

PLS 540, Core Seminar in Comparative Politics

Fall 2018

Tuesday 10:00-12:45 am, Room 8.322B

Prof. Caress Schenk

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Office Hours: Tuesday 13:00-15:00, Friday 10:00-12:00, 15:00-16:00, by appointment. Office hours are subject to change, so please always make an appointment before coming to my office.

This course is meant to introduce graduate students to the field of Comparative Politics (CP), a diverse and core sub-field of Political Science. CP is both a methodological approach and a core set of concepts that are used together to create generalizable knowledge about politics in one or more countries. There are a number of ways that CP can be approached. It can use quantitative or qualitative data. It can focus on one country/region in comparative perspective, or tackle a large number of cases. It can center on rational choice, cultural, or structural explanations. It can look through the lenses of the state, institutions, society, or identity. Students will familiarize themselves with the range of CP as an approach and method, and apply this knowledge to a research plan of their own.

Course learning objectives:

- Students will be able to read, understand, and evaluate the research designs and methods used in political science research
- Students will demonstrate their synthesis of a body of literature by producing a coherent literature review
- Students will be able to make their own evidenced-based arguments
- Students will gain a substantive knowledge of one or more primary subfields within the discipline of political science.

Final Grades will be comprised of:

Class participation	10%
Weekly seminar papers (12)	25%
Seminar presentations	20%
Literature review	15%
Research design	15%
Take home final	15%

Grading scale

A	95-100	Excellent, exceeds the highest standards in the assignment or course
A-	90-94.9	Excellent; meets the highest standards for the assignment or course
B+	85-89.9	Very good; meets high standards for the assignment or course
B	80-84.9	Good; meets most of the standards for the assignment or course
B-	75-79.9	More than adequate; shows some reasonable command of the material
C+	70-74.9	Acceptable; meets basic standards for the assignment or course
C	65-69.9	Acceptable; meets some of the basic standards for the assignment or course
C-	60-64.9	Acceptable, while falling short of meeting basic standards in several ways
D+	55-59.9	Minimally acceptable
D	50-54.9	Minimally acceptable; lowest passing
F	0-49.9	Did not satisfy the basic requirements of the course

Attendance will be taken at each class meeting and unexcused absences will not be tolerated. **You will not succeed in this course if you are absent.** I reserve the right to garnish your grade by a full letter (i.e. you

will not be able to earn more than a B in the course) for the first absence and issue an F for the entire course after the second absence. If you are more than 15 minutes late, or miss any 15-minute period during a class period, you may be counted absent for the day. Please do not wander in and out of the classroom during seminar. This class is small and your absence is felt. It is also extremely disrespectful and disruptive if you leave class.

Readings are available on Moodle and through the library. The books in the library are not reserved for this course, and will be in the regular stacks. Plan ahead so you can get the copies you need the weeks the books are assigned. For those readings marked as available through the library, limited copies are available, so you will need to share. Please plan accordingly. Make sure that you or the person you share with bring the copy of the book to class so we can refer to it during our discussion. Alternatively scan or copy the assigned chapter and bring it to class.

Learning through **participation** is a key goal for this course. This course will be discussion-driven, so you need to come to class prepared to interact and reflect on the things you have read. **You must prepare to discuss each reading. In class, you will be expected to have a copy of the reading with you that you can refer to. You need to refer to specific page numbers. You need to know the name of each author so you can refer to them as you go.** The participation grade includes attendance, being involved in class discussions based on the readings and lectures, and being an active participant in all class activities. An A for participation requires: regular attendance and contribution to the learning environment of the course by asking thoughtful questions (in response to readings, lectures and class discussions), offering comments on course material that show insightful reflection, analysis of material and synthesis of concepts, demonstrating an ability to link theory to cases and current events, etc. To receive a B for participation, students must: attend regularly and show a mastery of assigned readings. A participation grade of C will be assigned for regular attendance without the above-stated contributions to class discussions. Students will receive a D for participation for excessive absences regardless of the quality of contributions to class discussions.

