

Course Code: IP1030	
Module Name: Introduction to Politics	
Academic Year and Term: 2017-2018, Term I	
Lectures: AG110 College Building, Thursdays, 14:00–14:50	
Lecturer: Dr. Alexander Lanoszka Email: Alexander.Lanoszka@city.ac.uk Office Location: Rhind D522 Office Hours: Tuesdays, 13:00–14:50	Tutorial Instructor: Mr. Thomas Hooper Email: Thomas.Hooper@city.ac.uk Tutorial I: Thursdays, D112 15:00–15:50 Tutorial II: Thursdays, ALG16 16:00–16:50

Module Description

Aristotle once observed that “man is a political animal,” implying that politics is a pervasive aspect of human existence. In this introductory module, we will try to make sense of this dominant feature of everyday life and experience by developing building blocks for understanding, and toolkits for analysing, politics. We will first examine the problems that abound in large-group cooperation before turning to how political institutions are created and sustained; how democracy functions; how wealth becomes distributed; how individuals acquire political identities; and why violent conflict erupts between and within states.

The field of political science—divided traditionally between comparative politics and international relations—is vast. This module aims to introduce students to key concepts, debates, and issues that they will examine in greater depth as they proceed through the undergraduate programme. Nevertheless, students should be well-equipped to undertake other modules in politics following the successful completion of this module.

Please review the enclosed material for more information on learning outcomes, teaching pattern and timetable, assessment, coursework submission, and readings.

Learning Outcomes

On successful completion of this module, students will be expected to be able to:

Knowledge and Understanding

- Grasp key concepts that introduce topics in the study of politics as well as those that are useful for analysis (e.g., reverse causation; selection effects; strategic interaction)
- Demonstrate knowledge of the various theories that are used to explain differences in political and economic development
- Show awareness of the challenges in making definitive statements about political phenomena (i.e., be modest in what you think you know)
- Appreciate that reading about news events in popular media outlets is different from understanding news events analytically

Skills

- Distinguish empirical and normative statements from each other
- Apply analytical insights made from general patterns to illuminate particular situations
- Formulate clear arguments in written and oral format
- Demonstrate the importance of IT and time management skills

Values and Attitudes

- Demonstrate tolerance towards the opinions of your colleagues
- Produce written materials that indicate in a precise and honest the nature of your work with proper attribution to the work of others
- Show consideration for the rules and regulations of the University

Teaching Pattern and Tutorials

Pedagogically, this is a one term module with two contact hours per week. It relies upon a combination of lectures and tutorials. The lectures serve to introduce the core concepts and themes raised in the assigned readings. They are not substitutes for doing the readings themselves. Under no circumstance can students rely on lectures to be anything more than introductory guide to the subject material.

Tutorials will be more interactive since we will be discussing the materials raised in both the lecture and the readings. Using the readings and the concepts discussed in lecture, you will explore the questions posed from different angles. As such, students are expected to do the readings and to undertake independent study in order: (1) to understand the topics covered in the weekly sessions; (2) to broaden and to deepen their knowledge of the subject; and (3) to develop their own value positions on a number of topics relating to international security. *Students are reminded that attendance is compulsory.*

Lectures will take place between 5 October and 14 December 2017. Tutorials begin on Week 2.

Assessment

Coursework (60% of module mark—minimum qualifying mark: 30)

60% Paper—Deadline: 21 December 2017, 4 p.m.

For this essay, you will select one of the contemporary political issue options listed below. Each policy issue option has two academic articles attached to it. Your task is to explain (a) how those academic articles illuminate different aspects of the political issue; and (b) how details of the political issue challenge some of the claims put forward by those academic articles. You are free to use additional (academic) sources. A strong essay will clarify the research question that ties the topics together; explain how each academic article offers insights or hypotheses into illuminating the problem at hand; how news materials corroborate those insights or hypotheses; how the same news materials (might) point to problems in the applicability of those insights or hypotheses.

