

P.S. 720: Theoretical and Methods Issues in Comparative Politics

Fall 2020

Bolton B79

Thursdays: 4-6:40pm

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Office Hours: Tuesday 11-1pm

Location: Canvas Collaborate Ultra¹

Course Description

The focus of this course is to analyze main currents methods and approaches in comparative politics. Scholarship in the subfield of comparative politics has always grappled with issues of methodology. What is the comparative method and what does comparison require, exactly? Comparativists have long engaged in social science and disciplinary debates over description, concept formation, case selection, causal analysis, theory development, and theory testing, just to name a few. More recent disciplinary debates over research design, e.g. modeling, small-n vs. large-n analysis, observational research vs. experiments, have been widely informed by scholars of comparative politics. At the same time, the subfield has differed over approaches to answering ambitious questions about politics. Comparativists theorize about regime change, the causes of economic development, who rules, whose interests are represented, how social change occurs, etc. While the field shares its origins with broader social and political theory, in practice, divisions within the subfield reflect distinct approaches on behavior, institutions, and cultural forces.

We delve into both these areas -- methods and approaches -- throughout this semester. In many ways, the debates that exist in the subfield of comparative politics are reflective of wider tensions that can be found more generally in political science. Questions about the underlying drivers of change – whether reflective of rationalists, culturalists, structuralist traditions – are important for all subfields. Moreover, debates about ‘appropriate’ research design extend beyond the subfield. In this way, this course is broadly relevant to graduate students in diverse political science and social science fields.

Learning Goals:

- Explain and differentiate various research strategies that encompass ‘the comparative methods;’
- Evaluate the strengths and weakness of different methodological approaches employed by comparative political scholars;
- Explain distinguishing features of scholarly approaches (e.g. behavioralist, structuralist and rationalist), including theoretical and empirical strengths and weakness.

¹ This is the stable URL: <https://us.bbcollab.com/guest/ec5cfa106dba4dc6a955d5dceae7fbac>

- Ability to design a research strategy that provides the greatest leverage for a research question of the student's choice.

Assessment Scheme:

Participation: 20%

Short Analytic Essays (6): 60%

Final Exam: 20%

COURSE POLICIES

Please take special note that this semester, UWM has reopened campus with modifications due to the COVID-19 pandemic. There are many new procedures in place. Please review the following UWM-wide policies with great care to ensure your effective completion of the course and safety for all:

Panther Community Health and Safety Standards

UWM has implemented reasonable health and safety protocols, taking into account recommendations by local, state and national public health authorities, in response to the COVID-19 pandemic. As a member of our campus community you are expected to abide by the [Panther Community Health and Safety Standards](#) and the [Interim COVID-Related Health & Safety Rules \(SAAP 10-12\)](#), which were developed in accordance with public health guidelines. These standards apply to anyone who is physically present on campus, UWM grounds, or participating in a UWM-sponsored activity.

With respect to instructional spaces (classrooms, labs, performance spaces, etc.):

- Six-foot social distancing must always be maintained.
- Masks are always required on campus, with limited exceptions—environments where hazards exist that create a greater risk by wearing a mask (for example, when operating equipment in a lab with the risk of a mask strap getting caught in machinery, or when flammable materials are being used).
- A student who comes to class without wearing a mask will be asked to put on a mask or to leave to get one at a mask handout station. Failure to do so could result in student conduct processes.
- You should check daily for COVID symptoms by completing the self-check at <https://uwm.edu/coronavirus/symptom-monitor/>. Symptoms may appear 2-14 days after exposure to the virus and include fever, cough, or shortness of breath or difficulty breathing. See the [CDC's Website](#) for more information about COVID-19 symptoms.

Students who test positive for or who are diagnosed based on symptoms with COVID-19 should complete this Dean of Students form: https://cm.maxient.com/reportingform.php?UnivofWisconsinMilwaukee&layout_id=4. By doing so, students will get information on resources, help UWM identify individuals they may have

come into contact with on campus so that UWM can work with the local health department, and allow UWM to clean campus areas you visited as appropriate.

Attendance Policy

Do not attend your in-person class if you have COVID-19, if you are experiencing symptoms consistent with COVID-19, if you have been in close contact with others who have symptoms, if you need to care for an individual with COVID-19, or have other health concerns related to COVID-19.

Students who miss class due to the above conditions will not be penalized for their absence and will not be asked to provide formal documentation from a healthcare provider.

If you are unable to attend class, take the following steps.

