

POLS 229: Introduction to Comparative Politics

Course Information

Class Time: Mondays, Wednesdays 5.35-6.50

Place: Remote/Zoom (Use the link in the Zoom tab on Canvas)

Course Website: Canvas

Contact Information for Professor

Name: Kostanca Dhima

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Office Hours: Tuesdays 5.30-6.30 (Use the link in the Zoom tab on Canvas) & By Appointment

Course Description

Goals: This course examines politics around the world through a comparative lens. The course has three primary objectives: (1) to introduce students to some of the most important political developments in the world today, (2) to acquaint students with the most up-to-date explanations for these developments, and (3) to give students the tools necessary to think critically about these explanations. Along the way, we will learn about differences and similarities among countries and a range of approaches to analyzing the political world. At the end of the course, students will be in a better position to understand and critically engage in contemporary arguments about key political developments around the world.

Objectives: The course is organized around a set of important political questions: What is the state and where did it come from? What is democracy? Why are some countries democratic but others authoritarian? Do natural resources and foreign aid help or hinder the emergence of democracy? Are some cultures more or less compatible with democracy? What explains the variation we observe in authoritarian regimes around the world? How does democracy and dictatorship affect the material well-being of their citizens? Why are ethnic groups politicized in some countries but not others? Why do some countries have many parties whereas others have only a few? How do governments form, and what are the material and normative implications associated with different types of government? Do presidential or parliamentary democracies

last longer and why? How do democratic institutions influence economic policy? Are there institutional solutions to ethnic conflict? Why are policy outcomes so stable in some countries but variable in others? How do institutions influence political representation?

Using the latest research in comparative politics, we examine competing answers to substantively important questions such as these and evaluate the proposed arguments for their logical consistency and empirical accuracy.

Note: While this course is an ‘introduction’ to comparative politics, this does not mean that the material covered will be easy. Indeed, many of the concepts introduced in this class may well be more complicated than those addressed in upper-level classes. ‘Introduction’ simply means that the material addressed in this class is *foundational* and will allow students to better understand the subject matter examined in upper level classes.

Course Requirements

Attendance: Attendance is not graded. There are occasional in-class quizzes, though, that can provide additional points to your overall grade. The quizzes will be done during the class meeting using Zoom’s polling feature. A recorded video of each class will be made available on Canvas. Students who miss a class for some reason should watch the recorded video. Private make-up lectures with the professor or teaching assistants will not take place. The recorded videos will be made available on Canvas to ensure that only authorized students have access to them. If you enter the Zoom classroom, I will assume that you have given your consent to be recorded. If you do not want your face or voice to be recorded, you should turn off your video and audio upon entering the Zoom classroom.

Readings: You are expected to read all of the assigned readings before coming to class. You should be prepared to participate in class discussions. You are encouraged to volunteer questions and observations; I may call on students at random with questions from time to time.

Struggling with how to read actively and/or improve your reading comprehension?

- [Cornell College “Reading a Textbook for True Understanding”](#)
- [Dartmouth’s Academic Skills Center “Active Reading”](#)
- [Thomas Frank’s video “How to Read Your Textbooks More Efficiently – College Info Geek”](#)
- [Thomas Franks’s video “5 Active Reading Strategies for Textbook Assignments – College Info Geek”](#)

Assignments: There will be almost weekly homework assignments, most of which will be done on Canvas. I will endeavor to give you at least 5 days to complete each assignment. All assignment deadlines are based on the Central Time Zone (CDT), not your local time zone. Please be sure to pay close attention to any time differences if you are located in a different time zone. Given potential technical difficulties that may arise with things like your internet connection, I strongly recommend that you do not wait until the last moment to submit your assignments. You do not have to complete the assignments in one sitting. You may work

on your assignment, save your progress, and return to the assignment as many times as you like prior to the assignment deadline. Note, though, that you must ‘submit’ the assignment prior to the deadline when it is complete. In the interests of fairness, homework assignments that are submitted late will not be graded.

Exams: There will be three exams – two midterms and a final – conducted through Canvas. If you are extremely ill or have a university-accepted excuse for missing an exam, please notify me *prior* to the test date. I will only consider your request if you make it prior to the exam. Material covered on the exams will come from lectures, the assigned readings, and homework assignments.

Exam Dates

- Midterm 1: Monday, September 28.
- Midterm 2: Monday, November 2.
- Final Exam: Tuesday, December 1.

