

“PEOPLE, REGIMES AND POWER”

INTA 689-DC

Fall 2023

Tuesdays, 6:30 pm – 9:10 pm

Credit Hours: 3

Professor Edward Lemon
George Bush School of Government and Public Service
1620 L Street NW, #700
Washington DC

Location:

Email: edward.lemon@tamu.edu

Phone: 917-580-1115

Office Hours:

OVERVIEW

This course examines the interplay between people, regimes and power, a field called comparative politics. In this course, we will examine how political institutions, actors, and processes arise, operate and change around the world and how they affect society, culture, and the economy. Using the comparative method, which seeks to understand the similarities and differences between these systems, we can examine complex and fundamental issues. Questions addressed through this course include: what is the state? How are different political systems created and organized? What role do state, sub and supra state actors play in these processes? How and why do political systems change? Why do some countries have democratic forms of government while others are ruled by authoritarian leaders? What causes political systems to break down through revolution and violent conflict? What is the most effective approach to achieve prosperity and economic development?

The course combines theory with in-depth examinations of case studies from particular regions of the world. We will seek to explain why the Arab Spring broke out and why it failed to produce democratic transitions in many Middle Eastern states. We will examine what has caused civil wars to break out in certain parts of Africa but not in others. We will explore why democracy took root in Eastern Europe but not in most states of the former Soviet Union, and why certain governments managed the Covid-19 pandemic more effectively. And we will look at how China's approach to economic development differs from that of Western powers.

COURSE PREREQUISITES

None

LEARNING OUTCOMES

By the end of this course, students will be able to:

- Design and conduct research in comparative politics;
- Understand current trends in the field, including debates around the nature and origin of the state, models of democracy and authoritarianism, what causes revolutions, political violence and state breakdown, and what impact globalization is having on society and politics.
- Apply the ideas, approaches and concepts learned in class to different case studies;
- Prepare written products that use the comparative method for professional audiences.

REQUIRED TEXTS

There is no textbook for the course.

A number of the reading materials are drawn from *The Oxford Handbook of Comparative Politics*.

For an introductory textbook on comparative politics, see David Samuels, *Comparative Politics*. New York: Pearson, 2020.

Other readings will be assigned throughout the course and will be available to the students in the form of handouts or e-mails.

COURSE REQUIREMENTS

Analysis Paper: During the semester, you write a paper of a length not to exceed five pages on an aspect of the course material. The questions will be provided no less than a week ahead of the due date.

Critical Response. You must choose an article or book chapter from the reading list and write a critical review of it. The review will be 10 pages double-spaced, 12pt font. You will summarize the arguments made by the author, examine the author's use of sources, the logic of their argument and make reference to relevant literature. If you would like to review an article or chapter which is not on the reading list, please contact me. I am happy to accommodate your professional and research interests.

Reading Response: Before each class, every student is expected to contribute at least one brief response to a reading (this could be a point you did not agree with, or an argument that has been refuted or re-enforced by recent events) or discussion question that arose from the readings. This only needs to be four to five sentences long and should be emailed to the professor before each class.

Research Paper: You will write a 30-page research report on a topic of your choosing related to the themes of the course. We will work closely together to define your research question and approach. Students are expected to choose a research question related to comparative politics, conduct an analysis of the question using an appropriate method and produce a paper based on the results. Students will submit a two-page outline of their proposed research during week 9. Potential topics include assessing patterns of democratization, exploring why certain authoritarian regimes are more durable than others, comparing the effectiveness of protest movements, examining the efficacy of different development models and comparing responses to Covid-19.

Participation and Attendance. All students are expected to attend each class and to participate actively in classroom discussions.

