

Introduction to Comparative Politics

Fall 2023

Instructor:	Angie Torres-Beltran	Time:	T/TH 3:30-4:45PM
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Course Description: This course is an introductory survey of comparative political systems. The purpose of this course is to introduce students to political concepts and frameworks governing state behavior and development and to familiarize them with a variety of international political systems. Students will be introduced to basic methods of comparative analysis and will develop theoretical and practical skills of this sub-field.

Learning Objectives: Upon completion of this course, you will be able to:

- Identify diverse political systems and the logic of comparative inquiry.
- Understand the meaning of comparative politics, its purpose and the methods used to study comparative politics.
- Explain and evaluate the importance of specific social and political events on the political development of a country.
- Compare and contrast the political systems of case studies explored in the course to derive propositions that are generalizable across different countries.
- Demonstrate an ability to communicate arguments and ideas with evidence in different forms (writing, presentation, exams).

Course Materials: You will not need a textbook. I will provide PDFs all of the required and recommended readings. All materials will be available on the course Blackboard site. I will also regularly relay important class information via email and the course content platform (Blackboard), so I expect that you will have access and review messages in your email and on Blackboard regularly.

A Brief Note on the Course: Because this is an introductory course, you are not required to have any preexisting knowledge of political science, politics, area studies, or history. Careful attention to the course readings and lecture material, as well as an attention to major news stories from a reliable news outlet or magazine that covers international politics (e.g., *The BBC*, *The Economist*, *The New York Times*, *The Washington Post*) will be sufficient in terms of preparation! Do keep in mind that the university has a subscription service to outlets like *The New York Times*, which you may access through your UArk account.

You may find some of the material I have assigned for this course difficult to read, both in terms of prose and content. This is true even for me. As a result, some texts might require that you read them slowly and even multiple times if necessary to understand what the author is trying to communicate. There might even be some texts that you do not fully comprehend, even after taking several stabs at them. **That is ok.** My primary aim for this course is not to have you arrive at "right answers," so to speak, but rather to develop a praxis which can allow you to think more critically about the political development and systems of other countries. Our time together will be used to evaluate these concepts in a safe, open learning environment, where I will serve as facilitator. While there will be moments when I engage in "lecture," my hope is that we will spend most of our sessions engaged in a collective dialogue where we can all learn from one another.

It is crucial that you complete the required readings before the lecture for which they are assigned. This is necessary in order to learn and participate effectively in class and to be prepared for the exams and assignments in the course. Do note that the required readings start off (relatively) light before picking up as we move onto the various thematic topics. For many of you, this is your first semester in college; I have taken this into consideration as I designed the course's structure.

Attendance and Participation: It is important that you attend every class session. Consistent and punctual attendance is necessary for you to successfully grasp the course material. Otherwise, you will miss out on the many learning activities that we will engage in. **I trust you to come to lecture, if I find my trust and judgement is misplaced, I will begin to take attendance.** I fully understand that illness, religious holidays, and other life events may arise causing you to miss class. Please let me know if this is the case, and I will accommodate you. Repeated or unexplained absences will decrease your participation grade.

I encourage you to participate in lecture. The last 15 minutes of each lecture will be dedicated to a discussion based on the topics covered in that lecture. Engaging with the material will help make this course more interesting and relevant for you and your classmates. I expect

that everyone will contribute to the discussion. We need to be attentive to class dynamics and ensure that discussion engages everyone and allows them to feel comfortable speaking. I understand that students have varying comfort levels in terms of speaking up. If you are uncomfortable participating in class, I encourage you to reach out to me during office hours or via email to discuss other possibilities for participating. This relies on your own initiative to begin the conversation. I may introduce alternative modes of engagement, including—but not limited to—submitting reviews/summaries of the readings, if I feel it to be helpful in ensuring everyone's participation.

Respectful Behavior: Status, Privilege, and Positionality: Come to class prepared to engage thoughtfully, listen attentively, and behave considerately. Everyone, regardless of his/her/their identities or status, is entitled to an education free of harassment or discrimination, and because we come with diverse experiences and perspectives, it is important that we provide the space to engage with each other in a respectful manner. Please ask questions in lecture when something is unclear. This conditionality is particularly important in a class like this which draws attention to issues with which a number of your colleagues, at any given time, may have direct experience. Share with us what you know; listen when it's something you don't. My job is not to teach you what to believe, but to give you the tools to understand political systems with a comparative perspective. I will not assess you based on your political beliefs.

