

PLSC 003: Comparing Politics around the Globe

Course Information

Class Time: Tuesday, Thursday 9.05-10.20
100 [Huck Life Sciences Building](#)
Course Website: Canvas

Contact Information for Professor

Name: Matt Golder
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Office Hours: Thursdays 11.00-12.00 (On Zoom) – <https://psu.zoom.us/j/93019754749>

Contact Information for Teaching Assistants

Name: [Faith Khumalo](#)
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Course Description

Goals: This course examines politics around the world through a comparative lens. The course has three primary objectives: (1) to introduce students to some of the most important political developments in the world today, (2) to acquaint students with the most up-to-date explanations for these developments, and (3) to give students the tools necessary to think critically about these explanations. Along the way, we will learn about differences and similarities among countries and a range of approaches to analyzing the political world. At the end of the course, students will be in a better position to understand and critically engage in contemporary arguments about key political developments around the world.

Objectives: The course is organized around a set of important political questions: What is the state and where did it come from? What is democracy? Why are some countries democratic but others authoritarian?

Do natural resources and foreign aid help or hinder the emergence of democracy? Are some cultures more or less compatible with democracy? What explains the variation we observe in authoritarian regimes around the world? How does democracy and dictatorship affect the material well-being of their citizens? Why are ethnic groups politicized in some countries but not others? Why do some countries have many parties whereas others have only a few? How do governments form, and what are the material and normative implications associated with different types of government? Do presidential or parliamentary democracies last longer and why? How do democratic institutions influence economic policy? Are there institutional solutions to ethnic conflict? Why are policy outcomes so stable in some countries but variable in others? How do institutions influence political representation?

Using the latest research in comparative politics, we examine competing answers to substantively important questions such as these and evaluate the proposed arguments for their logical consistency and empirical accuracy. In addressing the substantive questions at the core of this course, students are introduced to a variety of methods that are central to the study of comparative politics. For example, students are exposed to tools such as decision theory, social choice theory, game theory, and statistical analysis. Students learn how to calculate expected utilities, how to solve complete information games in strategic and extensive form, how to solve repeated games, how to solve simple games with incomplete information, how to evaluate one-dimensional and two-dimensional spatial models, and how to interpret simple statistical results.

Note: While this is an introductory course, this does not mean that the material covered will be easy. Indeed, many of the concepts and methods introduced in this class may well be more complicated than those addressed in upper-level classes. The course is introductory only in the sense that the material addressed is *foundational* and key for understanding the subject matter examined in upper level classes.

Teaching Assistants:

Faith Khumalo and Kellan Ritter will be the teaching assistants for this class. They will be your primary resource for reviewing the material that we cover in class. Throughout the semester, they will hold regular office hours and will conduct occasional review sessions.

Course Requirements

Attendance: Attendance is not graded. There are occasional in-class quizzes, though, that can provide additional points to your overall grade. If you do miss class, you are expected to get notes from a fellow student; private make-up lectures with the professor or teaching assistant will not take place.

Readings: You are expected to read all of the *required readings* before coming to class. You should be prepared to participate in class discussions. You are encouraged to volunteer questions and observations; I may call on students at random with questions from time to time.

In addition to the required readings, the syllabus includes a number of *optional readings*. These optional readings are, as the name suggests, entirely optional. You will not be graded on them. They are there for those students who are especially interested in a particular topic and who would like more detail and

information. The optional readings might focus in on a particular case, provide an application of a particular method that we have covered, raise a new point related to the material from class, or simply expand upon the course material. The optional readings include not only readings, but also video and interactive simulations.

Assignments: There will be almost weekly homework assignments, most of which will be done on Canvas. I will endeavor to give you at least 5 days to complete each assignment. Given potential technical difficulties that may arise with things like your internet connection, I strongly recommend that you do not wait until the last moment to submit your assignments. You do not have to complete the assignments in one sitting. You may work on your assignment, save your progress, and return to the assignment as many times as you like prior to the assignment deadline. Note, though, that you must ‘submit’ the assignment prior to the deadline when it is complete. In the interests of fairness, homework assignments that are submitted late will not be graded.

Exams: There will be three exams – two midterms and a final – conducted through Canvas. If you are extremely ill or have a university-accepted excuse for missing an exam, please notify me *prior* to the test date. I will only consider your request if you make it prior to the exam. Material covered on the exams will come from lectures, the assigned readings, and homework assignments.

