CPO 6091: Seminar in Comparative Politics
3 credits
Spring 2026
Th 6:00-8:50 PM

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T & R 10:30 am-12:00 pm (or by appointment)
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Course Description
The course is a survey of central theoretical approaches and methods in the field of comparative politics. The field involves comparisons across nations or subsets of nations (by region, by level of development, by regime type, or by other criteria) to "discover" general laws that explain and predict the behavior of individuals and groups and the performance of institutions across systems. That presents us with an extraordinarily diverse array of nations, cultures, configurations of government institutions, patterns of mass behavior, and of state-society relations. It also compels us to become familiar with a variety of research methods and to develop some understanding of which method is most appropriate for a given research question.

Given the breadth, diversity, and complexity of the subject matter of comparative politics, it should not be surprising to you that there is no single paradigm that dominates the field. We are still in the era of "competing paradigms." Indeed, it is arguably a permanent condition of the field.

The course will necessarily involve brief introductions to major research traditions in comparative politics. We cannot cover all of them, but I have structured the course around introductions to several of the major research programs currently ongoing in the field. You should use this as an opportunity to identify the research areas that engage your interest to the point that you could build a career around teaching and research in that subject area.

Course Objectives/Student Learning Outcomes
By the end of this course, students will
- Understand major theories and methods in comparative politics
- Evaluate competing paradigms and research designs
- Apply comparative approaches to analyze political systems and outcomes
- Develop and communicate comparative research arguments

Instructional Method
This class is designated as an entirely in-person class. Students are expected to attend classes at the scheduled time to receive full attendance points.

<u>Course Evaluation Method</u>
The course is divided into several major topical sections as described in the accompanying schedule of assignments. Readings are assigned by topic and date. On the assigned date, all students should be prepared to discuss all reading assignments in class; specific responsibility for individual readings may be assigned by the instructor if the discussion flags. Attendance, which is, of course, necessary for such class participation, is expected/required.

Grading
The grade for the course will be calculated as follows:

I- Research Project	40 points
II- Class discussion and participation	30 points
III- Final Exam	30 points

Grading Scale: A 94-100; A- 90-93; B+ 87-89; B 84-86; B- 80-83; C+ 77-79; C 74-76; C- 70-73; D+ 67-69; D 64-66; D- 61-63; F 0-60.

I-Research Project (40% of final grade)
Each student is expected to complete a research design paper on some topic in the general field of comparative politics. The end product should be in the form of a research design that includes testable hypotheses derived from a well-articulated theoretical framework. Your design should be such that existing data sets could be employed to test the hypotheses you derived from your theory, or it is clear what readily available data could be collected to test your hypotheses.

The purpose of this project is to develop your ability to conduct research, think and write critically and analytically, and formulate theoretical arguments that are innovative but still grounded in existing research, derive testable propositions from those theories, and develop appropriate research designs to test those propositions. This requires that you develop certain skills as well as familiarity with the research production process. Accordingly, you are expected to develop your research paper in three cumulative installments. The due dates and the percentage of your final research project grade that is determined by each installment are as follows:

1) Problem statement & annotated bibliography (10 points) (Due Feb 4, 11:59 pm)
2) Literature Review (10 points) (Due March 4, 11:59 pm)
3) Final Draft (lit review, theory, and research design) (20 points) (Due April 25, 11:59 pm)

COMPLETING EACH OF THESE INSTALLMENTS IS NOT OPTIONAL! You may NOT pass the course by turning in nothing but a final draft. Failure to complete one of the installments will result in a grade of "0" for that portion of your research project grade. <u>You will be penalized two points for every day you are late with any installment</u>**.**

<u>PART 1: Problem Statement and Annotated Bibliography (DUE Feb 4, 11:59 pm)</u>
In the first installment, you are expected to
A) ***Choose a research topic and write an introductory research problem statement****:* You may choose a research puzzle that will define the central research question of your project. If you do not already have a topic in mind, look through the topics in the syllabus. You should pick a puzzle/research question addressing some aspects of the topics covered in the class.