- Notify me in advance of the absence or inability to participate, if possible.
- Participate in class activities online and submit assignments electronically, to the extent possible.
- Reach out to me if illness will require late submission or other modifications to deadlines.
- If remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related circumstances, contact me to discuss other options.

As your instructor, I will trust your word when you say you are ill, and in turn, I expect that you will report the reason for your absences truthfully.

Class Content

Face-to-Face Class Recording

Our class sessions will be audio-visually recorded for students who are unable to attend in person and for students who are unable to attend at the scheduled time. Students who participate during an in-person class session are agreeing to have their audio/video or image recorded.

Synchronous Online Class Recording (if we move online)

Our class sessions will be audio-visually recorded for students who are unable to attend at the scheduled time. Students who participate with their camera engaged or who utilize a profile image are agreeing to have their audio/video or image recorded. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded.

Potential for Reversion to Fully Online Instruction

Changing public health circumstances for COVID-19 may cause UWM to move to fully online instruction at some point during the semester. UWM will communicate with students about moving to fully online instruction if the situation develops.

Navigate Student Success Platform and Mobile App

Students are encouraged to use a tool called Navigate. This tool can help you learn about academic resources, set up study groups in your courses, make appointments with your academic advisor, get reminders on important dates, and much more. In addition, Navigate allows instructors to send Progress Reports to students throughout the term, allowing for updates on your academic progress in a course in addition to your grade. You can log into the platform here: <https://uwmilwaukee.campus.eab.com/> or by finding the Navigate link under the Current Students tab on the [UWM home page](#). More information on how you can use Navigate and the app, including tutorials, can be found on [UWM's Navigate website](#).

Other

- To enable safe entry/exit from classrooms, all in-person instruction will end 15 minutes early, with additional course content to be covered online.
- All individual student meetings with faculty and teaching assistants will happen online.

Other Non-Covid Specific Course Policies:

Academic Misconduct: Students who violate University rules on scholastic dishonesty are subject to disciplinary action and disciplinary sanctions by the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on academic misconduct will be strictly enforced. For more information, see: <http://www.uwm.edu/Dept/OSL/DOS/conduct.html>

Disability Accommodations: At the beginning of the semester, students with disabilities who need special accommodations should notify the instructor by presenting a letter prepared by the Student Accessibility Center (SAC). To ensure that the most appropriate accommodations are provided, students should contact the SAC Office. For more information, see: <http://www.uwm.edu/Dept/DSAD/SAC/SACltr.pdf>

Religious Beliefs Accommodation: On occasion, students may find it necessary to miss class in order to observe a religious holiday. In order to ensure reasonable accommodation, students should inform the instructor of the conflict prior to the holiday. Any conflicts with assignments, tests, or other coursework must be addressed before the due date. For more information, see http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S1.5.htm

Incompletes: For more information on UWM's policy on incompletes, see: http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S31.pdf

Military Duty: Students called up for active military duty should contact the instructor for accommodation. For more information on the university's policies, see:
<http://www3.uwm.edu/des/web/registration/militarycallup.cfm>

Discriminatory Conduct: For information on definitions of discrimination, harassment, abuse of power, and the reporting requirements of discriminatory conduct, see:
http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S47.pdf

Student Privacy: For information on the Family Educational Rights and Privacy Act (FERPA) of 1974 and compliance at UWM, please consult:
http://www4.uwm.edu/current_students/records_grades/ferpa.cfm.

READINGS

Required Readings

Most course readings will be made available on the Canvas course website.

Book to Purchase:

Charles C. 2008. *Redesigning Social Inquiry: Fuzzy Sets and Beyond*. University of Chicago Press. ISBN-13: 978-0226702759. List Price on Amazon: \$26.00 (New); Used available from various sellers.

Books available for free via eBooks from the UWM library:

Brady, Henry and David Collier, Ed. 2010. *Rethinking Social Inquiry: Diverse Tools, Shared Standards*, 2nd Edition. New York: Rowman and Littlefield.

Goertz, Gary and James Mahoney. *A Tale of Two Cultures: Qualitative and Quantitative Research in Social Sciences*. Princeton: Princeton University Press.

Course Assessments:

Participation: 20%

Short Analytic Essays (6): 60%

Final Exam: 20%

I) In-Class Participation (20%)

This is a discussion-based course that requires regular and active participation on a weekly basis. All class members should come to the weekly seminar having read all the assigned material for the session. Additionally, come to class with comments and questions for group discussion.

