

**INTA 6202: COMPARATIVE POLITICS
SPRING 2025**

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*****PRELIMINARY*** SYLLABUS**

[Date: January 6th, 2025]

Please check Canvas for the most up-to-date version.

I. Introduction

This course provides a graduate level introduction to the field of comparative politics. While International Relations (IR) concerns itself with the study of relationships and interactions *between* countries, comparative politics concerns itself with the study of political phenomena that occur predominantly *within* countries. At the same time, comparative politics as a field is continuing to develop a body of knowledge that not only sheds light on specific country cases, but that also draws generalizable lessons about the causes and consequences of a range of domestic political phenomena. Thus, comparative politics is a vast field of research and the substantive topics covered in this course range from political institutions and regimes to intra-state conflict to identity politics. This course provides an introduction to the dominant questions, theories, and empirical research in each of these topic areas. The class will be discussion-based and will rely heavily on active student participation.

II. Required Texts

The following books are required for purchase.

Douglass C North. *Institutions, Institutional Change, and Economic Performance*. Cambridge, New York: Cambridge University Press, 1990

Putnam, Robert D. *Making Democracy Work: Civic Traditions in Modern Italy* [Paperback] Princeton University Press.

Barrington Moore. 1966. *Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World*. Boston: Beacon Press

Acemoglu, Daron, and James Robinson. *Why Nations Fail: The Origins of Power, Prosperity, and Poverty* [Paperback] Crown Business

Herbst, Jeffrey. 2000. *States and Power in Africa: Comparative Lessons in Authority and Control*. Princeton, NJ: Princeton University Press

All other books whose chapters have been assigned on the syllabus (indicated by a star) will be made available by the instructor either electronically on Canvas or in some other convenient format. All

journal articles are available through the Georgia Tech Library through databases like JSTOR. Please go to <http://www.library.gatech.edu> for more information.

III. Course Learning Outcomes

By the end of this course students who successfully complete the course should be able to:

- Explain, contrast and critique major theories in comparative politics
- Explain how key questions about the political world relating to the field of comparative politics are answered through the use of the scientific method
- Evaluate the strengths and weaknesses of a variety of methodologies and analytical tools used in comparative politics research
- *Students will be able to apply research skills to address problems in the field of international affairs.*
- *Students will be able to demonstrate knowledge of principal contemporary global challenges in the field of international affairs.*
- Clearly and effectively convey analytical findings through oral presentation.

Course Requirements and Grading

Assignment	Brief Description (Further Details Below)	Due Dates	Percentage of Overall Mark
Discussion Lead/Co-Lead x3	Preparation of a blog post on the week’s readings (to be submitted on Canvas) as well as co-leading the discussion.	Schedule per Sign-up Sheet. Blog post due on Canvas <u>by Noon ET</u> on the day you are scheduled to present	30%
Article Review and Seminar Presentation x 2	An article review and presentation on <u>two separate weeks</u>	Schedule Per Sign-up Sheet. <i>Due by the start of the class on which you are scheduled to present.</i>	30%
Participation	Including performance on any in-class exercises+posts on online discussion board	See Schedule	15%
Final Paper	8-10 pages double-spaced	Due on Canvas: April 29 th , 2025 at Midnight ET + Outline (Pass/Fail – 5% of grade) due on Canvas at Noon ET on April 21st	25%

Description of Graded Components

A. Discussion Lead/Co-Lead Assignment X 3 [30%]

You will be assigned to lead or co-lead the discussion on the week's readings on three separate weeks and to prepare an accompanying written post to be posted on Canvas. The post should be submitted by Noon ET on which you are scheduled to co-lead the class session. The post must include the following elements to receive full credit:

- (a) Five *distinct* bullet points (1-2 sentences each) summarizing your key takeaways from the assigned readings for the week.
 - (i) The bullet points should *not* simply summarize or paraphrase what is found in the readings. Instead, they should articulate *your own* insights drawn from the reading(s).
 - (ii) At least three of these bullet points should ***draw connections between readings***, as opposed to focusing simply on one reading.
 - (iii) The bullet points should collectively cover all of the assigned readings for the week.
- (b) Three questions based on the readings that you would like to propose to the class for discussion (Avoid questions that lead to a simple yes/no answer or whose answers require only factual recall. Focus on questions that lead to analysis, synthesis, comparison, or critique and/or questions that relate to current events or policy debates. Also try to raise questions that are likely to elicit a variety of responses.)