Two times during the semester, each student will join with a group colleagues to present the readings for the day in a **seminar presentation** of 30-40 minutes. Your presentations should accomplish several purposes: give a context for the readings, organize the day's readings into logical categories by drawing out common themes and demonstrating how the readings contribute to the day's topic, pose interesting and provocative questions based on the readings, making connections between the week's readings and previous weeks' readings, highlighting interesting aspects of the readings (i.e. contending perspectives, issues left unaddressed, etc.), etc. Of course, you will not be able to present every aspect of every reading, nor will you be able to address every question/purpose I've listed above. You will need to make strategic choices about what is most important. On the days you are to present the readings, you may find that you need to do some background research (i.e. reading articles other than those assigned, defining key terms, etc.) in order to give a competent presentation.

Writing Assignments:

Weekly seminar papers on the readings: By **09:00 every Tuesday**, students will write a 1-page commentary on the assigned reading. **THIS IS NOT A SUMMARY!** Rather it should critically engage the ideas presented in the readings. **IT IS NOT YOUR OPINION** but rather should offer well-reasoned and evidence-based analysis of the main themes of the readings. Reflect on aspects of the readings you find provocative or puzzling, how the readings fit together (i.e. why might they be assigned as a group), and how they relate to other themes and concepts we've discussed in other weeks. **Every seminar paper should be followed by a question to the author of the reading that can be discussed and debated by the class.** It should not be a factually oriented question, but rather should offer a challenge or critique of the author's approach. Each seminar paper should be submitted via Turnitin, and emailed to other students by 09:00 on Tuesday. Students should come to class having read the other students' papers so they can be familiar with the arguments and questions posed by their colleagues.

10-page Literature Review: Students will write a literature review based on one of the topics on the syllabus. A literature review looks at the major contours of a group of writings as a whole, as opposed to analyzing sources individually. ALL OF YOUR RESOURCES SHOULD BE FROM SCHOLARLY (peer reviewed) BOOKS/JOURNALS. Please do not simply summarize each article in succession. You should pull out major themes, arguments and counter-arguments, and identify potential gaps and weaknesses in the literature as a whole. Please refer to <http://writingcenter.unc.edu/handouts/literature-reviews/> and <http://www.writing.utoronto.ca/advice/specific-types-of-writing/literature-review> for tips on how to write a literature review. **Due October 16.**

6-7-page Research Design – The Research Design should focus on setting up a comparative research design, looking at empirical and theoretical research questions in one or more countries. It should consider rival hypotheses, definitions of dependent and independent variables, include a summary of the research design, proposed research methodology, and discussion of evidence supporting and falsifying the argument. This is not a research paper, but rather the background research and plan for conducting your own original research, which should include a detailed consideration of current literature. Because of this, your work will proceed more efficiently if you can link your research design to your literature review. Both the draft and final versions will be via Turnitin, shared with other students, and presented in class. **Due November 16.** Please address the following in your research design:

- What exactly is the topic, question or problem with which you are concerned?
- What are the key debates or controversies in this area? Which theoretical approach (if any) is dominant?
- What are the strengths and weaknesses of current work on this topic, or in this area?
- What are the key questions that still need to be answered or investigated? How will your work contribute to what we know already?
- What range of sources are available (academic literature, official documents, data sets, Internet material) on which you might draw? Are they adequate in terms of their nature, quality, and coverage?
- Do you need to gather new data? What methods might you adopt to do so, and why?
- How would the project be organized and carried out?
- What ethical and political considerations would be raised by the research you propose?
- What are the strengths and limitations of your research design?

The **final exam** will be an opportunity for you to synthesize and demonstrate the knowledge you have gained over the semester. While you may not work with other students, you may consult any of the readings from the syllabus or your research from the semester. The questions will be conceptual in nature, asking you to reflect on the key themes and approaches we've addressed during the semester. Answers should be essay format.