GRADING

Participation (Attendance and classroom discussion)

10%

Reading Response

10%

Analysis Paper: 10%

Critical Response
20%

Research Paper
50%

The following scale will be used for calculating final grades for this course:
90-100 A; 80-89 B; 70-79 C; 60-69 D; and 0-59 F

GRADING POLICY

<http://student-rules.tamu.edu/rule10>

LATE WORK POLICY

All course work must be submitted no later than the due date unless prior arrangements are made with the professor and a new due date is established. If a student submits an assignment after the due date without having made arrangements with the professor, a minimum of 5 points, (based on an assignment grading scale of 100 points), will be deducted for each week, or part thereof, that the assignment is late.

KEY DATES

Analysis Paper due: September 19

Critical Response due: October 24

Research Paper Plan due: November 7

Research Paper due: December 5

ADA POLICY STATEMENT

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. If you

believe you have a disability requiring accommodation, please make that fact known to me and I will assist you in every way possible.

<http://disability.tamu.edu/>

DIVERSITY AND INCLUSION

The Bush School of Government and Public Service supports the Texas A&M University commitment to diversity, and welcomes individuals of all ages, backgrounds, citizenships, disabilities, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experiences, political views, races, religions, sexual orientations, socioeconomic statuses, and/or work experiences (see diversity.tamu.edu/). Accordingly, all of us—students, faculty, and staff—are expected to respect the different experiences, beliefs, and values expressed by others, and to engage in reasoned discussions that refrain from derogatory comments or dehumanizing language about other people, cultures, groups, or viewpoints.

Intellectual argument and disagreement are a fundamental element of both the academic world and the policy process. Disagreement does not, in and of itself, mean disrespect. However, the way that disagreement is expressed can be disrespectful. Unprofessional, insensitive, or disrespectful behaviors (such as using dehumanizing, derogatory, or coarse language; dismissing ideas based on the characteristics of the speaker/writer; or expressing threat or intent to harm, even if framed “as a joke”) are inconsistent with the Bush School’s commitment to diversity, and will not be tolerated. This applies both inside and outside of the classroom and includes electronic venues such as GroupMe.

ATTENDANCE

The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments. Instructors are expected to provide notice of the dates on which major exams will be given and assignments will be due on the course syllabus, which must be made available by the first class period. Graduate students are expected to attend all examinations required by departments or advisory committees as scheduled formally.

The School of Law requires regular and punctual attendance of students in all courses. Juris Doctorate (JD) students are not required to seek an excused absence from an instructor or equivalent, but students will be administratively dropped from a class for

excessive absences as defined in the School of Law Academic Standards. JD students are expected to take examinations as scheduled. Requests to reschedule an examination must be submitted to the Associate Dean for Academic Affairs in accordance with the process set forth in the School of Law Academic Standards.

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

Excused Absences

7.1 The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. Among the reasons absences are considered excused by the university are the following: (1Muster)

7.1.1 Participation in an activity appearing on the university authorized activity list. (see List of Authorized and Sponsored Activities)

7.1.2 Death or major illness in a student's immediate family. Immediate family may include: mother, father, sister, brother, grandparents, spouse, child, spouse's child, spouse's parents, spouse's grandparents, step-mother, step-father, step-sister, step-brother, step-grandparents, grandchild, step-grandchild, legal guardian, and others as deemed appropriate by faculty member or student's academic Dean or designee.

7.1.3 Illness of a dependent family member.

7.1.4 Participation in legal proceedings or administrative procedures that require a student's presence.

7.1.5 Religious holy day. (See Appendix IV.)

7.1.6 Injury or Illness that is too severe or contagious for the student to attend class.

7.1.6.1 Injury or illness of three or more days. For injury or illness that requires a student to be absent from classes for three or more business days (to include classes on Saturday), the student should obtain a medical confirmation note from his or her medical provider. The Student Health Center or an off-campus medical professional can provide a medical confirmation note only if medical professionals are involved in the medical care of the student. The medical confirmation note must contain the date and time of the illness and medical professional's confirmation of needed absence.