To kickstart the discussion, you may start by discussing your bullet points with the class and then posing your questions to stimulate class discussion. (Try not to read your bullet points word for word, instead, a more effective approach is to use what you have written as a jumping off point so that the discussion flows smoothly). You should also seek to continue to the discussion by responding to classmates' comments and questions and posing follow-up questions of your own. A sign-up sheet will be distributed in the second week of class to determine the schedule of discussion leads or co-leads. Your grade will be based on your post as well as your performance as discussion co-lead in class.

B. Article Review and Associated Seminar Presentation x 2 (30%)

Length of Each Written Review: 4 to 5 pages (double-spaced)

Length of Each Seminar Presentation: 10 minutes + time for Q&A at the end.

You will be assigned to deliver a seminar presentation on two separate weeks and you will also need to submit a written review at the start of class on the same date on which you are scheduled to present.

For the class session in which you are assigned to present, you should do the following:

- ❖ find a scholarly article published a peer-reviewed academic journal in or after 2015 that is not listed on the course syllabus but whose topic is related to the assigned readings for the given week that you are scheduled to present.
- ❖ submit a written review of the article. Your written review will be due on Canvas (please submit under the relevant assignment) at the beginning of class on the day you will present.
- ❖ deliver an oral presentation in class on the specified day. Your slides are due 30 minutes before class on the day on which you are scheduled to present.

For each of the above tasks, it is **crucial to very closely follow the guidelines provided with the assignment on Canvas.** (The guidelines are in a document on Canvas labeled “Written Review and Oral Presentation Guidelines”)

I will send an electronic sign-up sheet where you can indicate your preferences for when to present. If you do not fill in this sheet by the stated deadline, you will be automatically assigned a presentation slot. Please note that once the presentation schedule is finalized (by the beginning of the third week of the semester), **you will not be able to make any changes to this schedule.** Thus, if you do not present at the time you are scheduled, you will receive a zero for the presentation portion of your grade unless in the event of a *verified* illness or emergency.

C. Final Essay (20%)+Outline (5%)

Essay Length: 8 to 10 pages in length (double-spaced, 12 point font, 1 inch margins; not including title page and reference pages).

Your final essay assignment is intended to demonstrate your understanding of social scientific research methodology and your ability to conduct research in comparative politics. For this assignment, you will pick an outcome that is closely related to a key topic in comparative politics that appears on the syllabus. You will then formulate a research question pertaining to the outcome and formulate a logical social scientific argument to address the question. You will then pick a specific case – e.g. a country, province, city or town – as a context for exploring this argument and assessing the evidence in support of it. An outline – following a prescribed format – will be due on Canvas approximately a week before the due date which will allow an opportunity to receive feedback from your peers (and from the instructor, if you wish). The final goal will be to write a cogent essay that puts forward a logical and evidence-based argument in accordance with standard comparative politics methodologies. Further detailed guidelines for this assignment will be provided in class and on canvas. It is important to follow these guidelines very closely in order to do well on the assignment.

D. Class Participation and In-Class Exercises (15%)

The class participation mark will be based on attendance and the quality of your in-class oral comments (including responses to questions posed during article review presentations) as well as on the quality of your performance on written or online exercises that will be handed to you in class and that will be expected to be completed during class. The quality of your participation depends heavily on the extent to which you draw on the assigned readings in your comments and questions. *Therefore, it is advisable to come to class prepared with notes on the readings and any questions or comments you may have.* Many of the in-class exercises will involve small group work and you are expected to be an active contributor to your group’s discussions. Each week starting in Week #3, your in-class participation will receive a score of 0, 1, 2 or 3. A 3 indicates excellent participation – both in terms of quality and quantity; a 2 indicates adequate participation – lacking in either quality or quantity or both; a 1 indicates minimal levels of participation. Intermediate scores are possible as well. Excessive absences that are unexcused (See below for a definition of what constitutes an excused absence) will result in a lowering of our overall participation score. Your overall class participation mark will be calculated by averaging your individual scores for each week after dropping your two lowest scores. If you are not able to attend class in person due to illness or the need to self-isolate, please contact me to make alternative arrangements for participation.

Attendance Policy

Since the success of the course depends heavily on student involvement and participation, you are expected to participate in every class session barring an excused absence (which includes the need to self-isolate or quarantine).