The final exam will, among other things, include a short essay question that is stated below:

Suppose that you are writing a constitution for a new democracy in a large country with many social and ethnic cleavages and a per capita income of about \$5,000 in 1985 ppp dollars. You want to do everything you can to try to ensure the consolidation of democracy.

1. What other goals should you have in mind when writing your constitution?
2. What specific institutional form would you choose? *For example*, would you choose a federal or unitary system? Proportional representation or a single-member district plurality electoral system? Would you choose a parliamentary or a presidential form of democracy? And so on.
3. When answering these questions, give a sense as to how you arrived at your answers. Indicate why you made the institutional choices that you did and why you think that your choices are compatible with each other.

Exam Dates

- Midterm 1: Thursday, February 17.
- Midterm 2: Thursday, March 31.
- Final Exam: TBD.

Grading:

Your final grade is a weighted average of the three exams and homework assignments: Midterms 1 and 2 are *each* worth 25%; the final is worth 30%; the homework assignments are worth 20%. Additional points may be earned from in-class quizzes and polls.

I will use the following scale to calculate your course grade:

A	93-100	C+	77-79.9
A-	90-92.9	C	70-76.9
B+	87-89.9	D	60-69.9
B	83-86.9	F	59.9 and below
B-	80-82.9		

Required Text/Materials

- Clark, William, Matt Golder & Sona Golder. 2017. *Principles of Comparative Politics* (Third Edition). Washington D.C.: CQ Press/Sage.

This book should be available at the university bookstore. You may prefer to obtain the book from [Amazon](#) or [Barnes & Noble](#). There are significant changes in the content to the third edition of this book and so it is important that you get this (blue) edition. Additional readings will be made available on Canvas.

How do I succeed in this class?

- Although attendance in class is not graded, it is highly recommended. Attendance at lectures is always a good predictor of a student's performance on homework and exams.
- You should do all of the assigned readings prior to coming to class, including any appendix at the end of the assigned chapter. If you have questions about the readings, you should bring them to class or office hours.
- The homework assignments are very important and allow you to know if you are prepared for the exams. If you do not understand the homework assignments, either before or after they are completed, you should attend office hours.
- One way to improve your performance on both the homework and the exams is to do the practice problems at the end of each chapter. The teaching assistants and I will be happy to look at your answers during our office hours. Please attempt the problems before coming to office hours, though.
- **You should use the office hours regularly.** This is a vastly underutilized resource that is available to you. *It is OK to ask for help.* Attendance at office hours does not mean that you are not smart; it simply means that you care enough about your performance to use the resources available to you.

Covid/Masking/Eating Etiquette

- Penn State University requires everyone to wear a face mask in all university buildings, including classrooms, regardless of vaccination status. ALL STUDENTS MUST wear a mask appropriately (i.e., covering both your mouth and nose) while you are indoors on campus. This is to protect your health and safety as well as the health and safety of your classmates, instructor, and the university community. Anyone attending class without a mask will be asked to put one on or leave. Instructors may end class if anyone present refuses to appropriately wear a mask for the duration of class. Students who refuse to wear masks appropriately may face disciplinary action for Code of Conduct violations. If you feel you cannot wear a mask during class, please speak with your adviser immediately about your options for altering your schedule. Eating in classrooms remains prohibited according to [Policy AD62 Use of General Purpose Classrooms](#).

Academic Integrity

Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts.

Academic integrity includes a commitment by all members of the University community not to engage in or tolerate acts of falsification, misrepresentation, or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

Students with questions about academic integrity should visit <http://www.la.psu.edu/> and then click on "Academic Integrity."

Penn State defines academic integrity as "the pursuit of scholarly activity in an open, honest and responsible manner" ([Senate Policy 49-20](#)). Dishonesty of any kind will not be tolerated in this course. Dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without permission from the instructor, or tampering with the academic work of other students. Students facing allegations of academic misconduct should not drop the course; those who do will be added to the course again and will be expected to complete course work and meet course deadlines. If the allegations are dismissed, then the drop will be permitted. Students found responsible for academic misconduct often receive academic sanctions, which can be severe, and put themselves at risk for disciplinary sanctions assigned by the University's Office of Student Conduct (see [Senate Policy G-9](#)).

Counseling and Psychological Services

Many students at Penn State face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients' cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity, and sexual orientation.

