

## **Term Information**

Effective Term Spring 2022

## **General Information**

Course Bulletin Listing/Subject Area Political Science  
Fiscal Unit/Academic Org Political Science - D0755  
College/Academic Group Arts and Sciences  
Level/Career Graduate  
Course Number/Catalog 7201  
Course Title Theories of Comparative Politics II: Identities, Mobilization and Institutions  
Transcript Abbreviation Theory Comp Pol II  
Course Description This course focuses on identities, mobilization, and institutions, broadly defined.  
Semester Credit Hours/Units Fixed: 3

## **Offering Information**

Length Of Course 14 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Seminar  
Grade Roster Component Seminar  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus

## **Prerequisites and Exclusions**

Prerequisites/Corequisites  
Exclusions  
Electronically Enforced Yes

## **Cross-Listings**

Cross-Listings

## **Subject/CIP Code**

Subject/CIP Code 45.1001  
Subsidy Level Doctoral Course  
Intended Rank Masters, Doctoral

## Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

## Course Details

### Course goals or learning objectives/outcomes

- Provide graduate students with strong foundation in the canonical literature and cutting-edge research in the field of comparative politics.

### Content Topic List

- Political Culture
- Nationalism
- Ethnic Politics
- Gender and Politics
- Immigration and Assimilation
- Collective Action and Social Movements
- Political Violence
- Clientelism & Redistribution
- Lobbying and Corruption
- Accountability
- Bureaucracy

### Sought Concurrence

No

## Attachments

- Syllabus POLITSC 7201.pdf: Syllabus POLITSC 7201  
*(Syllabus. Owner: Smith, Charles William)*
- Syllabus POLITSC 7200 new title.docx: syllabus PS 7200 proposed title change  
*(Syllabus. Owner: Smith, Charles William)*

## Comments

## Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Smith, Charles William	08/27/2021 10:55 AM	Submitted for Approval
Approved	Caldeira, Gregory Anthony	08/27/2021 01:30 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/15/2021 11:54 AM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/15/2021 11:54 AM	ASCCAO Approval

Theories of Comparative Politics II:  
Identities, Mobilization and Institutions  
POLITSC 7201, Fall 2021  
Wednesdays, 11am-1:45pm  
<https://osu.instructure.com/courses/XXXXX>

Professor: Amanda Lea Robinson  
Email: [robinson.1012@osu.edu](mailto:robinson.1012@osu.edu)  
Office: Derby Hall 2080  
Office hours: By appointment at <https://bit.ly/3sBnb6l>

## COURSE DESCRIPTION

PS 7201 is one of the two core seminars comparative politics, but PS 7200 is **not** a prerequisite for this course. The goal of 7200 and 7201 is to provide students with a grounding in both the canonical literature and cutting-edge research in the field of comparative politics. Given the breadth of the field, research areas have been divided across the two courses, with this course focused on identities, mobilization, and institutions, broadly defined. The assigned readings range broadly across nations and geo-political regions, and they cover a range of substantive topics. Active participation in the seminar is essential to your development as a scholar, and students are expected to read all of the assigned articles, books, and chapters before the start of class each week.

## ASSIGNMENTS AND EVALUATIONS

### 1. Participation – 20%

Regular attendance and active participation in class discussion will constitute 20% of your final grade.

### 2. “Next Step” Memos – 30%

You will write three memos over the course of the semester in response to a given week’s readings. You may write your memos on any three weeks you choose, but I encourage you to space these out throughout the semester. Each memo should have three parts: (i) a brief summary of the state of our knowledge about the week’s topic, (ii) identification of important questions still to be addressed or major critiques of existing scholarship on the topic, and (iii) a basic research plan for what you would do if you were to pursue research on this topic. Each memo should be 500-1000 words total, excluding references. Memos must be submitted via Carmen at least 24 hours ahead of our class meeting on the topic of your memo.

### 3. Final Paper – 50%

For the final paper, you can choose one of two options:

- (a) Write a short (2500-3750 word) paper linking your research interests to at least two of the weekly topics from the course. A full paper is not required—the goal is to produce a document that resembles the introduction, literature review, and theory sections of a dissertation prospectus. The paper should thus include three sections: one that introduces and motivates your research interests, a second that outlines and highlights a theoretical gap in existing literature, and a third that begins building a theoretical framework to fill that gap.
- (b) Write a full research paper that includes some form of empirical analysis. This may be an especially appropriate option for second-year students who are working on a paper for the comprehensive exams.

Letter grades correspond to the following percentages:

A: 93-100	B: 83-86	C: 73-76	D: 60-66
A-: 90-92	B-: 80-82	C-: 70-72	E: <60
B+: 87-89	C+: 77-79	D+: 67-69	

## COURSE POLICIES

**Professionalism and Mutual Respect:** You are expected to conduct yourself professionally. Deep discussion and debate are necessary and encouraged, but must be undertaken with respect for your colleagues. We will build a set of guidelines for appropriate course engagement together on the first day that we meet.