Grading:

Your final grade is a weighted average of the three exams and homework assignments: Midterms 1 and 2 are *each* worth 25%; the Final Exam is worth 30%; the homework assignments are worth 20%. Additional points may be earned from in-class quizzes.

I will use the following scale to calculate your course grade:

A 90-100 B 80-89.9 C 70-79.9 D 60-69.9 F 59.9 and below

Required Text/Materials

- Clark, William, Matt Golder & Sona Golder. 2018. *Foundations of Comparative Politics*. Thousand Oaks, California: CQ Press/Sage.
 - You can buy it at [Amazon](#) or [Barnes and Noble](#)
 - Online Learning Material: <https://edge.sagepub.com/foundationscp1e>
 - This is a somewhat less-technical version of *Principles of Comparative Politics* by the same authors. You can use the *Principles of Comparative Politics* if you want to, but please pay close attention to different chapter numbers from this syllabus

How do I succeed?

- Although attendance in class is not graded, it is highly recommended. Attendance at lectures is always a good predictor of a student’s performance on homework and exams.

- You should do all of the assigned readings prior to each lecture posted online. If you have questions about the readings, you should bring them to office hours.
- The homework assignments are very important and allow you to know if you are prepared for the exams or not. If you do not understand the homework assignments, either before or after they are completed, you should come to office hours.
- **You should come to office hours regularly.** This is a vastly underused resource that is available to you. *It is OK to ask for help.* Attendance at office hours does not mean that you are not smart; it simply means that you care enough about your performance to use the resources available to you.

Zoom Etiquette

- Your audio will be muted upon entry into the classroom. You should keep your audio muted under most circumstances in order to prevent any ambient noise interrupting the class and to prevent confusion if multiple students choose to speak at the same time. If you have a question or comment, you can type this into Zoom's 'chat' feature. This way either I will respond to the question directly in class or the teaching assistants will respond to the question in the chat window. If you feel the need to speak, please use Zoom's 'raised hand symbol' and wait to be called upon.
- Note that what you type into the chat window will be visible to the whole class and will be recorded. You should only post chat messages relevant to the class. It goes without saying that you should not post offensive or insulting material that challenges the inclusivity of the class.
- Your video will also be turned off when you enter the classroom. In a class of this size (> 200 students), I recommend that you keep your video turned off. This will help reduce the likelihood of technical difficulties with Zoom. If you do turn your video on, please remember that you and your background will be visible to the whole class and will be recorded. While I recommend that you keep your camera off during class, I encourage you to use it during office hours when we have the opportunity to get to know each other a little more.
- Note that Zoom class meetings are not public forums, and only registered students may attend. Do not share zoom links or share your account with anyone else.

Academic Integrity

“An Aggie does not lie, cheat or steal, or tolerate those who do.”

“Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one's work, should the instructor request it, may be sufficient grounds to initiate an academic misconduct case” (Section 20.1.2.3, Student Rule 20).

You can learn more about the Aggie Honor System Office Rules and Procedures, academic integrity, and your rights and responsibilities at aggiehonor.tamu.edu.

Makeup Work Policy

Students will be excused from attending class on the day of a graded activity or when attendance contributes to a student's grade, for the reasons stated in Student Rule 7, or other reason deemed appropriate by the instructor.

Please refer to **Student Rule 7** in its entirety for information about makeup work, including definitions, and related documentation and timelines.

Absences related to Title IX of the Education Amendments of 1972 may necessitate a period of more than 30 days for make-up work, and the timeframe for make-up work should be agreed upon by the student and instructor" (**Student Rule 7, Section 7.4.1**).

"The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence" (**Student Rule 7, Section 7.4.2**).

Students who request an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code. (See **Student Rule 24**.)

Counseling and Psychological Services

Being a university student is stressful, and depression and anxiety is common among college students. *It is OK to ask for help.* A variety of student resources focused on health and safety are available to you should you need them: <https://wfsc.tamu.edu/additional-info/student-support-resources/>

Texas A&M University recognizes that mental health and wellness are critical factors that influence a student's academic success and overall wellbeing. Students are encouraged to engage in proper self-care by utilizing the resources and services available from Counseling & Psychological Services (CAPS). Students who need someone to talk to can call the TAMU Helpline (979-845-2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends. 24-hour emergency help is also available through the National Suicide Prevention Hotline (800-273-8255) or at suicidepreventionlifeline.org.

