PLCY 717
Comparative Political Institutions and Policy
UNIVERSITY OF NORTH CAROLINA, CHAPEL HILL

Course Semester: Spring 2023
Course Time: Tuesdays 12:30-3:30 PM
Course Location: *In Person:* Dey Hall 306 & *Via Zoom:* https://unc.zoom.us/j/9656259166
Professor Brigitte Seim (she/her)
bseim@ad.unc.edu
Office Hours Location: https://unc.zoom.us/j/9656259166
Office Hours Booking (appointment required): https://bseim.youcanbook.me/
Office Hours Time: Fridays, 2:30-4:30 PM (or contact me for an alternative time)

DESCRIPTION
This course examines the relationship between political institutions and the policy process. We consider the genesis, design, and evolution of political institutions, how political institutions address market failures and shape economic development, and the role of political institutions as either mediating factors or determinants of public policy outcomes. In this course, "institution" is defined broadly. The course draws on theoretical and empirical contributions from across the world, providing a comparative perspective on political institutions and policy.

OBJECTIVES
The purpose of this course is to introduce students to the scholarly literature on political institutions, with some exposure to over-arching theories of institutional analysis as well as more focused attention to a few key institutions that affect policy outcomes.

Upon completing this course, students should be able to demonstrate:
- Substantive knowledge of the prevailing theories of institutional analysis;
- Critical thinking about institutional genesis, design, and evolution;
- Awareness of how institutions determine economic and political behavior;
- An ability to construct well-reasoned arguments and express them both orally and in writing under different timelines; and
- An ability to critically evaluate the quality and credibility of diverse sources of information.

FORMAT
This course primarily includes students from the Public Policy program, but students from other graduate programs across campus are also enrolled. Please be prepared to work in integrated groups and embrace the diversity in skills, experiences, and perspectives.

The course is currently planned to primarily meet in person with some built-in flexibility regarding modality to accommodate course meetings via Zoom for those who need to attend virtually (see Policies section below), and on occasion for the whole class.

MATERIAL

Assigned readings for this course are listed below and are available on the course's Sakai site. It is each student's responsibility to obtain and complete the readings in advance of each session, and to integrate the reading content with the lecture and discussion content. The majority of your investment in this course will occur outside of the weekly sessions. You should expect to spend a significant amount of time reading, taking notes on the reading, integrating notes from the reading, student presentations, and discussion each week, and working on the assignments.

WEBSITE

Links to resources, announcements, and your grades can all be accessed on Sakai at https://sakai.unc.edu/portal/site/plcy717sp23. Please check this site regularly and have notifications from the site forwarded to an email account you check regularly.

EVALUATION

Summary

Final grades will be determined as follows:

30%	Response Memos
20%	Discussion Leadership
20%	Participation
20%	Mock Comprehensive Exam
10%	Office Hours Attendance

Response Memos

For ten weeks of the course (not including January 10 – the first day of the course, and April 25 – mock comprehensive exam), you must submit a response memo that briefly summarizes the week's readings (each summary should be *no more than 3 sentences*) paired with critical commentary. The critical commentary should relate the readings to each other, provide keen context or insight, and highlight weaknesses. Particularly strong memos will also propose potential research ideas, make astute connections across frameworks and theories for the entire semester thus far, or discuss important real-world policy or practitioner implications. These memos *should not* exceed two single spaced pages. In general, weak memos will simply summarize the readings ("Smith says x, Jones says y"). Strong essays will include commentary:
- Describe any key conceptual issues that should be addressed or clarified by work on this topic (i.e., a presentation on inequality may discuss different ways inequality is conceptualized and subsequently measured).
- Describe the thorny methodological issues that bedevil work on the question (i.e., a memo on social revolutions may talk about the small-n problem)
- Suggest ideas for future research in an understudied region or with a different operationalization of variables

These memos should be uploaded by 7 p.m. the day before each class session on Sakai to the Forums page. You are allowed to skip two memos with no penalty; if you want to skip a week, just comment on the Forums page to say you are taking a pass. (Once you comment to say "pass," you can read your colleague's memos.) You may want to take a close look at the course calendar and your own schedule before using your passes. I urge you to not waste them. Because you can allocate your passes, there will be *no exceptions for late submissions or additional pass weeks*.