**Academic and Personal Integrity:** Suspected academic misconduct will be reported to the Committee on Academic Misconduct, as required by Faculty Rule 3335-5-487. It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. For additional information, see the Code of Student Conduct (<http://studentlife.osu.edu/csc/>).

**Accessible Learning:** The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, please register with Student Life Disability Services (SLDS). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

**Mental Health:** As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol or drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life’s Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at [www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org).

## COURSE SCHEDULE

### WEEK 1: COURSE INTRODUCTION, 8/25

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B. Geddes. *Paradigms and Sand Castles: Theory Building and Research Design in Comparative Politics*. The University of Michigan Press, Ann Arbor, Mi, 2003

A. Przeworski. *Is the Science of Comparative Politics Possible?* pages 147–171. Oxford University Press, 2007.

K. Quaintance. *Theory Boys*. Re/Visionist, 2019.

#### **Establishing Ground Rules**

As a group, we will discuss seminar dynamics and generate a set of agreed upon group rules for the semester. We will use this as a tool to hold each other accountable for generating an open and respectful space for the exchange of ideas and mutual learning.

## SECTION I: IDENTITY & CULTURE

### WEEK 2: POLITICAL CULTURE, 9/1

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G. Almond and S. Verba, *The Civic Culture* (Princeton: Princeton University Press, 1963), esp. chapters I-III.

J. Bednar and S. Page (February 2007) "Can game(s) theory explain culture? The emergence of cultural behavior within multiple games" *Rationality and Society* 19(1): 65-98

M. Bratton and R. Mattes, "Support for Democracy in Africa: Intrinsic or Instrumental?" *British Journal of Political Science* 31 (2001): 447-474.

M. Chwe. *Rational Ritual*

H. Eckstein, "Culture as a Foundation Concept for the Social Sciences," *Journal of Theoretical Politics*, Vol 8 (1996): 471-97.

D. Elkins and R. E.B. Simeon, "A Cause in Search of Its Effect: or What Does Political Culture Explain?" *Comparative Politics* 11 (January 1979): 127-146.

S. Y. Kim. "Do Asian values exist? Empirical tests of the four dimensions of Asian values." *Journal of East Asian Studies*, 10(2):315–344, 2010

G. Mackie. 1996. "Ending Footbinding and Infibulation: A Convention Account," *American Sociological Review*, 61:999-1018.

R. McElreath, R. Boyd, and P. Richerson. 2003. "Shared norms and the evolution of ethnic markers." *Current Anthropology* 44 (1): 122-129.

E. N. Muller and M. A. Seligson, "Civic Culture and Democracy: The Question of Causal Relationship," *American Political Science Review* 88 (1995): 635-652.

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

Robert Putnam, *Making Democracy Work*. Princeton, N.J.: Princeton University Press, 1993.

Woodberry, Robert D. 2012. "The Missionary Roots of Liberal Democracy," *American Political Science Review*, 106(02), 244-274.

### WEEK 3: NATIONALISM, 9/8

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- B. Anderson. *Imagined Communities*. Verso Press, 1991
- E. Gellner, *Nations and Nationalism*. Ithaca, N.Y.: Cornell University Press, 1983.
- M. Hechter, M. "Nationalism and Rationality," *Studies in Comparative International Development*, Vol. 35 (2000) 1: 3-19.
- E. Hobsbawm, E. and T. Ranger (eds). 1983. *The Invention of Tradition*. New York, NY: Cambridge University Press.
- Laitin, David. *Identity in Formation. The Russian-Speaking Populations of the Near Abroad*. Ithaca, N.Y.:Cornell University Press, 1999
- A.L. Robinson. 2014. National versus Ethnic Identification in Africa: Modernization, Colonial Legacy, and the Origins of Territorial Nationalism. *World Politics* 66 (4): 709–746.
- M. Shayo. 2009. "A Model of Social Identity with an Application to Political Economy: Nation, Class, and Redistribution," *American Political Science Review*,103(02), 147-174.
- E. Weber. 1974. *Peasants into Frenchmen: The Modernization of Rural France, 1870- 1914*. Stanford, CA: Stanford University Press.