Course Content Note: During this semester, we will be discussing data and theories that may be disturbing and/or painful on a personal level for some more than others. If specific material is emotionally challenging or paralyzing for you, leading to a retraction from classwork, I am happy to discuss any concerns you may have in office hours before or after the subject comes up in order to help you navigate the material better.

Email Policy: I will regularly relay important class information via email, so I will expect that you will have read them completely and understood them. Please reach out to me with any questions or concerns. I am here to help, and I enjoy doing so! Please make sure you engage in proper email etiquette by including a proper salutation and title (e.g., "Hello Angie" or "Good Morning Ms.Torres-Beltran") and your name.

Longer discussions and all conversations about grades must take place in-person. I will strive to respond to emails within 24 hours during regular hours of the work week, and I will expect the same from you. However, do not wait until the last minute if your question is time-sensitive. Please do email me to set up an appointment if you cannot make office hours. However, to ensure I'm adequately prepared, I will not schedule a meeting within 24 hours of a request.

Course Assessment: My goal for this course is for you to be able to understand general theories and methods of comparative politics. I intend to avoid the pattern of memorization and recall for an exam. To that end, you will choose the types of assignments we do and how you will be assessed. You will also decide when they are due.

Assignments: *On August 22, 2023, your class voted to complete these sets of assignments. This option asks for three types of assignments: a public scholarship piece, a teaching presentation, and a response paper. You may do all three on the same topic, in fact, I encourage it because doing so allows you to experience different scholarly writing styles, methods, and skills.*

Participation (5% = 25 points): Engaged participation in class is encouraged. This can be done in a number of ways such as by asking questions, helping others, leading discussions, etc. If you find yourself nervous to speak up in lecture, please let me know.

Public Scholarship (15% = 75 points): A public scholarship piece (i.e., blogpost, op-ed, newspaper article) is about condensing a very complex idea into a single, deliverable point that is accessible, speaks to contemporary events, and engages in critical debate all in 500-700 words or a two-minute video. This forces you to figure out **one** central reason of why this social and political topic in whatever country you choose matters. It is due on Blackboard on September 28th at 5:00 PM CT.

Midterm Exam (15% = 75 points): The exam will be a take-home exam and will consist of three short-response questions. Your response should be no more than 300 words per question. It will cover topics from Week 1 to Week 8. Please copy the question at the beginning of your answer as a Word (.doc or .docx) document with your last name and the word "Midterm Exam" in the file name (for example, LastNameMidtermExam.doc). Make-up exams will only be provided in the case of a university allowed and documented illness or emergency. It is due on Blackboard on October 12th at 5:00 PM CT.

Teaching Presentation (15% = 75 points): You are tasked with teaching "a normal audience" about a concept or idea we have learned in class. You can use one of the following media: podcast-style recording (under five minutes), a photo exhibit with oral descriptions (under five minutes), a "NGO-style" report with charts and graphs (750 words or fewer), a short video (under five minutes). Regardless of the medium you choose, you will all be assessed by the following set of criteria:

- Demonstrates a clear understanding of the concept (20 points)
- Makes clear why the concept is important for some aspect of politics (15 points)

- Uses language that is accessible to a broad public audience (15 points)
- Demonstrates effort commensurate with a final class project (25 points)

There will be no formal presentation to the class, but think of it as teaching the topic to your family or friends. It is due on Blackboard on November 21st at 5:00 PM CT.

Response Paper (20% = 100 points): In 500 words, you are tasked to evaluate and critique the central argument of one of the week's readings. Once you have identified the author's argument, you should build on it and develop your own critique based on logic and evidence. It is due on Blackboard on December 7th at 5:00 PM CT.

