

POLI229: (SOME) TOP BOOKS IN COMPARATIVE POLITICS

Instructors: Adida, Driscoll, Ferree, Haggard, Naoi, Nichter, Popkin,
Roeder, Wong

Fall 2016

Thursdays 3.30-5.50pm

SSB333

Course Summary and Objectives

Graduate seminars in comparative politics tend to present ever-expanding syllabi that attempt to keep pace with a growing literature. As a result, graduate students rarely read books anymore. And yet, one of the first expectations for junior comparative politics faculty is to publish their dissertation as a book. The goal of this seminar is two-fold: first, to provide students an opportunity to emphasize depth over breadth by focusing on one book every week; second, to expose students to the art of book-writing.

Requirements

Students will be graded based on class participation (60%) and a final exam (40%).

- Class participation (60%): Students are expected to complete all required readings for the week before the start of seminar on Thursday. Students will be graded based on their active and thoughtful participation in class. This means that we will emphasize quality over quantity of student comments. However, students who attend and do not participate, or hardly participate, cannot perform well on this aspect of the course.
- Final exam (40%): Students should submit a first draft of their lit review for their seminar paper (or the dissertation prospectus if 3d year; or a research paper idea if 1st year). This final exam should identify:
 - The question the student is seeking to answer
 - The question(s) being answered by the books s/he read, and how these may be identical to, diverge from, or complement the question the student is asking
 - The answer(s) offered by each author, and
 - The reasoning (assumptions and theoretical development) that leads each author to expect (or explain post hoc) this answer
 - The way in which comparative and/or individual case analyses and narrative are used to buttress causal inference. In other words, how well does the research design and analysis (including qualitative analysis) help answer the question(s) and support the argument

The review should cover 3-5 books.

Format

This class is a graduate seminar: active participation is required and expected. All electronic devices are banned during classtime. Here's why:

<http://www.washingtonpost.com/blogs/answer-sheet/wp/2014/09/25/why-a-leading-professor-of-new-media-just-banned-technology-use-in-class/>

Schedule

Thursday, Sept. 22, 2016	Claire Adida, Karen Ferree, Steph Haggard Introduction, Expectations
Thursday, Sept. 29, 2016	Claire Adida <u>Multiethnic Coalitions in Africa</u> (2013) <i>Leonardo Arriola</i>
Thursday, October 6, 2016	Jesse Driscoll <u>Warlords and Coalition Politics in Post-Soviet States</u> (2015) <i>Jesse Driscoll</i>
Thursday, October 13, 2016	Steph Haggard <u>Competitive Authoritarianism</u> (2010) <i>Levitsky and Way</i>
Thursday, October 20, 2016	Tom Wong <u>Culling the masses</u> (2014) <i>Fitzgerald and Cook-Martin</i> Recommended: <u>Imagined Communities</u> (1983) <i>Benedict Anderson</i>
Thursday, October 27, 2016	Karen Ferree <u>From Open Secrets to Secret Voting</u> (2015) <i>Isabela Mares</i>
Thursday, Nov. 3, 2016	Megumi Naoi <u>The Efficient Secret</u> (1987) <i>Gary Cox</i>
Thursday, Nov. 10, 2016	Phil Roeder <u>Why Leaders Fight</u> (2015) <i>Horowitz, Stam and Ellis</i>

Thursday, Nov. 17, 2016

Sam Popkin
Poor Economics (2011)
Duflo and Banerjee

Thursday, Dec. 1, 2016

Simeon Nichter
Brokers, Voters, and Clientelism (2013)
Stokes et al.