### WEEK 4: ETHNIC POLITICS, 9/15

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- C. Adida, Jessica Gottlieb, Eric Kramon and Gwyneth McClendon. 2017. "Reducing or reinforcing in-group preferences? An experiment on information and ethnic voting." *Quarterly Journal of Political Science* 12(4).
- R. Bates. 1974. Ethnic Competition and Modernization in Contemporary Africa. *Comparative Political Studies* 6(4): 457-483.
- R. Brubaker. *Ethnicity Without Groups*. 2004. Harvard University Press.
- K. Chandra. 2012. *Constructivist Theories of Ethnic Politics*. New York: Cornell University Press.
- K. Chandra. What is ethnic identity and does it matter? *Annual Review of Political Science*, 9:397–424, 2006
- J. Fearon. 1999. "What is Identity?" Mimeo, Stanford University.
- J. Fearon and David D. Laitin, "Explaining Interethnic Cooperation," *American Political Science Review*, Vol. 90 (1996) 4: 715-35.
- J. Habyarimana, M. Humphreys, D. Posner, and J. Weinstein. 2009. *Coethnicity: Diversity and the Dilemmas of Collective Action*. New York: Russell Sage Foundation.
- H. Hale. 2004. "Explaining Ethnicity." *Comparative Political Studies* 37(4): 458-485.
- Horowitz, D.L. *Ethnic Groups in Conflict*. University of California Press, 1985
- Kasara, Kimuli. 2007. "Tax Me if you Can: Ethnic Geography, Democracy and Taxation of Agriculture in Africa," *American Political Science Review*, 2007, 101(2): 159-72.
- E. Miguel. 2004. "Tribe or Nation? Nation Building and Public Goods in Kenya versus Tanzania." *World Politics* 56(3)
- D. Posner. 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.
- D. Posner. 2005. *Institutions and Ethnic Politics in Africa*. Cambridge University Press.
- A. Scacco and S. Warren. 2018. "Can Social Contact Reduce Prejudice and Discrimination? Evidence from a

Field Experiment in Nigeria” *American Political Science Review* 112(3): 654-677.

WEEK 5: GENDER AND POLITICS, 9/22

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- Alesina, A. and P. G. N. Nunn. The Origins of Gender Roles: Women and the Plough. *Quarterly Journal of Economics*, 128(2):469–530, 2013
- Beath, A. F. Christia, and R. Enikolopov. Empowering Women through Development Aid: Evidence from a Field Experiment in Afghanistan. *American Political Science Review*, 107(3):540–557, 2013
- Besley, T. O. Folke, T. Persson, and J. Rickne. Gender Quotas and the Crisis of the Mediocre Man: Theory and Evidence from Sweden. *American Economic Review* 107(8): 2204-2242. 2017
- Bush, S. S. (2011). International politics and the spread of quotas for women in legislatures. *International Organization*, 65(01), 103-137.
- Chattopadhyay, R. and E. Duflo. Women as Policy Makers: Evidence from a Randomized Policy Experiment in India. *Econometrica*, 72(5):1409–1443, 2004
- Clayton, A. 2014, “Women’s Political Engagement in Quota-Mandated Female Representation: The Case of Lesotho,” *Comparative Political Studies*.
- Fox, R. L., & Lawless, J. L. (2004). Entering the arena? Gender and the decision to run for office. *American Journal of Political Science*, 48(2), 264-280.
- Gottlieb, J. Grossman, G. and Robinson, A. 2018. “Do Men and Women Have Different Policy Preferences?” *British Journal of Political Science*, 48(3): 611-636.
- Htun, M., (2004). Is gender like ethnicity? The political representation of identity groups. *Perspectives on Politics*, 2(3), pp.439-458.
- Hudson, V.M. D. L. Bowen, and P. L. Nielsen. Clan Governance and State Stability: The Relationship between Female Subordination and Political Order. *American Political Science Review*, 109(03):535–555, Aug. 2015
- Hughes, M. M. . Intersectionality, Quotas, and Minority Women’s Political Representation Worldwide. *American Political Science Review*, 105(03):604–620, Aug. 2011
- Karpowitz, C.F., Monson, J.Q. and Preece, J.R. (2017). How to Elect More Women: Gender and Candidate Success in a Field Experiment. *American Journal of Political Science*.
- Lott, Jr, J. R., & Kenny, L. W. (1999). Did women’s suffrage change the size and scope of government? *Journal of political Economy*, 107(6), 1163-1198.
- O’Brien, D. Z. (2015). Rising to the top: gender, political performance, and party leadership in parliamentary democracies. *American Journal of Political Science*, 59(4), 1022-1039.
- Teele, D. 2014. “Ordinary Democratization: The Electoral Strategy that Won British Women the Vote,” *Politics and Society*. 42, 4: 537-561.
- Teele, D. & Thelan, K. (2017). Gender in the Journals: Publication Patterns in Political Science. *PS: Political Science & Politics*.
- Washington, E.L., (2008). Female Socialization: How Daughters Affect Their Legislator Fathers’ Voting on Women’s Issues. *American Economic Review*, 98(1), pp.311-332.
- Weldon, S.L. (2006). “The Structure of Intersectionality: A Comparative Politics of Gender.” *Politics & Gender* 2(2): 235-248

## WEEK 6: IMMIGRATION AND ASSIMILATION, 9/29

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C. Adida, David D. Laitin and Marie-Anne Valfort. 2010. "Identifying barriers to Muslim integration in France." *Proceedings of the National Academy of Sciences* 107(52).