Please note that some of these papers might have sections in which they discuss game theoretical models, data sets, regression analyses, and other methodological notes. You are not expected to grasp such discussions and so you should feel free to skip those sections. What is important is that you identify and apply the theories and hypotheses used to explain whatever outcome is of interest.

Option 1: Post-Coup Crackdown in Turkey

Suggested question: How do coups in general—and the failed 2016 coup in Turkey in particular—shape democratization?

- Rollin F. Tusalem, “Bringing the Military Back In: The Politicisation of the Military and Its Effect on Democratic Consolidation,” *International Political Science Review*, vol. 35, no. 4 (2013): 482-501.
- Clayton Thyne and Jonathan Powell, “Coup d’état or Coup d’Autocracy?: How Coups Influence Democratization, 1950-2008,” *Foreign Policy Analysis*, vol. 12, no. 2 (2016): 192-213.

Option 2: Political Crisis in Venezuela

Suggested question: What explains the political crisis in Venezuela?

- Michael L. Ross, “Does Oil Hinder Democracy?” *World Politics*, vol. 53, no. 3 (2001): 325-351.
- Mick Moore, “Revenues, State Formation, and the Quality of Governance in Developing Countries,” *International Political Science Review*, vol. 25, no. 3 (2004): 297-319.

Option 3: Terrorism in Western Europe

Suggested question: What explains terrorism in Western Europe—why does it happen to the extent that it does?

- Risa A. Brooks, “Muslim ‘Homegrown’ Terrorism in the United States: How Serious is the Threat?” *International Security*, vol. 36, no. 2 (2011): 7-47.

- Thomas Hegghammer, “Should I Stay or Should I Go? Explaining Variation in Western Jihadists’ Choice between Domestic and Foreign Fighting,” *American Political Science Review*, vol. 107, no. 1 (2013): 1-15.

Option 4: Scottish Secessionism

Suggested question: What are the drivers of secessionism in Scotland?

- Jason Sorens, “The Cross-Sectional Determinants of Secessionism in Advanced Democracies,” *Comparative Political Studies*, vol. 38, no. 3 (2005): 304-326.
- Montserrat Guibernau, “Secessionism in Catalonia: After Democracy,” *Ethnopolitics*, vol. 12, no. 4 (2013): 368-393.

Option 5: Autocratic Rule in Zimbabwe

Suggested question: What explains the resilience of autocratic rule in Zimbabwe?

- Michael Bratton and Nicolas van de Walle, “Popular Protest and Political Reform in Africa,” *Comparative Politics*, vol. 24, no. 4 (1992): 419-442.
- Barbara Geddes, Joseph Wright, and Erica Frantz, “Autocratic Breakdown and Regime Transitions: A New Data Set,” *Perspectives on Politics*, vol. 12, no. 2 (2013): 313-331.

Option 6: The Syrian Civil War (please do the readings for Week 10 as well)

Suggested question: To what extent do the rationalist explanations of war illuminate the Syrian Civil War?

- Barbara Walter, “The Critical Barrier to Civil War Settlement,” *International Organization*, vol. 51, no. 3 (1997): 335-364.
- Jessica L. Weeks, *Dictators at War and Peace* (Ithaca, NY: Cornell University Press, 2014): 14-36.

For news material, please rely on reputable newspapers of record. In the United Kingdom, these include the Financial Times, BBC News, the Guardian, the Economist, the Independent, the Times, and the Telegraph. In the United States, these include the New York Times, the Washington Post, and the Wall Street

Journal. In France, Le Monde and Le Figaro. In Canada, the Globe and Mail and the National Post. Each of these newspapers have their prejudices as to what they cover and how. I thus would also recommend such news agencies as the Associated Press, Agence France-Presse, and Reuters. Do not use web magazines and blog pots—even “reputable” ones like the Daily Beast—or monthly journals (e.g., the Atlantic Monthly). Much drivel exists on the internet.

The word limit per written essay is 1,500 words. Students may go over or under by 10%. The word limit runs from the Introduction to the Conclusion of the assignment and will include quotes and footnotes that appear in the body of the assignment. It does not include the following: title page, abstract, diagrams, graphs, images, bibliography, and appendices. I will only mark an assignment up to the word limit. The part of the assignment that exceeds this limit will not be marked. I will provide feedback and explain that the penalty has been applied.