The Forums page will allow you to see your peers' memos and *you are expected to read your peers' memos before class, even if you have taken a "pass" in writing your own*. There are two reasons I have chosen to make these memos public to the class. The first is that seeing how other students summarize, interpret, and critique the readings may raise additional questions or thoughts that you want to raise during discussion. This will help prepare you for class. The second reason is that you may find it useful to see how other students summarize, critique, and analyze the readings in the memo in order to improve your own writing.

The grading scale for these memos is:
- 1 (which means you need to work on improving – re-read the syllabus recommendations about what memos entail, and you if you receive several 1 grades you should talk to me about what your memos are missing)
- 2 (which means you are doing fine, and is the modal score)
- 3 (which means there was something outstanding in your memo)

Reading and Critiquing an Academic Article

Below are *some* of the questions you *may* consider in your memos and as you prepare for discussing the readings in class. You should not think of this as a checklist or as an exhaustive list of questions. I **<u>strongly</u>** suggest you keep annotated bibliographies or notes of some variety for everything you read in graduate school – it will help you immensely as you prepare for exams and conducting your own research, and later in your career.

Research Questions and Hypotheses
The article (or book/book chapter) usually starts with a general question before leading to a more focused question. Most research can be boiled down to one research question or a small collection of related questions. Authors often talk about these questions in broad terms before narrowing down to the specifics. It is your job to discern the broad questions and themes, but also to identify the specific, narrower question that the author ultimately addresses.
- Does the researcher focus in on well-defined questions?
- Are the questions interesting and important? (The "so what" question!)
- Are the propositions falsifiable? (Can the questions be answered? Will you know when it is answered?)

Theory
What is the central theoretical argument? In attempting to offer insight into the primary research question, the author will usually develop a logical argument that moves from assumptions to predictions. This argument may be written out in words or explicitly with a formal theory. Your task is to identify and assess the major assumptions made by the augment and how well its logic moves from assumptions to causal mechanism/logic to predictions.
- Is the theory/model clear, insightful, and appropriate?
- Could the theory benefit from being more explicit, developed, or formal?
- Are there clear predictions that can be falsified?
- Would an alternative theory/model be more appropriate?
- Is the theory a theory (with a causal mechanism linking concepts together), or is it more a list of predictions?
- How does the theory relate to other things you have read?

Research Design and Data
How well does the researcher craft a research design that tests the theory to answer the research question? Is the researcher really testing what he/she intends to test? Are the data well selected/collected and are the key concepts well-operationalized/measured?
- Is the author attempting to identify a causal impact?
- Has statistical inference been confused with casual inference?
- Is the researcher really testing what he/she claims to be testing?
- Could the question be addressed with another approach?
- Are the data clearly described?
- Is the choice of data well-suited to the question and test?
- Is the sampling approach biased? (Does the author have data from a representative set of units, given the theory?)
- Are there any worrying sources of measurement error or missing data? Are any proxies reasonable?
- Are there sample size or power issues?
- Could the data sources or collection method be biased?
- Are there better sources of data you would recommend?

Empirical Analysis
What evidence is provided in support of this argument? Evidence can come in many forms, whether logical, quantitative, or qualitative. It is your task to evaluate how well the provided evidence corresponds to the assumptions and parameters of the theoretical argument and how well that evidence supports the argument.
- How well has the research design been implemented? Have appropriate strategies been employed to test the theory?
- Are the statistical techniques well suited to the problem at hand?
- Has the paper adequately dealt with concerns about measurement error, simultaneity, omitted variables, selection, and other forms of bias and identification problems?
- Is the empirical strategy convincing? Are appropriate caveats mentioned?
- Are there alternative explanations for the results, and can those be tested?

Scope
Finally, you should consider the implications of this research for practitioners, policymakers, and other scholars. You should question whether or not the findings from this research are generalizable to other circumstances. You may also think about extensions of the research – if you could do a follow up to the study, how might you do things differently?
- Can the results be generalized to other policy areas, other countries, etc.?
- Are there other types of analysis that would illuminate the external validity or the causal mechanisms at work?
- Are there other data or approaches that would complement the current one?
- What are the implications for those actually carrying out related political or development interventions?

Discussion Leadership
Each of you will be asked to be a discussion leader for two weeks of the course. Each course session will have a designated 1-2 discussion leaders. The designated discussion leaders should coordinate *in advance* of the course session to complete the discussion leader tasks.