C. Adida. *Immigrant Exclusion and Insecurity in Africa*. Cambridge University Press. 2014.

Brader, T., Nicholas Valentino and Elixabeth Suhay. 2008. "What triggers public opposition to immigration? Anxiety, group cues and immigration threat" *American Journal of Political Science* 52(4): 959-978

Dancygier, R. 2010. *Immigration and conflict in Europe*. Cambridge University Press.

V. Fouka. 2015. "Backlash: The Unintended Effects of Language Prohibition in US Schools after World War I," mimeo, Stanford University.

Williamson, Scott, Claire L. Adida, Adeline Lo, Melina R. Platas, Lauren Prather, and Seth H. Werfel. Accepted. "Priming empathy through family history to increase support for immigrants and immigration." *American Political Science Review*.

## SECTION II: MOBILIZATION

### WEEK 7: COLLECTIVE ACTION AND SOCIAL MOVEMENTS, 10/6

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R. Hardin, *One for All*. Princeton, N.J.: Princeton University Press, 1995.

T. Kuran. *Sparks and Prairie Fires: A Theory of Unanticipated Political Revolution*. *Public Choice* 61 (1): 41–74.

M. Kurtz and A. Lauretig. "Does Free-Market Reform Induce Protest? Selection, Post-Treatment Bias, and Depoliticization." *British Journal of Political Science*

M. Olson. *The Logic of Collective Action; Public Goods and the Theory of Groups*. Harvard University Press, Cambridge, Mass., 1971.

M. Shadmehr and D. Bernhardt. 2011. "Collective action with uncertain payoffs: Coordination, public signals and punishment dilemmas." *American Political Science Review* 105(4): 829–51.

E. Simmons. 2016. "Market Reforms and Water Wars." *World Politics* 68 (1): 37–73.

M. J. Stephan and E. Chenoweth. *Why civil resistance works: The strategic logic of nonviolent conflict*. *International Security*, 33(1):7–44, 2008

S. I. Wilkinson. *Votes and Violence. Electoral Competition and Ethnic Riots in India*. Cambridge University Press, 2004

### WEEK 8: POLITICAL VIOLENCE I, 10/13

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Cohen, D. K. (2013). Explaining rape during civil war: Cross-national evidence (1980–2009). *American Political Science Review*, 107(03), 461-477.

C. Davenport. State repression and political order. *Annual Review of Political Science*, 10:1–23, 2007

E. D. Gould and E. F. Klor. Does terrorism work? *Quarterly Journal of Economics*, 125:1459–1510, 2010

J. Pierskalla. Protest, Deterrence, and Escalation: The Strategic Calculus of Government Repression. *Journal of Conflict Resolution* 54(1): 117-145. 2010

M. W. Svolik. Contracting on violence: The moral hazard in authoritarian repression and military intervention in politics. *Journal of Conflict Resolution*, 57(5):765–794, 2013



A. Scacco, B. Beber and P. Roessler 2014. "Intergroup Violence and Political Attitudes: Evidence from a Dividing Sudan", *Journal of Politics* 76(3): 649-665.

Wood, R. & Thomas, J. (2017). "Women on the Frontline: Rebel Group Ideology and Women's Participation in Violent Rebellion." *Journal of Peace Research* 54(1): 31-46.

## WEEK 9: POLITICAL VIOLENCE II, 10/20

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P. Collier and A. Hoeffler. Greed and grievance in civil war. *Oxford Economic Papers*, 56(4):563–595, 2004

L. N. Condra, Long, J. D., Shaver, A. C., & Wright, A. L. 2018. "The Logic of Insurgent Electoral Violence." *American Economic Review* 108(11): 3199-3231.

L.-E. Cederman, N. B. Weidmann, and K. S. Gleditsch. Horizontal inequalities and ethno-nationalist civil war: A global comparison. *American Political Science Review*, 105(3):478–495, August 2011

de Figueiredo, Rui and Barry R. Weingast. 1999. "The Rationality of Fear: Political Opportunism and Ethnic Conflict" in Barbara F. Walter and Jack Snyder (eds.) *Civil Wars, Insecurity, and Intervention*. New York, NY: Columbia University Press. p. 261-302.

M. Humphreys and J. M. Weinstein. Who fights? the determinants of participation in civil war. *American Journal of Political Science*, 52(2):436–455, 2008

S. N. Kalyvas. *The Logic of Violence in Civil Wars*. Cambridge University Press, 2006

Kasara. K. 2017. "Does Local Ethnic Segregation Lead to Violence?: Evidence from Kenya." *Quarterly Journal of Political Science* 11(4): 441-470.