Class policies

- You should follow all instructions specified in the syllabus.
- If you bring a laptop, mobile phone or other mobile device to class it must be used strictly for class purposes (taking notes and accessing readings). I reserve the right to garnish your final course grade 5% for violations.
- All assignments should be submitted in class or on Moodle unless otherwise specified. Keep in mind that when you submit assignments to Moodle, you should not wait until the last minute because the system sometimes gets overloaded.
- **All written assignments must use Times New Roman font, size 12, single-spaced. Margins must be 1 inch.** All citations must adhere to the American Political Science Association Style Manual (<http://www.apsanet.org/files/APSASStyleManual2006.pdf>).

- I will endeavor to answer emails quickly, but please bear in mind that I will have limited ability to answer outside of business hours (i.e. evenings and weekends).
- While you are welcome to email anytime about any issue you may be having in the class, please use proper email etiquette. Do not start your email “Hey Dr. Schenk,” or “Hey” or “Professor” or “Mrs. Schenk” or without a salutation. Instead, “Dear Dr. Schenk,” or “Dear Professor Schenk,” should be used for initial contact. I will not answer emails that use an improper salutation.
- I will also not answer emails that can be answered by looking at the syllabus.
- Late assignments turned in more than 5 minutes late on the due date will receive half credit. Assignments turned in past the due date will receive no credit.
- There will be no extra credit offered for this class.
- All forms of academic misconduct will be taken seriously and will likely result in your dismissal from the MAPSIR program.
 - Plagiarism will not be tolerated including self-plagiarism (submitting the same assignment to multiple courses/professors). Any plagiarism will result in an automatic zero for the assignment and will be reported to the dean to be placed on your permanent record. Violations could result in an F for the course.
 - Cheating will not be tolerated. Any behavior that even hints of cheating will be reported to the school disciplinary committee and will result in an automatic F for the assignment and/or course.
- Office hours are listed at the beginning of the syllabus. **I cannot guarantee that I will be in my office outside posted office hours.** If you need to meet with me at a different time, send me an email and I will be glad to make arrangements with you. (What this really means: **DO NOT** complain to me that you were looking for me but I wasn’t in my office if you are looking for me at a time outside my office hours!)
- I reserve the right to make changes to the syllabus as needed, including adding and subtracting assignments and changing due dates. I will notify you in class or via email about changes (this means you are responsible for checking your email and for being in class to hear about changes).

Course Outline

Meeting One

Course introduction

Tuesday, 14 August

- 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): 529-545.
- Hale, Henry E. 2011. “Formal Constitutions in Informal Politics: Institutions and Democratization in Post-Soviet Eurasia.” *World Politics* 63(4): 581-617.
- Diamond, Jared. 2010. “Prologue” of *Natural Experiments in History*. Cambridge: Harvard University Press.

Meeting Two

Comparative method and research design

Tuesday, 21 August

- Lichbach, Mark I. and Alan S. Zuckerman. 2009. *Comparative Politics: Rationality, Culture, and Structure*. Cambridge, UK: Cambridge University Press. Chapters 1-3.
- Culpepper, Pepper “Single Case Studies and Comparative Politics”
<http://www.hks.harvard.edu/fs/pculpepper/PC%20Web%20links/Single%20Country%20Studies%20and%20Comp%20Pol.pdf>
- Tarrow, Sidney. 2010. “The Strategy of Paired Comparison: Toward a Theory and Practice.” *Comparative Political Studies* 43 (2): 230-59.
- Zuo, Cai. 2015. “Scaling Down: Subnational Comparative Case Studies in Comparative Politics and Chinese Politics.” *European Political Science* 14: 318–339.