There are three primary tasks associated with being the discussion leader. Discussion leaders are expected to circulate a list of discussion questions no later than 9 p.m. the day before class to facilitate participation. Discussion questions should be shared on Sakai via the Forums page. Leaders should aim to generate 7-10 questions that provoke questions about specific readings, tie the readings together, and/or connect the readings to previous weeks.

The discussion leaders will also give a short conference-like presentation on the topic for the day. This presentation should be a *minimum* of 20 minutes. Discussion leaders should *synthesize* and *critically analyze* the readings as a group, *not* summarize each one in isolation. Discussion leaders are encouraged to do additional reading on the topic, look up and define key terms, and provide context for the readings (e.g., relevant contextual details, details about the authors) as well. The purpose of this task is two-fold. It will give each person additional professional experience giving a short conference-length presentation and it also help to kickstart the discussion.

Third, discussion leaders will lead the discussion, using the discussion questions shared on Sakai via the Forums page as a foundation. Leaders may find it helpful start the discussion by simply talking about what people liked, disliked, needed clarity on, etc. You may also find it interesting to engage your peers in a more interactive activity: a simulation developed based on one (or several) of the readings; small group breakout sessions to complete a task; or think-pair-share. Discussion leaders are expected to be particularly familiar with the week's readings and to be able to answer any reading comprehension-type questions that may arise.

Participation
You are expected to attend all course sessions either in person or via Zoom. This is your opportunity to ask questions, discuss readings and your peers' memos, and engage in activities that will deepen your understanding of course topics. Your participation grade will be based on: 1) attendance (either in person or via Zoom); and 2) engaging in class discussion and activities. I expect you to arrive at class meetings on time and to stay for the full duration. I also expect you to come prepared, and to be respectful, attentive, and actively engaged.

Mock Comprehensive Exam
During the 24-hour period surrounding the last course session on April 25, you will take a short essay exam. You will be asked to discuss research from certain topics on the syllabus. You should be able to summarize and critique the major theoretical and empirical themes in each area, as well as to be able to use these elements as springboards for your own arguments if necessary. The exam questions will mimic the types of questions you might encounter on the Politics Core Exam for Public Policy PhD students. The exam will be open notes and completed via the Tests & Quizzes page of Sakai between 12:00 AM and 11:55 PM on April 25. You will have three hours to complete the exam.

Office Hours Attendance
Using the YouCanBookMe link at the top of the syllabus, please make two office hours appointments over the course of the semester: once before spring break and once after spring break. (You can, of course, come to office hours more than twice!) There is no preparation required for these appointments and my office hours are held on Zoom. I simply value the chance to get to know you and hear how the course and your program are going outside of the structured classroom setting.

POLICIES

Honor Code
The University of North Carolina at Chapel Hill has had a student-led honor system for over 100 years. Academic integrity is at the heart of Carolina and we all are responsible for upholding the ideals of honor and integrity. The student-led Honor System is responsible for adjudicating any suspected violations of the Honor Code and all suspected instances of academic dishonesty will be reported to the honor system. Information, including your responsibilities as a student is outlined in the Instrument of Student Judicial Governance. Your full participation and observance of the Honor Code is expected (see http://honor.unc.edu/).

In order to ensure effective functioning of the Honor System at Carolina, you are expected to:
a. Conduct all academic work within the letter and spirit of the Honor Code, which prohibits the giving or receiving of unauthorized aid in all academic processes. If unsure about the limits of group work versus individual work on papers and projects, ask me.
b. Consult with faculty and other sources (e.g., this, this, or this) to clarify the meaning of plagiarism; to learn the recognized techniques of proper attribution of sources used in written work (and seek guidance from the Writing Center if necessary); and to identify allowable resource materials or aids to be used during completion of any graded work.
c. Treat all members of the University community with respect and fairness.
d. Report any instance in which reasonable grounds exist to believe that a student has given or received unauthorized aid in graded work or in other respects violated the Honor Code. Reports should be made to the office of the Student Attorney General.