The ***problem statement*** should be the equivalent of the introduction to a scholarly paper (i.e., more than an abstract; about 1-2 pages double-spaced. This problem statement should provide me with a "road map" of what you plan to do in your research paper and an explanation of why this issue is important. The problem statement should also make the case that this is a "doable" project that can be completed by the end of the semester.

B) ***Identify and read (10) scholarly journal articles on your topic***: for this installment, confine your research to *scholarly journals*. ***Do NOT include in your annotated bibliography articles***

from newspapers, news magazines, opinion magazines, government documents, or material available on the web. You may use these other sources here and in later installments, but do not count them toward the required 10 academic journal articles. *You should list your 10 articles (using the correct citation format) in a "List of References" at the end of your annotated bibliography (on a separate page).*

C) ***Prepare a 1-page summary for each of the ten (10) articles and a 1-2 page problem statement (double-spaced)***: The problem statement should spell out the research question you are addressing and the major aspects of the research question that need to be explored in some detail. It should also reference the relevant articles that you summarize, and what they contribute to the elaboration of your research question and research design. *The article summaries should spell out the themes, hypotheses, and findings that are relevant to your research question. Each article summary should clearly outline the major issues addressed by the authors, the theoretical approach they employed, and their analysis, methods, and findings.*

PART 2: Literature Review (DUE March 4, 11:59 pm)

For the second installment, you should develop your annotated bibliography into a literature review in which you spell out the major themes found in the relevant literature and detail what each article has to say about each theme. By this time, you should have identified and read additional sources on the subject (beyond the original ten articles in Part I). *Annotated bibliographies are organized by article; literature reviews are organized by themes across articles. The literature review should lead you to the development of a theoretical framework that you will use to explain the phenomenon that is the subject of your paper.*

PART 3: Final Draft Research Design, Analysis, and Presentation (DUE April 25, 11:59 pm)

Drawing on the literature review you developed in Part 2, articles you summarized in Part 1, you should prepare a final draft of your research design. The research design should spell out a theoretical framework, testable hypotheses, and explain how they are derived from the theoretical framework. You should identify outcome/dependent and explanatory/independent variables and specify the unit of analysis in the hypotheses you developed. You should also spell out what data would be required to test these hypotheses and what statistical technique you would use to test them. If you have time and the data, preliminary tests are welcome, but focus on the theory and design.

Papers will be judged on readability, the appropriateness of the research question, and the suitability of the design for that question. The keys to writing a good research paper are thorough research, careful writing, and frequent REWRITING. At each stage in this process, you should carefully edit, revise, elaborate, and reorganize the parts of the paper that you completed in earlier installments. Revising drafts is especially critical for the final draft. All three installments should be typed (double-spaced, no more than one-inch margins on all four sides, no larger than 12pt).

II-Participation (30% of your final grade)

Students are expected to arrive for each class prepared to discuss the assigned reading material. You are expected to be attentive to class lectures, participate in class discussions and exercises, respect the views and work of classmates, and refrain from all disruptive behavior (<u>including the use of cellular telephones and laptop computers for anything other than class notes</u>). Lectures and other class materials are designed to clarify and expand on class readings, expecting you have read and developed a general understanding of the topics addressed in the readings. <u>You will be rewarded for your constructive contribution to the discussion.</u>

III-Final Exam (30% of your final grade)
The final examination will take place during the final exam week (exact date/time TBD). The format for the final exam will be a comprehensive essay.

Course Rules
1. All students are expected to turn in their assignments on the dates fixed in the syllabus.
2. Exceptions to the above rules are granted at the instructor's discretion, normally by prior approval, and only under circumstances of extreme personal emergency or serious illness. In all instances, appropriate evidentiary documentation may be requested to waive course rules.
3. I take academic dishonesty very seriously. Students are bound by University rules governing conduct and performance, particularly to questions of cheating and plagiarism.
4. All students are expected to complete all assigned readings before they are discussed in class, and they are expected to discuss and respond to random questioning by the instructor.
5. I do not give extra -credit or other compensatory assignments. Please do not ask.
6. The reading and course schedule is subject to change. Students are responsible for making sure that they are aware of any changes.