Other rules governing the formatting of the essay:

- Times 12 or its close equivalent (usually the default setting)
- 1” margins all around
- Double-spacing
- Page numbers—if your first page is the cover page, then set this page number to 0. (In Word, select “Page Numbers” from the “Insert” menu and click on “Format.”)
- Consistent usage of one standard citation style (Harvard, Chicago, MLA, etc.)
- A standard cover page that includes the word count and an identification of which option you decided to undertake for this assignment.

Failure to format your essay properly will result in a small deduction of your mark.

Examination (40% of module mark—minimum qualifying mark: 30)

40% Cumulative Final Exam (unseen): To be held in January whereby all material covered in the lectures and required readings may appear. It will be closed-book/

closed-note and will feature one-third “short answer” and two-thirds “essay questions.”

Submission of Coursework

Students should refer to the Programme Handbook for information about coursework. To summarise:

- (a) **Deadlines are final:** Your work should be ready for submission on the deadline. Please do not leave submission until the last minute. Coursework submitted after the deadline will not be marked. If you anticipate that you will be unable to submit your coursework on time due to Extenuating Circumstances, then you must submit an Extenuating Circumstances claim to the School Office by the appropriate deadline in accordance with the School Policy. The onus is on you to submit such a claim in a timely manner. If the Extenuating Circumstances panel accepts your claim, then you will receive an extension and your work will be marked as normal. If it rejects your claim and you submit your work late, then you will receive a mark of 0% for your coursework and you will be required to resit at a later date. Resits are capped at the minimum pass mark for the module (40%). Note that travel delays and IT problems are invalid Extenuating Circumstances.
- (b) **Submission:** Students must submit an electronic copy of the assignment on the module on Moodle by the deadline—this will be your coursework receipt. Do not submit elsewhere. Nor do you submit directly to the teaching staff. *The responsibility is on you to ensure that your coursework is submitted on time and in the correct manner. If you experience any difficulties submitting on Moodle, then please contact your Programme Administrator immediately.*
- (c) **Plagiarism:** By submitting your essay for assessment electronically, you are agreeing to the following declaration: “The work I have submitted is exclusively my own work except where explicitly indicated with quotations and citation. I have read and understood the statement on plagiarism contained in the School Handbook and understand that plagiarism is a serious academic offence and could result in my exclusion from the University.” If you are unsure whether you are paraphrasing properly, then at least provide

the full citation and have all directly quoted passages in quotation marks. *All written work will be submitted electronically via Turnitin.*

- (d) **Assistance:** In case you need help with referencing or essay written, then please refer yourself to your Programme Handbook. The Student Centre also provides a series of workshops to help students develop study skills. You can email them at the following address: academiclearningsupport@city.ac.uk. You can find further details of the support available on their website: <http://www.city.ac.uk/studentcentre>.

Office Hours

Drop-in office hours are on Mondays, from 14:00-16:00. No appointment is necessary but I would suggest bringing something to read in case you have to wait. Please let me know if this time does not work with your schedule so that we can arrange an alternative appointment. I will notify you of any changes to my office hours schedule via a class email on Moodle.

Email Confirmation and Communication

Once you have read through this syllabus, please send me an email with subject line “IP1030: Syllabus Read”. In this email, state your name, your reasons for enrolling in this course, previous modules that may be relevant, and statement of origin. The email should be no longer than four sentences.

Please note that all emails sent to me should include “IP1030” at the beginning of the subject line. Responses could take up to 1-2 business days (no weekends). If I believe that answering your email would take me more than five minutes to do, then I would invite you to meet me during my office hours instead. If you have not received a response after 2 business days, then please resend your email. I will NOT respond to emails that are not sent from your [city.ac.uk](http://www.city.ac.uk) account.