Excused Absences

Excused absences are those that are a result of a verified illness or emergency or “approved Institute activities”. In order to have an illness or emergency situation verified, you **must** contact the Office of Student Life who will contact me on your behalf to verify your situation. More information on this procedure can be found using the following link: <https://studentlife.gatech.edu/content/class-attendance>. To be excused for participation in Institute activities, you **must** contact the Office of the Registrar to formally approve your absence. Absence due to a religious observance will be excused provided you inform me of the upcoming absence, in writing, within the first two weeks of class. Please note that - due to the ongoing pandemic – the following circumstances will also qualify as an excused absence: (1) *if you are required to quarantine based on [the guidance provided by Stamps Health Services](#)*, (2) *if you complete the [daily self-check protocol](#) and stay home because you are experiencing any symptoms*. If these circumstances arise, please be sure to contact me as soon as possible so we can explore alternative arrangements for class participation while you are self-isolating.

Unexcused Absences

I do understand that there may at times be obligations or unforeseen circumstances that come up that are important, but that do not fall under the category of an “excused absence”. I cannot make individual exceptions to the general policy for such circumstances. However, to account for these circumstances, your lowest weekly participation score is dropped. Any ****additional**** unexcused absences may result in your participation score being lowered if the criteria for excused absences are not met and/or if alternative arrangements for participation have not been made in advance. Please note that in the event of an unexcused absence, you will **not** receive any special accommodations (e.g. a tutoring session during office hours, a make-up exam, opportunities for a make-up presentation or in-class assignment) for the class sessions you miss. Please note that a missed seminar presentation due to an unexcused absence will receive a zero mark unless in the event of an illness or emergency documented and verified by the Office of Student Life.

Course Website

I make heavy use of Canvas throughout the semester. Please make sure that you set up necessary alerts so you are up to date on important course announcements posted on Canvas. *You are expected to have read any Canvas announcements within 48 hours of posting them.*

Email Policy

Email is the best way to contact me outside of class. However, please note that I will often not be available to respond to email inquiries outside of regular working hours so please keep this in mind when anticipating response times. To ensure that I accidentally do not overlook your email, it would be helpful if you could include the course number in the subject line “e.g. INTA 6202”. Please note that, unless specifically stated otherwise, I will **not** accept copies of assignments via email. You must submit your assignments through Canvas.

Course Expectations & Guidelines

Accommodations for Individuals with Disabilities

If you are a student with learning needs that require special accommodation, contact the Office of Disability Services (often referred to as ADAPTS) at (404)894-2563 or <http://disabilityservices.gatech.edu/>, as soon as possible, to make an appointment to discuss your special needs and to obtain an accommodations letter. If you would like to discuss your learning needs, please email me as soon as possible to set up a time to do so.

Assignment Turn-In

All assignments should be submitted online on Canvas by the specified due date. Please see below for the policy on late assignments.

Academic Integrity

Academic dishonesty in the form of cheating or plagiarism will not be tolerated. According to the Georgia Tech Student Affairs Policy, “Plagiarism” is the act of appropriating the literary composition of another, or parts of passages of his or her writings, or language or ideas of the same, and passing them off as the product of one's own mind. It involves the deliberate use of any outside source without proper acknowledgment. For information on Georgia Tech's Academic Honor Code, please visit <http://www.catalog.gatech.edu/policies/honor-code/> or <http://www.catalog.gatech.edu/rules/18/>. Any student suspected of cheating or plagiarizing on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Policy on ChatGPT/AI Use

Any generative AI tools you use in the work of the course should be clearly acknowledged within the assignment in a footnote. This work includes not only when you use content directly produced by a generative AI tool but also when you use a generative AI tool in the process of composition (for example, for brainstorming, outlining, or translation purposes). You should cite any content generated by an AI tool as you would when quoting, paraphrasing, or summarizing ideas, text, images, or other content made by other people. This also means you must ensure that any factual statements produced by a generative AI tool are true and that any references or citations produced by the AI tool are correct. Using generative AI tools in the course without adhering to these principles may be considered an infraction of the Georgia Tech Honor Code subject to investigation by the Office of Student Integrity.

Late Assignments and Missed Presentations

Late assignments are strongly discouraged and will incur penalties except in the event of a verified illness or emergency. Any major scheduling conflicts – including those that arise due to participation in “approved Institute activities” - should be discussed with me *at least two weeks before the assignment due date*. The penalty for a late assignment will be a deduction of 2% of the assignment mark for a paper handed in on the due date but after the time specified and an additional 2% for each subsequent day that the paper is not turned in. An assignment handed in more than 7 days past the due date will receive a mark of 0 unless in the event of a *verified* illness or emergency. If you are unable to come to class on the day of your seminar presentation due to the need to self-isolate due to potential exposure to an illness, please contact me to make alternative arrangements. If you miss a seminar presentation and fail to make alternative arrangements in advance, you will receive a mark of 0 for the assignment unless in the event of a verified illness or emergency (verification will be requested from the Office of Student Life).