7.1.6.2 Injury or illness less than three days. Faculty members may require confirmation of student injury or illness that is serious enough for a student to be absent from class for a period less than three business days (to include classes on Saturday). At the discretion of the faculty member and/or academic department standard, as outlined in the course syllabus, illness confirmation may be obtained by one or both of the following methods:

Texas A&M University Explanatory Statement for Absence from Class.

Confirmation of visit to a health care professional affirming date and time of visit.

7.1.6.3 An absence for a non acute medical service does not constitute an excused absence.

7.1.7 Required participation in military duties.

7.1.8 Mandatory admission interviews for professional or graduate school which cannot be rescheduled.

7.1.9 Mandatory participation as a student-athlete in NCAA-sanctioned competition.

7.1.10 In accordance with Title IX of the Educational Amendments of 1972, Texas A&M University shall treat pregnancy (childbirth, false pregnancy, termination of pregnancy and recovery therefrom) and related conditions as a justification for an excused absence for so long a period of time as is deemed medically necessary by the student's physician. Requests for excused absence related to pregnancy should be directed to the instructor; questions about Title IX should be directed to the University Title IX Coordinator.

7.2 The associate dean for undergraduate programs, or the dean's designee, of the student's college may provide a letter for the student to take to the instructor stating that the dean has verified the student's absence as excused.

7.3 Students may be excused from attending class on the day of a graded activity or when attendance contributes to a student's grade, for the reasons stated in Section 7.1, or other reason deemed appropriate by the student's instructor. Except in the case of the observance of a religious holiday, to be excused the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. In cases where advance notification is not feasible (e.g. accident, or emergency) the student must provide notification by the end of the second working day after the absence. This notification should include an explanation of why notice could not be sent prior to the class. Accommodations sought for absences due to the observance of a religious holiday can be sought either prior or after the absence, but not later than two working days after the absence.

If needed, the student must provide additional documentation substantiating the reason for the absence that is satisfactory to the instructor, within one week of the last date of the absence.

If the absence is excused, the instructor must either provide the student an opportunity to make up any quiz, exam or other work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. If an

instructor has a regularly scheduled make up exam, students are expected to attend unless they have a university approved excuse. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence.

7.4 The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence.

7.5 See Part III, Grievance Procedures: 49. Unexcused Absences, for information on appealing an instructor's decision.

7.6 If the student is absent for excused reasons for an unreasonable amount of time during the semester, the academic Dean or designee of the student's college may consider giving the student a grade of W during the semester enrolled or a NG (no grade) following posting of final grades.

7.7 Whenever a student is absent for unknown reasons for an extended period of time, the instructor should initiate a check on the welfare of the student by reporting through the head of the student's major department to the Dean or designee of the student's college.

In accordance with Faculty Senate Resolution FS.14.101 (see Faculty Senate meeting minutes of Feb. 10, 1997), "faculty members are encouraged not to hold exams on the day of Muster. Any absence from classes beginning after 5 p.m. to attend Muster will be considered a university excused absence."

AGGIE HONOR CODE

For many years Aggies have followed a Code of Honor, which is stated in this very simple verse:

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

The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and integrity, characteristics that Aggies have always exemplified.

The Aggie Code of Honor functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other.

<http://aggiehonor.tamu.edu>

ACADEMIC INTEGRITY

The Bush School is committed to the development of principled leaders for public service. Entering a Bush School course as a student means accepting this commitment personally. The commitment to "principled leadership" is a further expansion of the Texas A&M student honor code. Every student in this course must comply with this code in all work submitted for a grade and will be held accountable accordingly for both individual and team assignments. Anyone who is not prepared to be held accountable to this standard should immediately withdraw from this course.