Americans with Disabilities Act (ADA) Policy

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact Disability Resources in the Student Services Building or at (979) 845-1637 or visit disability.tamu.edu. Disabilities may include, but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability related needs with Disability Resources and their instructors as soon as possible.

Title IX and Statement on Limits to Confidentiality

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit gender-based discrimination and sexual harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking.

With the exception of some medical and mental health providers, all university employees (including full and part-time faculty, staff, paid graduate assistants, student workers, etc.) are Mandatory Reporters and must report to the Title IX Office if the employee experiences, observes, or becomes aware of an incident that meets the following conditions (see [University Rule 08.01.01.M1](#)):

- The incident is reasonably believed to be discrimination or harassment.
- The incident is alleged to have been committed by or against a person who, at the time of the incident, was (1) a student enrolled at the University or (2) an employee of the University.

Mandatory Reporters must file a report regardless of how the information comes to their attention – including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Although Mandatory Reporters must file a report, in most instances, you will be able to control how the report is handled, including whether or not to pursue a formal investigation. The University’s goal is to make sure you are aware of the range of options available to you and to ensure access to the resources you need.

Students wishing to discuss concerns in a confidential setting are encouraged to make an appointment with [Counseling and Psychological Services \(CAPS\)](#).

Students can learn more about filing a report, accessing supportive resources, and navigating the Title IX investigation and resolution process on the University’s [Title IX webpage](#).

COVID-19

Campus Safety Measures

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University has adopted policies and practices for the Fall 2020 academic term to limit virus transmission. Students must observe the following practices while participating in face-to-face courses and course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.):

- Self-monitoring—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.

- Face Coverings—**Face coverings** (cloth face covering, surgical mask, etc.) must be properly worn in all non-private spaces including classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource and support offices, and outdoor spaces where 6 feet of physical distancing is difficult to reliably maintain. Description of face coverings and additional guidance are provided in the **Face Covering policy** and **Frequently Asked Questions (FAQ)** available on the **Provost website**.
- Physical Distancing—Physical distancing must be maintained between students, instructors, and others in course and course-related activities.
- Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- To attend a face-to-face class, students must wear a face covering (or a face shield if they have an exemption letter). If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the **Student Conduct office** for sanctions. Additionally, the faculty member may choose to teach that day's class remotely for all students.

Personal Illness and Quarantine

Students required to quarantine must participate in courses and course-related activities remotely and **must not attend face-to-face course activities**. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.

Students experiencing personal injury or illness that is too severe for the student to attend class qualify for an excused absence (See **Student Rule 7, Section 7.2.2.**) To receive an excused absence, students must comply with the documentation and notification guidelines outlined in Student Rule 7. While Student Rule 7, Section 7.3.2.1, indicates a medical confirmation note from the student's medical provider is preferred, **for Fall 2020 only, students may use the Explanatory Statement for Absence from Class form in lieu of a medical confirmation. Students must submit the Explanatory Statement for Absence from Class within two business days after the last date of absence.**

Operational Details for Fall 2020 Courses

For additional information, please review the **FAQ** on Fall 2020 courses at Texas A&M University.

Tentative Schedule

This schedule should be treated as tentative and flexible. It may be the case that it takes us more or less time for a particular topic than I have allotted here. We will adapt accordingly. Note, however, that I will not alter the exam dates.

Week 1: August 19 - Introduction & What is comparative politics?

- *Foundations of Comparative Politics*. Chapter 1.

Week 2: August 24 - 26 – What is science?

- *Foundations of Comparative Politics*. Chapter 2.
- *Optional*:
 - Page, Scott E. 2009. “**Leveraging Diversity (University of Virginia).**” This is a lecture about the role of diversity in organizations, and in particular why diverse groups can be advantageous when solving problems and making predictions.

Week 3: August 31 - September 2 – What is politics?

- *Foundations of Comparative Politics*. Chapter 3.

Week 4: September 7 - 9 – What is the state?