Counseling and Psychological Services at University Park (CAPS)
(<http://studentaffairs.psu.edu/counseling/>): 814-863-0395

Counseling and Psychological Services at Commonwealth Campuses
(<http://senate.psu.edu/faculty/counseling-services-at-commonwealth-campuses/>)

Penn State Crisis Line (24 hours/7 days/week): 877-229-6400
Crisis Text Line (24 hours/7 days/week): Text LIONS to 741741

Disabilities

Penn State welcomes students with disabilities into the University's educational programs. Every Penn State campus has an office for students with disabilities. Student Disability Resources (SDR) website provides contact information for every Penn State campus (<http://equity.psu.edu/sdr/disability-coordinator>). For further information, please visit the Student Disability Resources website (<http://equity.psu.edu/sdr/>).

In order to receive consideration for reasonable accommodations, you must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: See documentation guidelines at (<http://equity.psu.edu/sdr/guidelines>). If the documentation supports your request for reasonable accommodations, your campus disability services office will provide you with an accommodation letter. Please share this letter with your instructors and discuss the accommodations with them as early as possible. You must follow this process for every semester that you request accommodations.

Long Term Absences

During your enrollment at Penn State, unforeseen challenges may arise. If you ever need to miss an extended amount of class in such a circumstance, please notify your professor so you can determine the best course of action to make up missed work. If your situation rises to a level of difficulty you cannot manage on your own with faculty support, reach out to the Student Care & Advocacy office by phone at (814-863-2020) or email them at StudentCare@psu.edu.

Educational Equity/Report Bias Statements

Penn State takes great pride to foster a diverse and inclusive environment for students, faculty, and staff. Consistent with University Policy AD29, students who believe they have experienced or observed a hate crime, an act of intolerance, discrimination, or harassment that occurs at Penn State are urged to report these incidents as outlined on the University's Report Bias webpage (<http://equity.psu.edu/reportbias/>).

Tentative Schedule

This schedule should be treated as tentative and flexible. It may be the case that it takes us more or less time for a particular topic than I have allotted here. We will adapt accordingly. Note, however, that I will not alter the exam dates.

Week 1: January 10 - 14 – What is comparative politics? What is science?

Clark, William, Matt Golder, & Sona Golder. 2017. *Principles of Comparative Politics*. Chapters 1-2.

Optional:

- Page, Scott E. 2009. “[Leveraging Diversity \(University of Virginia\)](#).” This is a lecture about the role of diversity in organizations, and in particular why diverse groups can be advantageous when solving problems and making predictions.

Week 2: January 17 -21 – What is politics?

Clark, William, Matt Golder, & Sona Golder. 2017. *Principles of Comparative Politics*. Chapter 3.

Week 3: January 24 - 28 – What is the state?

Clark, William, Matt Golder, & Sona Golder. 2017. *Principles of Comparative Politics*. Chapter 4.

Runciman, David. 2020. “[Coronavirus has not Suspended Politics — It has Revealed the Nature of Power.](#)” *The Guardian*, March 27.

Optional:

- Funk, Allie. 2020. “[How to Protect Both Public Health and Privacy: Fighting COVID-19 Does Not Have to Mean Abandoning the Right to Privacy.](#)” *Freedom House*. This looks at the conflict between safeguarding public freedoms and protecting public health.
- Phillips, Gregoire. 2020. “[As Governments Dither on Covid-19, Jihadists and Gang Leaders Step In.](#)” *Political Violence at a Glance*, April 15. This looks at pockets of state failure and the behavior of competing ‘state-like’ actors.

- Ong, Lynette H. 2018. “Thugs-for-hire’: Subcontracting State Coercion to Violent Agents.” In Charles Crabtree, Matt Golder, and Sona Golder (eds.) “Symposium: The Comparative Politics of Policing.” CP-APSA Newsletter 28(1): 58-62. Looks at when states outsource their repressive activities to non-state actors (hiring ‘third party’ agents).
- Tilly, Charles. 1985. “War Making and State Making as Organized Crime.” In Peter B. Evans, Dietrich Rueschmeyer, & Theda Skocpol (ed.) *Bringing the State Back In*. New York: Cambridge University Press. Original source discussed in Chapter 4 where states are likened to protection rackets.
- Case, Nicky. “The Evolution of Trust.” A nice interactive guide to the game theory of how and why we trust each other. A repeated normal form game.
- [Fragile States Index](#) by The Fund for Peace. Website that provides data, analysis, and a methodological discussion related to state fragility.

