

IR 155: COMPARATIVE POLITICS

WHEATON COLLEGE
DEPARTMENT OF POLITICS AND INTERNATIONAL RELATIONS
FALL 2016

Professor: Dr. Timothy W. Taylor
Meeting: MSC 202, MWF, 2:15pm-3:25pm
Office Hours: M/W/F 9:00am-10:30am, R 8:00am-9:30am
and by appointment
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COURSE DESCRIPTION

Can citizens have a voice under repressive dictatorships? Why do civil wars happen and how can politics reduce their occurrence and severity? What is the best way to elect a government? These are questions that we will explore in this course. We will examine different concepts important to comparative politics and investigate various case studies from around the world.

From the catalogue: An introduction to the comparative analysis of the political systems of countries around the world. The course will examine the role of political institutions, political participation, and economics in shaping societies. Disciplinary terminology will be combined with case studies of diverse countries from regions such as Africa, Asia, the Middle East, Latin America, and Europe. Legacy diversity designation.

- *Christ at the Core* tags: Global Perspectives (GP); Social Inquiry (SI)

LEARNING OBJECTIVES

The knowledge and skills you will develop in this course will help you understand your political system in comparison to others. Students will build a knowledge of social inquiry as they view the world. The course has four primary objectives:

- 1. Identify social science theories and methods of research testing.** We will examine how social science works as a discipline and how comparative politics tests its theories.
- 2. Appraise the success of electoral systems in meeting democratic objectives.** Students will evaluate electoral rules on their ability to provide democratic governance.
- 3. Analyze the causes and consequences of impediments to good governance.** Students will assess ways for countries to develop institutions that provide stability and public goods to society.
- 4. Interpret global current events and the implications for domestic politics.** Students will infer how current events are both impacted by and will impact political society across countries.

Department Mission Statement: Equip students with knowledge about politics and government, with methods for analyzing political actors and institutions, and with the ability to apply biblical and theological perspectives to public life.

COURSE MATERIALS

Required:

1. Hague, Rod, Martin Harrop and John McCormick. 2016. *Political Science: A Comparative Introduction, 8th Edition*. New York: Palgrave. [abbreviated as **Hague, Harrop and McCormick** in course schedule]
2. *New York Times* subscription. Students will purchase a semester-long, weekday subscription from the Politics & IR Department in the MSC. The cost is \$60 and grants access to a hard copy of the paper and online access. Students are also encouraged to read other news sources for more coverage and different perspectives on current events. Recommended news sources include:
 - [BBC](#)
 - [The Economist](#)
 - [The Guardian](#)
 - [Wall Street Journal](#)
 - [Spiegel](#)
 - [Al Jazeera](#)
 - [Council on Foreign Relations](#)
 - [Foreign Affairs](#)
 - [Foreign Policy](#)
3. Additional required readings
 - Additional readings will be assigned that are relevant for course topics. These readings will be made available (1) through the library's electronic journals, (2) hyperlinked to open online access, or (3) posted to the course site on *Schoology*.

ASSESSMENTS AND GRADING

The course grade will be broken down approximately as follows:

- | | |
|---------------------------|-----|
| 1. Midterm exam (Oct. 21) | 20% |
| 2. Final exam (Dec. 15) | 30% |
| 3. Essay (Nov. 2) | 25% |
| 4. Quizzes | 15% |
| 5. Participation | 10% |

Examinations

- Midterm Exam (**Friday, October 21**)
- Final Exam (**Thursday, December 15, 8:00-10:00am**)
 - Students must bring a blue book to the exams.
 - If you have a scheduling conflict with the exam times, please drop the course. My policy for missed assignments and exams is simple: the only appropriate excuses are compelling, unanticipated, nonacademic reasons. Sleeping-in is nonacademic but not compelling (even if it is unanticipated). Personal conflicts such as late flights also do not qualify.

Essay

- Students will write an essay that first constructs a faith-based approach to values sought in democratic representation. Then the student must select and defend what electoral rules are best to achieve those democratic objectives. The paper is both an integration of faith and comparative politics as well as an evaluation on the logical consequences of electoral laws. Recommended essay length is 5-7 pages. More details will be provided.

Quizzes

- There will be **five** quizzes administered throughout the semester. Students may opt to take a bonus sixth quiz that will replace the lowest quiz score (if applicable). Quizzes assess (1) substantive content from class lecture/readings and (2) current events news coverage from the *New York Times*.