Academic Integrity
Students should familiarize themselves with UCF's Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

- Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- Falsifying or misrepresenting the student's own academic work.
- Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- Helping another violate academic behavior standards.

For more information about Academic Integrity, consult the International Center for Academic Integrity <http://academicintegrity.org>.
For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <http://wpacouncil.org/node/9>.

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

In case of an emergency, dial 911 for assistance.

Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.

Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.

If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).

To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."

Students with special needs related to emergency situations should speak with their instructors outside of class.

To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

Make-Up Assignments for Authorized University Events or Co-curricular Activities
Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <http://policies.ucf.edu/documents/4-401.1MakeupAssignmentsForAuthorizedUniversityEventsOrCocurricularActivities.pdf>
In other cases, except medical emergencies, there will be no make-up assignments. For medical emergency cases, I will need documentary evidence.

FEDERAL FINANCIAL AID REQUIREMENT: RECORDING ACADEMIC ACTIVITY POLICY
UCF must comply with a federal financial aid regulation that states that in order to receive federal aid, students must be actively academically engaged (according to a federal definition) in each course in which they are enrolled. All faculty are required to document students' academic activity at the beginning of each course. Without verification of this engagement, students will not receive their aid.

In order to document that you began this course, please **complete the Canvas assignment** by the end of the first week of classes, or as soon as possible after adding the course, but **no later than the end of the second week**. **Failure to do so will result in a delay in the disbursement of your financial aid.**

Diversity and Inclusion
The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, political beliefs, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at https://letsbeclear.ucf.edu/
If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services. Disability Accommodation – Student Accessibility Services - http://sas.sdes.ucf.edu/ & sas@ucf.edu

Writing Support
If you need assistance with writing, please contact UCF's Writing Center.
Writing Center, Trevor Colbourn Hall, room 105
407-823-2197

http://uwc.ucf.edu/

The University Writing Center (UWC) offers writing support to UCF students from first-year to graduate in every discipline. Trained peer consultants provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix papers or to make better writers, but to teach writers strategies to navigate complex situations for writing, both in and outside the University. Consultations are available for individuals and small groups. To make the best use of the UWC, visit far enough before your due date to allow yourself time to revise after your consultation, browse the writing resources on our website, and arrange a regular weekly appointment if you'd like long-term help. You may schedule a 45-minute appointment by phone or by using the TutorTrac scheduler on our website; walk-in consultations are also available. In addition, the UWC seeks graduate and undergraduate tutors from all majors; contact the UWC to learn more about peer writing consulting and ENC 4275/5276: Theory & Practice of Tutoring Writing, our three-credit tutor-education course.

Religious Observances

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALOct17.pdf>.

Deployed Active Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Required Texts

1. Robert A. Dahl. 1998. *On Democracy* (New Haven: Yale).
2. Joel Migdal. 1988. *Strong Societies and Weak States: State-Society Relations and State Capabilities in the Third World* (Princeton: Princeton University Press).
3. John Higley and Michael Burton. 2006. *Elite Foundations of Liberal Democracy* (New York: Rawman & Littlefield)

Course Readings and Schedule

The dates listed for each topic are approximate and may vary depending on how quickly we progress through the material. *Please note that this is not a binding contract*. It is subject to change at my discretion.

Week 1 (Jan 15): Overview and Introduction

Readings:

1- Lijphart, Arend. 1971. "Comparative Politics and the Comparative Method." *American Political Science Review* 65(3): 682-693.
2- Blondel, Jean. 1999. "Then and Now: Comparative Politics." *Political Studies* 47(1): 152-160.
3- Barbara Geddes. 1990. "How the Cases You Choose Affect the Answers You Get: Selection Bias in Comparative Politics." *Political Analysis* 2: 131-150.
4- James Mahoney and Gary Goertz. 2006. A Tale of Two Cultures: Contrasting Quantitative and Qualitative Research. *Political Analysis* 14(3): 227-249.
5- Wilson, Matthew. 2017. "Trends in Political Science Research and the Progress of

6- Comparative Politics," *PS: Political Science and Politics* 50(4): 979-8.