Week 4: January 31 - February 4 – Democracy and dictatorship: Conceptualization and measurement.

Clark, William, Matt Golder, & Sona Golder. 2017. *Principles of Comparative Politics*. Chapter 5.

Optional:

- Repucci, Sarah. 2020. “Freedom in the World 2020: A Leaderless Struggle for Democracy.” Summary article on the state of freedom in the world in 2020.
- Kellam, Marisa. 2018. “Media Freedom Decline in Democracies: Lessons from Latin America.” In Matt Golder, and Sona Golder (eds.) “Symposium: Fake News and the Politics of Misinformation.” CP-APSA Newsletter 28(2): 44-49. The role of media freedom in democracy - If media freedom declines what does that mean for democracy?
- D’Ignazio, Catherine and Lauren Klein. 2020. “What Gets Counted Counts?” In *Data Feminism*. March 16. A look at the importance of measurement issues in the area of sex, gender, and sexuality.

Week 5: February 7 - 11 – The economic determinants of democracy and dictatorship.

Clark, William, Matt Golder, & Sona Golder. 2017. *Principles of Comparative Politics*. Chapter 6.

Ross, Michael L. 2001. “Does Oil Hinder Democracy?” *World Politics* 53: 325-361.

Optional:

- Throughline Podcast (NPR) hosted by Rund Abdelfatah and Ramtin Arablouei. 2019. “How The CIA Overthrew Iran’s Democracy In 4 Days.” How natural resources affected regime type and foreign intervention in Iran.
- Hong, Ji Yeon. 2018. “How Natural Resources Affect Authoritarian Leaders’ Provision of Public Services: Evidence from China.” *Journal of Politics* 80(1): 178-194. Local leaders in China provide fewer services for education or health care where the local economy benefits from natural resources.

- Scheve, Kenneth and David Stasavage. 2017. “Wealth Inequality and Democracy.” *Annual Review of Political Science* 20: 451-468. Summary article on the academic literature looking at the connection between inequality and democracy.

Week 6: February 14 - 18 – The cultural determinants of democracy and dictatorship.

Clark, William, Matt Golder, & Sona Golder. 2017. *Principles of Comparative Politics*. Chapter 7.

Fish, M. Steven. 2002. “Islam and Authoritarianism.” *World Politics* 55: 4-37.

Optional:

- Masoud, Tarek, Amaney Jamal and Elizabeth Nugent. 2016. “Using the Qur’ān to Empower Arab Women? Theory and Experimental Evidence From Egypt.” *Comparative Political Studies* 49(12): 1555-1598. Testing the Islamic Feminist Hypothesis: Experiment examining the effect of secular and religious arguments for gender equality on support for female political leadership.
- Simmons, Joel W. 2019. “Does Oil Substitute for Patriarchy?” *Economics & Politics* 31(3): 293-322. Testing the Gendered Resource Curse Hypothesis: Examines the effect of culture and natural resources on female engagement in the economy.
- Adida, Claire L. and David D. Laitin and Marie-Anne Valfort. 2010. “Identifying Barriers to Muslim Integration in France.” *Proceedings of the National Academy of Sciences* 107(52):22384-22390. Experiment examining the relative impact of race, religion, and country of origin on labor market discrimination in France.
- Woodberry, Robert D. 2012. “The Missionary Roots of Liberal Democracy.” *American Political Science Review* 106: 244-274. The impact of Protestant missionaries in Africa, Asia, and Latin America on the rise and spread of stable democracy.
- Padró i Miquel, Gerard, Nancy Qian, Yiqing Xu, and Yang Yao. 2015. “Making Democracy Work: Culture, Social Capital, and Elections in China.” *NBER Working Paper w21058*. Examining the impact of social capital on the provision of public goods in China.
- Said, Edward. “The Myth of the ‘Clash of Civilizations’.” A lecture on Huntington’s Clash of Civilizations.

1st Midterm Exam (Thursday, February 17)

Week 7: February 21 - 25 – Democratic transitions.

Clark, William, Matt Golder, & Sona Golder. 2017. *Principles of Comparative Politics*. Chapter 8.

Kalyvas, Stathis. 2000. “Commitment Problems in Emerging Democracies: The Case of Religious Parties.” *Comparative Politics* 32: 379-399.