Final Exam (30% = 150 points): For the final, you are tasked with a two-day, take-home exam. The exam will be given to you on December 12 at 5:00 PM CT and is due in Blackboard on December 14 at 5:00 PM CT. You will answer two questions of your choosing regarding major themes and problems in comparative politics. Your response should be about 6-8 pages of text for both questions. Please copy the question at the beginning of your answer and email it to me by 5:00 PM CT as a Word (.doc or .docx) document with your last name and the word "Final Exam" in the file name (for example, LastNameFinalExam.doc).

Grading System and Policies: You will be provided with a rubric two weeks before each assignment is due to understand how I will assess your work. If you receive a grade on an assignment that you believe is inappropriate or incorrect, I encourage you to discuss it with me. Within one week of the assignment or exam being returned, you are welcome to return your work to me with a written explanation outlining what aspects of the assignment or exam you believe should be reviewed. I will take your explanation into full consideration as I regrade the assignment. However, be aware that the reassessment may adjust your grade up—or down. No further regrading will be allowed after one week from the date in which the assignment or exam is returned to you.

Please note that these are policies set by the Department of Political Science and I cannot change them. Note the grading scale for the class.

GRADING SCALE:

450 to 500 = A

400 to 449 = B

350 to 399 = C

300 to 349 = D

Below 300 = F

Students are encouraged to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below

satisfactory levels. Check Blackboard for your scores on assignments. If anything is missing send me an email.

Emergency Procedures: Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at this [link](#).

Severe Weather (Tornado Warning):

- Follow the directions of the instructor or emergency personnel.
- Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside.
- If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building.
- Stay in the center of the room, away from exterior walls, windows, and doors.

Violence/Active Shooter (CADD):

- CALL – 9-1-1
- AVOID – If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
- DENY – Barricade the door with desk, chairs, bookcases, or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it's safe.
- DEFEND – Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

COVID-19

- Safety guidelines may change during the semester. Students should remain informed about any modifications and conduct themselves accordingly. Please follow appropriate [COVID-19](#) health protocols.

Inclement Weather Policy: This class will observe any closures or delays that are implemented by the University administration. Class will also be cancelled in the event weather conditions in Fayetteville prevent a safe commute to campus: Class also will be cancelled if the Fayetteville Public Schools have cancelled classes due to inclement weather. Please see more here: [Inclement Weather Policy](#).

Plagiarism and AI: Plagiarism is defined as the practice of taking someone else's work or ideas and passing them off as one's own. The University of Arkansas' Academic Code strictly prohibits plagiarism and lists the sequence of repercussions if you are found guilty of plagiarism. (See the guidelines on Academic Honesty and plagiarism and punishments for breaking such rules [here](#)). Because a majority of the assignments will require writing, I assume good will in all of my students and will work with you if your writing inadvertently approaches plagiarism. This also means that I will work with you to use generative artificial intelligence, such as ChatGPT. Given this assumption of good will, I will be particularly disappointed if any student tries to pass off copy-and-pasted text as their own work. Violations will be reported to the college's Academic Integrity Monitor.

Disability Access: The University is happy to provide reasonable accommodations for students with documented disabilities. If a student has a learning disability, chronic illness, or physical or mental health disabilities that have some impact on their work for this class, please notify the Center for Educational Access, located in Room 104 of the Arkansas Union or call 479-575-3104 (voice) or 479-575-3646 (TTY). You may also email them at ada@uark.edu. I am also happy to accommodate any student who has a learning or cognitive disability, a physical disability that makes it difficult for you to get across campus from class-to-class, or mental health issues such as anxiety and depression. Please feel free to reach out to me if any of the above (or other illnesses or disabilities that I've failed to mention) apply to you, and we will work to find a solution.

Important Deadlines:

- 1) Public Scholarship September 28, 2023
- 2) Midterm Exam..... October 12, 2023
- 3) Teaching Presentation November 21, 2023
- 4) Response Paper December 7, 2023
- 5) Final Exam December 14, 2023

Submissions (1-4) must be submitted electronically on Blackboard by 11:59 PM (the latest) on their respective days. Submission (5) must be submitted electronically on Blackboard by 5:00 PM (the latest) on December 14.

Course Outline

The required readings consist of excerpts from book chapters, academic articles, newspaper articles, and blogposts. To make them as accessible as possible for everyone, I will upload ALL of the readings online on Blackboard.

