



## PS240A Fall 2021 Field Seminar in Comparative Politics

<https://moodle2.sscnet.ucla.edu/course/view/21F-POLSCI240A-1>

Thursday 2:00–4:50

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Lachlan's Office Hours: 3:00-5:00pm PST Tuesdays. Please email Lachlan if you need to schedule a different time. Signup via <https://www.wejoinin.com/sheets/ttyzr>. His office hours will be held via Zoom at <https://ucla.zoom.us/j/4896253638>.

Dan's Office Hours: 1:00-3:00pm PST Wednesdays. Please email Dan if you need to schedule a different time. His office hours will be held via Zoom at <https://ucla.zoom.us/j/93538497945>.

**Course Description:** PS 240A is the first half of a two-course sequence designed to introduce graduate students to comparative politics. We survey a broad range of different literatures. Sometimes topics flow naturally from one week to the next, but not always. Comparative politics is a vast field. In some ways, it touches on every aspect of political science, and it overlaps with economics, sociology, and anthropology, as well as other disciplines. We cannot make this course comprehensive, and even the coverage of the topics we have chosen to address leaves out important and/or influential readings. We hope that these short introductions will whet your appetites for deeper study.

This will be a demanding course. The reading list for each week is relatively heavy, and we expect every student to be prepared to discuss any reading when called upon. You may need to read some items more than once to be able to do that. Your goal should be to come to class prepared to summarize the main point of each item assigned as well as to be able to present a brief and accurate review of the approach, argument, and evidence — all in two to three minutes. If it takes you longer than that, you have not mastered the material.

We have uploaded scanned copies of all of the course readings to the course website, including the book we will read in its entirety during the final week of the quarter (however, you may wish to purchase it for your own library).

We encourage you to first skim each reading to get a sense of the themes it covers, and then jot down the questions you hope the reading will be able to answer for you. Next, read the introduction and conclusion. This is normally enough to get a sense of the big picture. Are the claims surprising? Do you believe them? Can you think of examples — places in the world, or historical events — that do not seem consistent with the logic of the argument? Next ask yourself what types of evidence or arguments you would need to be convinced of the results. Now read through the whole text, checking how the arguments used support the claims of the author. It is rare to find a piece of writing that you agree with entirely. So, as you come across issues that you are not convinced by, write them down and bring them along to class for discussion. Also note when you are pleasantly surprised, or when the author produces a convincing argument that you had not thought of. In all cases, whenever possible you are encouraged to download the data the author(s) used, replicate all or some results, and use that as an exercise to probe and test the arguments you bring to class. If the author(s) filed a pre-analysis plan (PAP), look it up and compare what is presented in the paper with what was described in the PAP. Finally, try to

articulate succinctly what you know now that you did not know before you read the piece. Often a quick summary can draw attention to strong features you were not conscious of, or make you realize that what you were impressed by is not so impressive after all. Is the theory internally consistent? Is it consistent with past literature and findings? Is it novel or surprising? Are elements that are excluded or simplified plausibly unimportant for the outcomes? Is the theory general or specific? Are there more general theories on which the author(s) might have drawn or to which the paper might have contributed?

**Course Prerequisites:** The course is designed for Ph.D. students in Political Science. Others can attend only with the instructors' permission.

**Course Objectives:** At the completion of this course, you will:

1. Be familiar with many major questions in the field of comparative politics;
2. Become familiar with the range of approaches and methods employed;
3. Have a good idea of what outstanding research looks like;
4. Be familiar with important recent studies of comparative politics;
5. Acquire a base of readings that will allow you to conduct independent research.

**Readings:** The reading load is relatively heavy. Readings use examples from countries around the world, crossing the distinction between rich, industrialized and poorer, less industrialized countries.

**Requirements:** Evaluation for the course will consist of three parts. First, all students will be expected to participate actively in every class meeting, including but not limited to the "cold-call" oral summaries of the readings described above. Second, all students must choose three weeks to write short, two page critical reviews on a single reading for the week (on which more below). Third, there will be an end-of-quarter, day-long written examination. You will have 9 hours to complete the exam, which will be open book. The date of the exam will be set at the beginning of the quarter after consultation with students in an effort to avoid conflicts. There will be a similar exam at the end of 240B. The exam at the end of fall quarter will cover the material in 240A only; the exam at the end of 240B will cover material in both 240A and 240B. The comprehensive exam at the end of 240B will also serve as a qualifying exam for students for whom comparative politics is their first or second field. Together, in-class performance and response papers will count for 25 percent of your grade, and the other 75 percent will be based on your performance on the exam.