Recommended readings for further study:

- Lijphart, Arend. 1971. "Comparative Politics and the Comparative Method." *American Political Science Review* 65 (3): 682-93.
- Collier, David. 1993. "The Comparative Method." in *Political Science: The State of the Discipline II*, ed. Ada W. Finifter. Washington, DC: American Political Science Association.
- Collier, David. 1999. "Building a Disciplined Rigorous Center in Comparative Politics." *Newsletter of the Organized Section in Comparative Politics of the American Political Science Association* 10 (2): 1-2, 4.
- Kohli, Atul, Peter Evans, Peter J. Katzenstein, Adam Przeworski, Susanne Hoerber Rudolph, James C. Scott and Theda Skocpol. 1995. "The Role of Theory in Comparative Politics: A Symposium." *World Politics* 48 (1): 1-49.
- <https://medium.com/ethnography-matters/why-big-data-needs-thick-data-b4b3e75e3d7>
- Pye, Lucian. 2006. "The Behavioral Revolution and the Remaking of Comparative Politics" *The Oxford Handbook of Contextual Political Analysis*.
- Connecticut speeding study: <http://www.polsci.ucsb.edu/faculty/glasgow/ps15/CampbellRoss.pdf>
- Geddes, Barbara. 1990. "How the Cases You Choose Affect the Answers You Get: Selection Bias in Comparative Politics." *Political Analysis* 2: 131-150.

Meeting Three:

Approaches to the State in Comparative Politics

Tuesday, 28 August

Presentations:

- Migdal, Joel, 2009. "Researching the State." in *Comparative Politics: Rationality, Culture, and Structure*, 2nd edition, eds. Mark I. Lichbach and Alan S. Zuckerman. Cambridge, UK: Cambridge University Press. 208-236. (available in the Cambridge ebooks database through the library website)
- Taylor, Brian, 2011. *State Building in Putin's Russia*. New York: Cambridge University Press. Chapter 1.
- Mann, Michael. 1984. "The Autonomous Power of the State." *Archives europeennes de sociologie* 25: 185-213.
- Scott, James. 1998. *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*. New Haven, CT, USA: Yale University Press. Introduction
- Gupta, Akhil. 1995. "Blurred Boundaries: The Discourse of Corruption, the Culture of Politics, and the Imagined State." *American Ethnologist* 22 (2): 375-402.
<https://doi.org/10.1525/ae.1995.22.2.02a00090>.
- https://www.nytimes.com/2018/01/07/world/americas/mexico-state-corruption.html?_r=0

Recommended readings for further study:

- Theda Skocpol, 1985. "Bringing the State Back In: Strategies of Analysis in Current Research," in *Bringing the State Back In*, eds. Peter B. Evans, Dietrich Rueschemeyer and Theda Skocpol. Cambridge: Cambridge University Press, 3-37. (MOODLE)
- Ganey, Venelin I. 2005. "Post-communism as an Episode of State Building: A Reversed Tillyan Perspective." *Communist and Post-Communist Studies* 38(4): 425-445.
- [https://thepearsoninstitute.org/sites/default/files/2017-02/4.%20Staniland States%20insurgents.pdf](https://thepearsoninstitute.org/sites/default/files/2017-02/4.%20Staniland%20States%20insurgents.pdf)
- Charles Tilly 2007. *Coercion, Capital, and European States: AD 990-1990*. Wiley-Blackwell. Chapter 1 (pp. 1-37).

List of literature due (for literature review)

Meeting Four:

How states govern: economy

Tuesday, 4 September

Presentations:

- Tsai, Kellee. 2007. *Capitalism without Democracy: The Private Sector in Contemporary China*. Ithaca: Cornell University Press. Chapters 1 and 2.
- Kohli, Atul. 2005. *State-Directed Development*. Cambridge, UK: Cambridge University Press. Introduction and Conclusion (pp. 1-26, 367-426).
- Acemoglu, Daron, Simon Johnson, and James A. Robinson. 2001. "The Colonial Origins of Comparative Development: An Empirical Investigation," *American Economic Review* 91:5, 1369-1401.
- Engvall, Johan. 2016. *The State as an Investment Market*. Pittsburgh: University of Pittsburgh Press. Chapters 1 and 3.