Participation

- Class meetings are participatory as lectures will be combined with active discussion and small group interactions. Students are expected to engage in class lectures/discussions and be open participants in small group activities including debates. Students cannot participate if they do not attend.

Grading Scale

A	94 - 100%	C	74 - 76.99%
A-	90 - 93.99%	C-	70 - 73.99%
B+	87 - 89.99%	D+	67 - 69.99%
B	84 - 86.99%	D	63 - 66.99%
B-	80 - 83.99%	D-	60 - 62.99%
C+	77 - 79.99%	F	59.99% and below

COURSE EXPECTATIONS AND POLICIES

Content Student Responsibility:

- All material presented in class meetings and in texts will be eligible for assessment. Students are responsible for all announcements made in class and email/Schoology.

Course Materials:

- All lectures, handouts, assignments, and exams may not be published on the internet or in any other manner without the instructor's permission.

Class Participation:

- Participate and attend class discussions. Please ask questions and make comments! Students are encouraged to challenge ideas discussed in class. In all discussions, everyone must provide his/her fellow students with full respect and courtesy.

Professionalism:

- Be professional. Unprofessional behavior will not be tolerated (e.g. arriving late and leaving early, talking/texting on cell phones, distracting internet browsing, side conversations).

Computers & Devices:

- Computers may be used for note-taking only. Web browsing is distracting to students around you and studies find computer use during class tends to decrease academic performance. Computer use may be revoked at the instructor's discretion. Mobile devices (e.g. cell phones) are strictly prohibited.

E-mail:

- Emails will be responded to on the same or following business day. Professional conduct is expected when emailing the instructor and peers. Emails must begin with a salutation, have a clear and polite body, and appropriate closure that includes the student's name. Do not treat emails as a "text".

Academic Dishonesty:

- Cheating and plagiarism will be punished to the fullest extent.
- “Academic dishonesty occurs when a student or any member of an academic community fails to truthfully represent the sources of their work, whether on tests, in papers, presentations and projects, or in any academic assignment. Academic dishonesty involves both stealing and lying, in that we steal the ideas and expressions of another contrary to their intent and, in representing them as our own, we lie regarding their authorship. Academic dishonesty includes cheating, plagiarism, fabrication, any misrepresentation or deception related to assigned or voluntary academic work, any deliberate attempt to gain unfair advantage in completing requirements, and colluding, aiding or abetting the academic dishonesty of another student. The College-wide policy on Academic Honesty is presented in the Student Handbook, and in accord with that policy, incidents of academic dishonesty in this course will be dealt with decisively. All academic work involves engagement with and presentation of the ideas of others, and so your professor would be very willing to assist students in learning how to properly use and give credit for the work of others.”
- Educational Policies and Curriculum Committee, 2004
- In all papers for this course, **you must document** all thoughts and ideas that are not your own, even if you are not directly quoting a source. Violation of these policies, when discovered, will result in appropriate disciplinary measures

Inclusive Language:

- “For academic discourse, spoken and written, the faculty expects students to use gender inclusive language for human beings.”

Late Assignments:

- All assignments are to be printed, stapled, and submitted at the beginning of class. All late submissions will be docked 5 percentage points and will be deducted an additional 5 percent for each business day they are late. Papers will not be accepted after one week from the due date. Late assignments must be submitted to the Department of Politics and International Relations.

Re-grading:

- If you want to request a re-grade for a paper or exam, you must submit your request in writing within one week of receiving the graded assignment. All requests must include an explanation outlining why you think the answer/paper deserved a higher grade. If no such request is made within the allotted time, your grade will be considered final. Re-grading is done as a whole, thus readjustments may lead to a higher or lower grade.

Incompletes:

- The grade incomplete shall be assigned only when the student's work is of passing quality and the student has completed all work up to the time of the final exam. Moreover, an incomplete will only be given in cases of medical or family emergency.

Accommodations:

- Wheaton College is committed to providing reasonable accommodations for students with disabilities. Any student with a documented disability needing academic adjustments is requested to contact the Academic and Disability Services Office as early in the semester as possible. Please call [630.752.5941](tel:630.752.5941) or send an e-mail to jennifer.nicodem@wheaton.edu for further information.

TOPICS AND COURSE SCHEDULE¹

I expect you to do the assigned reading *before* the meeting, and to come to class prepared to engage the material with questions, hunches, and confusion. I do not expect you to understand everything you read the first time you encounter it, but I do expect you to try. Re-reading previously assigned material after a relevant class is one of the best ways to master this material.