It is imperative to avoid plagiarism or the appearance of plagiarism through sloppy citation. As commonly defined, plagiarism consists of passing off as one's own ideas, words, writings, etc. that which belongs to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. It does not matter from where the material is borrowed--a book, an article, material off the web, another student's paper--all constitute plagiarism unless the source of the work is fully identified and credited. It is important when using a phrase, a distinct idea, concept, a sentence, or sentences from another source to credit explicitly that source either in the text, a footnote, or endnote. Plagiarism is a violation of academic and personal integrity and carries extremely serious consequences. Scholastic dishonesty (including cheating, multiple submission of work for grades in different courses, and plagiarism) will not be tolerated and will be punished. Further information can be found at <http://www.tamu.edu/aggiehonor/acadmisconduct.htm>

TITLE IX AND STATEMENT ON LIMITS TO CONFIDENTIALITY

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

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

The incident is reasonably believed to be discrimination or harassment.

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

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

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

Students can learn more about filing a report, accessing supportive resources, and navigating the Title IX investigation and resolution process on the University's Title IX webpage.

STATEMENT ON MENTAL HEALTH AND WELLNESS

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

COURSE OUTLINE

Syllabus topics are subject to change at the discretion of the instructor.

August 22 Comparative Politics and the Comparative Method

Readings:

Arend Lijphart, 1971. "Comparative Politics and the Comparative Method," *The American Political Science Review* 65, (3): 682-693

Barbara Geddes, 1990. "How the Cases you Choose Affect the Answers you Get: Selection Bias in Comparative Politics," *Political Analysis* 2: 131-50.

Adam Przeworski, 2007. "Is the Science of Comparative Politics Possible?" In Boix, Carles & Stokes, Susan C. (eds.), *Oxford Handbook of Comparative Politics*. New York: Oxford University Press

David Collier, 2011. "Understanding Process Tracing." *PS: Political Science and Politics* 44, (4): 823-30.

John Gerring, "The Case Study: What it is and What it Does." In Boix, Carles & Stokes, Susan C. (eds.), *Oxford Handbook of Comparative Politics*. New York: Oxford University Press.

Aili Mari Tripp. 2006. "Why So Slow? The Challenges of Gendering Comparative Politics." *Politics & Gender* 2 (2): 249-263.

Timothy Lukes, 2005. *Power: A Radical View*. London: Palgrave.

August 29 The State

Readings:

Max Weber, "Politics as a Vocation" (1919)

Charles Tilly, 1985. "War Making and State Making as Organized Crime," In: *Bringing the State Back In* Cambridge: Cambridge University Press.

Stephen Krasner, 1984. "Approaches to the State: Alternative Conceptions and Historical Dynamics," *Comparative Politics*, 16 (2): 223-246.

Kantola, Johanna. 2006. "Gender and the State: Theories and Debates." In *Feminists Theorize the State*. New York: Palgrave, 1-21.

Mohammad Mahmoud Ould Mohamedou, "In Search of the Non-Western State: Historicising and De-Westphalianising Statehood." In: *Sage Handbook of Political Science*. London: Sage.

Timothy Mitchell, 1991. "The Limits of the State: Beyond Statist Approaches and Their Critics" *The American Political Science Review*, 85 (1): 77-96

September 5 Globalization

Readings:

Dani Rodrik, 2010. *The Globalization Paradox*. New York: W.W. Norton, Chapter 11.

Joseph Stiglitz, 2002. "Globalism's Discontents," In: *The Globalization and Development Reader*: 356-360

John Meyer, 2007, "Globalization: Theory and Trends," *International Journal of Comparative Sociology*, 48 (4): 261-273.

Jens Bartelson, 2000. "Three Concepts of Globalization," *International Sociology*, 15 (2): 180-196.

Terrence Lyons and Peter Mandaville, 2010. "Think Locally, Act Globally: Toward a Transnational Comparative Politics," *International Political Sociology* 4, 124-141.

Jeff Haynes, 2003. "Tracing Connections between Comparative Politics and Globalisation." *Third World Quarterly* 24, (6): 1029-1047.

September 12 Democracy

Readings:

Philippe Schmitter and Terry Karl, 1991. "What Democracy Is... and Is Not," *Journal of Democracy*, 2 (3): 75-88.