Optional:

- Lawrence, Adria. 2017. “Repression and Activism among the Arab Spring’s First Movers: Evidence from Morocco’s February 20th Movement.” *British Journal of Political Science* 47(3):699-718. Examines why some people are willing to initiate protest against authoritarian regimes and how repression affects their willingness to act.
- Slater, Dan and Joseph Wong. 2013. “The Strength to Concede: Ruling Parties and Democratization in Developmental Asia.” *Perspectives on Politics* 11(3): 717-733. When do dominant parties in authoritarian regimes have incentives to democratize *and* remain in power?
- King, Gary, Jennifer Pan, & Margaret E. Roberts. 2013. “How Censorship in China Allows Government Criticism but Silences Collective Expression.” *American Political Science Review* 107: 326-343. What gets censored in China and why?
- King, Gary, Jennifer Pan, and Margaret E. Roberts. 2014. “Reverse-engineering Censorship in China: Randomized Experimentation and Participant Observation.” *Science* 345 (6199): 1-10. Experiment on censorship in China.
- Xu, Xu. Forthcoming. “To Repress or to Co-opt? Authoritarian Control in the Age of Digital Surveillance.” *American Journal of Political Science*. The role of digital surveillance in authoritarian regimes.
- Frontline (PBS). 1995. "The Gate of Heavenly Peace." A documentary on the Tiananmen Square protests.

Week 8: February 28 - March 4 – Democracy or dictatorship – does it make a difference? Varieties of dictatorship. Selectorate theory.

Clark, William, Matt Golder, & Sona Golder. 2017. *Principles of Comparative Politics*. Chapters 9-10.

Optional:

- Smith, Alastair. 2005. “Why International Organizations Will Continue to Fail Their Development Goals.” *Perspectives on Politics* 3: 565-567. International organizations don’t necessarily have incentives to promote development.
- Meng, Anne. Forthcoming. “Ruling Parties in Authoritarian Regimes: Rethinking Institutional Strength.” *British Journal of Political Science*. Are strong single-party regimes really that common? Decoupling party strength and leader strength.
- Wright, Joseph, Barbara Geddes, Erica Frantz, and George Derpanopoulos. 2016. “Are Coups Good for Democracy?” *The Monkey Cage*, February 22. Most coups don’t lead to democracy; they lead to new dictatorships.
- Wallace, Jeremy. 2018. “Dearth and Distortion in Dictators’ Data.” In Matt Golder and Sona Golder (eds.) “Symposium: Fake News and the Politics of Misinformation.” *CP-APSA Newsletter* 28(2): 70-74. Examines the political sources and consequences of missing and distorted data in dictatorships.
- CGP Grey. 2016. "The Rules for Rulers." A fun animated take on selectorate theory.

- CGP Grey. 2016. "Death & Dynasties." A fun animated take on the value of dynasties in both democracies and dictatorships.

March 7 - 11: Spring Break – No Classes

Week 9: March 14 - 18 – Problems of group decision making.

Clark, William, Matt Golder, & Sona Golder. 2017. *Principles of Comparative Politics*. Chapter 11.

Optional:

- Larcinese, Valentino. 2016. "There is No Such Thing as the 'Will of the People' — Brexit Needs the Involvement of Parliament." *LSE British Policy and Politics Blog*, October 13. Brexit and the difficulty of identifying the will of the people.

Week 10: March 21 - 25 – Parliamentary, presidential, and semi-presidential democracies: Making and breaking governments.

Clark, William, Matt Golder, & Sona Golder. 2017. *Principles of Comparative Politics*. Chapter 12.

Optional:

- Ariotti, Margaret H. and Sona N. Golder. 2018. "Partisan Portfolio Allocation in African Democracies." *Comparative Political Studies* 51(3): 341-79. Examines portfolio allocation in coalition governments when legislatures and parties are not strongly institutionalized.
- Throughline Podcast (NPR) hosted by Rund Abdelfatah and Ramtin Arablouei. 2020. "Presidential Power." How the office of the U.S. President became more powerful over time, arguably by Congress delegating more and more power to the executive branch.

Week 11: March 28 - April 1 – Elections and electoral systems.

Clark, William, Matt Golder, & Sona Golder. 2017. *Principles of Comparative Politics*. Chapter 13.