E. Lin. 2020. "How War Changes Land: Soil Fertility, Unexploded Bombs, and the Underdevelopment of Cambodia." *American Journal of Political Science*

## SECTION III: INSTITUTIONS

### WEEK 10: CLIENTELISM & REDISTRIBUTION, 10/27

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Adida, Claire L., Jessica Gottlieb, Eric Kramon, Gwyneth McClendon. 2020. "Breaking the clientelistic voting equilibrium: the joint importance of salience and information." *Comparative Political Studies* 53(6).

Cruz, C., Labonne, J., & Querubin, P. 2017. "Politician Family Networks and Electoral Outcomes: Evidence from the Philippines." *American Economic Review* 107(10): 3006-37.

J. Gans-Morse, S. Mazzuca, and S. Nichter. Varieties of Clientelism: Machine Politics during Elections. *American Journal of Political Science*, 58(2):415–432, 2014

A. Grzymala-Busse. *Rebuilding Leviathan. Party Competition and State Exploitation in Post-Communist Democracies*. Cambridge Univ Press, 2007

A. C. Holland and B. Palmer-Rubin. Beyond the Machine: Clientelist Brokers and Interest Organizations in Latin America. *Comparative Political Studies*, 48(9):1186–1223, Aug. 2015

E. Kramon. 2016. "Electoral Handouts as Information Explaining Unmonitored Vote Buying." *World Politics* 68(3): 454-498

S. C. Stokes, et al. *Brokers, Voters, and Clientelism: The Puzzle of Distributive Politics*. Cambridge University Press, 2013

L. Wantchekon. Clientelism and Voting Behavior: Evidence from a Field Experiment in Benin. *World Politics*, 55(03):399–422, Apr. 2003

R. Weitz-Shapiro. What Wins Votes: Why Some Politicians Opt Out of Clientelism. *American Journal of Political Science*, 56(3):568–583, 2012

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WEEK 11: LOBBYING AND CORRUPTION, 11/3

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A. C. Eggers and J. Hainmueller. MPs for Sale? Returns to Office in Postwar British Politics. *American Political Science Review*, 103(04):513–533, Nov. 2009

C. Ferraz and F. Finan. Electoral Accountability and Corruption: Evidence from the Audits of Local Governments. *American Economic Review*, 101:1274–1311, 2011.

R. Fisman and E. Miguel. Corruption, Norms, and Legal Enforcement: Evidence from Diplomatic Parking Tickets. *Journal of Political Economy*, 115(6):1020–1048, 2007

B. Olken. Monitoring Corruption: Evidence from a Field Experiment in Indonesia. *Journal of Political Economy*, 115(2):200–249, 2007

B. Olken and P. Barron. The Simple Economics of Extortion: Evidence from Trucking in Aceh. *Journal of Political Economy*, 2009

A. Robinson and B. Siem. Who is Targeted in Corruption? Disentangling the Effects of Wealth and Power on Exposure to Bribery. 2018. *Quarterly Journal of Political Science*, 13 (3): 313-331.

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WEEK 12: ACCOUNTABILITY, 11/10

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Ashworth, Scott, and Ethan Bueno De Mesquita. 2014. “Is voter competence good for voters? Information, rationality, and democratic performance.” *American Political Science Review* 108(3):565-587.

Bhandari, Abhit, Horacio Larreguy, and John Marshall, 2018. An Empirical Anatomy of Political Accountability: Experimental Evidence from a Pre-Election Information Dissemination Campaign in Senegal. Working Paper

Dunning, Thad et al. 2019. “Voter information campaigns and political accountability: Cumulative findings from a pre-registered meta-analysis of coordinated trials.” *Science Advances* 5(7).

Fearon, James D. 1999. “Electoral accountability and the control of politicians: selecting good types versus sanctioning poor performance,” in *Democracy, Accountability, and Representation*, edited by Adam Przeworski, Susan C. Stokes, and Bernard Manin, Cambridge University Press, Chapter 2.

Lieberman, E.S., Posner, D.N. and Tsai, L.L., 2014. Does information lead to more active citizenship? Evidence from an education intervention in rural Kenya. *World Development*, 60, pp.69-83.

Ostrom, Elinor. 1998. “A Behavioral Approach to the Rational Choice Theory of Collective Action: Presidential Address.” *American Political Science Review* 92(1):1-22.

Banerjee, Abhijit V., Rukmini Banerji, Esther Duflo, Rachel Glennerster, and Stuti Khemani. 2010. “Pitfalls of Participatory Programs: Evidence from a randomized evaluation in education in India.” *American Economic Journal: Economic Policy* 2(1):1- 30.