Pippa Norris. 1997. "Choosing Electoral Systems: Proportional, Majoritarian, and Mixed Systems." *International Political Science Review*, 18 (3): 297-312.

Arend Lijphart, 1999. *Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries*. New Haven, CT: Yale University Press. Chapter 3.

Juan Linz, 1990. "The Perils of Presidentialism." *Journal of Democracy*, 1 (1): 51-69.

Guillermo O'Donnell, 1994. "Delegative Democracy," *Journal of Democracy*, 5 (1), 55-69.

Robert Dahl, 2015. *On Democracy*. New Haven: Yale University Press, Chapter 5.

September 19

Authoritarian Governance

Analysis Paper due

Readings:

Wintrobe, Ronald, Dictatorship: Analytical Approaches. In: Boix and Stokes, eds. *The Oxford Handbook of Comparative Politics*. New York: Oxford University Press.

Marlies Glasius, 2018. "What Authoritarianism is ... and is not: a Practice Perspective." *International Affairs* 94, (3): 515–53.

Lucan Way and Steven Levitsky, 2002, "The Rise of Competitive Authoritarianism," *Journal of Democracy*, 13 (2)

Michael Wahman, Jan Teorell and Axel Hadenius, 2013. Authoritarian Regime Types Revisited: Updated Data in Comparative Perspective, *Contemporary Politics*, 19, (1): 19–34.

Christopher Sebastian Parker and Christopher C. Towler, 2019. "Race and Authoritarianism in American Politics." *Annual Review of Political Science*, 22: 503–519.

Johannes Gerschewski, 2013. "The Three Pillars of Stability: Legitimation, Repression, and Co-optation in Autocratic Regimes." *Democratization* 20, (1): 13–38.

September 26

Democratization

Case Study: Eastern and Central Europe

Readings:

Samuel Huntington, 1991, "Democracy's Third Wave," *Journal of Democracy*, 2 (2): 12–34.

Andreas Schedler. 1998. "What is Democratic Consolidation?" *Journal of Democracy*, 9 (2): 91–107.

Amartya Sen, 1999. "Democracy as a Universal Value." *Journal of Democracy*, 10 (3): 3–17.

Barbara Geddes. 2007. "What Causes Democratization?" In: Boix and Stokes, eds. *The Oxford Handbook of Comparative Politics*. New York: Oxford University Press.

Teri L. Caraway, 2004. "Inclusion and Democratization: Class, Gender, Race, and the Extension of Suffrage." *Comparative Politics* 36 (4): 443-460

Jacques Rupnik and Jan Zielonka, 2013. "Introduction: The State of Democracy 20 Years on: Domestic and External Factors," *East European Politics and Societies*, 27 (1): 3-25.

Steven Levitsky and Lucan A. Way, 2006. "Linkage versus Leverage. Rethinking the International Dimension of Regime Change." *Comparative Politics* 38, (4): 379-400.

October 3

Authoritarian Consolidation

Case Study: Former Soviet Union

Readings:

Thomas Carothers, "The End of the Transition Paradigm", *Journal of Democracy*, 13, (1), 2002.

Josh Kurlantzick. 2013. *Democracy in Retreat: The Revolt of the Middle Class and the Worldwide Decline of Representative Government*. New Haven: Yale University Press, Chapter 2.

Steven Levitsky and Lucan Way. 2015. "The Myth of Democratic Recession" *Journal of Democracy* 26 (1): 5-10.

Stephen Heber and Victor Menaldo. 2011. "Do Natural Resources Fuel Authoritarianism? A Reappraisal of the Resource Curse," *American Political Science Review*, 105 (1): 1-26.

Oisín Tansey, Kevin Koehler and Alexander Schmotz, 2017. "Ties to the Rest: Autocratic Linkages and Regime Survival," *Comparative Political Studies*, 50.