- *Foundations of Comparative Politics*. Chapter 4.
- Runciman, David. 2020. “**Coronavirus has not Suspended Politics — It has Revealed the Nature of Power.**” *The Guardian*, March 27.
- *Optional*:
 - Funk, Allie. 2020. “**How to Protect Both Public Health and Privacy: Fighting COVID-19 Does Not Have to Mean Abandoning the Right to Privacy.**” *Freedom House*. This looks at the conflict between safeguarding public freedoms and protecting public health.
 - Phillips, Gregoire. 2020. “**As Governments Dither on Covid-19, Jihadists and Gang Leaders Step In.**” *Political Violence at a Glance*, April 15. This looks at pockets of state failure and the behavior of competing ‘state-like’ actors.
 - Ong, Lynette H. 2018. “**Thugs-for-hire’: Subcontracting State Coercion to Violent Agents.**” In Charles Crabtree, Matt Golder, and Sona Golder (eds.) “Symposium: The Comparative Politics of Policing.” *CP-APSA Newsletter* 28(1): 58-62. Looks at when states outsource their repressive activities to non-state actors (hiring ‘third party’ agents).

- Tilly, Charles. 1985. “War Making and State Making as Organized Crime.” In Peter B. Evans, Dietrich Rueschmeyer, & Theda Skocpol (ed.) *Bringing the State Back In*. New York: Cambridge University Press. Original source discussed in Chapter 4 where states are likened to protection rackets.
- **Fragile States Index** by The Fund for Peace. Website that provides data, analysis, and a methodological discussion related to state fragility.

Week 5: September 14 - 16 – Democracy and dictatorship: conceptualization and measurement. The economic determinants of democracy and dictatorship.

- Cheibub, José Antonio, Jennifer Gandhi, & James Raymond Vreeland. 2010. “Democracy and Dictatorship Revisited.” *Public Choice* 143: 67-101. **Read pp.67-79.**
- *Foundations of Comparative Politics*. Chapters 5.
- Ross, Michael L. 2001. “Does Oil Hinder Democracy?” *World Politics* 53: 325-361.
- *Optional:*
 - Repucci, Sarah. 2020. “Freedom in the World 2020: A Leaderless Struggle for Democracy.” Summary article on the state of freedom in the world in 2020.
 - Kellam, Marisa. 2018. “Media Freedom Decline in Democracies: Lessons from Latin America.” In Matt Golder, and Sona Golder (eds.) “Symposium: Fake News and the Politics of Misinformation.” *CP-APSA Newsletter* 28(2): 44-49. The role of media freedom in democracy - If media freedom declines what does that mean for democracy?
 - D’Ignazio, Catherine and Lauren Klein. 2020. “What Gets Counted Counts?” In *Data Feminism*. March 16. A look at the importance of measurement issues in the area of sex, gender, and sexuality.
 - Throughline Podcast (NPR) hosted by Rund Abdelfatah and Ramtin Arablouei. 2019. “How The CIA Overthrew Iran’s Democracy In 4 Days.” How natural resources affected regime type and foreign intervention in Iran.
 - Hong, Ji Yeon. 2018. “How Natural Resources Affect Authoritarian Leaders’ Provision of Public Services: Evidence from China.” *Journal of Politics* 80(1): 178-194. Local leaders in China provide fewer services for education or health care where the local economy benefits from natural resources.
 - Scheve, Kenneth and David Stasavage. 2017. “Wealth Inequality and Democracy.” *Annual Review of Political Science* 20: 451-468. Summary article on the academic literature looking at the connection between inequality and democracy.

Week 6: September 21 - 23 – The cultural determinants of democracy and dictatorship.

- *Foundations of Comparative Politics*. Chapter 6.
- Fish, M. Steven. 2002. “Islam and Authoritarianism.” *World Politics* 55: 4-37.

- *Optional:*
 - Masoud, Tarek, Amaney Jamal and Elizabeth Nugent. 2016. “Using the Qur’ān to Empower Arab Women? Theory and Experimental Evidence From Egypt.” *Comparative Political Studies* 49(12): 1555-1598. Testing the Islamic Feminist Hypothesis: Experiment examining the effect of secular and religious arguments for gender equality on support for female political leadership.
 - Simmons, Joel W. 2019. “Does Oil Substitute for Patriarchy?” *Economics & Politics* 31(3): 293-322. Testing the Gendered Resource Curse Hypothesis: Examines the effect of culture and natural resources on female engagement in the economy.
 - Adida, Claire L. and David D. Laitin and Marie-Anne Valfort. 2010. “Identifying Barriers to Muslim Integration in France.” *Proceedings of the National Academy of Sciences* 107(52):22384-22390. Experiment examining the relative impact of race, religion, and country of origin on labor market discrimination in France.
 - Woodberry, Robert D. 2012. “The Missionary Roots of Liberal Democracy.” *American Political Science Review* 106: 244-274. The impact of Protestant missionaries in Africa, Asia, and Latin America on the rise and spread of stable democracy.
 - Padró i Miquel, Gerard, Nancy Qian, Yiqing Xu, and Yang Yao. 2015. “Making Democracy Work: Culture, Social Capital, and Elections in China.” *NBER Working Paper w21058*. Examining the impact of social capital on the provision of public goods in China.
 - Said, Edward. “The Myth of the ‘Clash of Civilizations’.” A lecture on Huntington’s Clash of Civilizations.