PART I: SOCIAL SCIENCE AND COMPARATIVE POLITICS

August 24: Introduction

- Review syllabus and course
- Please bring a bold **Name Tag** to put on your desk throughout the class.

August 26: Social Science: Can We Actually Explain Human Behavior?

- Levitt, Steven D., and Stephen J. Dubner. 2005. *Freakonomics: A Rogue Economist Explores the Hidden Side of Everything*. New York: HarperCollins. **Chapter 1**, “What Do Schoolteachers and Sumo Wrestlers Have in Common?”
- [“How to Read \(and Understand\) a Social Science Journal Article.”](#)

August 29: Comparative Politics: How Is This Different from Other Social Sciences?

- Hague, Harrop and McCormick, **Chapter 1**.
- Ford, Robert, Will Jennings and Mark Pickup. [“Can You Trust British Polls on Whether to Leave the E.U.?”](#) *Washington Post*. June 3, 2016.

Session 4 (Aug. 31): Doing Comparative Politics: What Makes This a Science?

- Henry E. Brady, Michael C. Herron, Walter R. Mebane Jr., Jasjeet S. Sekhon, Kenneth W. Shotts, and Jonathan N. Wand. 2001. “Law and Data: The Butterfly Ballot Episode.” *PS: Political Science & Politics* 34:59-69.
- Hague, Harrop and McCormick, **Chapter 6**.
- Recommended:
 - King, Gary, Robert O. Keohane and Sidney Verba. 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton: Princeton University Press. **Chapters 4-5**.

September 2: NO CLASS – APSA

September 5: NO CLASS – Labor Day

PART II: BASIC CONCEPTS IN COMPARATIVE POLITICS

Session 5 (Sep. 7): The State: Why Can’t Somliland Compete in the Olympics?

- Hague, Harrop and McCormick, **Chapters 2-3**.
- Demytrie, Rayhan. [“A World Cup for Unrecognized States.”](#) *BBC*. June 2, 2016.

Session 6 (Sep. 9): Classifying Countries: How Do We Measure Attributes?

- [Freedom in the World 2016](#). *Freedom House*.
 - Review report to see where democracy is being challenged and for global trends.
- [World Development Indicators 2016](#). *World Bank*.

¹ Course topics, readings, and dates are subject to change.

- Read subheadings and look at tables. Do not worry about reading text. This is so you can get at idea of the many ways used to measure development and how countries score in these areas.
- Recommended:
 - [“Bhutan GNH Index.”](#) Gross National Happiness.
 - Wolfers, Justin. [“In Defense of GDP.”](#) *Freakonomics Blog*. January 4, 2010.
- **Quiz 1**

Session 7 (Sep. 12): Political Culture: Don't We All Think Alike?

- Hague, Harrop and McCormick, **Chapter 12**.
- Fisman, Raymond, and Edward Miguel. 2007. "Corruption, Norms, and Legal Enforcement: Evidence from Diplomatic Parking Tickets." *Journal of Political Economy* 115(6): 1020-1048.
- Recommended:
 - [“Rugby Is Our Religion? Fiji Erupts in Celebration of Olympic Sevens Gold.”](#) *The Guardian*. August 12, 2016.
 - [“Season 9, Episode 2: Lost & Found.”](#) *Radiolab*.
 - Listen from minute 32 through minute 38
 - Henrich, Joseph, Steven J. Heine and Ara Norenzayan. 2010. "The Weirdest People in the World?" *Behavioral and Brain Sciences* 33(2-3): 61-83.
 - Wedeen, Lisa. 2002. "Conceptualizing Culture: Possibilities for Political Science" *American Political Science Review* 96(4): 713-728.

Session 8 (Sep. 14): Collective Action Problems: Can Farmers Cheat by Selling Their Crops?

- Sabin, Bruce M. [“Review of *The Logic of Collective Action* by Mancur Olson.”](#)
- [“Episode 478: The Raisin Outlaw.”](#) *NPR Planet Money*. June 24, 2015.

PART III: DEMOCRATIC GOVERNANCE

Session 9 (Sep. 16): The U.S. Electoral System: How Is the American President Nominated?