M. Steven Fish, 2002. "Islam and Authoritarianism," *World Politics*, 55: 3-47.

Alexander Libman and Anastassia V. Obydenkova, 2018. "Understanding Authoritarian Regionalism." *Journal of Democracy* 29, (4): 151-165.

October 17

Contentious Politics

Charles Tilly and Sidney Tarrow. 2015. *Contentious Politics*. Oxford: Oxford University Press, 3–22.

Mario Diani and Donnatella Della Porta. 2015. Introduction: The Field of Social Movement Studies. In: *Oxford Handbook of Social Movements*.

James C. Scott, 1985. *Domination and the Arts of Resistance*. New Haven: Yale University Press, Chapter 2.

Theda Skocpol, 1979. *States and Social Revolutions: A Comparative Analysis of France, Russia and China*. Cambridge University Press, Chapter 1.

Jack A. Goldstone, 2001. “Toward a Fourth Generation of Revolutionary Theory,” *Annual Review of Political Science*, 4:139-18

Karen Beckwith, 2000. “Beyond Compare? Women’s Movements in Comparative Perspective.” *European Journal of Political Research* 37 (4): 431-468.

Omar Wassow, 2020. “Agenda Seeding: How 1960s Black Protests Moved Elites, Public Opinion and Voting.” *American Political Science Review* 114, (3): 638-659.

October 24 The Arab Spring

Critical Response due

Readings:

Larry Diamond. 2010. ‘Why are There no Arab Democracies?’ *Journal of Democracy*, 21 (1): 93-104.

Eva Bellin, 2012. “Reconsidering the Robustness of Authoritarianism in the Middle East: Lessons from the Arab Spring.” *Comparative Politics*, 44 (2): 127– 149.

Steven Heydemann and Reinoud Leenders, 2011. “Authoritarian Learning and Authoritarian Resilience: Regime Responses to the ‘Arab Awakening,’” *Globalizations*, 8.

Frédéric Volpi, 2013. "Explaining (and re-explaining) Political Change in the Middle East during the Arab Spring: Trajectories of Democratization and of Authoritarianism in the Maghreb" *Democratization* 20, (6): 969-990.

Ibrahim Fraihat, 2016. *Unfinished Revolutions: Yemen, Libya, and Tunisia after the Arab*. New Haven, CT: Yale University Press.

Tansa George Massoud, John A. Doces and Christopher Magee, 2019, "Protests and the Arab Spring: An Empirical Investigation." *Polity* 51, (3): 429–465.

October 31 **Political Violence and State Breakdown**

Readings:

Stavis Kalyvas, "Civil Wars." In Boix, Carles & Stokes, Susan C. (eds.), *Oxford Handbook of Comparative Politics*. New York: Oxford University Press

Mary Kaldor, 1999. *New and Old Wars*. Cambridge: Polity, Chapter 1.

Robert I. Rotberg, 2002. "The New Nature of Nation-state Failure," *The Washington Quarterly*, 25 (3): 83-96.

James Fearon and David Laitin. 2003. "Ethnicity, Insurgency, and Civil War." *American Political Science Review*, 97 (1): 75-90.

Paul Collier and Anke Hoeffler, Greed and Grievance in Civil war, *Oxford Economic Papers*, 56 (4): 563–595,

Michael Ross, 2004. "How Do Natural Resources Influence Civil War? from Thirteen Cases." *International Organization*, 58 (1): 35-67

Lars-Erik Cederman, Kristian Gleditsch, and Nils B. Weidmann, 2011. "Horizontal Inequalities and Ethnonationalist Civil War: A Global Comparison." *American Political Science Review*, 105 (3): 478-495.

November 7 **Conflict in Africa**

Research Report Plan due

Readings:

Crawford Young, 2012. "A Half Century of African Independence," in *The Postcolonial State in Africa*, Ch. 1 (pp. 3-31)

Pierre Englebert and Kevin Dunn, 2013. *Inside African Politics*, Boulder, CO: Lynne Rienner Publishers, Chapter 7.