Grade Determination
Writing and presenting are essential to success in many careers. Students will be held to professional standards. Students should not submit first drafts and should carefully proof read all work. The following factors will be considered in grading student assignments:

- **Content:** Responds to the assignment's prompts. Develops and supports a focused argument (or arguments).
- **Clarity and Presentation:** Develops a well-organized argument. Arranges sentences in a logical and coherent manner. Uses correct punctuation, spelling, and grammar. Provides accurate citations in a consistent format.
- **Comprehensiveness:** Reviews the relevant literature and material. Shows an in-depth understanding of the topic. Critiques differing points of view on the topic.
- **Creativity:** Draws the reader/listener in and engages him/her in the topic. Makes an original contribution to the topic. Presents material in an interesting and unique way that elucidates the ideas.
- **Accuracy:** Free of obvious errors. All facts are derived from assigned course material and properly cited.

Grade Definitions
The following definitions of grades were adopted by the University Faculty and are the official basis for assigning and interpreting grades. Note that they are based on performance, not on effort or individual improvement.

Graduate Grading Scale

Letter Grade	Percentage or Points Range	Description
H	95-100	Clear excellence
P	75-94	Entirely satisfactory graduate work
L	60-74	Low pass
F	Below 60	For whatever reason(s), an unacceptable performance

Undergraduate Grading Scale

Letter Grade	Percentage or Points Range	Description
A	90-100	Mastery of course content at the highest level of attainment that can reasonably be expected of students at a given stage of development. The A grade states clearly that the student has shown such outstanding promise in the aspect of the discipline under study that he/she may be strongly encouraged to continue.
B	80-89	Strong performance demonstrating a high level of attainment for a student at a given stage of development. The B grade states that the student has shown solid promise in the aspect of the discipline under study.
C	70-79	A totally acceptable performance demonstrating an adequate level of attainment for a student at a given stage of development. The C grade states that while not yet showing any unusual promise, the student may continue to study in the discipline with reasonable hope of intellectual development.
D	60-69	A marginal performance in the required exercises demonstrating a minimal passing level of attainment for a student at a given stage of development. The D grade states that the student has given no evidence of prospective growth in the discipline; an accumulation of D grades should be taken to mean that the student would be well advised not to continue in the academic field.
F	Below 60	For whatever reason(s), an unacceptable performance. The F grade indicates that the student's performance in the required exercises has revealed almost no understanding of the course content. A grade of F should warrant questioning whether the student may suitably register for further study in the discipline before remedial work is undertaken.

Typically, you will be provided a numerical grade. Numerical grades will be translated to letter grades using the rubric below. When a course grade falls between integers, I apply a standard rounding procedure: any point total that ends in .0 to .49 will be rounded down to the nearest whole number, while any point total that ends in .50 to .99 will be rounded up.

	A	B	C	D
+		88-89	78-79	68-69
Base	92-100	82-87	72-77	60-67
-	90-91	80-81	70-71	

Grade Appeals

I take the evaluation and grading of your assignments very seriously because I know that most of you take the preparation and writing of your assignments very seriously. If you think you deserve a higher grade on an assignment, you may write a memo and explain why you would like to appeal the grade. Before making an appeal, you should review your work and course material. A memo for an assignment should be submitted via email to me *between 48 hours and 14 days after notification of the original grade*. After I receive your memo, I will re-read your work within one week. Depending on my re-reading, your grade may stay the same, be raised, or be lowered. This system is designed to minimize frivolous grade appeals and to ensure that you have carefully examined and reflected on the quality of your work before deciding to initiate a grade appeal. It is also to ensure equitable grading standards across students. Students should keep copies of the assignments they turn in until they receive their final course grade.

Course Changes

UNC faculty and staff are committed to provide an engaging, collaborative, and safe learning environment, independent of the mode of teaching. Due to the uncertainty of the current health environment, guidelines and modes of instruction might change during the semester. Please understand that any changes during the ongoing term are made with your safety and health in mind, as well as the safety of UNC faculty and staff. It is important to actively read and observe any communication that is sent from UNC or your instructors, so you can adjust as needed and not miss any class time. Please also email me if anything changes on your end.

Attendance

Each student is encouraged to attend each course meeting in person when possible. If you are ill (with COVID-19 or any other illness), please do not attend class in person and instead attend via Zoom. When you attend a course meeting via Zoom, you are encouraged to keep your camera on so that we can more effectively engage with you. If you are unable to attend class either in person or via Zoom, please review the material for the course meeting(s) you missed. Your grade will not be affected by one or two absences over the course of the semester.