- [“What Is the Electoral College? How It Works and Why It Matters.”](#) *The Huffington Post*. November 6, 2012.
- [“The Election of 2000.”](#) *U.S. Constitution Online*.
- [“2000 Electoral College Map.”](#) *Real Clear Politics*. November 2000.
- Recommended:
 - McBride, Alex. [“Bush v. Gore \(2000\).”](#) *PBS*.
 - Play around with [270towin.com](#).

Session 10 (Sep. 19): Electoral Systems and Duverger's Law: Why Not Three Major Parties?

- Reynolds, Andrew, Ben Reilly, and Andrew Ellis. 2005. *Electoral System Design: The New International IDEA Handbook*. Stockholm: IDEA: [Chapter 2, “The World of Electoral Systems.”](#) [Chapter 3, “The Systems and Their Consequences”](#) (pp. 35-38, 43-44).
- Riker, William H. 1982. "The Two-Party System and Duverger's Law: An Essay on the History of Political Science." *American Political Science Review* 76(4): 753-766.

Session 11 (Sep. 21): PR and Mixed Systems: A More Fair Way to Choose Representatives?

- Hague, Harrop and McCormick, **Chapter 16**.
- Reynolds, Andrew, Ben Reilly, and Andrew Ellis. 2005. *Electoral System Design: The New International IDEA Handbook*. Stockholm: IDEA: [Chapter 3, Proportional Representation](#) (pp. 57-71); [PR-related Issues](#) (pp. 77, 82-90); [Five Electoral System Options](#) (pp. 119-120); [Considerations on Representation](#) (pp. 121-125)."
- Recommended:

- Carey, John M. and Simon Hix. 2011. "The Electoral Sweet Spot: Low Magnitude Proportional Electoral Systems." *American Journal of Political Science* 55:383-397.
- Huber, John D. and G. Bingham Powell. 1994 "Congruence Between Citizens and Policymakers in Two Visions of Liberal Democracy." *World Politics* 46(3): 291-326.

Session 12 (Sep. 23): Electoral Rules in Context: What Really Explains the Number of Parties?

- Amorim Net, Octavio and Gary W. Cox. 1997. "Electoral Institutions, Cleavage Structures, and the Number of Parties." *American Journal of Political Science* 41(1): 149-174.
- Recommended:
 - Moser, Robert G. and Ethan Scheiner. 2009. "Strategic Voting in Established and New Democracies: Ticket Splitting in Mixed-Member Electoral Systems." *Electoral Studies* 28(1): 51-61.
 - Damon, Arwa, Gul Tuysuz and Laura Smith-Spark. "[Turkey's Ruling Party Wins Most Seats But Falls Short of Majority.](#)" *CNN*. June 8, 2015.
- **Quiz 2**

Session 13 (Sep. 26): India I: A Case Study in Historical Legacy

- Reynolds, Andrew, Ben Reilly, and Andrew Ellis. 2005. *Electoral System Design: The New International IDEA Handbook*. Stockholm: IDEA: [Chapter 3](#), "India: First Past the Post on a Grand Scale" (pp. 37-42); "Representation of Women" and "Representation of Minorities" (122-125)."

Session 14 (Sep. 28): India II: A Case Study in Elections

- Bhavnani, Rikhil R. 2009. "Do Electoral Quotas Work After They Are Withdrawn? Evidence from a Natural Experiment in India." *American Political Science Review* 103(1): 23-35.

Session 15 (Sep. 30): Presidential Systems: Do Presidents Have Too Much Power?

- Hague, Harrop and McCormick, **Chapter 9**.
- Linz, Juan J. 1990. "The Perils of Presidentialism." *Journal of Democracy* 1(1): 51-69.
- Recommended:
 - Prempeh, H. Kwasi. 2008. "Presidents Untamed." *Journal of Democracy* 19(2): 109-123.
 - Lohmann, Susanne and Sharyn O'Halloran. 1994. "Divided Government and US Trade Policy: Theory and Evidence." *International Organization* 48(4): 595-632.

Session 16 (Oct. 3): Parliamentary Systems: Should Branches Be Combined?