I ask you to submit your assignments (!) within the deadline and to prepare the required readings (📖) carefully before Tuesday's classes. The recommended readings are not required, but should help you if you need further input or want to expand your knowledge.

Week 1: Introduction to the Field of Comparative Politics (August 22 and 24)

*Before starting with the course, we will **jointly** review and finalize the syllabus. I will also send out a survey to learn more about you all. It will be available on Blackboard.*

! Climate survey

! Pre-test survey

This class will introduce students to some basic points about the sub-field of comparative politics and the different methods of inquiry within it. We will also cover a few points on the scientific method and the difference between theories, and the difference between correlation and causation. We will also examine the comparative method and how we will apply it, as well as the logic of functional equivalences and its limitations in comparing political systems.

📖 No required readings

Recommended readings:

- * Lijphart, Arend. (1971). "Comparative Politics and the Comparative Method." *American Political Science Review* 65(3), pp. 682-693.
- * Przeworski, Adam and Teune, Henry. (1970). *The Logic of Comparative Social Inquiry*. New York: Wiley-Interscience, pp. 31-46.

Week 2: States, State Formation, and State Capacity (August 29 and 31)

These classes examine theories about why states exist and the role of war in creating states. We also examine the difference between strong and weak states.

Required readings

- Buss, Terry F. (2015). "Foreign aid and the Failure of State Building in Haiti, from 1957 to 2015." *Latin American Policy* 6(2), pp. 319–339.
- Flores-Macias, Gustavo. (2018). "The Consequences of Militarizing Anti-Drug Efforts for State Capacity in Latin America: Evidence from Mexico." *Comparative Politics* 51(1), pp. 1-20.
- Kyris, George, and Agon Demjaha. (2020). "What Makes a State a State? Why Places like Kosovo Live in Limbo." *The Conversation*.

Recommending readings:

- * Centeno, Miguel. (1997). "Blood and Debt: War and Taxation in Nineteenth Century Latin America," *American Journal of Sociology* 102(6), pp. 1565-1605.
- * Herbst, Jeffrey. (2000). *States and Power in Africa: Comparative Lessons in Authority and Control*. Cambridge University Press. Chapters 2, 5.
- * Tilly, Charles. (1992). *Coercion, Capital, and European States: AD 990-1992*. Cambridge University Press. Chapters 2-3.

Week 3: Institutions (September 5 and 7)

These classes examine the array of political institutions that compose states. We also examine how these institutions change (or not) over time.

Required readings

- Helmke, Gretchen, and Steven Levitsky. (2004). "Informal Institutions and Comparative Politics: A Research Agenda." *Perspectives on Politics* 2(4), pp. 725-740.
- Lake, Milli. (2017). "Building the Rule of War: Post-conflict Institutions and the Micro-Dynamics of Conflict in Eastern DR Congo." *International Organization* 71(2), pp. 281-315. (Read only introduction).
- Lowndes, Vivien. (2020). "How are Political Institutions Gendered?" *Political Studies* 68(30), pp. 543-564.

- Cordova, Abby and Helen Kras. (2020). "Addressing Violence against Women: The Effect of Women's Police Stations on Police Legitimacy." *Comparative Political Studies* 53(5), pp. 775–808. (Skim).

Recommending readings:

- * Thelen, Kathleen. (1999). "Historical Institutionalism in Comparative Politics." *Annual Review of Political Science* 2, pp. 369-404.
- * Hall, Peter A., and Rosemary C. R. Taylor. (1996). "Political Science and the Three New Institutionalisms." *Political Studies* 44, pp. 936-957.

Week 4: Conceptualizing Political Regimes: Democracies and Autocracies (September 12 and 14)

We can only compare democracies if we establish precise definitions of terms such as democracy or autocracy. These classes examine definitions and concepts regarding democracies and autocracies. We will also discuss how democracy and autocracy is measured. On September 14, we will not meet in-person and you will be tasked with completing the week's readings.