II) Six Analytic Essays (60% or 10% each)

Students will submit **six (6)** analytic essays that explore the week's readings. Each essay should be 3-4 pages (double-spaced, 12 point font, Times New Roman, 1.5 inch margins) and address the readings in an integrated fashion. Your analysis should avoid summary of the author's main points. Rather, your analysis should address items, such as: Who are the authors debating with? I.e. is there a debate, disagreement, or extension with a particular author or 'school of thought'? What's at stake in terms of the analytic framework or method advanced by the authors? Do the authors agree on the research strategy, or not, why not? What are the theoretical and/or empirical implications for Comparative Politics research? Is a clear path forward. Finally, do you consider the arguments convincing, why or why not? Each paper should address the question posed in the prompt. Essays are due the week we discuss them in class, to be uploaded by 4pm on Canvas.

III) Final Exam (20%)

A take-home final exam will be distributed to students and submitted via the course Canvas Website. Details TBA.

SEMINAR MEETING CALENDAR

I: The Preliminaries

Thursday, Sept. 3rd

Comparative Method & Debates

Przeworski, Adam and Henry Teune. 1982. *The Logic of Comparative Social Inquiry*. Robert E. Krieger: Malabar, FL. 2nd ed. Introduction and chapter 1, 2 and part of 3 pp. 3-57.

Lijphart, Arend. 1971. *Comparative Politics and the Comparative Method*. *American Political Science Association*, 65(3): 682-693.

Shapiro, Ian. Problems, methods, and theories in the study of politics, or: What's wrong with the Political Science and what to do about it. *Political Theory*, Vol. 30(4): 596-619.

Snyder, Richard. 'The Human Dimension of Comparative Research' in Gerardo Munck and Richard Snyder, Eds. *Passion, Craft, and Method in Comparative Politics*. The Johns Hopkins University Press: Baltimore.

Brady, Henry E. and David Collier. *Rethinking Social Inquiry*, 2nd Ed. Chapter 1 and 2.

Thursday, September 10th

Thick Description & Interpretive Approaches

Geertz, Clifford. 1973. *Thick Description: Toward an Interpretive Theory of Culture*. In *The Interpretation of Cultures: Selected Essays by Clifford Geertz*. Basic Books, New York. Chapter 1, 3-30.

Taylor, Charles. 1979. 'Interpretation and the Sciences of Man' in Paul Rabinow and William M. Sullivan Eds. *Interpretive Social Science: A Reader*, University of California Press, Berkeley.

Schatz, E. (2009). Ethnographic immersion and the study of politics, and What kind(s) of ethnography does political science need? In Schatz, E. ed., *Political Ethnography: What Immersion Contributes to the Study of Power*. University of Chicago Press, 1-22, 303- 318.

Kritzer, Herbert M. The Data Puzzle: The Nature of Interpretation in Quantitative Research. *American Journal of Political science*, Vol. 40(1): 1-32.

Recommended

Geertz, C. (1973). Deep Play: Notes on the Balinese Cockfight. In *The Interpretation of Cultures: Selected Essays by Clifford Geertz*. Basic Books. Chapter 15, 412-453.

Thursday, September 17th

Conceptual Formation

Sartori, Giovanni. 1970. Concept Misformation in Comparative Politics, *American Political Science Review*, No.4: 1033-1053.

Goertz, Gary and James Mahoney. *A Tale of Two Cultures: Qualitative and Quantitative Research in Social Sciences*. Princeton: Princeton University Press. Chapters 10 and 11. **
Please access via the UWM Library **

Examples (Skim):

Sartori, Giovanni. 1969. Politics, Ideology, and Belief Systems. *The American Political Science Review*, Vol.63(2): 398-411.

Corporatism

Collier, Ruth Berins and David Collier. 1979. Inducements versus Constraints: Disaggregating 'Corporatism.' *American Political Science Review*, Vol.73(4): 967-986.

Populism

Weyland, Kurt. 2001. Clarifying a Contested Concept. *Comparative Politics*. Vol 34(1)

Democracy

Dahl, Robert A. 1971. *Polyarchy; Participation And Opposition*. New Haven: Yale University Press.

Collier, David and Steve Levitsky. 1997. Democracy with Adjectives. *World Politics*, Vol. 49(3).

II. Theory Development and Causal Inference

Thursday, September 24th

Case Studies: issues in case selection

Eckstein, Harry. Case Study and Theory in Political Science. 1975. Strategies of Inquiry. In Fred I. Greenstein and Nelson W. Polsby, Eds. *Strategies of Inquiry*. Vol. 7, Addison-Wesley: Reading, MA.