- Reynolds, Andrew, Ben Reilly, and Andrew Ellis. 2005. *Electoral System Design: The New International IDEA Handbook*. Stockholm: IDEA: [Chapter 4](#), "Electoral Systems, Institutional Frameworks and Governance" (pp. 129-138)."
- Linz, Juan J. 1990. "The Virtues of Parliamentarism." *Journal of Democracy* 1(4): 84-91.
- Recommended:
 - Horowitz, Donald L. 1990. "Comparing Democratic Systems." *Journal of Democracy* 1(4): 73-79.
 - Carey, John M. 2007. "Competing Principals, Political Institutions, and Party Unity in Legislative Voting." *American Journal of Political Science* 51(1): 92-107.
 - Tsebelis, George. 1995. "Decision Making in Political Systems: Veto Players in Presidentialism, Parliamentarism, Multicameralism and Multipartyism." *British Journal of Political Science* 25: 289-325.

Session 17 (Oct. 5): The United Kingdom: A Case Study in Democratic Governance

- O'Neil, Patrick H., Karl Fields and Don Share. 2015. *Cases in Comparative Politics, 5th Edition*. New York: W.W. Norton, **Chapter 2, pp. 38-81**.
- Recommended:
 - "[Parliament and Government.](#)" www.parliament.uk.

Session 18 (Oct. 7): Political Party Organization: Why Are Some Parties Disciplined?

- Hague, Harrop and McCormick, **Chapter 15**.
- Carey, J. M. and Matthew S. Shugart. 1995. "Incentives to Cultivate a Personal Vote: A Rank Ordering of Electoral Formulas." *Electoral Studies* 14(4), 417-439.
- **Quiz 3**

Session 19 (Oct. 10): Political Party Positions: Why Do Parties Take Stands On Issues?

- Adams, James, Lawrence Ezrow and Zeynep Somer-Topcu. 2011. "Is Anybody Listening? Evidence That Voters Do Not Respond to European Parties' Policy Statements During Elections." *American Journal of Political Science* 55(2): 370-382.
- Recommended:
 - Downs, Anthony. 1957 "An Economic Theory of Political Action in a Democracy." *The journal of Political Economy*. 65(2) 135-150.
 - Grofman, Bernard. 2004. "Downs and Two-Party Convergence." *Annual Review of Political Science*. 7: 25-46.
 - Meguid, Bonnie M. 2005. "Competition Between Unequals: The Role of Mainstream Party Strategy in Niche Party Success." *American Political Science Review* 99(3): 347-359.
 - Stone, Walter J., Sandy Maisel and Cherie D. Maestas. 2004. "Quality Counts: Extending the Strategic Politician Model of Incumbent Deterrence." *American Journal of Political Science* 48(3): 479-495.

Session 20 (Oct. 12): The Great Debate: What Makes the Best Electoral System?

- Students must come prepared to discuss. Students will evaluate systems and construct a set of rules most preferred to achieve a given set of (ideal) outcomes.

Session 21 (Oct. 14): Catch Up and Midterm Review

- Email questions to professor by 7am, October 14 to be considered for class review.

October 17: NO CLASS – Fall Break

October 19: NO CLASS – Fall Break

Session 22 (Oct. 21): **Midterm Exam**

- Students must bring a bluebook to the exam.

PART IV: AUTHORITARIAN GOVERNANCE

Session 23 (Oct. 24): Other Citizen-Government Linkages: Is Democracy for Sale?

- Kitschelt, Herbert. 2000. "Linkages Between Citizens and Politicians in Democratic Polities." *Comparative Political Studies* 33(6-7): 845-879.
- Recommended:
 - Kitschelt, Herbert and Steven I. Wilkinson. 2007. "[Citizen–Politician Linkages: An Introduction](#)," in *Patrons or Policies? Patterns of Democratic Accountability and Political Competition*, ed. Herbert Kitschelt and Steven I. Wilkinson. Cambridge: Cambridge University Press.
 - Gonzalez-Ocantos, Ezequiel, Chard Kiewiet de Jonge, Carlos Melendez, Javier Osorio and David W. Nickerson. 2011. "Vote Buying and Social Desirability Bias: Experimental Evidence from Nicaragua." *American Journal of Political Science* 56(1): 202-217.
 - Ichino, Nahomi and Noah L. Nathan. 2013. "Crossing the Line: Local Ethnic Geography and Voting in Ghana." *American Political Science Review* 107(2): 344-361.

Session 24 (Oct. 26): Authoritarian Regimes: What Do You Call A “President for Life”?

- Hague, Harrop and McCormick, **Chapter 4**.

Session 25 (Oct. 28): “Representation” Under Repression: Can Dictators Be Held Accountable?