### *Response papers*

Your papers should be two pages and include the following information about the reading in a narrative form (rather than as a list of answers):

- What is the research question?
- What is the theoretical argument?
- What is (are) the proposed causal mechanism(s)?
- What is the unit of analysis?
- Who are the actors and what are their goals, constraints, information, and resources?
- What is the evidence and causal identification strategy that is provided? How convincing is the evidence?
- Why is the argument important? Why do you think we assigned the piece?
- What is one major critique of the argument? How might one improve on the piece?

The reviews are to be posted to the discussion forum on the course website AND sent by email to both instructors by **5pm** the day preceding the class meeting (i.e., Wednesday night) on which the topic will be discussed. You will be expected to read all of the response papers composed by other students each week and be prepared to discuss them in class. We will generally not be sending individual feedback on the papers unless there is an issue. Instead, we will be using them to draw upon and inform our

discussion (and to weigh in your course grade).

**Course Policies:**

- We will be following UCLA's COVID protocols: <https://covid-19.ucla.edu/ucla-covid-protocols/>
- Please keep your mask on at all times during class meetings and maintain social distancing, within the limits of what is possible in our seminar room.
- Please plan to attend all class meetings, except in cases of illness or COVID-19 related absences. If you have any symptoms of illness, test positive for COVID-19, or have been in close contact with someone with COVID-19, please do not come to class. Alert the instructors at the earliest possible time so that we may make arrangements to have the class recorded. There will be no penalty for missing class for this reason.
- Please join class meetings each week already having read assigned material.
- Please have written notes summarizing each assigned reading and be prepared to discuss every assigned reading.
- We recommend printing out a copy of each reading and have it on hand during class, if you have access to a printer. Please do *not* access an electronic version during class, if at all possible.

As a student and a member of the University community, you are expected to demonstrate integrity in all of your academic endeavors. Accordingly, all work you do will be held to the highest ethical and professional standards.

Please carefully review the university guidelines regarding academic integrity. They are available at <https://deanofstudents.ucla.edu/academic-integrity>.

## **Week One, September 23: Introduction to the Course and the Field**

Przeworski, Adam. 2007. "Is the Science of Comparative Politics Possible?" In Carles Boix and Susan C. Stokes, eds. *The Oxford Handbook of Comparative Politics*. Oxford University Press: ch. 6.

Pepinsky, Thomas B. 2019. "The Return of the Single-Country Study." *Annual Review of Political Science* 22: 187-203.

## **Week Two, September 30: State-Building**

Levi, Margaret. 1997. *Consent, Dissent, and Patriotism*. Cambridge University Press: chs.2 and 6.

Scott, James. 2017. *Against the Grain*. Yale University Press: chs. 4 and 6.

Queralt, Didac. 2019. "War, International Finance, and Fiscal Capacity in the Long Run." *International Organization* 73(4): 713-753.

Garfias, Francisco, and Emily A. Sellars. 2021. "When State Building Backfires: Elite Coordination and Popular Grievance in Rebellion." *American Journal of Political Science*.

Rawat, Tuti and Wu, Muluan Alfred. 2020. "Why Social Capital is Essential in the Fight Against COVID- 19." *Asia and the Pacific Policy Forum*.

## **Week Three, October 7: Civil War**

Blattman, Christopher and Edward Miguel. 2010. "Civil War." *Journal of Economic Literature* 48(1): 3-57.

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

Dube, Oeindrila and Juan Vargas. 2013. "Commodity Price Shocks and Civil Conflicts: Evidence from Columbia." *Review of Economic Studies* 80(4): 1384-1421.

Cohen, Dara Kay. 2013. "Female Combatants and the Perpetration of Violence: Wartime Rape in the Sierra Leone Civil War," *World Politics* 65(3): 385-415.

Lawrence, Adria. 2013. *Imperial Rule and the Politics of Nationalism: Anti-colonial Protest in the French Empire*. Cambridge University Press: chs. 1 and 6.

## **Week Four, October 14: Electoral Systems and Voting**

Clark, William Roberts, Matt Golder, and Sona Nadenichek Golder. 2018. "Electoral Systems." In Clark, Golder and Golder, *Principles of Comparative Politics*: 534-569. [Note: this reading is mostly for background]

Cox, Gary. 1997. *Making Votes Count*. Cambridge University Press: chs. 1-3.

Moser, Robert G. and Ethan Scheiner. 2009. "Strategic Voting in Established and New Democracies: Ticket Splitting in Mixed-Member Electoral Systems." *Electoral Studies* 28: 51-61.