Recommended readings for further study:

- Lipset, Seymour Martin. 1959. *Political Man: The Social Bases of Politics*. Baltimore: Johns Hopkins University Press. Chapter 2.
- Evans, Peter. 1989. "Predatory, Developmental, and other Apparatuses." *Sociological Forum*
- Dmitrov, Martin. 2009. *Piracy and the State*. New York: Cambridge University Press, Chapter 1
- *The Politics of Governance*, eds. Till Förster and Lucy Koechlin. Taylor & Francis
- Spector, Regine. "Regional Production Network in a Predatory State: Export-Oriented Manufacturing at the Margins of the Law."

Meeting Five: *How states govern: society*

Tuesday, 11 September

Presentations:

- Migdal, Joel. 2004. *State in Society*. Cambridge: Cambridge University Press. Chapter 1.
- Scott, James. 1987. *Weapons of the Weak: Everyday Forms of Peasant Resistance*. New Haven: Yale University Press. Chapter 2.
- Tsai, Lily. 2007. "Solidary Groups, Informal Accountability and Local Public Goods Provision in Rural China." *American Political Science Review* 101 (02): 355-372.
- Haddad, Mary A. 2006. "Civic Responsibility and Patterns of Voluntary Participation Around the World," *Comparative Political Studies* 39:10 (December), 1220-1242
- Michael W. Foley & Bob Edwards. 1996. *The Paradox of Civil Society*.
- King, Gary, Jennifer Pan, and Margaret E. Roberts. 2013. "How Censorship in China Allows Government Criticism but Silences Collective Expression." *American Political Science Review*. 107:2, 326-343.

Recommended readings for further study:

- Olson, Mancur. *The Logic of Collective Action*. Cambridge: Harvard University Press.
- Berman, Sheri. 1997. "Civil Society and the Collapse of the Weimar Republic," *World Politics* 49 (April), 401-439.
- Tarrow, Sidney. 1994. *Power in Movement*. Cambridge: Cambridge University Press. Introduction (MOODLE)

Meeting Six:

Regimes: Democracy and Democratization

Tuesday, 18 September

Faculty research presentation: Sejin Koo (TBC)

Presentations:

- Collier, David and Steven Levitsky. 1997. "Democracy with Adjectives: Conceptual Innovation in Comparative Research." *World Politics* 49:430-451.
- Thomas Carothers, "The End of the Transition Paradigm," *Journal of Democracy* 13 (1): 5-21.
- Ziblatt, Daniel. 2006. "How did Europe democratize?" *World Politics*, 58:2, 311-338.
<https://scholar.harvard.edu/files/dziblatt/files/howdideurope.pdf>

- Lindberg, Staffan I., Michael Coppedge, John Gerring, and Jan Teorell. 2014. "V-Dem: A New Way To Measure Democracy," *Journal of Democracy* 25:3 (July), 159-169.
- Cheibub, José A., Jennifer Gandhi, and James R. Vreeland. 2010. "Democracy and dictatorship revisited." *Public choice*, 143, 67-101.

Recommended readings for further study:

- Manin, Bernard. 1997. *The Principles of Representative Government*. Cambridge: Cambridge University Press. Chapters 1 and 2.
- Przeworski, Adam and Fernando Limongi. 1997. "Modernization: Theories and Facts." *World Politics*. 49 (2): 155-183.
- Dahl, Robert A. 2000. *On Democracy*. New Haven: Yale University Press. Chapters 4 and 8.
- Schedler, Andreas. 1998. "What Is Democratic Consolidation?" *Journal of Democracy* 9(2): 91-107

Meeting Seven: *Regimes: non-democracies*

Tuesday, 25 September

Faculty research presentation: Charles Sullivan (TBC)

Presentations:

