Democracy on Regional Peace, Democracy, and Prosperity." *Journal of Politics* 67(4):1075-1098.

APRIL 22: INTERNATIONAL INFLUENCES II

Everyone:

- Lesson, Peter, and Andrea Dean. 2009. "The Democratic Domino Theory: An Empirical Investigation." *American Journal of Political Science* 53(3):533-551.
- Pevehouse, Jon. 2002. "Democracy from the Outside In? International Organizations and Democratization." *International Organization* 56(3):515-549.
- Souaré, Issaka. 2014. "The African Union as a Norm Entrepreneur on military Coups d'état in Africa: An Empirical Assessment." *Journal of Modern African Studies* 52(1):69-94.
- Choose 1:
    - Marinov, Nikolay, and Hein Goemans. 2014. "Coups and Democracy." *British Journal of Political Science* 44:799-825.
    - Thyne, Clayton, and Jonathan Powell. 2015. "Coup d'état or Coup d'autocracy? How Coups Impact Democratization, 1950-2008." *Foreign Policy Analysis*. Forthcoming.

Ph.D. Students:

- Choose 1:
    - Milner, Helen, and Bumba Bukherjee. 2009. "Democratization and Economic Globalization." *Annual Review of Political Science* 12:163-181.
    - Richard, David, and Ronald Gelleny. 2007. "Women's Status and Economic Globalization." *International Studies Quarterly* 51:855-876.
    - Li, Quan, and Rafael Reuveny. 2003. "Economic Globalization and Democracy." *British Journal of Political Science* 33(1):29-54.