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WEEK 13: BUREAUCRACY, 11/17

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Brierley, S., 2018. Unprincipled Principals: Co-opted Bureaucrats and Corruption in Ghana. Working Paper.

Hassan, M., 2017. The strategic shuffle: Ethnic geography, the internal security apparatus, and elections in Kenya. *American Journal of Political Science*, 61(2), pp.382-

Pepinsky, T.B., Pierskalla, J.H. and Sacks, A., 2017. Bureaucracy and service delivery. *Annual Review of Political Science*, 20, pp.249-268.

Martin, L.E., Raffler, P., 2018. *Fault Lines: The Effects of Bureaucratic Power on Electoral Accountability*. Working Paper

Raffler, P., 2018. Does political oversight of the bureaucracy increase accountability? Field experimental evidence from an electoral autocracy. Working paper.

#### WEEK 14: STUDENT PRESENTATIONS, 12/1

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##### **Establishing Ground Rules**

Each student will give a 8-10 minute “conference style” presentation on their final research paper.



# SYLLABUS

## PS 7200

\*\*\* Proposed Title Change\*\*\*

Theories of Comparative Politics I: States, Markets and Political Regimes

Fall 2021– Online

## COURSE OVERVIEW

### Instructor

Instructor: Dr. Sara Watson

Course Time: Wednesdays, 10-12:40 pm.

Email address: [Watson.584@osu.edu](mailto:Watson.584@osu.edu)

Office hours: Most weeks my office hours will be held via live Zoom calls on Wednesdays after our scheduled class time. Please sign up using the calendar function on Carmen.

### Course description

PS 7200 is part of a 2-part sequence in comparative politics, but PS 7200 is not a prerequisite for taking 7201. Students may take either 7200, 7201, or both, depending on their substantive interests. The goal of the sequence is to acquaint students with leading theoretical perspectives in the field of comparative politics. The readings range broadly across nations and geo-political regions. PS 7200 covers a range of substantive topics, focusing on political regimes, states and state-building, state-society relationships and political economy.

We will mostly read books in this course. This choice is purposeful on my part. My goal in assigning books is expose you to scholars asking questions that cannot (one would hope!) be convincingly answered in 8000 words—a common word-count limit for many contemporary journal articles. By focusing mostly on books, I want you to spend time thinking critically about how authors develop concepts and build sustained arguments; how they situate their arguments intellectually; and the evidence they use to support their claims. For each book we read, we will consider why the authors make the choices they do; whether such choices are convincing; how else they might have approached the question under consideration.

The majority of the books I assign evolved out of dissertations. I encourage students to view these as inspirations as they develop their own research questions and theories. While this book-based approach provides students with examples that may be useful when developing questions and theories in their own research, it also means that the course is far from exhaustive. PhD students in comparative politics are thus encouraged to further reference the department's Comparative Politics Reading List and regularly peruse leading journals, section newsletters, and publisher lists.

## HOW THIS COURSE WORKS

**Mode of delivery:** This course is 100% online. All classes will be synchronous (live) but will not be recorded.

## COURSE MATERIALS AND TECHNOLOGIES

### Course Materials

Most of the readings are available online through OSU's library system. Those that are not will be available through an online course reader.

### Course technology

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

### BASELINE TECHNICAL SKILLS FOR ONLINE COURSES

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#).

### REQUIRED TECHNOLOGY SKILLS SPECIFIC TO THIS COURSE

- CarmenConnect text, audio, and video chat
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

## REQUIRED EQUIPMENT

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

## REQUIRED SOFTWARE

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program.
- Full instructions for downloading and installation can be found [at go.osu.edu/office365help](http://go.osu.edu/office365help).

## CARMEN ACCESS

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click "Enter a Passcode" and then click the "Text me new codes" button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and the IT support staff will work out a solution with you.

# COURSE ORGANIZATION, GRADING AND FACULTY RESPONSE

## How the course is organized

Course material will be posted several weeks ahead of time. Please complete the weekly required readings at your leisure and come to class prepared to discuss.

## How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
In-class participation	20%
Group memos (x3)	30%
Research idea memos	10%
Final paper	40%
<b>Total</b>	<b>100%</b>

See course schedule below for due dates.

## Course Assessments

**In-class participation:** Students should closely read each week's material prior to class, and be ready to discuss it. Participation grades are based on A) contributions to discussions, based on active participation and command of the material; B) discussion leadership roles on individual readings, assigned during weeks in which students contribute to the memo outlined below.

**Group Memos.** Teams are assigned two to three weeks to write a discussion memo and lead class discussion of that week's material. Memos should be three to four single-spaced pages; they should provide a summary of the work (helpful for future studying purposes) and provide a list of questions for class discussion. Memos should be emailed to the entire class by the Monday prior to meeting. Groups will also be expected to lead discussion of the works in question each week.