- Zhang, Yun. “[Book Review of *Exit, Voice, and Loyalty* of \(Albert\) Hirschman.](#)”
- De Mesquita, Bruce Bueno, James D. Morrow, Randolph M. Siverson and Alastair Smith. 1999. "An Institutional Explanation of the Democratic Peace." *American Political Science Review* 93(4): 791-807.
 - Many may find this to be a difficult article, try to read for the “gist” of the argument.
- Recommended:
 - Gallagher, Mary and Jonathan K. Hanson. 2013. "Authoritarian Survival, Resilience, and the Selectorate Theory." *Why Communism Did Not Collapse: Understanding Authoritarian Regime Resilience in Asia and Europe*: 185-204.

Session 26 (Oct. 31): Russia: A Case Study in Authoritarianism

- Stoner-Weiss, Kathryn. 2006. "Russia: Authoritarianism Without Authority." *Journal of Democracy* 17(1): 104-118.
- Rohde, David. “[Why Putin Is Pushing Authoritarianism in Syria.](#)” *The Atlantic*. September 13, 2013.
- Recommended:
 - Arnold, Richard. “[Surveys Show Russian Nationalism Is on the Rise.](#)” *The Washington Post*. May 30, 2016.
 - Gibson, James L. 2001. "Social Networks, Civil Society, and the Prospects for Consolidating Russia's Democratic Transition." *American Journal of Political Science* 45(1): 51-68.

Session 27 (Nov. 2): North Korea: A Case Study in Authoritarianism

- Koo, Bon Sang, Jun Young Choi, and Junseok Kim. 2016. "Analyzing Kim Jong-un's Survival Strategy from the Comparative Authoritarian Perspective." *Pacific Focus* 31(2): 211-231.
- **Essays due at the beginning of class**

PART V: GOOD GOVERNANCE

Session 28 (Nov. 4): History & Institutions: Can the Past Affect Contemporary Governments?

- Students choose (at least) one of the following to read:
 - (1) Acemoglu, Daron, Simon Johnson, and James Robinson. 2001. “The Colonial Origins of Comparative Development: An Empirical Investigation.” *American Economic Review* 91: 1369-1401.
 - (2) Woodberry, Robert D. 2012. "The Missionary Roots of Liberal Democracy." *American Political Science Review* 106(2): 244-274.
- Recommended:
 - Acemoglu, Daron, and James A. Robinson. 2006. "Economic Backwardness in Political Perspective." *American Political Science Review* 100(1): 115-131.
 - Evans, Peter. 2006. "Extending the ‘Institutional’ Turn: Property, Politics and Development Trajectories." *World Institute for Development Economics Research Paper No. 113*.
- **Quiz 4**

Session 29 (Nov. 7): Corruption: How Can Leaders Be Made Honest?

- Ferraz, Claudio and Frederico Finan. 2011. “[Exposing Corrupt Politicians.](#)” *J-Pal Policy Briefcase*.

- Hague, Harrop and McCormick, pp. 70-72.
- Recommended:
 - Brunetti, Aymo and Beatrice Weder. 2003 "A Free Press Is Bad News for Corruption." *Journal of Public Economics* 87(7): 1801-1824.

Session 30 (Nov. 9): Natural Resources: Are Resources a Blessing or Curse?

- Ross, Michael L. 2014. "[What Have We Learned About the Resource Curse?](#)" *Annual Review of Political Science* 18:239-259.
- Recommended:
 - Michael L. Ross. 2001. "Does Oil Hinder Democracy?" *World Politics* 53(3): 325-361.
 - Stephen Haber and Victor Menaldo. 2011. "Do Natural Resources Fuel Authoritarianism? A Reappraisal of the Resource Curse." *American Political Science Review* 105(1):1-26.

Session 31 (Nov. 11): Culture and Good Governance: Does Culture Help or Hurt?

- Habyarimana, James, Macartan Humphreys, Daniel N. Posner, and Jeremy M. Weinstein. 2007. "Why Does Ethnic Diversity Undermine Public Goods Provision?" *American Political Science Review* 101(4): 709-725.
- Easterly, William, and Ross Levine. 1997. "Africa's Growth Tragedy: Policies and Ethnic Divisions." *The Quarterly Journal of Economics* 112(4): 1203-1250.
- Recommended:
 - Putnam, Robert D. 1995. "Bowling Alone: America's Declining Social Capital." *Journal of Democracy* 6(1): 65-78.