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

Bawn, Kathleen, and Michael F. Thies. 2003. "A Comparative Theory of Electoral Incentives: Representing the Unorganized under PR, Plurality and Mixed-Member Electoral Systems" *Journal of Theoretical Politics* 15 (1): 5-32.

Andrews, Josephine T. and Robert W. Jackman. 2005. "Strategic Fools: Electoral Rule Choice Under Extreme Uncertainty." *Electoral Studies* 24: 65-84.

## **Week Five, October 21: Social Identity Formation**

Laitin, David D. 1998. *Identity in Formation: The Russian-Speaking Populations in the Near Abroad*. Cornell University Press: ch. 1.

Fearon, James D., and David D. Laitin. 2000. "Violence and the Social Construction of Ethnic Identity." *International Organization* 54(4): 845-877.

Posner, Daniel N. 2003. "The Colonial Origins of Ethnic Cleavages: The Case of Linguistic Divisions in Zambia." *Comparative Politics* 35(2): 127-146.

Mora, G. Christina. 2014. *Making Hispanics: How Activists, Bureaucrats, and Media Constructed a New American*. University of Chicago Press: ch. 1

Penner, Andrew M., and Aliya Saperstein. 2008. "How Social Status Shapes Race." *Proceedings of the National Academy of Sciences* 105(50): 19628-19630.

## **Week Six, October 28: Ethnicity, Politics, and Public Goods Provision**

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): 529-45

Wilkinson, Steven. 2006. *Votes and Violence: Electoral Competition and Ethnic Riots in India*. Cambridge University Press: ch. 1.

Malik, Mashail. 2021. "Discrimination and Defiant Pride: How the Demand for Dignity Creates Slack for Poor Performance." Unpublished manuscript.

English, Micah and Joshua Kalla. 2021. "Racial Equality Frames and Public Policy Support: Survey Experimental Evidence." Unpublished paper.

Habyarimana, James, Macartan Humphreys, Daniel N. Posner, and Jeremy Weinstein. 2007. "Why Does Ethnic Diversity Undermine Public Goods Provision?" *American Political Science Review* 101(4): 709- 25.

## **Week Seven, November 4: Gender and Sexuality**

Iversen, Torben, and Frances Rosenbluth. 2006. "The Political Economy of Gender: Explaining Cross-National Variation in the Gender Division of Labor and the Gender Voting Gap." *American Journal of Political Science* 50(1): 1-19.

Ross, Michael L. 2008. "Oil, Islam, and Women." *American Political Science Review* 102(1): 107-123.

Alesina, Alberto, Paola Giuliano, and Nathan Nunn. 2013. "On the Origins of Gender Roles: Women and the Plough." *Quarterly Journal of Economics* 128(2): 469-530.

Brulé, Rachel E. 2020. *Women, Power, and Property: The Paradox of Gender Equality Laws in India*. Cambridge University Press: chs. 1 and 2.

Biruk, Crystal. 2014. "'Aid for Gays': The Moral and the Material in 'African Homophobia' in Post-2009 Malawi." *Journal of Modern African Studies* 52(3): 447-473.

## **Week Eight, November 18: Nation-Building, Diversity, and Immigration**

Darden, Keith, and Harris Mylonas. 2016. "Threats to Territorial Integrity, National Mass Schooling, and Linguistic Commonality." *Comparative Political Studies* 49(11): 1446-1479.

McNamee, Lachlan. 2020. *Unsettled Frontiers: Why States Colonize and Why They Stop*. Unpublished manuscript: Introduction, Ch.6, and conclusion.

Abdelgadir, Aala, and Vasiliki Fouka. 2020. "Political Secularism and Muslim Integration in the West: Assessing the Effects of the French Headscarf Ban." *American Political Science Review* 114(3): 707-723.

Hainmueller, Jens, Dominik Hangartner, and Dalston Ward. 2019. "The Effect of Citizenship on the Long-Term Earnings of Marginalized Immigrants: Quasi-Experimental Evidence from Switzerland." *Science Advances* 5(12).

Choi, Donghuyan Danny, Mathias Poertner, and Nicholas Sambanis. 2019. "Parochialism, Social Norms, and Discrimination Against Immigrants." *Proceedings of the National Academy of Sciences* 116(33): 16274-16279.

## **Week Nine, December 2: Dilemmas of Inclusion**

Dancygier, Rafaela M. 2017. *Dilemmas of Inclusion: Muslims in European Politics*. Princeton University Press.