SCHEDULE

Week	Date	Lecture Topic	Tutorial
1	5/10/16	Fundamentals	
2	12/10/16	Collective Action and Rationality	Why is collective action easy in some cases and not others?
3	19/10/16	Institutions, Ideology, Power	Review of key concepts
4	26/10/16	Violence and the State	What relationship does the state have with violence?
5	27/10/16	Democracy I	What is democracy?
Reading Week			
7	16/11/16	Democracy II	Are democracies better than non-democracies?
8	23/11/16	Economic Inequality	Why is wealth unequally distributed?
9	30/11/16	Values and Identities	Review of basic theories and concepts
10	7/12/16	War	Why do wars take place?
11	14/12/16	Contestation	Why do people take up arms against their own government in some cases and not others?
Coursework Due on 21 December 2017 Cumulative Final Exam sometime between 15 and 27 January 2018			

Reading List and Module Schedule

Recommended readings marked with * are *strongly* recommended.

Week 1: Fundamentals

What is politics? How is it different from economics? How do we study politics? Upon introducing the module, I will briefly review several foundational concepts that may be difficult to grasp at first but are important for understanding why individuals or groups behave in the ways that they do. These concepts include selection effects, reverse causation, and strategic interaction.

Required:

Joshua D. Angrist and Jörn-Steffen Pischke, *Mostly Harmless Econometrics: An Empiricist's Companion* (Princeton, NJ: Princeton University Press, 2009): 3-15.

George Orwell, "Politics and the English Language," 1946. Available online: http://www.orwell.ru/library/essays/politics/english/e_polit (8 pp.)

"How to Write Good." Available online: <http://www.plainlanguage.gov/examples/humor/writegood.cfm>.

Weekly Page Count: 21 (or 28)

Recommended:

Social Science Bites with Rom Harré on What is Social Science?. Available online: <http://www.socialsciencespace.com/2012/05/rom-harre-on-what-is-social-science/>.

William Strunk, *The Elements of Style* (New York, NY: Harcourt, Brace, and Company, 1920). Available online: <http://www.gutenberg.org/ebooks/37134>. I advise that students internalise many of the recommendations imparted in this monograph.

Week 2: Collective Action and Rationality

Why did workers fail to unite and overthrow capitalist systems in early 20th century Europe? Why do states get involved in arms races even if they realise that arms races are expensive, dangerous, and undesirable? Why is it so hard for countries to act on climate change? If individuals (or states) only care about their self-interest, then collective action should be difficult because everyone wants to free-ride and no one wants to pay the costs associated with making an action possible. We examine the collective action problem and what solutions might exist for resolving it. We will also learn the Prisoner's Dilemma this week and tackle the meaning of rationality.

Required:

David Axelrod, *The Evolution of Cooperation* (New York, NY: BasicBooks, 2006): chapter 1.

Jon Elster, "Rationality, Morality, and Collective Action," *Ethics*, vol 96, no. 1 (1985): 136-155.

Weekly Page Count: ~40

Recommended:

*Mancur Olson, *The Logic of Collective Action* (Cambridge, MA: Harvard University Press, 1965 [1971]): 5-52.

Russell Hardin, *Collective Action* (New York, NY: Routledge, 2013 [1982]): chapter 2 [16-37].

Garrett Hardin, "The Tragedy of the Commons," *Science*, vol. 162, no. 3859 (1968): 1243-1248.

Philosophy Bites Podcast with Larry Temkin on Transitivity—a property of rationality. Available online: <http://philosophybites.com/2015/07/larry-temkin-on-transitivity.html>.

Philosophy Bites with Richard Tuck on Free Riding. Available online: <http://philosophybites.com/2008/02/richard-tuck-on.html>.

Week 3: Institutions, Ideologies, Power

Institutions are a fundamental part of political, social, and economic life. What are institutions (and what are they not)? What is the role of power in institutions? Do they serve technical problems (e.g., coordination issues), political agendas, or both?

Required:

On institutions ...

Stephen D. Krasner, "Structural Causes and Regime Consequences: Regimes as Intervening Variables," *International Organization*, vol. 36, no. 2 (1982): 184-194.