Week 2 (Jan 22): The State and State Capacity

Readings:

1- Tilly, Charles. 1990. Coercion, Capital, and European States: AD 990-1990. Cambridge: Blackwell: Chapters 1 and 3. Available here https://pages.ucsd.edu/~bslantchev/courses/ps240/06%20Domestic%20Organizations%20and%20International%20Behavior/Tilly%20-%20Coercion,%20capital%20and%20European%20states%20%5BCh%201,3,6%5D.pdf
2- B.D. Taylor and R. Botea. 2008. "Tilly Tally: War-making and State-making in the Contemporary Third World." *International Studies Review*. 10(1): 27-56
3- Jonathan K. Hanson and Rachel Sigman. 2021. "Leviathan's Latent Dimensions: Measuring State Capacity for Comparative Political Research. *Journal of Politics*. 83(4): 1495-1510.

Recommended Reading:

- Olson, M. The Rise and Decline of Nations.
- Bates, Robert H. 2008. When Things Fell Apart: State Failure in Late-Century Africa, Cambridge
- University Press: New York.
- Bayart, Jean-Francois. 1989. The State in Africa: The Politics of the Belly, Longman: New York.
- Hendrix, Cullen. S. 2010. "Measuring State Capacity: Theoretical and Empirical Implications for the Study of Civil Conflict." *Journal of Peace Research* 47 (3):273–85.

Week 3 (Jan 29): The State and State Capacity-Cont'd.

1- Migdal (Strong Societies and Weak States)
2- Anderson, Lisa. 1987. "The State in the Middle East and North Africa." *Comparative Politics* 20(1): 1-18

Week 4 (Feb 5): Presentations/Installment# 1 (Due Feb 4, 11:59 pm)

Week 5 (Feb 12): Democracy

Readings:

1- Dahl (On Democracy)
2- Higley and Burton (Elite Foundations of Liberal Democracy)
3- Rustow, Dankwart. 1970. "Transitions to Democracy: Toward a Dynamic Model," *Comparative Politics* (April): 337-363.
4- Helliwell. John F. 1994. "Empirical Linkages between Democracy and Economic Development," *British Journal of Political Science* 24: 225-248.
5- Przeworski, Adam and Frenando Lemongi. 1997. "Modernization: Theory and Facts," *World Politics* 49 (2): 155-183.

Recommended Reading:

- Barrington Moore. *Social Origins of Dictatorship and Democracy. Lord and Peasant in the Making of the Modern World* (Boston: Beacon Press, 1966).
- Przeworski, Adam, Michael Alvarez, José Antonio Cheibub & Fernando Limongi. 1996. "What Makes Democracies Endure?" *Journal of Democracy* 7.1: 39-55.

- Lipset, Seymour Martin. 1959. "Social Requisites of Democracy: Economic Development and Political Legitimacy," *American Political Science Review* 53 (March):69-105.
- Karl, Terry Lynn. 1990. "Dilemmas of Democratization in Latin America", *Comparative Politics* 23 (October): 1-21.
- Przeworski, Adam. 1991. *Democracy and the Market: Political and Economic Reforms in Eastern Europe and Latin America*. Cambridge: Cambridge University Press.
- Huntington, Samuel P. 1991-92. "How Countries Democratize," *Political Science Quarterly* 106 (4): 579-616.
- Linz, Juan J. And Alfred Stepan. 1991. *Problems of Democratic Transition and Consolidation: Southern Europe, South America, and Post-Communist Europe*. Baltimore, MD: Johns Hopkins University Press.
- Snyder, Richard. 1992. "Explaining Transitions from Neopatrimonial Dictatorships," *Comparative Politics* 24: 379-400.