Student-Faculty Expectations

At Georgia Tech we believe that it is important to continually strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. See <http://www.catalog.gatech.edu/rules/22/> for an articulation of some basic expectations – that you can have of me, and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech, while in this class.

XII. Grades

Your final grade will be assigned as a letter grade according to the following scale:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

XIII. Grade Change Policy

Legitimate requests for grade changes are welcome. Simple computational or clerical errors should be brought to the professor's attention immediately. Otherwise requests for grade changes must: i) be submitted in writing either electronically or in hard copy, ii) be submitted within 7 days of receiving the graded assignment, and iii) be no longer than 600 words and no shorter than 150 words. Requests for grade changes should identify what was required in the assignment, describe *precisely* how these requirements were fulfilled at a level above the received grade and address any relevant comments written by the professor on the graded assignment (if applicable) and explain why they do not apply. Note that grade changes requests can result in re-grades both up or down (or left unchanged). That is, if the greater scrutiny demanded by a grade change request reveals your assignment to deserve a lower grade than previously awarded, then the lower grade may be assigned.

INTA-6202 Spring 2025 Course Schedule

January 6th: Introduction and Course Overview (Week #1)

January 13th: Methodologies (Week #2)

*King, Gary, Robert Keohane & Sidney Verba. 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton, Princeton University Press. Chapters 1 and 3

*Alexander L. George and Andrew Bennett. 2005. *Case Studies and Theory Development in the Social Sciences*. Cambridge, MA: MIT Press., Chapters 1 and 10. Chapters 1 and 10.

Thad Dunning. 2010. "Design-Based Inference: Beyond the Pitfalls of Regression Analysis?" In David Collier and Henry Brady, eds., *Rethinking Social Inquiry: Diverse Tools, Shared Standards*. Lanham, MD: Rowman & Littlefield, 2nd edition.

Lieberman, Evan S. 2005. "Nested Analysis as a Mixed-Method Strategy for Comparative Research." *American Political Science Review* 99: 435-452.

January 20th: Institutions (Week #3) – NO CLASS – University Holiday

PART II: Institutions, Regimes, and States

January 27th: Institutions (Week #3)

Part 1: Lecture and Discussion

Part 2: Article Review Presentations

Douglass C North. *Institutions, Institutional Change, and Economic Performance*. Cambridge, New York: Cambridge University Press, 1990, Chapters 1-8.

Avner Greif. 1993. "Contract Enforceability and Economic Institutions in Early Trade: The Maghribi Traders' Coalition." *American Economic Review*, Vol. 83(3): 525-48

North, Douglas C. and Barry R. Weingast. 1989. "Constitutions and Commitment: The Evolution of Institutional Governing Public Choice in Seventeenth-Century England" *Journal of Economic History*, 49, 803 – 832

Murillo, María Victoria, and Steven Levitsky. 2009. "Variation in Institutional Strength." *Annual Review of Political Science* 12(1): 115-133

February 3rd: Democracy: Concept, Origins and Consolidation (Week #4)

Part 1: Lecture and Discussion

Part 2: Article Review Presentations

Collier, David & Steven Levitsky. 1997. "Democracy with Adjectives: Conceptual Innovation in Comparative Research." *World Politics* 49: 430-451.

Przeworski, Adam. 1999. "Minimalist Conception of Democracy: A Defense. In *Democracy's Value*, edited by Ian Shapiro and Casiano Hacker-Cordon. Cambridge: Cambridge University Press." Available at: <http://www.u.arizona.edu/~zshiple/pol437/docs/Przeworski.pdf>

Putnam, Robert D. *Making Democracy Work: Civic Traditions in Modern Italy* [Paperback] Princeton University Press (May 27, 1994), Chapter 1, 2, 4, 5 and 6.

Barrington Moore. 1966. *Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World*. Boston: Beacon Press, Chapters (Preface, Chapter I, Chapter IV, Chapters VII, VIII and IX).