Antonio Gramsci, "Hegemony, Intellectuals, and the State," in *Cultural Theory and Popular Culture: A Reader, 3rd ed.*, ed. John Storey (Essex, UK: Pearson, 2006): 85-91. Do not be too concerned if you find this reading challenging.

Douglass C. North, *Institutions, Institutional Change, and Economic Performance* (Cambridge, UK: Cambridge University Press, 1990): 3-10.

On ideology ...

Michael Freeden, "Clash of the Titans: The Macro-Ideologies," in *Ideology: A Very Short Introduction* (Oxford, UK: Oxford University Press, 2003): 78-93.

On power ...

Philosophy Bites Podcast with Steven Lukes on Power. Available online: <http://philosophybites.com/2015/06/steven-lukes-on-power.html>.

Weekly Page Count: 42

Recommended:

Hannah Arendt, "Reflections on Violence," *Journal of International Affairs*, vol. 23, no. 1 (1969): 1-35.

*Peter A. Hall and Rosemary C.R. Taylor, "Political Science and the Three New Institutionalisms," *Political Studies*, vol. 44, no. 5 (1996): 936-957.

*Steven Lukes, *Power: A Radical View* (New York, NY: Macmillan, 2005 [2nd ed.]): 1-59.

Niccolo Machiavelli, *Discourses*. Book 1, discourse 2. Penguin.

Robert Dahl, "The Concept of Power," *Behavioral Science*, vol. 2, no. 3 (1957): 201-215.

*David A. Baldwin, "Power Analysis and World Politics: New Trends Versus Old Tendencies," *World Politics*, vol. 31, no. 2 (1979): 161-194.

Week 4: Violence and the State

States are the sovereign unit in the international politics, but why is this the case? Why not alternative forms of political organisation like empires or city-states? What are the benefits of having states? What are the costs?

Required:

Philosophy Bites Podcast with Quentin Skinner on Thomas Hobbes on the State. Available online: <http://philosophybites.com/2007/10/quentin-skinner.html>. 18 minutes. Transcript is also available.

Mancur Olson, *Power and Prosperity* (New York, NY: Basic Books, 2000): 3-24.

Charles Tilly, "War Making and State Making as Organized Crime," in *Bringing the State Back In*, eds. Peter Evans, Dietrich Rueschemeyer, and Theda Skocpol (Cambridge, UK: Cambridge University Press, 1985): 169-186.

Hendrik Spruyt, "The Origins, Development, and Possible Decline of the Modern State," *Annual Review of Political Science*, vol. 5, no. 1 (2002): 127-140.

Mark Koyama, "Ideas were not enough," *Aeon Magazine*. Available online: <https://aeon.co/essays/the-modern-state-not-ideas-brought-about-religious-freedom> (3000 words).

Weekly Page Count: 54

Recommended:

*Jeffrey Herbst, "War and the State in Africa," *International Security*, vol. 14, no. 4 (1990): 117-139.

Miguel Centeno, *Blood and Debt: War and the Nation-State in Latin America* (University Park, PA: Pennsylvania State Press, 2002): 1-32.

Andreas Wimmer and Yuval Feinstein, "The Rise of the Nation-State Across the World, 1816 to 2001," *American Sociological Review*, vol. 75, no. 3 (2010): 764-790.

*Stephen D. Krasner, "Approaches to the State: Alternative Conceptions and Historical Dynamics," *Comparative Politics*, vol. 16, no. 2 (1984): 223-246.

Session 5: Democracy

This session reviews how we can define democracy and how can we measure the concept—that is, how do we know a democracy when we see one? Start with Boix’s article and then proceed to the other readings.

Required:

Carles Boix, “The Roots of Democracy,” *Hoover Institution* (February 1, 2006). Available online: <https://www.princeton.edu/~cboix/roots-of-democracy.pdf>. (19 pp.)

Robert Dahl, *Polyarchy: Participation and Opposition* (New Haven, CT: Yale University Press, 1971): 1-16.