1st Midterm Exam (Monday, September 28)

Week 7: September 30 – Democratic transitions.

- *Foundations of Comparative Politics*. Chapter 7.
- Kalyvas, Stathis. 2000. “Commitment Problems in Emerging Democracies: The Case of Religious Parties.” *Comparative Politics* 32: 379-399.
- *Optional:*
 - Pearlman, Wendy. 2018. “Moral Identity and Protest Cascades in Syria.” *British Journal of Political Science* 48(4): 877-901. Tipping models and protests in Syria: Incorporating identity-based mechanisms.
 - Slater, Dan and Joseph Wong. 2013. “The Strength to Concede: Ruling Parties and Democratization in Developmental Asia.” *Perspectives on Politics* 11(3): 717-733. When do dominant parties in authoritarian regimes have incentives to democratize *and* remain in power?
 - King, Gary, Jennifer Pan, & Margaret E. Roberts. 2013. “How Censorship in China Allows Government Criticism but Silences Collective Expression.” *American Political Science Review* 107: 326-343. What gets censored in China and why?

- King, Gary, Jennifer Pan, and Margaret E. Roberts. 2014. “Reverse-engineering Censorship in China: Randomized Experimentation and Participant Observation.” *Science* 345 (6199): 1-10. Experiment on censorship in China.
- Xu, Xu. Forthcoming. “To Repress or to Co-opt? Authoritarian Control in the Age of Digital Surveillance.” *American Journal of Political Science*. The role of digital surveillance in authoritarian regimes.
- Frontline (PBS). 1995. "The Gate of Heavenly Peace." A documentary on the Tiananmen Square protests.

Week 8: October 5 - 7 – Democracy or dictatorship – Does it make a difference? Varieties of dictatorship. Selectorate theory.

- *Foundations of Comparative Politics*. Chapters 8.
- *Optional*:
 - Smith, Alastair. 2005. “Why International Organizations Will Continue to Fail Their Development Goals.” *Perspectives on Politics* 3: 565-567. International organizations don’t necessarily have incentives to promote development.
 - Meng, Anne. Forthcoming. “Ruling Parties in Authoritarian Regimes: Rethinking Institutional Strength.” *British Journal of Political Science*. Are strong single-party regimes really that common? Decoupling party strength and leader strength.
 - Wright, Joseph, Barbara Geddes, Erica Frantz, and George Derpanopoulos. 2016. “Are Coups Good for Democracy?” *The Monkey Cage*, February 22. Most coups don’t lead to democracy; they lead to new dictatorships.
 - Wallace, Jeremy. 2018. “Dearth and Distortion in Dictators’ Data.” In Matt Golder and Sona Golder (eds.) “Symposium: Fake News and the Politics of Misinformation.” *CP-APSA Newsletter* 28(2): 70-74. Examines the political sources and consequences of missing and distorted data in dictatorships.
 - CGP Grey. 2016. "The Rules for Rulers." A fun animated take on selectorate theory.
 - CGP Grey. 2016. "Death & Dynasties." A fun animated take on the value of dynasties in both democracies and dictatorships.

Week 9: October 12 - 14 – Problems of group decision making.

- *Foundations of Comparative Politics*. Chapter 9.
- *Optional*:
 - Larcinese, Valentino. 2016. “There is No Such Thing as the ‘Will of the People’ — Brexit Needs the Involvement of Parliament.” *LSE British Policy and Politics Blog*, October 13. Brexit and the difficulty of identifying the will of the people.

Week 10: October 19 - 21 – Parliamentary, presidential, and semi-presidential democracies: Making and breaking governments.