February 10th: Authoritarian Regimes (Week #5)

Part 1: Lecture and Discussion

Part 2: Article Review Presentations

Levitsky, Steven & Lucan A. Way. 2002. "The Rise of Competitive Authoritarianism." *Journal of Democracy* 13: 51-65.

Gandhi, Jennifer & Ellen Lust-Okar. 2009. "Elections Under Authoritarianism." *Annual Review of Political Science* 12: 403-422.

Jennifer Gandhi and Adam Przeworski. 2006. "Cooperation, Cooptation and Rebellion Under

Dictatorships." *Economics and Politics*. 18,1, 1-25.

Smith, Benjamin. 2005. "Life of the Party: The Origins of Regime Breakdown and the Persistence Under Single-Party Rule." *World Politics* 57: 421-451.

Brownlee, Jason. 2007. "Hereditary Succession in Modern Autocracies." *World Politics* 59: 595-628.

February 17th: State and Society (Week #6)

Part 1: Lecture and Discussion

Part 2: Article Review Presentations

Peter B. Evans. 1989. "Predatory, Developmental, and Other Apparatuses: A Comparative Political Economy Perspective on the Third World State," *Sociological Forum* 4: 561-587.

*Tilly, Charles. 1992. *Coercion Capital and European States AD 990-1992*. Malden, MA: Blackwell Chapters 1 to 5.

Herbst, Jeffrey. 2000. *States and Power in Africa: Comparative Lessons in Authority and Control*. Princeton, NJ: Princeton University Press, Introduction, Chapters 1, 2, 3 and 4.

*Bates, Robert. 2005. *Markets and States in Tropical Africa: The Political Basis of Agricultural Policies*. University of California Press, 2nd edition, Introduction and Part II (Chapters 5, 6 and 7).

February 24th: The Institutional Roots of Economic Underdevelopment (Week #7)

Part 1: Lecture and Discussion

Part 2: Article Review Presentations

Why Nations Fail, Chapters 1, 2, 3 and 4

Douglass C North. *Institutions, Institutional Change, and Economic Performance*. Cambridge, New York: Cambridge University Press, 1990, Chapters 12-14.

Sokoloff, Kenneth L. and Stanley L. Engerman 2000. History Lessons: Institutions, Factors Endowments, and Paths of Development in the New World. *The Journal of Economic Perspectives*, 14 (3), pp. 217-232

Banerjee, Abhijit, and Lakshmi Iyer. "History, Institutions and Economic Performance: the Legacy of Colonial Land Tenure Systems in India." *American Economic Review* 95, no. 4 (September 2005): 1190-1213

March 3rd: Federalism, Decentralization and Local Governance (Week #8)

Part 1: Lecture and Discussion

Part 2: Article Review Presentations

Weingast, Barry R. "The Economic Role of Political Institutions: Market-Preserving Federalism and Economic Development," *Journal of Law, Economics, and Organization*, 11(1):1-31.

Martinez-Bravo, M., 2014. The role of local officials in new democracies: evidence from Indonesia. *Am. Econ. Rev.* 104 (4), 1244–1287.

Falleti, Tulia G. 2005. A Sequential Theory of Decentralization: Latin American Cases in Comparative Perspective, *American Political Science Review* Vol. 99, No. 3, pp 327-346

Bardhan, P., Mookherjee, D., 2006. Decentralisation and accountability in infrastructure delivery in developing countries. *Econ. J.* 116 (508), 101–127.

Manion, Melanie. 2006. “Democracy, Community, Trust: The Impact of Chinese Village Elections in Context.” *Comparative Political Studies*, vol. 39, no. 3: 301–324.

March 10th: The Resource Curse [Asynchronous Class] (Week #9)

Ross, Michael L. "The political economy of the resource curse." *World politics* 51.02 (1999): 297-322.

Paul Collier. 2008. *The Bottom Billion*. Chapter 3 "The Natural Resource Trap".

March 17th: No Class - Spring Break (Week #10)

March 24th: Systems of Government and Electoral Rules (Week #11)

Part 1: Lecture and Discussion

Part 2: Article Review Presentations

Tsebelis, George. 1995. ‘Decision Making in Political Systems: Veto Players in Presidentialism, Parliamentarism, Multicameralism, and Multipartyism.’ *British Journal of Political Science* 25: 289-326.

Cheibub, José Antonio, Zachary Elkins, & Tom Ginsburg. 2013. “Beyond Presidentialism and Parliamentarism.” *British Journal of Political Science* 44: 515-544.