Keith Jagers and Ted Robert Gurr, “Tracking Democracy’s Third Wave with the Polity III Data,” *Journal of Peace Research*, vol. 32, no. 4 (1995): 469-476.

Freedom House, “Methodology: Freedom in the World 2016,” Available online: <https://freedomhouse.org/report/freedom-world-2016/methodology>. Please skim. (31 pp.)

Weekly Page Count: 43 + skimming 31

Recommended:

Joseph Schumpeter, *Capitalism, Socialism, and Democracy* (New York, NY: George Allen and Unwin, 1949 [2003]): 250-273.

*Barbara Geddes, “What Do We Know About Democratization After Twenty Years?” *Annual Review of Political Science*, vol. 2 (1999): 115-144.

*Perry Anderson, *Lineages of the Absolutist State* (London, UK: Verso, 1974): 397-431.

Eric Jones, *The European Miracle: Environments, Economies and Geopolitics in the History of Europe and Asia*, 3rd ed. (Cambridge, UK: Cambridge University Press, 1987): 104-126.

*Edward L. Glaeser, Rafael La Porta, Florencio Lopez-de-Silanes, and Andrei Shleifer, "Do Institutions Cause Growth?" *Journal of Economic Growth*, vol. 9, no. 3 (2004): 271-303.

Week 6: Reading Week

Week 7: Democracy II

Many scholars argue that democracies have important advantages over non-democracies: they win wars more often, they are more economically prosperous, and they provide better social services to their populations. Yet we observe real-world variation in the institutional performance of democracies in delivering certain goods and services to their citizens. Why does this variation exist? Is democracy really as beneficial as its proponents claim? We will partially use the United States as a case study but many of the readings make claims that can travel to other contexts, including that of Britain.

Required:

Robert Putnam, *Making Democracy Work: Civic Traditions in Modern Italy* (Princeton, NJ: Princeton University Press, 1994): 83-120.

One of the following two:

Christopher H. Achen and Larry M. Bartels, *Democracy for Realists: Why Elections Do Not Produce Responsive Government* (Princeton, NJ: Princeton University Press, 2016): 1-20.

Martin Gilens and Benjamin I. Page, "Testing Theories of American Politics: Elites, Interest Groups, and Average Citizens," *Perspective on Politics*, vol. 12, no. 3 (2014): 564-581.

Weekly Page Count: 58 or 55.

Recommended:

Democracy—a collection of programmes relating to it on the BBC. Available online: <http://www.bbc.co.uk/programmes/p02g3wg0>.

Markus Prior, "News vs. Entertainment: How Increasing Media Choice Widens Gaps in Political Knowledge and Turnout," *American Journal of Political Science*,

vol. 49, no. 3 (2005): 577-579 and 587-589. Skim the research design and data analysis sections. I do not expect you to understand the methodology used here.

Andrew C. Eggers and Jens Hainmueller, "MPs for Sale?: Returns to Office in Postwar British Politics," *American Political Science Review*, vol. 103, no. 4 (2009): 513-533.

Fareed Zakaria, "The Rise of Illiberal Democracy," *Foreign Affairs*, vol. 76, no. 6 (2002): 22-43.

*Larry Bartels, *Unequal Democracy: The Political Economy of the New Gilded Age* (Princeton, NJ: Princeton University Press, 2008): 1-28 (chapter 1).

Week 8: Economic Inequality

What is economic inequality? To what extent and for what reasons it has widened over time? Dr. Hager will review competing theories and empirical patterns of inequality. He will also discuss some of the political consequences of economic inequality.

Required:

Thomas Piketty, *Capital in the Twenty-First Century* (Cambridge, MA: Belknap Press of Harvard University Press, 2013): 1-35 (introduction).

Branko Milanovic, "Global Income Inequality in Numbers: In History and Now," *Global Policy*, vol. 4, no. 2 (2013): 198-208.

Branko Milanovic, "Global Inequality: From Class to Location, From Proletarians to Migrants," *vol. 3*, no. 2 (2012): 125-134.