University Policy: As stated in the University's Class Attendance Policy, no right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

1. Authorized University activities
2. Disability/religious observance/pregnancy, as required by law and approved by Accessibility Resources and Service and/or the Equal Opportunity and Compliance Office (EOC)
3. Significant health condition and/or personal/family emergency as approved by the Office of the Dean of Students, Gender Violence Service Coordinators, and/or the Equal Opportunity and Compliance Office (EOC).

Optional Mask Use Statement
UNC-Chapel Hill is committed to the well-being of our community – not just physically, but emotionally. The indoor mask requirement was lifted for most of campus on March 7, 2022. If you feel more comfortable wearing a mask, you are free to do so. There are many reasons why a person may decide to continue to wear a mask, and we respect that choice.

Acceptable Use Policy
By attending the University of North Carolina at Chapel Hill, you agree to abide by the University of North Carolina at Chapel Hill policies related to the acceptable use of IT systems and services. The Acceptable Use Policy (AUP) sets the expectation that you will use the University's technology resources responsibly, consistent with the University's mission. In the context of a class, it's quite likely you will participate in online activities that could include personal information about you or your peers, and the AUP addresses your obligations to protect the privacy of class participants. In addition, the AUP addresses matters of others' intellectual property, including copyright. These are only a couple of typical examples, so you should consult the full [Information Technology Acceptable Use Policy](#), which covers topics related to using digital resources, such as privacy, confidentiality, and intellectual property. Additionally, consult the University website "[Safe Computing at UNC](#)" for information about the data security policies, updates, and tips on keeping your identity, information, and devices safe.

Late Assignments
I aim to be flexible yet have clear and equitable deadlines. If you are experiencing significant hardship (related to COVID-19 or not) and need additional flexibility, please email me at least 24 hours before the due date. In fairness to all students, I will not accept graded items after the ultimate deadline except under extenuating circumstances.

- All assignments have a due date and time.
- Response memos will not be accepted after the due date and time.
- Other (non-memo) assignments submitted within 24 hours after the due date and time are subject to a maximum grade of 90%. Assignments submitted between one and seven days late are subject to a maximum grade of 80%. Assignments submitted between seven and 21 days late are subject to a maximum grade of 50%. Except under extenuating circumstances, assignments cannot be turned in later than three weeks after the due date and time.
- Twenty-four hours before assignments are due, I reserve the right to stop responding to emails with questions or concerns. Please prepare in advance of this window.

Diversity, Inclusivity, Accessibility
In this course, you will encounter people with different perspectives. Students in this class come from a variety of personal and academic backgrounds which leads to a variety of worldviews. Having multiple viewpoints makes our discussions interesting and will allow us to learn from each other. No student's grade will be affected by their personal views. My goal is to create learning environments that are equitable, inclusive, and welcoming for all students. I broadly define diversity to include race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political background, and physical and learning ability. If there are aspects of this course that result in barriers to your inclusion, please let me know.

[The Office of Accessibility Resources & Service](#) provides services and reasonable accommodations to currently enrolled undergraduate and graduate/professional students with disabilities. ARS can be reached at SASB (Student and Academic Services Building), Suite 2126, 450 Ridge Road, 919-962-8300 or ars@unc.edu.

The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, the University's [Policy Statement on Non-Discrimination](#) offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied. See [this blog post](#) for a discussion regarding one form of prevalent in-classroom discrimination to which I will be particularly sensitive.

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the [Dean of Students](#) for support. Furthermore, please notify me if you are comfortable in doing so. This will enable me to provide any relevant resources that I may possess. Here is a link to [a local food pantry](#) if you are facing food insecurity.

Counseling and Psychological Services
UNC-Chapel Hill is strongly committed to addressing the mental health needs of a diverse student body. The [Heels Care Network](#) website is a place to access the many mental resources at Carolina. CAPS is the primary mental health provider for students, offering timely access to consultation and connection to clinically appropriate services. Go to their website https://caps.unc.edu/ or visit their facilities on the third floor of the Campus Health building for an initial evaluation to learn more. Students can also call CAPS 24/7 at 919-966-3658 for immediate assistance. Two other centers that provide services and resources are:

[Carolina Women's Center:](#) 919-962-8305
[LGBTQ Center:](#) 919-843-5376

Title IX Resources
Any student who is affected by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at https://eoc.unc.edu/report-an-incident/. Please contact the University's Title IX Coordinator (Elizabeth Hall, titleixcoordinator@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

Undergraduate Testing Center
The College of Arts and Sciences provides a secure, proctored environment in which exams can be taken. The center works with instructors to proctor exams for their undergraduate students who are not registered with ARS and who do not need testing accommodations as provided by

ARS. In other words, the Center provides a proctored testing environment for students who are unable to take an exam at the normally scheduled time (with pre-arrangement by your instructor). For more information, visit http://testingcenter.web.unc.edu/.