Carey, John M. & Matthew S. Shugart. 1995. “Incentives to Cultivate a Personal Vote: A Rank Ordering of Electoral Systems.” *Electoral Studies* 14: 417-439.

Clark, William Roberts & Matt Golder. 2006. “Rehabilitating Duverger’s Theory: Testing the Mechanical and Strategic Modifying Effects of Electoral Laws.” *Comparative Political Studies* 39: 679-708.

Part III: Identity, Society, and Political Behavior

March 31st: Ethnic and Religious Identity (Week # 12)

Part 1: Lecture and Discussion

Part 2: Article Review Presentations

Fearon, James D., and David D. Laitin. 1996. “Explaining Interethnic Cooperation.” *American Political Science Review* 90 (December): 715–35.

Posner, Daniel N. 2004. The Political Salience of Cultural Difference: Why Chewas and Tumbukas Are Allies in Zambia and Adversaries in Malawi, *The American Political Science Review*, Vol. 98, No. 4 (Nov., 2004), pp. 529-545

Chandra, Kanchan. "What is ethnic identity and does it matter?." *Annual Review of Political Science* 9 (2006): 397-424.

Diana Dumitru and Carter Johnson. 2011. "Constructing Interethnic Conflict and Cooperation: Why Some People Harmed Jews and Others Helped Them during the Holocaust in Romania" *World Politics*, Volume 63, Number 1, January 2011, pp. 1-42

Thad Dunning 2010. Cross-Cutting Cleavages and Ethnic Voting: An Experimental Study of Cousinage in Mali. *American Political Science Review* 104 (1): 21-39

April 7th: Gender (Week #13)

Part 1: Lecture and Discussion

Part 2: Introduction to Final Paper

Prillaman, Soledad Artiz. 2023. "Strength in numbers: how women's groups close India's political gender gap." *American Journal of Political Science*, 67(2): 390-410.

Clayton, Amanda, and Pär Zetterberg. 2021. "Gender and Party Discipline: Evidence from Africa's Emerging Party Systems." *American Political Science Review*. Forthcoming.

Bush, S. (2011). International Politics and the Spread of Quotas for Women in Legislatures. *International Organization*, 65(1), 103-137.

Htun, M. (2004). Is Gender like Ethnicity? The Political Representation of Identity Groups. *Perspectives on Politics*, 2(3), 439-458.

Mona Lena Krook. 2017. Violence Against Women in Politics. *Journal of Democracy Volume 28, Number 1, January 2017, pp. 74-88*

April 14th (Week #13): Intra-State Conflict (Week #14)

Part 1: Lecture and Discussion

Part 2: Article Review Presentations

*Kalyvas, Stathis N. 2006. *The logic of violence in civil war*. New York: Cambridge University Press. Chapter 7

*Weinstein, Jeremy. *Inside Rebellion: The Politics of Insurgent Violence*. New York: Cambridge University Press, 2007); Introduction and Chapter 1.

Humphreys, Macartan, and Jeremy M. Weinstein. "Handling and manhandling civilians in civil war." *American Political Science Review* 100.3 (2006): 429.

Fearon, James D., and David D. Laitin. 2003. "Ethnicity, Insurgency, and Civil War." *American Political Science Review* 97 (March): 75–90.

Dube, Oeindrila, and Juan F. Vargas. 2013. "Commodity price shocks and civil conflict: Evidence from Colombia." *The Review of Economic Studies* 80(4): 1384-1421.

April 21st: Distributive Politics and Clientelism (Week #15)

Part 1: Lecture and Discussion

Part 2: Peer Review of Outlines

Scott, James C. 1972. "Patron-client politics and political change in Southeast Asia." *American Political Science Review* 66(1),pp 91-113.

Cox, Gary W., and Mathew D. McCubbins. 1986. "Electoral politics as a redistributive game." *The Journal of Politics* 48 (2):370-389.

*Stokes, Susan C., Thad Dunning, Marcello Nazareno, & Valeria Brusco. 2013. *Brokers, Voters, and Clientelism: The Puzzle of Distributive Politics*. New York: Cambridge University Press, Chapters 1 and 8

Holland, Alisha. (2016). Forbearance. *American Political Science Review*, 110(2), 232-246.

Cruz, Cesi, Julien Labonne, and Pablo Querubín. 2017. "Politician Family Networks and Electoral Outcomes: Evidence from the Philippines." *American Economic Review*, 107 (10): 3006-37.

FINAL PAPER DUE ON CANVAS: April 29th, 2025 at Midnight ET.