Weekly Page Count: 56

Recommended:

Robert Barro, *Determinants of Economic Growth* (Cambridge, MA: MIT Press, 1997): 1-48 (chapter 1).

David S. Landes, "Why are We So Rich and They So Poor?" *American Economic Review*, vol. 80, no. 2 (1990): 1-13.

Eric J. Hobsbawm, *Industry and Empire: From 1750 to the Present* (London, UK: Penguin 1999): 12-33 (chapter 2).

Robert E. Lucas, Jr. "Some Macroeconomics for the 21st Century," *Journal of Economic Perspectives*, vol. 14, no. 1 (2000): 159-168. The econometric model may be difficult to grasp, so please look up the Solow-Swan model on Wikipedia.

Kenneth Pomeranz, *The Great Divergence: China, Europe, and the Making of the Modern World Economy* (Princeton, NJ: Princeton University Press, 2001): 3-27.

*J. Samuel Valenzuela and Arturo Valenzuela, "Modernization and Dependency: Alternative Perspectives in the Study of Latin American Underdevelopment," *Comparative Politics*, vol. 10, no. 4 (1978): 535-552.

Kenneth L. Sokoloff and Stanley L. Engerman, "History Lessons: Institutions, Factors Endowments, and Paths of Development in the New World," *Journal of Economic Perspectives* (2002): 41-102.

Robert Wade, "East Asia's Economic Success: Conflicting Perspectives, Partial Insights, Shaky Evidence," *World Politics*, vol. 44, no. 2 (1992): 270-320.

*Douglass C. North and Barry R. Weingast, "Constitutions and Commitment: The Evolution of Institutions Governing Public Choice in Seventeenth-Century England," *Journal of Economic History*, vol. 49, no. 4 (1989): 803-832.

*David Stasavage, "Credible Commitment in Early Modern Europe: North and Weingast Revisited," *Journal of Law, Economics, and Organization*, vol. 18, no. 1 (2002): 155-186.

*Daron Acemoglu, Simon Johnson, and James A. Robinson, "The Colonial Origins of Comparative Development: An Empirical Investigation," *American Economic Review*, vol. 91, no. 5 (2001): 1369-1401.

Week 9: Values and Identity

A once-popular perspective holds that values change when society experience significant economic development. This perspective is called 'modernisation theory' and it was a major influence on mid-20th century political science. Modernisation theory predicts a convergence of values as societies develop such that democracy becomes possible once a society attains a certain level of economic development. Interestingly enough, other scholars and pundits argue that nationalism is a potent force in politics that has emerged with modernity. We will assess modernisation theory and grapple with the question as to why nationalism might be a more powerful identity than other forms of identity (class, gender, or religious). Note the different role played by materialism in the accounts below.

Required:

Modernisation Theory

Seymour Martin Lipset, "Some Social Requisites of Democracy," *American Political Science Review*, vol. 53, no. 1 (1959): 69-105.

Nationalism

Ernest Gellner, *Nations and Nationalism* (Ithaca, NY: Cornell University Press, 1983): 1-7.

Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism* (London, UK: Verso, 1983): 1-8 and 39-48.

Weekly Page Count: 61

Recommended:

The books of Gellner and Anderson that are listed above should be read fully if you are interested in this topic.

*Seymour Martin Lipset, *Political Man: The Social Bases of Politics* (Garden City, NY: Doubleday, 1960): 45-72.

Samuel P. Huntington, *Political Order in Changing Societies* (New Haven, CT: Yale University Press, 1968).

*Adam Przeworski and Fernando Limongi, “Modernization: Theories and Facts,” *World Politics*, vol. 49, no. 1 (1997): 155-183.

Any of the ten podcasts listed on this website: <http://www.open.edu/openlearn/history-the-arts/multiculturalism-bites?track=2>.

Ernst B. Haas, “What is Nationalism and Why Should We Study It?” *International Organization*, vol. 40, no. 3 (1986): 707-744.

*Anthony D. Smith, “The Origins of Nations,” *Ethnic and Racial Studies*, vol. 12, no. 3 (1989): 340-367.