Learning Center
Want to get the most out of this course or others this semester? Visit UNC's Learning Center at http://learningcenter.unc.edu to make an appointment or register for an event. Their free, popular programs will help you optimize your academic performance. Try academic coaching, peer tutoring, STEM support, ADHD/LD services, workshops and study camps, or review tips and tools available on the website.

Writing Center
UNC has a Writing Center that provides one-on-one assistance to students free of charge. To make an appointment, browse the Writing Center's online resources, or submit a draft online. They have additional useful information, such as handouts on how to cite sources.

Communication[1]
- **Mind Your Manners:** Think of the basic rules you learned growing up, like saying please and thank you.
- **Watch Your Tone:** Merriam-Webster defines tone as an "accent or inflection expressive of a mood or emotion." It is very difficult to express tone in writing. Please attempt to come across as respectful, and please attempt to avoid coming across as demanding.
- **Be Concise but Complete:** Get to the point of your e-mail as quickly as possible, but don't leave out important details that will help your recipient answer your query. Be sure to include your full name and the course name in every email.
- **Use Correct Spelling and Proper Grammar:** Use a dictionary or a spell checker. While you can write in a conversational tone, pay attention to basic rules of grammar and use complete sentences. Stay from abbreviations and emoticons.
- **Be Prompt:** Bring an issue to my attention as soon as it becomes an issue. This includes conflicts with assignments and attendance.
- **Don't Make Excuses:** Everyone (including professors and TAs) knows what it is like to procrastinate or to prioritize other things before school assignments. We also know what it is like to make an excuse for having done so. Further, we read many, many emails from students in a semester. To top it off, I study corruption, which is fundamentally about skirting procedures and towing the line of acceptability to serve one's own interests. If you have a conflict or need to take responsibility for something, be up front and honest.
- **Ask Reasonable and Appropriate Questions:** Attempt to evaluate whether your question or request is reasonable and appropriate before you send me an email. Check the syllabus and Google for an answer first. Also, please feel free to email me to set up an appointment to meet if the topic is too sensitive to raise in an email.

I reserve the right to delete any emails or refuse to speak to individuals that do not follow these guidelines.

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[1] See also: http://www.wikihow.com/Email-a-Professor and http://chrisblattman.com/2010/11/08/students-how-to-email-to-your-professor-employer-and-professional-peers/