Week 6 (Feb 19): Autocracy

Readings:

1- Geddes, Barbara. 1999. "What Do We Know About Democratization After Twenty Years?" *Annual Review of Political Science* 2(1):115-144.
2- Gandhi, Jennifer, and Adam Przeworski. 2007. "Authoritarian Institutions and the Survival of Autocrats." *Comparative Political Studies* 40(11): 1279-1301.
3- Gerschewski, Johannes. 2013. "The Three Pillars of Stability: Legitimation, Repression, and Co-optation in Autocratic Regimes." *Democratization* 20(1): 13-38.

Recommended Reading:

- O'Donnell, G. 1973. Modernization and Bureaucratic Authoritarianism. Berkeley: University of California, Berkeley.
- Milan Svolik. 2012. The Politics of Authoritarian Rule. Cambridge University Press.
- Lust-Okar, Ellen. 2005. Structuring Conflict in the Arab World:
- Steven Levitsky and Lucan Way. Competitive Authoritarianism. 2010
- Olson, M. 2000. Power and Prosperity New York: Basic Books.
- Wintrobe, Ronald. 1998. The Political Economy of Dictatorship. Cambridge University Press.

Week 7 (Feb 26): Modernization and its Critiques

Readings:

1- Huntington, Samuel P. 1971. "The Change to Change: Modernization, Development, and Politics," *Comparative Politics*, 3 (3): 283-322.
2- Acemoglu, Daron, Simon Johnson, and James Robinson. 2001. "The Colonial origins of comparative development: an empirical investigation." American Economic Review 91(5): 1369-1401.
3- Banerjee, Abhijit, and Lakshmi Iyer. 2005. "History, Institutions, and Economic Performance: The Legacy of Colonial Land Tenure Systems in India." *American Economic Review* 95 (4): 1190–1213**.**
4- Glaeser, Edward L., Rafael La Porta, Florencio Lopez-de-Silanes, and Andrei Shleifer. 2004. "Do Institutions Cause Growth?" Journal of Economic Growth 9(3): 271-303.

Recommended Reading:

- Huntington, Samuel P.1968. *Political Order in Changing Societies*. New Haven, CT: Yale University Press.
- Huntington, Samuel.1965. "Political Development and Political Decay," *World Politics* 17 (3): 386-430.
- Cardoso, Fernando Henrique and Enzo Faletto. 1979. *Dependency and Development in Latin America*. (trans. by Marjory Mattingly Urquidi). Berkeley, CA: University of California Press.
- Sokoloff, Kenneth L. and Stanley L. Engerman. 2000 "History Lessons: Institutions, Factor Endowments, and Paths of Development in the New World." The Journal of Economic Perspectives 14(3): 217-32.
- William Easterly. The Elusive Quest for Growth. Cambridge: MIT Press, 2002. Chaters. 8-11, 13.
- Sachs, Jeffrey andWarner, Andrew. 1997. "Fundamental Sources of Long-Run Growth." American Economic Review 87(2): 184-88.
- Boix, C. Democracy and Redistribution (Cambridge)
- Robert H. Bates. Markets and States in Tropical Africa. Berkeley: University of California Press,
- 1981.
- Weyland, K. 2002. The Politics of Market Reform in Fragile Democracies. Princeton: Princeton

Week 8 (March 5): Presentations/Installment #2 (Due March 4, 11:59 pm)

Week 9 (March 12): Cultural Approaches

Readings:

1- David Elkins and E.B. Simeon. 1979. "A Cause in Search of an Effect, or What Does Political Culture Explain?" *Comparative Politics* 11 (2): 127-145.
2- Ronald Inglehart and Wayne E. Baker. 2000. "Modernization, Cultural Change, and the persistence of traditional values." *American Sociological Review* 65(1): 19-51.
3- Seligson, Mitchell. 2002. "The Renaissance of Political Culture or the Renaissance of the Ecological Fallacy," *Comparative Politics* 34 (April): 273-292.
4- Greif, Avner. 1994. "Cultural Beliefs and the Organization of Society: A Historical and Theoretical Reflection on Collectivist and Individualist Societies." Journal *of Political Economy* 102 (5): 912–50.
5- Silver, Brian D. and K. M. Dowley. 2000. "Measuring Political Culture in Multi-Ethnic Societies: Reaggregating the World Values Survey" *Comparative Political Studies* 33 (May): 517-550.
6- Fish, Steven. 2002. "Islam and Authoritarianism." *World Politics* 55: 4-37