Mahoney, James. After KKV: The New Methodology of Qualitative Research. *World Politics*, Vol. 62(1): 120-147.

Munck, Gerardo L. Tools for Qualitative Research. in Henry Brady and David Collier, Eds. *Rethinking Social Inquiry*, 1st Edition. Chapter 7

McKeown, Timothy J. Case studies and the limits of the Statistical Worldview. In Henry Brady and David Collier, Eds. *Rethinking Social Inquiry*, 1st Edition Chapter 9.

Gerring, John. 2007. Is There a (Viable) Crucial-Case Method? *Comparative Political Studies*, Vol. 40(3).

Further Reading:

Collier, David and James Mahoney. Insights and Pitfalls: Selection Bias in Qualitative Research, *World Politics*. Vol. 49(96): 56-91.

Skocpol, Theda. 1979. *States and Revolutions*. New York: Cambridge University Press.

Thursday, October 1st

Within-Case & Small-N Analysis

Mill, John Stuart. 1970. 'The Methods of Comparison' in Amita Etzioni and Fredric L. Dubow, *Comparative Perspectives: Theories and Methods*. Little Brown: Boston.

Campbell, Donald T. 1975. 'Degrees of Freedom' and the Case Study. *Comparative Political Studies*, Vol 8(2)

Rogowski, Ronald. 'How Inference in the Social (but not the Physical) Sciences Neglects Theoretical Anomaly. In Henry Brady and David Collier. *Rethinking Social Inquiry*. Chapter 5.

Mahoney, James. 2000. Strategies of Causal Inference in Small-N Analysis. *Sociological Methods and Research*, Vol. 28(4): 387-424.

Mahoney and Goertz. 2004. The Possibility Principle: Choosing Negative Cases in Comparative Research. *American Political Science Review*.

Examples:

George, Alexander L. and Timothy J. McKeown. 1985. *Case Studies and Theories of Organizational Decision Making*.

Last updated: September 3, 2020

Putnam, Robert. 1993. *Making Democracy Work*. Princeton: Princeton University Press.

October 8th

Process-Tracing (& New Bayesian Approaches)

Bennett, Andrew. 'Process Tracing and Causal Inference' in Henry Brady and David Collier Eds. *Rethinking Social Inquiry*, 2nd Ed. Chapter 10

Brady, Henry E. 'Dataset Observations versus Causal-Process Observations: The 2000 U.S. Presidential Election' in Henry Brady and David Collier Eds. *Rethinking Social Inquiry*. Chapter 12.

Pierson, Paul. 2000. Increasing Returns, Path Dependence and the Study of Politics, *American Political Science Review*, 94(2): 251-267.

Fairfield, Tasha and Andrew Charman. 2019, "A Dialogue with the Data: The Bayesian Foundations of Iterative Research in Qualitative Social Science." *Perspectives on Politics*, Vol. 17(1):154-167.

Example:

Fairfield, T. 2013. "Going Where the Money is: Strategies for Taxing Economic Elites in Unequal Democracies." *World Development*, 47, 42-57. NOTE: Please skim pp. 42-45 as needed and read only the Chilean cases, pp. 47-49.

Further Reading:

Fairfield, Tasha and A.E. Charman, 2017. "Explicit Bayesian Analysis for Process Tracing," *Political Analysis*, 25(3):363-380

Bennett, Andrew and J. T. Checkel Eds. 2014. *Process tracing: from metaphor to analytic tool*. Cambridge University Press, Chapter 1

Bennett, Andrew. 2015. Appendix: Disciplining Our Conjectures: Systematizing Process Tracing with Bayesian Analysis. In Andrew Bennett and J.T. Checkel Eds. *Process Tracing: From Metaphor to Analytic Tool*. New York: Cambridge University Press.

Thursday, October 15th

Causal Inference in Multi-method Research

Freedman, David A. 'On Types of Scientific Inquiry The Role of Qualitative Reasoning' Henry Brady and David Collier Eds. *Rethinking Social Inquiry*, 2nd Ed. Chapter 11.