Optional:

- Bormann, Nils-Christian & Matt Golder. 2013. "Democratic Electoral Systems Around the World, 1946-2011." *Electoral Studies* 32: 360-369. A brief overview of elections and electoral systems around the world.
- Case, Nicky. "To Build a Better Ballot." A nice interactive guide to alternative voting systems.
- Ichino, Nahomi and Matthias Schündeln. 2012. "Deterring or Displacing Electoral Irregularities? Spillover Effects of Observers in a Randomized Field Experiment in Ghana." *Journal of Politics* 74(1): 292-307. An experiment looking at how election observers affect the prevalence of electoral irregularities.

- Osori, Ayisha. 2017. *Love Does Not Win Elections*. Nigeria: Narrative Landscape Press. First-person account of running for office in Nigeria. For a short review, see Seay, Laura. 2019. “How does a Woman Run for Elections in Nigeria. The Answer’s in ‘Love Does Not Win Elections’.” *The Monkey Cage*, June 7.

2nd Midterm Exam (Thursday, March 31)

Week 12: April 4 - 8 – Social cleavages and party systems.

Clark, William, Matt Golder, & Sona Golder. 2017. *Principles of Comparative Politics*. Chapter 14.

Optional:

- Posner, Daniel N. 2004. “The Political Salience of Cultural Differences: Why Chewas and Tumbukas Are Allies in Zambia and Adversaries in Malawi.” *American Political Science Review* 98: 529-545. Original source for the study discussed in the textbook.
- Golder, Matt. 2016. “Far Right Parties in Europe.” *Annual Review of Political Science* 19: 477-497. An overview of the academic literature on far right and populist parties in Europe.
- Simmons, Joel W., Allen Hicken, Ken Kollman and Irfan Nooruddin. 2016. “Foreign Direct Investment Flows to Countries where the Most Prominent Political Parties are National, rather than Regional.” *Democratic Audit UK Blog*, June 14. Economic consequences of party system nationalization.

Week 13: April 11 - 15 – Institutional veto players.

Clark, William, Matt Golder, & Sona Golder. 2017. *Principles of Comparative Politics*. Chapter 15.

Optional:

- Farrell, Henry. 2012. “Why Is Inequality Higher in America?” *The Monkey Cage*, January 11. Are electoral veto players associated with increased inequality.
- Trounstein, Jessica. 2016. “How Racial Segregation and Political Mismanagement led to Flint’s Shocking Water Crisis.” *The Monkey Cage*, February 8. Federal systems can undermine accountability.

Week 14: April 18 - 22 – Consequences of democratic institutions I.

Clark, William, Matt Golder, & Sona Golder. 2017. *Principles of Comparative Politics*. Chapter 16.

Optional:

- Golder, Matt and Benjamin Ferland. 2018. “Electoral Systems and Citizen-Elite Ideological Congruence.” In Erik Herron, Robert Pekkanen, and Matthew Shugart (eds.) *The Oxford Handbook of Electoral Systems*. New York: Oxford University Press. An overview of the academic literature on electoral rules and political representation.

- García-Ponce, Omar. 2017. “Civil War and Female Political Participation: The Case of Peru.” In Matt Golder and Sona Golder (eds.) “Symposium: Women/Gender and Comparative Politics.” *CP-APSA Newsletter* 27(1): 25-31. The impact of civil war on women’s political participation.

Week 15: April 25- 29 – Consequences of democratic institutions II.

Clark, William, Matt Golder, & Sona Golder. 2017. *Principles of Comparative Politics*. Chapter 16.

Optional:

- Svobik, Milan. 2019. “Polarization Versus Democracy.” *Journal of Democracy* 30(3): 20-32. An experiment looking at whether polarization facilitates democratic backsliding. Is there a tradeoff between democratic principles and partisan interests?
- Brancati, Dawn. 2004. “Can Federalism Stabilize Iraq?” *Washington Quarterly* 27: 7-21. Is federalism a solution to ethnic and religious conflict?
- Hassan, Mai. 2019. “Federalism & Devolution.” In Gabrielle Lynch and Peter VonDoepp eds.) *Routledge Handbook of Democratization in Africa*. NJ: Routledge Press. Consequences of federalism and decentralization in theory versus in practice, with examples from ethnically-heterogeneous African countries.
- Opalo, Ken. 2019. “The Power of Demonstration: To Increase Resilience, Democracy Must be Shown to Work.” Policy Brief, Brookings Institution. Will the failure of electoral politics to produce tangible improvements in living standards push voters in Africa to consider alternative, non-democratic, forms of government? Case studies of Kenya, Nigeria, and South Africa.

Final Exam (TBD)