- *Foundations of Comparative Politics*. Chapter 10.
- *Optional*:
 - Ariotti, Margaret H. and Sona N. Golder. 2018. “**Partisan Portfolio Allocation in African Democracies.**” *Comparative Political Studies* 51(3): 341-79. Examines portfolio allocation in coalition governments when legislatures and parties are not strongly institutionalized.
 - Throughline Podcast (NPR) hosted by Rund Abdelfatah and Ramtin Arablouei. 2020. “**Presidential Power.**” How the office of the U.S. President became more powerful over time, arguably by Congress delegating more and more power to the executive branch.

Week 11: October 26 - 28 – Elections and electoral systems.

- *Foundations of Comparative Politics*. Chapter 11.
- *Optional*:
 - Bormann, Nils-Christian & Matt Golder. 2013. “**Democratic Electoral Systems Around the World, 1946-2011.**” *Electoral Studies* 32: 360-369. A brief overview of elections and electoral systems around the world.
 - Case, Nicky. “**To Build a Better Ballot.**” A nice interactive guide to alternative voting systems.
 - Ichino, Nahomi and Matthias Schündeln. 2012. “**Deterring or Displacing Electoral Irregularities? Spillover Effects of Observers in a Randomized Field Experiment in Ghana.**” *Journal of Politics* 74(1): 292-307. An experiment looking at how election observers affect the prevalence of electoral irregularities.
 - Osori, Ayisha. 2017. *Love Does Not Win Elections*. Nigeria: Narrative Landscape Press. First-person account of running for office in Nigeria. For a short review, see Seay, Laura. 2019. “**How does a Woman Run for Elections in Nigeria. The Answer’s in ‘Love Does Not Win Elections’.**” *The Monkey Cage*, June 7.

2nd Midterm Exam (Monday, November 2)

Week 12: November 4 – Social cleavages and party systems.

- *Foundations of Comparative Politics*. Chapter 12.
- *Optional*:
 - Posner, Daniel N. 2004. “The Political Salience of Cultural Differences: Why Chewas and Tumbukas Are Allies in Zambia and Adversaries in Malawi.” *American Political Science Review* 98: 529-545. Original source for the study discussed in the textbook.
 - Golder, Matt. 2016. “Far Right Parties in Europe.” *Annual Review of Political Science* 19: 477-497. An overview of the academic literature on far right and populist parties in Europe.

Week 13: November 9 - 11 – Institutional veto players.

- *Foundations of Comparative Politics*. Chapter 13.
- *Optional*:
 - Farrell, Henry. 2012. “Why Is Inequality Higher in America?” *The Monkey Cage*, January 11.

Week 14: November 16 - 19 – Consequences of democratic institutions I.

- *Foundations of Comparative Politics*. Chapter 14.
- *Optional*:
 - Golder, Matt and Benjamin Ferland. 2018. “Electoral Systems and Citizen-Elite Ideological Congruence.” In Erik Herron, Robert Pekkanen, and Matthew Shugart (eds.) *The Oxford Handbook of Electoral Systems*. New York: Oxford University Press. An overview of the academic literature on electoral rules and political representation.
 - García-Ponce, Omar. 2017. “Civil War and Female Political Participation: The Case of Peru.” In Matt Golder and Sona Golder (eds.) “Symposium: Women/Gender and Comparative Politics.” *CP-APSA Newsletter* 27(1): 25-31. The impact of civil war on women’s political participation.

Week 15: November 23 - 25 – Consequences of democratic institutions II.

- *Foundations of Comparative Politics*. Chapter 14.
- *Optional*:
 - Svobik, Milan. 2019. “Polarization Versus Democracy.” *Journal of Democracy* 30(3): 20-32. An experiment looking at whether polarization facilitates democratic backsliding. Is there a tradeoff between democratic principles and partisan interests?

- Brancati, Dawn. 2004. “Can Federalism Stabilize Iraq?” *Washington Quarterly* 27: 7-21. Is federalism a solution to ethnic and religious conflict?
- Hassan, Mai. 2019. “Federalism & Devolution.” In Gabrielle Lynch and Peter VonDoepp eds.) *Routledge Handbook of Democratization in Africa*. NJ: Routledge Press. Consequences of federalism and decentralization in theory versus in practice, with examples from ethnically-heterogeneous African countries.
- Opalo, Ken. 2019. “The Power of Demonstration: To Increase Resilience, Democracy Must be Shown to Work.” Policy Brief, Brookings Institution. Will the failure of electoral politics to produce tangible improvements in living standards push voters in Africa to consider alternative, non-democratic, forms of government? Case studies of Kenya, Nigeria, and South Africa.

Final Exam (Tuesday, December 1)