COURSE SCHEDULE

January 10	**Introduction to Institutions**
	• Hall, Peter A. and Rosemary C.R. Taylor. 1996. "Political Science and the Three New Institutionalisms." *Political Studies* 44(5): 936–957.
	• Mahoney, James and Kathleen Thelen. 2010. *Explaining Institutional Change: Ambiguity, Agency, and Power.* Cambridge: Cambridge University Press. Chapter 1.
	• Moe, Terry. 2005. "Power and Political Institutions." *Perspectives on Politics* 3(2): 215-233.
	• Przeworski, Adam. 2004. "Institutions Matter?" Government and Opposition 39(4), 527-540.
January 17	**Informal Institutions**
	• Grzymala-Busse, Anna. 2010. "The Best Laid Plans: The Impact of Informal Rules on Formal Institutions in Transitional Regimes." *Studies in Comparative International Development* 45:311-333.
	• Tsai, Lily. 2007. "Solidary Groups, Informal Accountability, and Local Public Goods Provision in Rural China." *American Political Science Review* 101(2): 355-372.
	• Waylen, Georgina. 2014. "Informal Institutions, Institutional Change, and Gender Inequality." *Political Research Quarterly* 67(1): 212-223.
	• Williamson, Claudia R. 2009. "Informal Institutions Rule: Institutional Arrangements and Economic Performance." *Public Choice* 139(3): 371-387.
January 24	**Collective Action**
	• Dietz, Thomas, Elinor Ostrom and Paul C. Stern. 2003. "The Struggle to Govern the Commons." *Science* 302: 1907-1912.
	• Mansbridge, Jane. 2014. "The Role of the State in Governing the Commons." *Environmental Science & Policy* 36: 8-10.
	• Ostrom, Elinor. 1990. *Governing the Commons: The Evolution of Institutions for Collective Action.* Cambridge, UK: Cambridge University Press. p. 1-6 and Chapter 3.
	• Ostrom, Elinor. 2000. "Collective Action and the Evolution of Social Norms." *Journal of Economic Perspectives* 14(3): 137-158.
January 31	**Democracy, Dictatorship, and Development**
	• Boix, Carles. 2003. *Democracy and Redistribution.* New York: Cambridge University Press. Introduction.
	• Gandhi, Jennifer. 2008. *Political Institutions Under Dictatorship.* Cambridge, UK: Cambridge University Press. Chapter 5.
	• Lake, David and Matthew Baum. 2001. "The Invisible Hand of Democracy: Political Control and the Provision of Public Services." *Comparative Political Studies* 34(6): 587-621.
	• Przeworski, Adam, Michael E. Alvarez, José Antonio Cheibub and Fernando Limongi. 2000. *Democracy and Development: Political Institutions and Well-Being in the World, 1950-1990.* Cambridge: Cambridge University Press. Chapter 2.

February 7	**State Capacity and Stability** • Acemoglu, Daron, Camilo García-Jimeno and James A. Robinson. 2015. "State Capacity and Economic Development: A Network Approach." *American Economic Review* 105(8): 2364-2409. • Berliner, Daniel, Anne Greenleaf, Milli Lake and Jennifer Noveck. 2015. "Building Capacity, Building Rights? State Capacity and Labor Rights in Developing Countries." *World Development* 72: 127-139. • Besley, Timothy and Torsten Persson. 2010. "State Capacity, Conflict, and Development." *Econometrica* 78(1): 1-34. • Davenport, Christian. 2007. "State Repression and Political Order." *American Review of Political Science* 10: 1-23.
February 14	*NO CLASS – WELL-BEING DAY*
February 21	**Decentralization/Federalism** • Bardhan, Pranab and Dilip Mookherjee. 2006. "The Rise of Local Governments: An Overview." In *Decentralization and Local Governance in Developing Countries*, eds. Pranab Barhdan and Dilip Mookherjee. Cambridge, MA: MIT Press. • Rodden, Jonathan. 2002. "The Dilemma of Fiscal Federalism: Grants and Fiscal Performance around the World." *American Journal of Political Science* 46(3): 670-687. • Wibbels, Erik. 2006. "Madison in Baghdad? Decentralization and Federalism in Comparative Politics." *Annual Review of Political Science* 9: 165–188. • Wright, Glenn D., Krister P. Andersson, Clark C. Gibson and Tom P. Evans. 2016. "Decentralization Can Help Reduce Deforestation When User Groups Engage with Local Government." *Proceedings of the National Academy of Sciences* 113(52): 14958-14963.
February 28	**Politics of Distribution and Redistribution** • Blaydes, Lisa. 2010. *Elections and Distributive Politics in Mubarak's Egypt.* Cambridge, UK: Cambridge University Press. Chapter 4. • Golden, Miriam and Brian Min. 2013. "Distributive Politics Around the World." *Annual Review of Political Science* 16: 73-99. • Keefer, Philip and Stuti Khemani. 2005. "Democracy, Public Expenditures, and the Poor: Understanding Political Incentives for Providing Public Services." *World Bank Research Observer* 20(1): 1-27. • Rickard, Stephanie. 2009. "Strategic Targeting: The Effect of Institutions and Interests on Distributive Transfers." *Comparative Political Studies* 42(5): 670-695.
March 7	**Taxation** • Fairfield, Tasha. 2015. *Private Wealth and Public Revenue: Business Power and Tax Politics in Latin America.* New York: Cambridge University Press. Chapter 1. • Kasara, Kimuli. 2007. "Tax Me If You Can: Ethnic Geography, Democracy, and the Taxation of Agriculture in Africa." *American Political Science Review* 101(1): 159-172.