**Research Ideas.** An important part of obtaining a PhD is learning to do independent research. But good research ideas—especially for dissertations—don't fall out of trees. There is a lot of trial and error, of back-and-forth between ideas, concepts and cases. Over the course of the semester, PS 7200 students will be asked to write up and share short research idea briefs (1-2 pages, whatever is most helpful to you), which we will work on developing over the course of the semester. Not all your research ideas will be brilliant, but that's okay. The purpose here is to acculturate students to the process of moving from an intellectual interest to an interesting, concrete research question.

**Final Paper.** For the final project, students have two choices:

- A. Write a short (10-15 pages, double spaced) paper linking your research interests to at least two of the weekly topics from the course. A full paper is not required--the goal is to produce a document that resembles the introduction, literature review, and theory sections of a dissertation prospectus. The paper should thus include three sections: one that introduces and motivates your research interests, a second that outlines and highlights a theoretical gap in existing literature, and a third that begins building a theoretical framework to fill that gap.
- B. Students are also welcome to write a full research paper, ie one including some form of empirical analysis. This may be an especially appropriate option for second-year students who are working on a CP comps paper.

## **Learning in the Midst of a Global Pandemic**

Although I encourage you to keep up with the work and scheduled due dates for PS 7200, we are living in uncertain times. Given current circumstances, it seems very likely that at least some members of our classroom community may end up facing difficult circumstances this semester, be it illness, housing dislocation, or family concerns.

If – for whatever reason—or you find yourself in a difficult place, please do not feel like you need to maintain a stiff upper lip and continue as if nothing has happened. I am happy to work out accommodations. Your health and well-being are the most important thing! If you need to take some time to catch up on course material, that is not a problem. Please reach out and let me know how I can help you succeed!



## Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Communication via Email:** I will try my best to reply to emails within **24 hours on days when class is in session at the university**. I do not usually respond to email on weekends.
- **Grading and feedback:** For major assignments (memos, paper), you can generally expect feedback within **3-7 days**.

## OTHER COURSE POLICIES

### Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For course materials, list at least the title and page numbers. For online sources, include a link.)

### Academic integrity policy

#### POLICIES FOR THIS ONLINE COURSE

- **Written assignments:** Your written assignments, including writing responses, should be your own original work. In formal assignments, you should follow APA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.
- **Group projects:** This course includes some group work, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I want to give you the freedom to organize the group work according to your own interests, but please let me know if you have any questions.

## OHIO STATE'S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.htm](http://www.northwestern.edu/uacc/8cards.htm))

## Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

## Your mental health

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other, and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact Ohio State University Counseling and Consultation Service (614-292-5766; [www.ccs.osu.edu](http://www.ccs.osu.edu)) for assistance, support and advocacy. This service is free and confidential.

# ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

## Requesting accommodations

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact your instructor privately as soon as possible to discuss your specific needs. Discussions are confidential.

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue

Go to <http://ods.osu.edu> for more information.

## Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tool



## COURSE SCHEDULE

**\*\*The course schedule below is subject to change depending on how the semester unfolds. If I decide to add or delete sessions/readings, I will communicate these changes to you via email and/or Carmen Announcements.\*\***

### Week 1: Introduction (8/25)

Review syllabus and course expectations

### Week 2: Classics in Democratization and Regime Change (9/1)

#### Barrington Moore: *The Argument*

Barrington Moore. 1966. *Social Origins of Dictatorship and Democracy*, preface, ch's 1-2, 7-9

Theda Skocpol. 1973. "A Critical Review of Barrington Moore." *Politics & Society*. 4:1.

#### Paths to Modernity: An Alternative Perspective?

Gregory Luebbert. 1987. "Social Foundations of Political Order in Interwar Europe," *World Politics*, vol. 33, no. 4 (July 1987).

#### Moore in the Modern World

Michael Bernhard. 2016. "The Moore Thesis: What's Left After 1989?" *Democratization*. 23:1.

David Samuels and Henry Thompson. 2020. "Lord, Peasant and Tractor: Agricultural Mechanization, Moore's Thesis, and the Emergence of Democracy." *Perspectives on Politics*.

#### Reflections on Moore's Continued Relevance:

J. Bradford DeLong. 2010. "The Barrington Moore Problematic." Mimeo.

Daniel Ziblatt (and others). 2010. "Why Do We Read Barrington Moore? Some Reflections on the Survival of an Intellectual Icon." *APSA Comparative Democratization Section Newsletter*.

**\*\* Prof Watson will post additional suggested reading on Carmen.**

### Week 3: Gender and Democratization (9/8)

Dawn Teele. 2018. *Forging the Franchise*. Princeton, NJ: Princeton University Press.