 Required readings

- Schmitter, Philippe C., and Terry Lynn Karl. (1991). "What Democracy Is...And Is Not." *Journal of Democracy* 2(3), pp. 3-16.
- Schneier, Bruce. (2023). "Re-imagining Democracy for the 21st Century, Possibly without the Trappings of the 18th Century." *The Conversation*.
- Svobik, Milan. (2012). *The Politics of Authoritarian Rule*. Cambridge Studies in Comparative Politics. Cambridge University Press. (Skim Chapter 1, read Chapter 2).

Recommending readings:

- * Geddes, Barbara. (1999). "What Do We Know about Democratization After Twenty Years?" *Annual Review of Political Science* 2, pp. 115-144.
- * Narine, Shaun. (2023). "The World's Most Powerful Democracies were Built on the Suffering of Others." *The Conversation*.
- * Przeworski, Adam. (1999). "Minimalist Conception of Democracy: A Defense." In *Democracy's Value*, ed. Ian Shapiro and Casiano Hacker-Cordon. Cambridge University Press, pp. 23-55.

Week 5: Origins of Democracies and Dictatorship (September 19 and 21)

These classes examine how democracies are constructed. We will also examine alternatives to democracy, such as autocracy in its many forms.

Required readings

- Berman, Sheri. (1997). "Civil Society and the Collapse of the Weimar Republic," *World Politics* 49(3), pp. 401-439.
- Moore, Barrington. (1966). *Social Origins of Dictatorship and Democracy*. Beacon Press. Review.
- Przeworski, Adam, and Fernando Limongi. (1997). "Modernization: Theories and Facts," *World Politics* 49(2), pp. 155-183.

Recommending readings:

- * Linz, Juan. (1990). "The Perils of Presidentialism," *Journal of Democracy* 1(1), pp. 51-69.
- * Ziblatt, Daniel. (2017). *Conservative Parties and the Birth of Democracy*. Cambridge University Press. Chapter 1.

Week 6: Breakdowns, Survivals and Transitions (September 26 and 28)

These classes examine how states may transition in light of recent social and political events in their region. We will discuss how institutional rules, mobilization, and wars shape states' paths and the outcomes due to these changes.

! Public Scholarship

Required readings

- Bellin, Eva. (2012). "Reconsidering the Robustness of Authoritarianism in the Middle East: Lessons from the Arab Spring," *Comparative Politics* 44(2), pp. 127-149. (Skim).
- Levitsky, Steven, and Lucan Way. (2010). *Competitive Authoritarianism: Hybrid Regimes after the Cold War*. Cambridge University Press, pp. 1-5.
- Nalepa, Monika, and Grigore Pop-Eleches. (2022). "Authoritarian Infiltration of Organizations: Causes and Consequences." *Journal of Politics* 84(2), pp. 861-873.

- Wood, Elisabeth Jean. (2001). "An Insurgent Path to Democracy: Popular Mobilization, Economic Interests and Regime Transition in South Africa and El Salvador," *Comparative Political Studies* 34(8), pp. 862-888. (Skim).

Recommending readings:

- * Bunce, Valerie, and Sharon Wolchik. (2010). "Defeating Dictators: Electoral Change and Stability in Competitive Authoritarian Regimes." *World Politics* 62(1), pp. 43-86.
- * Geddes, Barbara, Joseph Wright, and Erica Frantz. (2014). "Autocratic Breakdown and Regime Transitions: A New Data Set." *Perspectives on Politics* 12(2), pp. 313-331.

Week 7: Political Parties, Voters, and Elections (October 3 and 5)

These classes examine the formation and role of political parties in states. We will then discuss how political parties and other actors may influence elections and voting.

 Required readings

- Aldrich, John. (2011). *Why Parties? A Second Look*. University of Chicago Press, pp. 27-64. (Skim).
- Bateson, Regina. (2012). "Crime Victimization and Political Participation." *American Political Science Review* 106(3), pp. 570-587.
- Thachil, Tariq. (2011). "Embedded Mobilization: Nonstate Service Provision as Electoral Strategy in India." *World Politics* 63, pp. 434-469.

Recommending readings:

- * Holland, Alisha. (2016). "Forbearance." *American Political Science Review* 110(2), pp. 232-246.
- * Mo, Cecilia Hyunjung. (2016). "Why 'woman' isn't Hillary Clinton's Trump Card?" *The Conversation*.
- * Stokes, Susan C. (1999). "Political Parties and Democracy." *Annual Review of Political Science* 2, pp. 243-267.