Lieberman, E. S. 2005. Nested analysis as a mixed-method strategy for comparative research. *American Political Science Review*, 99(03), 435-452. DOI: 10.1017/S0003055405051762

Last updated: September 3, 2020

Seawright, Jason and John Gerring. 2008. Case selection techniques in case study research: A menu of qualitative and quantitative options. *Political Research Quarterly*, 61(2), 294-308. DOI: 10.1177/1065912907313077

Goertz, Gary. 2016. Multimethod Research. *Security Studies*, Vol. 25(1): 3-24.

Seawright, Jason. 2016. Better Multimethod Design: The Promise of Integrative Multimethod Research. *Security Studies*, Vol. 25(1): 42-49.

Examples:

Haggard, Stepan and Robert Kaufman. 2012. *Inequality and Regime Change: Democratic transitions and the stability of democratic rule*.

Huber, Evelyne and John Stephens. 2012. *Democracy and the Left: Social Policy and Inequality in Latin America*. Chicago: University of Chicago Press.

Wampler, Brian, Natasha Borges Sugiyama, and Michael Touchton. 2019. *Democracy at Work*. New York: Cambridge University Press.

III. Theoretical & Conceptual Approaches

Thursday, October 22nd

Comparative Historical Analysis (CHA)

Goldthorpe, John H. 1997. Current Issues in Comparative Macrosociology: A Debate on Methodological Issues. *Comparative Social Research*, Vol. 16: 1-26.

Ragin, Charles. ‘Turning the Tables: How Case-Oriented Research Challenges Variable-Oriented Research.

Reuschemeyer and Stephen’s reply “comparing Historical sequences”

Mahoney, James, and Dietrich Rueschemeyer. 2003. *Comparative Historical Analysis in the Social Sciences*. Cambridge: Cambridge University Press: 3-38.

Margaret Levi, “A Model, a Method, and a Map: Rational Choice in Comparative and Historical Analysis” in Mark Irving Lichbach and Alan S. Zuckerman, Eds. *Comparative Politics: Rationality, Culture and Structure*. New York: Cambridge University Press.

Further Reading:

Geddes, Barbara. How the Cases you Choose Affect the Answers you Get: Selection Bias in Comparative Politics. *Political Analysis*.

Mahoney, James, and Kathleen Thelen, eds. 2015. *Advances in Comparative Historical Analysis: Resilience, Diversity, and Change*. Cambridge: Cambridge University Press: 3-36.

Last updated: September 3, 2020

Sewell, William H. 2009. *Logics of History: Social Theory and Social Transformation*. University of Chicago Press: 1-21.

Thursday, October 29th

Macro-Causal Analysis

Skocpol, Theda and Margaret Somers. The Uses of Comparative History in Macrosocial Inquiry. *Comparative Studies in Society and History*, 22(2) 174-197.

Pierson, P. 2003. Big, Slow-Moving and Invisible: Macrosocial Processes in the Study of Comparative Politics. In James Mahoney and Dietrich Rueschemeyer Eds., *Comparative Historical Analysis in the Social Sciences*. Cambridge: Cambridge University Press: 177-207.

Jørgen Møller. *State Formation, Regime Change and Economic Development* (New York: Routledge, 2017): 98-106 [Skocpol], 107-21 [State Formation]

Capoccia, Giovanni and Daniel Ziblatt. 2010. The Historical Turn in Democratization Studies. *Comparative Political Studies*, 43(8-9), 931-46.

Examples:

Skocpol, Theda. 1979. *States and Social Revolutions*. New York: Cambridge University Press. See pp. 33-43.

Collier, Ruth Berins and David Collier. 1991. *Shaping the Political Arena: Critical Junctures, The Labor Movement, and Regime Dynamics in Latin America*. Princeton: Princeton University Press. Pp.3-23; ch 1 27-39

Further Reading:

Rueschemeyer, Dietrich, Evelyne Huber, and John D. Stephens. 1992. *Capitalist development and democracy*. Chicago: University of Chicago Press.

Skocpol, Theda. 1992. *Protecting Soldiers and Mothers*. Cambridge: Harvard University Press.

Wallerstein, Immanuel. 1976. *The Modern World-System*. New York: Academic Press.

Thursday, November 5th

Set-Analytic & Logic Approaches

Charles C. 2008. *Redesigning Social Inquiry: Fuzzy Sets and Beyond*. University of Chicago Press. Selected chapters (1,2, 3,4,5).

Examples:

Wickham-Crowley, Timothy P. 1992. *Guerillas and Revolution in Latin America: A Comparative Study of Insurgents and Regimes since 1956*. Princeton: Princeton University Press.

Weyland, Kurt. 1998. Political Fate of Market Reform. *International Studies Quarterly*.