Ibrahim Elbadawi and Nicholas Sambanis, 2000. "Why are There so Many Civil Wars in Africa? Understanding and Preventing Violent Conflict," *Journal of African Economies*, 9 (3): 244–269.

Paul Collier and Anke Hoeffler, 2002. "On the Incidence of Civil War in Africa." *Journal of Conflict Resolution*, 46 (1), 13–28.

Seden Akcinaroglu and Elizabeth Radziszewski, 2012. "Private Military Companies, Opportunities, and Termination of Civil Wars in Africa." *Journal of Conflict Resolution* 57 (5): 795-821.

Tore Wig, 2016. "Peace from the Past: Pre-colonial Political Institutions and Civil Wars in Africa." *Journal of Peace Research* 53, (4): 509-524.

November 14 Theories of Economic Development

Readings:

Daron Acemoglu and James Robinson. 2012. *Why Nations Fail*. New York: Crown Publishing Group, Chapter 3.

William Hynes and Simon Scott, 2013. "The Evolution of Official Development Assistance: Achievements, Criticisms and a Way Forward," *OECD Development Co-operation Working Papers*, 12

William Easterly, 2006. *White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good*. New York: Penguin

Leander Heldring and James A. Robinson, 2017. "Colonialism and Development in Africa." In: Lancaster Carol & Van de Walle, Nicholas (ed.). *The Oxford Handbook of the Politics of Development*. Oxford: Oxford University Press.

Branko Milanovic, 2016. *Global Inequality*. Cambridge, MA: Belknap: Introduction, Chapter 3.

November 21 **China's Belt and Road Initiative**

Readings:

Fahimul Quadir, 2013. "Rising Donors and the New Narrative of 'South-South' Cooperation: What Prospects for Changing the Landscape of Development Assistance Programmes?" *Third World Quarterly*, 34 (2): 321-338.

Ngairé Woods. 2008. "Whose Aid? Whose Influence? China, Emerging Donors and the Silent Revolution in Development Assistance," *International Affairs*, 84, (6): 1205-1221.

Xi Jinping, 2017. Full Text of President Xi's Speech at Opening of Belt and Road Forum, Xinhua, 14 May 2017, http://www.xinhuanet.com/english/2017-05/14/c_136282982.html

John Hillman, 2018. "China's Belt and Road Initiative: Five Years Later," *U.S.-China Economic and Security Review Commission*

Marlene Laruelle, (ed.). 2018. *China's Belt and Road Initiative and its Impact on Central Asia*. Central Asia Program.

Nadège Rolland, 2017. *China's Eurasian Century: Political and Strategic Implications of the Belt and Road Initiative*. Washington DC: National Bureau of Asian Research.

November 28 **Addressing Transnational Challenges: Covid-19 and Climate Change**

Readings:

Scott Greer, Elizabeth King, Elize Massard da Fonseca and Andre Peralta-Santos, 2020. "The Comparative Politics of COVID-19: The Need to Understand Government Responses." *Global Public Health* 15, (9): 1413-1416.

Matthew M. Kavanagh and Renu Singh, 2020. "Democracy, Capacity, and Coercion in Pandemic Response—COVID 19 in Comparative Political Perspective." *Journal of Health Politics, Policy and Law*.

Jonathan Schwartz, 2012. "Compensating for the 'Authoritarian Advantage' in Crisis Response: A Comparative Case Study of SARS Pandemic Responses in China and Taiwan." *Journal of Chinese Political Science* 17, (3): 313–331.

Charles Rogera, Thomas Haleb and Liliana Andonova, 2017. "The Comparative Politics of Transnational Climate Governance." *International Interactions* 43, (1): 1-25.

Kathryn Harrison and Lisa McIntosh Sundstrom, 2010. *Global Commons, Domestic Decisions: The Comparative Politics of Climate Change*. Cambridge, MA: MIT Press, Introduction, Chapter 9.

December 5 Research Report Due