Week 8: Review Session (October 10 and 12)

On October 10th, we will catch-up on any readings we did not discuss. We will then review concepts in class for the midterm. I will upload the midterm exam questions on Blackboard at the end of class on October 10th.

! The midterm exam will be a take-home exam. It will be submitted on Blackboard. It is due on October 12th at 5:00 PM CT.

Please note we will not have class on October 17 due to Fall Break.

Week 9: Political Culture and the Construction of Collective Identities (October 19 and 24)

These classes examine the relationship between culture and states. We will also discuss how and why identities matter and the outcomes thereof on group dynamics.

Required readings

- Beckwith, Karen, Teri Caraway, Leslie A. Schwindt-Bayer, and Lisa Baldez. (2010). "Synposium: A Comparative Politics of Gender," *Perspectives on Politics* 8(1), pp. 159-231. (Read first 10 pages).
- GrzyMala-Busse, Anna. (2016). "Weapons of the Meek: How Churches Influence Public Policy." *World Politics* 68(1), pp. 1-4.
- Marx, Anthony W. (1996). "Race-Making and the Nation-State." *World Politics* 48(2), pp. 180-208.
- 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), pp. 529-545.

Recommending readings:

- * Adida, Claire, David Laitin, and Marie-Anne Valfort. (2010). "Identifying barriers to Muslim integration in France." *Proceedings of the National Academy of Science* 107(52), pp. 22384-22390.
- * O'Brien, Diana Z., and Johanna Rickne. (2016). "Gender Quotas and Women's Political Leadership." *American Political Science Review* 110(1), pp. 112-126.
- * Yashar, Deborah. (1999). "Democracy, Indigenous Movements, and the Postliberal Challenge in Latin America." *World Politics* 52(1), pp. 76-104.

Begin Final Project (October 26)

We will not be meeting in-person. Instead, this class session will be dedicated to beginning your final project. You will have the opportunity to speak to me via Zoom or Teams to in case you have any questions.

! Begin final project

Week 10: Social Movements, Collective Action, and Contentious Politics (October 31 and November 2)

These classes examine what social movements are and what motivates individuals to participate in different acts of collective action surrounding contentious political issues.

Required readings

- Baldez, Lisa. (2002). *Why Women Protest: Women's Movements in Chile*. Cambridge University Press. Chapter 1.
- Scott, James. (1985). *Weapons of the Weak: Everyday Forms of Peasant Resistance*. Yale University Press, pp. 28-47.
- Ayoub, Phillip M., Douglas Page, and Sam Whitt. (2021). "Pride amid Prejudice: The Influence of LGBT Rights Activism in a Socially Conservative Society." *American Political Science Review* 115(2), pp. 467-485.

Recommending readings:

- * Chenoweth, Erica. (2023). "The Role of Violence in Nonviolent Resistance." *Annual Review of Political Science* 26, pp. 55-77.
- * Dahlum, Sirianne, and Tore Wig. (2021). "Chaos on Campus: Universities and Mass Political Protest." *Comparative Political Studies* 54(1), pp. 3-32.
- * Olson, Mancur. (1965). *The Logic of Collective Action: Public Goods and the Theory of Groups*. Harvard University Press, pp. 5-22, 33-52.
- * Pearlman, Wendy. (2013). "Emotions and the Micro-foundations of the Arab Up-risings," *Perspectives on Politics* 11(2), pp. 387-409.
- * Slater, Dan. (2009). "Revolutions, Crackdowns, and Quiescence: Communal Elites and Democratic Mobilization in Southeast Asia," *American Journal of Sociology* 115(1), pp. 203-54.
- * Tarrow, Sidney. (2011). *Power in Movement: Social Movements and Contentious Politics*. Cambridge University Press. Introduction and Part 1.

Week 11: Assignment Week (November 7 and 9)

We will not be meeting in-person. Instead, these class sessions will be dedicated to working on assignments. You will have the opportunity to consult your assignments with me via Zoom or Teams during the dedicated class time in case you have any questions.