- Svobik, Milan. 2012. *The Politics of Authoritarian Rule*. New York: Cambridge University Press. Chapters 1 and 2. (available through library website, in the Cambridge ebooks database)
- Levitsky and Way, "Rise of Competitive Authoritarianism"
- Guriev, Sergei M. and Treisman, Daniel, *Informational Autocracy: Theory and Empirics of Modern Authoritarianism*. (June 8, 2018). Available at SSRN: <https://ssrn.com/abstract=2571905> or <http://dx.doi.org/10.2139/ssrn.2571905>
- <http://scottgehlbach.net/whats-next-for-the-study-of-nondemocracy/>
- <http://theconversation.com/can-democracy-vote-itself-out-of-existence-99988>

Recommended for further reading:

- Acemoglu, Daron, and James A. Robinson, 2006. *Economic Origins of Dictatorship and Democracy*. New York: Cambridge University Press. Chapter 5.
- Linz, Juan, and Alfred Stepan. 1996. "Modern Non-Democratic Regimes," in *Problems of Democratic Transition and Consolidation*. Baltimore: Johns Hopkins University Press, 38-54.
- Magaloni, Beatriz. 2006. *Voting for Autocracy: Hegemonic Party Survival and Its Demise in Mexico*. New York: Cambridge University Press. Intro, pp. 1-43.

Meeting Eight: *Institutions*

Tuesday, 2 October

Presentations:

- North, Douglass C. 1990. *Institutions, Institutional Change, and Economic Performance*. Cambridge: Cambridge University Press. Part 1.
- Hall, Peter A., and Rosemary C. R. Taylor. 1998. "Political Science and the Three New Institutionalisms." In *Institutions and Social Order*, ed. Karol Soltan, et al. University of Michigan Press.
- Levitsky, Steven and Maria Victoria Murillo. 2009. "Variation in Institutional Strength," *Annual Review of Political Science* 12:115-133.
- Greif, Avner, and David Laitin. 2004. "A Theory of Endogenous Institutional Change." *American Political Science Review* 98(4).
- Manion, Melanie, 2017. "'Good types' in Authoritarian Elections: The Selectoral Connection in Chinese Local Congresses." *Comparative Political Studies* 50:3, 362-394.

Recommended readings for further study:

- Clemens, Elizabeth and James Cook. 1999. "Politics and Institutionalism: Explaining Durability and Change." *Annual Review of Sociology* 25: 441-66.
- Gandhi, Jennifer. 2008. *Political Institutions under Dictatorship*. New York: Cambridge University Press. Chapter 2
- <https://faculty.polisci.wisc.edu/bhavnani/wp-content/uploads/2015/09/BhavnaniLeeEmbeddedness.pdf>

8-12 October Fall Break

Meeting Nine: *Institutions*
Tuesday, 16 October **literature reviews DUE**
Presentations:

Faculty Research Presentation: Neil Collins (TBC)

- Helmke, Gretchen and Steven Levitsky. 2004. "Informal Institutions and Comparative Politics: A Research Agenda." *Perspectives on Politics* 2 (4): 725-40. (MOODLE)
- Azari, Julia and Jennifer Smith. 2012. "Unwritten Rules: Informal Institutions in Established Democracies." *Perspectives on Politics* 10 (1): 37-45.
- Schenk, Caress. 2018. *Why Control Immigration: Strategic Uses of Migration Management in Russia*. Toronto: University of Toronto Press. Chapter 2.
- Tsai, Kellee. 2007. *Capitalism without Democracy: The Private Sector in Contemporary China*. Ithaca: Cornell University Press. Chapter 7.
- Spector, Regine. 2017. *Order at the Bazaar*. Ithaca: Cornell University Press. Chapters TBA.