PART VI: POLITICAL VIOLENCE

Session 32 (Nov. 14): Genocide and Rwanda: Why Hatred Among Compatriots?

- Gourevitch, Philip. 1998. *We Wish to Inform You that Tomorrow We Will Be Killed with Our Families*. New York: Picador. **Chapters 4-6: 47-84.**
- In class will watch "[Ghosts of Rwanda](#)." *Public Broadcasting Service*, 2004.
- **Quiz 5**

Session 33 (Nov. 16): *Ghosts of Rwanda*

- Gourevitch, Philip. 1998. *We Wish to Inform You that Tomorrow We Will Be Killed with Our Families*. New York: Picador. **Chapters 7-8: 85-109.**
- In class will watch "[Ghosts of Rwanda](#)." *Public Broadcasting Service*, 2004.

Session 34 (Nov. 18): Genocide Analysis: Where Do We Go from Here?

- Straus, Scott. 2006. *The Order of Genocide: Race, Power, and War in Rwanda*. Ithaca: Cornell University Press: Preface and Introduction, pp. ix-16.

Session 35 (Nov. 21): Civil War & Ethnicity: When Will Ethnic Diversity Turn Violent?

- 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): 529-45.
- Peer, Basharat. "[Blood and Belonging](#)." *The New Yorker*. September 20, 2012.
- Recommended:
 - Fearon, James D. and David D. Laitin. 2003. "Ethnicity, Insurgency, and Civil War." *American Political Science Review* 97(1): 75-90.

- Varshney, Ashutosh. 2001. "Ethnic Conflict and Civil Society: India and Beyond." *World Politics* 53(3): 362-398.
- Sambanis, Nicholas. 2001. "Do Ethnic and Nonethnic Civil Wars Have the Same Causes?" *Journal of Conflict Resolution* 45(3): 259-282.
- Samuel, P. "Huntington. 1999. "The Clash of Civilizations." *Foreign Affairs* 72(3): 22-49.

November 23: NO CLASS – Thanksgiving

November 25: NO CLASS – Thanksgiving

Session 36 (Nov. 28): Civil War and Civilian Violence: Why Are Civilians Targeted?

- Weinstein, Jeremy M. 2007. *Inside Rebellion: The Politics of Insurgent Violence*. New York: Cambridge University Press. **Introduction: 1-22.**
- Recommended:
 - Lyall, Jason. 2009. "Does Indiscriminate Violence Incite Insurgent Attacks? Evidence from Chechnya." *Journal of Conflict Resolution* 53(3): 331-362.

Session 37 (Nov. 30): Civil War Duration: What Determines the Length of Wars?

- Fearon, James D. 2004. "Why Do Some Civil Wars Last So Much Longer Than Others?" *Journal of Peace Research* 41(3): 275-301.
- Recommended:
 - Cunningham, David E., Kristian Skrede Gleditsch, and Idean Salehyan. 2009. "It Takes Two: A Dyadic Analysis of Civil War Duration and Outcome." *Journal of Conflict Resolution* 53(4): 570-597.
- **Quiz 6 (bonus)**

PART VII: COMMUNIST REGIMES AND CHINA

Session 38 (Dec. 2): Communist Governance: Are Some More Equal Than Others?

- O’Neil, Patrick. 2015. *Essentials of Comparative Politics, 5th Edition*. New York: W.W. Norton: **Chapter 9: 270-307.**

Session 39 (Dec. 5): China Political History: How Has Communism Survived?

- [“Episode 337: The Secret Document That Transformed China.”](#) NPR: *Planet Money*. May 14, 2014.
- Fukuyama, Francis. 1995. "Confucianism and Democracy." *Journal of Democracy* 6(2): 20-33.

Session 40 (Dec. 7): China Today: What Is the Modern Face of Communism?

- Montinola, Gabriella, Yingyi Qian, and Barry R. Weingast. 1995. "Federalism, Chinese Style: The Political Basis for Economic Success in China." *World politics* 48(1): 50-81.
- Recommended:
 - [“Misadventures in Baby-Making.”](#) *Freakonomics Radio*. October 26, 2011.
 - Himmelman, Jeff. [“A Game of Shark and Minnow.”](#) *New York Times Magazine*. October 27, 2013.

Session 41 (Dec. 9): Conclusion and Course Review

- Email questions to professor by 7am, Dec. 9 to be considered for class review.

FINAL EXAM: Thursday, December 15, 8:00-10:00am