Recommended Reading:

- Inglehart, Ronald. 1988. "The Renaissance of Political Culture," *American Political Science Review* 82 (November):1203-30.
- Granato, J. R. Inglehart, and D. Leblang. 1996. "The Effect of Cultural Values on Economic Development: Theory, Hypotheses, and Some Empirical Tests," *American Journal of Political Science* 40 (August): 607-631.
- Norris, Pippa. 2000. *Critical Citizens*. Oxford: Oxford University Press.

Week 10 (Spring Break, March 16-21) (No Classes)

Week 11 (March 26): Identity Politics

Readings:

1- Chandra, Kanchan. 2006. "What Is Ethnic Identity and Does It Matter?" *Annual Review of Political Science* 9(1): 397-424.
2- 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.
3- McCauley, John. 2014. "The Political Mobilization of Ethnic and Religious Identities in Africa." *American Political Science Review*. 2014;108(4):801-816.
4- Jha, Sumitra. 2013. "Trade, Institutions, and Ethnic Tolerance: Evidence from South Asia." *American Political Science Review*. 107(4): 806-832.
5- Alberto Alesina, Reza Baqir and William Easterly. 1999. "Public Goods and Ethnic Divisions," *The Quarterly Journal of Economics* 114(4): 1243-1284.

Recommended Reading:

- Varshney, A. 2003. *Ethnic Conflict and Civic Life: Hindus and Muslims in India*. New Haven: Yale University Press.
- Anderson, B. 1983. *Imagined Communities*. New York: Verso.
- Posner, Daniel. 2005. *Institutions and Ethnic Politics in Africa*. Cambridge: Cambridge University Press.
- Houle, Christian. 2015. "Ethnic Inequality and the Dismantling of Democracy: A Global Analysis." *World Politics* 67(3): 469-505.
- Wilkinson, Steven. 2004. *Votes and Violence* Cambridge: Cambridge University Press.
- Kitschelt, H. The Radical Right in Western Europe. Michigan: The University of Michigan Press

Week 12 (April 2): Conflict: Civil Wars, Protests, and Violence

Readings:

1- Timur Kuran. 1992. "Now or Never: The Element of Surprise in the East European Revolution of 1989." *World Politics* 44(1): 7-48.
2- Rogers Brubaker and David D. Laitin. 1998. "Ethnic and Nationalist Violence." *Annual Review of Sociology.* 24: 423-52
3- Horowitz, Donald. 1971. "Three Dimensions of Ethnic Politics," *World Politics* 23: 232-244.
4- Evan S. Lieberman and Prerna Singh. 2012: "The Institutional Origins of Ethnic Violence." *Comparative Politics* 45 (1): 1-24.
5- Donatella della Porta. 2018. "Radicalization: A Relational Perspective." *Annual Review of Political Science* 21:461-474. 10
6- Crenshaw, Martha. 1981. "The Causes of Terrorism" *Comparative Politics* 13(4): 379-389.
7- Blair, Graeme, Christine Fair, Neil Malhotra, and Jacob N Shapiro. 2013. "Poverty and support for militant politics: Evidence from Pakistan," *American Journal of Political Science*. 57(1): 30-48.

Recommended Reading:

- Gurr, Ted. 1971. *Why Men Rebel*? Princeton: Princeton University Press.
- Horowitz, Donald. 1985. *Ethnic Groups in Conflict*. Berkeley: University of California Press.
- Finkel, Evgeny. 2015. The Phoenix Effect of State Repression: Jewish Resistance during the Holocaust. *American Political Science Review*.