Recommended readings for further study:

- Rose-Ackerman, Susan. 2006. *International Handbook on the Economics of Corruption*. Northampton: Edward Elgar. Chapters 5 and 10.
- McMann, Kelly. 2014. *Corruption as a Last Resort*. Ithaca: Cornell University Press. (available in library)
- Darden, Keith. 2008. "The Integrity of Corrupt States: Graft as an Informal State Institution." *Politics and Society* 36(1): 35-60.
- Harvey, Cole J. 2016. "Changes in the menu of manipulation: Electoral fraud, ballot stuffing, and voter pressure in the 2011 Russian election." *Electoral Studies* 41: 105-117
- Reuter, Ora J. and Graham B. Robertson. 2014. "Legislatures, Cooptation, and Social Protest in Contemporary Authoritarian Regimes." *The Journal of Politics* 77:1, 235-248.

Meeting Ten: *Nationalism and political identity*
Tuesday, 23 October
Presentations:

Faculty Research Presentation: Helene Thibault (TBC)

- Hale, Henry. 2004. *Explaining Ethnicity*. *Comparative Political Studies* 37: 458. (MOODLE)
- Abdelal, Rawi, Yoshiko Herrera, Iain Johnston, and Rose McDermott. 2006. "Identity as a Variable." *Perspectives on Politics* 4 (4): 695-711. (MOODLE)
- Kanchan Chandra. "Making Causal Claims About the Effect of 'Ethnicity'" in *Comparative Politics: Rationality, Culture, and Structure*, eds. Mark I. Lichbach and Alan S. Zuckerman. New York.
- Berry, Marie E., and Milli Lake. 2017. Book review on women and rights in Africa. *Politics & Gender*, 13(2).

Recommended readings for further study:

- Anderson, Benedict. 1991. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso-New Left.

- Marquardt, Kyle L. and Yoshiko M. Herrera. 2015. "Ethnicity as a Variable: An Assessment of Measures and Data Sets of Ethnicity and Related Identities," *Social Science Quarterly* 96:3 (September), 689-716.

Meeting Eleven: *Political Culture*

Tuesday, 30 October

Presentations:

- Ross, Marc Howard. 2010. "Culture in Comparative Political Analysis," in *Comparative Politics: Rationality, Culture, and Structure*, eds. Mark I. Lichbach and Alan S. Zuckerman. New York: Cambridge University Press, 134-161. (available in library)
- Wedeen, Lisa. 2002. "Conceptualizing Culture: Possibilities for Political Science." *American Political Science Review* 96 (4): 713-738. (MOODLE)
- Elkins, David and Richard Simeon. 1979. "A Cause in Search of Its Effect, or What Does Political Culture Explain?" *Comparative Politics* 11 (2): 127-14 (MOODLE)
- Wilson, Richard W. 2000. "The Many Voices of Political Culture: Assessing Different Approaches." *World Politics* 52 (2): 246-273. (MOODLE)

Recommended readings for further study:

- Huntington, Samuel P. 1993. "The Clash of Civilizations," *Foreign Affairs* 72 (3): 22-49.

Meeting Twelve: *Political violence, ethnic conflict, and state responses*

Tuesday, 6 November

Presentations:

- Kalyvas, Stathis, 2003. "The Ontology of Political Violence," *Perspectives on Politics* 1:3, pp. 475-494.
- Finkel, Evgeny. 2015. "The phoenix effect of state repression: Jewish resistance during the Holocaust." *American Political Science Review* 109:2, 339-353.
- Fearon, James D., and David D. Laitin. 2003. "Ethnicity, Insurgency, and Civil War," *American Political Science Review* 97:1 (February), 75-90.
- Tucker, Noah. "The Evolving Uzbek Jihad: Islamist Militant Recruiting and State Responses," in *Constructing the Uzbek State*.
- Omelicheva, Mariya. 2016. "Islam and Power Legitimation: Instrumentalisation of Religion in Central Asian States," *Contemporary Politics* 22(2): 144-163.

Meeting Thirteen *Revisiting Comparative Methods and Research Design*

Tuesday, 13 November

Research design due 16 November

Meeting Fourteen *Project Presentations*

Tuesday, 20 November