Week 12: Civil War and Insurgencies (November 14 and November 16)

These classes will cover civil wars—including their formation, duration, and termination. We will specifically discuss the role of insurgencies in civil wars.

Required readings

- Fearon, James, and David Laitin. (2003). "Ethnicity, Insurgency, and Civil War," *American Political Science Review* 97(1), pp. 75-90.
- Hartzell, Caroline. (2016). "Civil War Termination." *Oxford Research Encyclopedia of Politics*. Oxford University Press.
- Wood, Elisabeth Jean. (2003). *Insurgent Collective Action and Civil War in El Salvador*. Cambridge University Press. Chapter 1.

Recommending readings:

- * Braun, Robert. (2016). "Religious Minorities and Resistance to Genocide: The Collective Rescue of Jews in the Netherlands during the Holocaust." *American Political Science Review* 110(1), pp. 127-147.
- * Cohen, Dara Kay. (2016). *Rape During Civil War*. Cornell University Press. Introduction.
- * Fortna, Virginia Page. (2004). "Does Peacekeeping Keep Peace? International Intervention and the Duration of Peace After Civil War." *International Studies Quarterly* 48, pp. 269-292.
- * Gizelis, Theodora-Ismene. (2009). "Gender Empowerment and United Nations Peacebuilding." *Journal of Peace Research* 46(4), pp. 505-523.

Week 13: Catch-up Week (November 21)

We will catch-up on any readings we did not discuss. This class session will also be dedicated to working on your assignments as well as answering any final questions you may have on your assignments.

! Teaching Presentation

There will be no class on November 23 due to Thanksgiving Break.

Week 14: Comparative Political Economy (November 28 and November 30)

These classes will examine the development and underdevelopment of states' economies. This class will tie into several themes to examine how state actors and state formation impact development.

📖 Required readings

- Elias, Juanita, and Shirin Rai. (2015). "The Everyday Gendered Political Economy of Violence." *Politics & Gender* 11(2), pp. 424-429.
- Jensenius, Francesca R. and Pradeep Chhibber. (2023). "Privileging one's own? Voting patterns and politicized spending in India." *Comparative Political Studies* 56(4), pp. 503-529.
- Mahoney, James. (2010). *Colonialism and Postcolonial Development: Spanish America in Comparative Perspective*. Cambridge University Press. Chapter 1. (Skim).

Recommending readings:

- * Acemoglu, Daron, Simon Johnson, and James Robinson. (2003). "Disease and Development in Historical Perspective," *Journal of the European Economic Association* 1(2), pp. 397-405.
- * Hall, Peter, and David Soskice. (2001). "An Introduction to Varieties of Capitalism," in Peter A. Hall and David Soskice, eds. 2001. *Varieties of Capitalism: The Institutional Foundations of Comparative Advantage*. Oxford University Press.
- * Iversen, Torben and Frances Rosenbluth. (2006). "The Political Economy of Gender: Explaining Cross-National Variation in the Gender Division of Labor and the Gender Voting Gap," *American Journal of Political Science* 50(1), pp. 1-19.
- * Mauro, Vincent. (2022). "Party Systems and Redistribution in Democratic Latin America," *Comparative Politics* 54(3), pp. 429-552.

Professional Development (December 5)

This class will be dedicated to going over different career paths and opportunities that require the skills and knowledge gained in comparative studies. We will go over internships, fellowships, graduate and professional school, and careers in government and non-government organizations. The goal of this class is to introduce you to various professional careers. To that end, I will send you a survey ahead of class in order to identify what topics will be most useful. Please take the time to fill it out.

! Career interests survey

Course Evaluations and Final Exam Review (December 7)

In this class, I will encourage you to complete course evaluations. We will then take this time to review for the final exam.

! Response Paper

Final Exam (December 14)

I will upload the final exam questions on December 12th at 5:00 PM CT on Blackboard. You will be required to turn in your final on Blackboard on December 14th at 5:00 PM CT.

! Submit Final Exam

Disclaimer: Although it is unlikely, I reserve the right to change components of this syllabus. I will always notify you of changes and will never make any assignment due dates or exam dates earlier than initially published.