	• Malik, Rabia. 2020. "Transparency, Elections, and Pakistani Politicians' Tax Compliance." *Comparative Political Studies* 53(7): 1060-1091. • Timmons, Jeffrey. 2005. "The Fiscal Contract: States, Taxes, and Public Services." *World Politics* 57(4): 530-567.
March 14	*NO CLASS – SPRING BREAK*
March 21	**Corruption** • Ferraz, Claudio and Frederico Finan. 2008. "Exposing Corrupt Politicians: The Effects of Brazil's Publicly Released Audits on Electoral Outcomes." *Quarterly Journal of Economics* 123(2): 703-745. • Khan, Adnan Q., Asim I. Khwaja and Benjamin A. Olken. 2016. "Tax Farming Redux: Experimental Evidence on Performance Pay for Tax Collectors." *Quarterly Journal of Economics* 131(1): 219-271. • Olken, Benjamin and Patrick Barron. 2009. "The Simple Economics of Extortion: Evidence from Trucking in Aceh." *Journal of Political Economy* 117(3): 417-452. • Robinson, Amanda and Brigitte Seim. 2018. "Who is Targeted in Corruption? Disentangling the Effects of Wealth and Power on Exposure to Bribery." *Quarterly Journal of Political Science* 13(3): 313-331.
March 28	**Bureaucratic Politics** • Ahn, Michael J. and Stuart Bretschneider. 2011. "Politics of E-Government: E-Government and the Political Control of Bureaucracy." *Public Administration Review* 71(3): 414-424. • Dahlström, Carl, Victor Lapuente and Jan Teorell. 2012. "The Merit of Meritocratization: Politics, Bureaucracy, and the Institutional Deterrents of Corruption." *Political Research Quarterly* 65(3): 656-668. • Lavee, Einat and Nissim Cohen. 2019. "How Street-Level Bureaucrats Become Policy Entrepreneurs: The Case of Urban Renewal." *Governance* 32(3): 475-492. • Tummers, Lars and Victor Bekkers. 2014. "Policy Implementation, Street-Level Bureaucracy, and the Importance of Discretion." *Public Management Review* 16(4): 527-547.
April 4	**Institutions and Policy Outcomes** • Fumagalli, Eileen and Gaia Narciso. 2012. "Political Institutions, Voter Turnout, and Policy Outcomes." *European Journal of Political Economy* 28: 162-173. • Funk, Kendall D. and Andrew Q. Philips. 2019. "Representative Budgeting: Women Mayors and the Composition of Spending in Local Governments." *Political Research Quarterly* 72(1): 19-33. • Lijphart, Arend. 2012. *Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries*, 2nd edition. New Haven, CT: Yale University Press. Chapters 1 and 15. • Sáez, Lawrence and Aseema Sinha. 2010. "Political Cycles, Political Institutions and Public Expenditures in India, 1980-2000." *British Journal of Political Science* 40(1): 91-113.

April 11	**Foreign Aid** • Easterly, William and Tobias Pfutze. 2008. "Where Does the Money Go? Best and Worst Practices in Foreign Aid." *Journal of Economic Perspectives* 22(2): 29-52. • Kono, Daniel Y. and Gabriella R. Montinola. 2009. "Does Foreign Aid Support Autocrats, Democrats, or Both?" *Journal of Politics* 71(2): 704-18. • Qian, Nancy. 2015. "Making Progress on Foreign Aid." *Annual Review of Economics* 7: 277-308. • Wright, Joseph and Matthew Winters. 2010. "The Politics of Effective Foreign Aid." *Annual Review of Political Science* 13: 61-80.
April 18	**Free and Fair Elections** • Chang, Eric C. C. and Miriam A. Golden. 2007. "Electoral Systems, District Magnitude and Corruption." *British Journal of Political Science* 37(1): 115-137. • Gandhi, Jennifer and Ellen Lust-Okar. 2009. "Elections Under Authoritarianism." *American Review of Political Science* 12: 403-422. • Ofosu, George Kwaku. 2019. "Do Fairer Elections Increase the Responsiveness of Politicians?" *American Political Science Review* 113(4): 963-979. • Opalo, Kennedy Ochieng'. 2012. "African Elections: Two Divergent Trends." *Journal of Democracy* 23(3): 80-93.
April 25	*MOCK COMPREHENSIVE EXAM*