- Fariss, Christopher. 2014. Respect for Human Rights has Improved Over Time: Modeling the Changing Standard of Accountability. *American Political Science Review*.
- Belkin, Aaron, and Evan Schofer. 2003. "Toward a Structural Understanding of Coup Risk." *Journal of Conflict Resolution* 47(5):594-620.
- Humphreys, M. and Jeremy Weinstein. 2008. "Who Fights? The Determinants of Participation in Civil War." AJPS.
- Huntington, Samuel. 1968. *Political Order in Changing Societies*. New Haven: Yale University Press.
- Weinstein, J. 2006. *Inside Rebellion*. Cambridge: Cambridge University Press.
- Thomas, Jakana and Kanisha D. Bond. 2015. "Women's Participation in Violent Political Organizations." *American Political Science Review*.
- Eli Berman, Michael Callen, Joseph H. Felter and Jacob N. Shapiro. 2011. "Do Working Men Rebel? Insurgency and Unemployment in Afghanistan, Iraq, and the Philippines" *Journal of Conflict Resolution* 55(4): 496-528.
- Dancygier, R. 2010. *Immigration and Conflict in Europe*. Cambridge: Cambridge University Press.
- Quinlivan, James T. 1999. "Coup-Proofing: Its Practices and Consequences in the Middle East." *International Security* 24(2):131-165.
- McMahon, R. Blake and Branislav Slantchev. 2015. "The Guardianship Dilemma: Regime Security through and from the Armed Forces." *American Political Science Review*.

Week 13 (April 9): Natural Resource Politics

Readings:

1- Michael L. Ross, 2001. Does Oil Hinder Democracy? *World Politics* 53 (April 2001), 325-61.
2- James D. Fearon. 2005. "Primary Commodity Exports and Civil War" *Journal of Conflict Resolution* 49(4): 483-507.
3- Crystal, Jill. 1989. "Coalition in Oil Monarchies: Kuwait and Qatar." *Comparative Politics* 21: 427-43.
4- Gurses, Mehmet. 20009. "State-sponsored development, oil and democratization." *Democratization* 16(3): 508-529.
5- Ross, Michael. 2008. "Oil, Islam, and Women." *American Political Science Review*. 102(1):107-123.

Recommended Reading:

- Dunning, Thad. 2008. Crude Democracy: Natural Resource Wealth and Political Regimes, Cambridge University Press.
- Van de Walle, Nicolas. 2007. "Meet the new boss, same as the old boss? The evolution of political clientelism in Africa." In Patrons, Clients, and Politics: Patterns of Democratic Accountability and Political Competition, edited by Herbert Kitschelt and Steven I.Wilkinson. Cambridge: Cambridge University Press.
- Susan Stokes, Thad Dunning, Marcelo Nazareno and Valeria Brusco. Brokers, Voters, and Clientelism. 2013. Cambridge University Press.
- Keefer, Philip, and Stuti Khemani. 2004. "Why Do the Poor Receive Poor Services?" Economic and Political Weekly 39(9): 935-43.
- Susan Rose-Ackerman, Corruption and Government. Cambridge: Cambridge University Press, 1999.
- Ross, L. Michael. 1999. "The Political Economy of Resource Curse." *World Politics* 51:297-322.

Week 14 (April 16): Presentations/Installment#3 (Due April 25, 11:59 pm)
Week 15 (April 23): cont'd.

Final Installment DUE April 25, 11:59 pm)

Final Exam: TBD

Proper Citations and Plagiarism: For all scholarly projects, I encourage you to discuss your work with your classmates, but it is each individual's personal obligation to make sure the paper is written in accordance with generally recognized editorial and documentation principles. As such, you are to cite anyone else's ideas using the standard American Political Science Association (APSA) style. For more, please see "Code of Academic Integrity" section above.

Cite all works in the following manner:
For an article:
Becker, Gary S. 1983. "A Theory of Competition Among Pressure Groups for Political Influence." *Quarterly Journal of Economics* 98(3): 371-400.
For a book:
Johnson, Janet B., H. T. Reynolds, and Jason D. Mycoff. 2015. *Political Science Research Methods*. CA: CQ Press.