Eugen Weber, *Peasants into Frenchmen: The Modernization of Rural France, 1870-1914* (Stanford, CA: Stanford University Press, 1977). One of my favorite non-fiction books. A more digestible and popular account that makes similar arguments and ideas is Graham Robb’s *The Discovery of France*.

Keith Darden and Anna Grzymała-Busse, “The Great Divide: Literacy, Nationalism, and the Communist Collapse,” *World Politics*, vol. 59, no. 1 (2006): 83-115.

Week 10: War

Some like a good fight, but most do not. Using violence to reach a settlement is expensive in terms of blood and treasure—war is, in other words, ex post inefficient. So why go to war and not strike deals peacefully?

Required:

Dan Reiter, “Exploring the Bargaining Model of War,” *Perspectives on Politics*, vol. 1, no. 1 (2003): 27-33.

James D. Fearon, “Rationalist Explanations of War,” *International Security*, vol. 49, no. 3 (1995): 379-383.

Philosophy Bites with Steven Pinker on Violence and Human Nature: <http://www.socialsciencespace.com/2012/11/podcast-steven-pinker-on-violence-and-human-nature/>. (7 pp.)

Tanisha Fazal, “Dead Wrong?: Battle Deaths, Military Medicine, and Exaggerated Reports of War’s Demise,” *International Security*, vol. 39, no. 1 (2014): 95-125.

Weekly Page Count: 49

Recommended:

The literature on war is massive, so please see me in my office hours if you would like leads on particular subjects.

Michael Howard, *War in European History* (Oxford, UK: Oxford University Press, 2009).

Steven Pinker, *The Better Angels of Our Nature: Why Violence Has Declined* (New York, NY: Viking, 2011): 189-294.

*Giacomo Chiozza and Hein E. Goemans, “International Conflict and the Tenure of Leaders: Is War Still Ex Post Inefficient?” *American Journal of Political Science*, vol. 48, no. 3 (2004): 604-619.

Week 11: Contestation

Civil war is puzzling for the same reasons as interstate wars can be puzzling: should central governments not be able to settle with potential opposition groups so as to avoid the costs of armed conflict? Should opposition groups be deterred by the coercive instruments of the state? What explains these sorts of deterrence failures? Why does domestic political order breakdown when such order is necessary to have for stability and welfare? To what extent is violence an effective tool for domestic opposition groups to use?

Required:

Erica Chenoweth and Maria J. Stephan, *Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict* (New York, NY: Columbia University Press, 2011): 1-29.

Albert O. Hirschman, *Exit, Voice, and Loyalty: Responses to Declines in Firms, Organizations, and States* (Cambridge, MA: Harvard University Press, 1980): 1-20.

Weekly Page Count: 49

Recommended:

Gordon Tullock, "The Paradox of Revolution," *Public Choice*, vol. 1 (1971): 89-99.

*Jeff Goodwin and Theda Skocpol, "Explaining Revolutions in the Contemporary Third World," *Politics and Society*, vol. 17 (1989): 489-507.

James C. Scott, "Everyday Forms of Resistance," *Copenhagen Journal of Asian Studies*, vol. 4 (1989): 33-62.

Stathis Kalyvas, *The Logic of Political Violence* (Cambridge, UK: Cambridge University Press, 2005).

*Christopher Blattman and Edward Miguel, “Civil War,” *Journal of Economic Literature*, vol. 48, no. 1 (2010): 3-57.

Macartan Humphreys and Jeremy M. Weinstein, “Who Fights?: The Determinants of Participants in Civil War,” *American Journal of Political Science*, vol. 52, no. 2 (2008): 436-455.

Paul Staniland, *Networks of Rebellion: Explaining Insurgent Cohesion and Collapse* (Ithaca, NY: Cornell University Press, 2014): 1-14.

Podcast on Britain, Counterinsurgency, and the Challenges of Modern Warfare with David Ucko. Available online: <http://advanced.jhu.edu/blog/podcast-britain-and-the-challenges-of-modern-warfare/>