\*\* If not presenting, brainstorm a research idea (a “why” or a “how” question).

### Week 4: Political Parties and Democratization (9/15)

Adrienne Le Bas. 2013. *From Social Movements to Parties*. New York: Oxford University Press.

#### Suggested Reading:

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

\*\* If not presenting, brainstorm a research idea (a “why” or a “how” question).

### Week 5: Developing Research Ideas (9/22)

- Curini and Franzese (eds). 2020. *The Sage Handbook of Research Methods in Political Science and International Relations*.
  - Chapter 1: “Asking Interesting Questions” (William Roberts Clark)
  - Chapter 2: “From Questions and Puzzles to Research Projects” (Adam McAuley and Andrea Ruggieri)
- Irene Bloemraad. 2012. “What Textbooks Don’t Tell You: Moving from Research Puzzles to Published Findings.”
- dana boyd. 2016. “We are to blame for social science research.” SSRC Blog.
- Chris Day and Kendra Koivu. 2018. “Finding the Question: A Puzzle-Based Approach to the Logic of Discovery.” *Journal of Political Science Education*.

\*\*\*\**Class discussion; then small-group presentations of research ideas.*

## Week 6: Political Parties, Party Systems and Democratic Representation (10/6)

Seymour Martin Lipset and Stein Rokkan. 1967. "Cleavage Structures, Party Systems and Voter Alignments: An Introduction." In S. M. Lipset & S. Rokkan (Eds.), *Party Systems and Voter Alignments: Cross-National Perspectives*. New York: Free Press.

Karen Long Jusko. 2017. *Who Speaks for the Poor?* New York: Cambridge University Press.

### Suggested Reading:

Giovanni Sartori. 1969. "From the Sociology of Politics to Political Sociology." *Government & Opposition*. Vol. 4, Issue 2.

Stephanie Mudge and Anthony Chen. 2014. "Political Parties and the Sociological Imagination." *Annual Review of Sociology*.

## Week 7: States and State-Building I (10/13)

Charles Tilly, *Coercion, Capital and European States AD 990-1992* (New York: Cambridge University Press, 1992), chapter 1 [pp. 1-37].

Kristin Fabbe. 2019. *Disciples of the State? Religion and State-Building in the Former Ottoman World*. New York: Cambridge University Press.

### Suggested Reading:

In addition to consulting the CP reading list, please also refer to Professor Pierskalla's syllabus on State-Building.

**\*\* Research Idea--** Either keep brainstorming new ideas, or identify at least one literature relevant to your research idea

## Week 8: States and State-Building II: Colonial States and Illicit Markets (10/20)

Diana S. Kim. 2020. *Empires of Vice*. Princeton: Princeton University Press.

**\*\* Research Idea--** Either keep brainstorming new ideas, or identify at least one literature relevant to your research idea

### **Week 9: Immigrant Incorporation (10/27)**

Rafaela Dancygier. 2018. *Dilemmas of Inclusion: Muslims in European Politics*. Princeton, NJ: Princeton University Press.

For small group preparation:

Richard Swedberg. 2015. "Before Theory Comes Theorizing, Or How to Make Social Science More Interesting." *British Journal of Sociology*. 67:1.

**\*\*Class discussion; then small-group presentations of research ideas.**

### **Week 10: Redistribution and Public Goods Provision (11/3)**

Alisha Holland. 2017. *Forbearance as Redistribution*. New York: Cambridge University Press.

Adam Michael Auerbach. 2019. *Demanding Development: The Politics of Public Goods Provision in India's Urban Slums*. New York: Cambridge University Press. Chapter 1 only.

**\*\* Research Idea--Brainstorm hypotheses/claims**

### **Week 11: States and Markets Revisited (11/10)**

Yuen Yuen Ang. 2016. *How China Escaped the Poverty Trap*. Ithaca, NY: Cornell University Press.

Kristen E. Looney. 2019. *Mobilizing for Development: The Modernization of Rural East Asia*. Ithaca, NY: Cornell University Press. Chapter 1.

Daron Acemoglu, Simon Johnson and James Robinson, "The colonial origins of comparative development," *American Economic Review* 91 (2001): 1369-1401.

**\*\* Research Idea--Brainstorm hypotheses/claims**



**Week 12: How Authoritarian Institutions Work (I): Control and Contention**

Diana Fu. 2017. *Mobilizing Without the Masses*. New York: Cambridge University Press.

*\*\* Research Idea--How would we know? (Brainstorm evidence)*

**Week 13: How Authoritarian Institutions Work (II): Rule of Law in Authoritarian Settings (11/17)**

Mary Gallagher. 2017. *Authoritarian Legality in China*. New York: Cambridge University Press.

*\*\*After book discussion, small-group presentations of paper*

**Week 14: Student Presentations (12/1)**