Mahoney, James. 2003. Long-Run Development and the Legacy of Colonialism in Spanish America. *American Journal of Sociology*. Vol. 109(1): 50-106.

Griffin, Larry J. and Nancy L. Malcom. 1997. Comparative-Historical Analysis and Scientific Inference: Disenchantment in the U.S. South as a Test Case. *Historical Sociology*, 30(1): 13-27.

Further Reading:

Carsten Q. Schneider and Claudius Wagemann. 2012. Set-Theoretic Methods for the Social Sciences: A Guide to Qualitative Comparative Analysis. New York: Cambridge University Press. Chapters 7 and 8, pp. 178-217.

De Block, D., and Vis, B. 2018. Addressing the Challenges Related to Transforming Qualitative Into Quantitative Data in Qualitative Comparative Analysis. *Journal of Mixed Methods Research*, doi.org/10.1177/1558689818770061

Thursday, November 12th

Counterfactual Analysis

Fearon, James D. 1991. Counterfactuals and Hypothesis Testing in Political Science, *World Politics*. Vol. 43(January): 169-95.

Tetlock, Philip E. and Aaron Belkin. 1996. 'Counterfactual Thought Experiments in World Politics: Logical, Methodological, and Psychological Perspectives.' In Philip E. Tetlock and Aaron Belkin, Eds. *Counterfactual Thought Experiments in World Politics*. Princeton: Princeton University Press. Pp. 3-38.

Kiser, Edgar and Margaret Levi. 'Using Counterfactuals in Historical Analysis' In Philip E. Tetlock and Aaron Belkin, Eds. *Counterfactual Thought Experiments in World Politics*. Princeton: Princeton University Press. Pp.187-207.

Ragin, Charles C. 2008. *Redesigning Social Inquiry: Fuzzy Sets and Beyond*. University of Chicago Press, Selected chapters (8 & 9).

Example:

Lebow, Richard Ned. 2010. Chapter 3: Franz Ferdinand Found Alive: World War I Unnecessary in Richard Ned Lebow in *Forbidden Fruit: Counterfactuals and International Relations*. Princeton: Princeton, pp. 69-102.

Further Reading:

Mahoney, James and Rodrigo Barrenechea. 2019. The Logic of Counterfactual Analysis in Case-Study Explanation. *British Journal of Sociology* 70(1): 306-338.

Last updated: September 3, 2020

Goertz, Gary and James Mahoney, 2012. A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences. Princeton: Princeton University Press. Chapter 9.

Thursday, November 19th

Natural Experiments

Dunning, Thad. 2008. Improving Causal Inference: Strengths and Limitations of Natural Experiments. *Political Research Quarterly* 61(2): 282-293.

Hidalgo, F. D., Canello, J., & Lima-de-Oliveira, R. (2016). Can politicians police themselves? Natural experimental evidence from Brazil's audit courts. *Comparative Political Studies*, 49(13), 1739-1773. DOI: 10.1177/0010414015626436

Ferraz, Claudio and Frederico Finan. 2008. Exposing Corrupt Politicians: The Effect of Brazil's Publicly Released Audits on Electoral Outcomes. *Quarterly Journal of Economics* Vol.123(2): 703-745.

Hyde, Susan. 2007. The Observer Effect in International Politics: Evidence from a Natural Experiment," *World Politics* 60(1): 37-63.

Ferwerda, J. & Miller, N. (2014). Political Devolution and Resistance to Foreign Rule: A Natural Experiment. *American Political Science Review* 108(3), 642-660.
doi.org/10.1017/S0003055414000240

December 3rd

Rational Choice in CP

Interviews with Robert H. Bates and David D. Laitin, pp. 504-555 and pp. 601-648 in Gerardo L. Munck and Richard Snyder, *Passion, Craft, and Method in Comparative Politics*. Baltimore, MD: The Johns Hopkins University Press, 2007.

Bates, Robert H. "The International Coffee Organization: An International Institution," pp. 194-230, in Robert H. Bates, Avner Greif, Margaret Levi, Jean-Laurent Rosenthal, and Barry Weingast, *Analytic Narratives*. Princeton: Princeton University Press, 1998.

Laitin, David. D. "Comparative Politics: The State of the Subdiscipline," pp. 630-59 in Ira Katznelson and Helen V. Milner, eds., *Political Science: The State of the Discipline*. New York and Washington, D.C.: W.W. Norton & Co. and The American Political Science Association, 2002.

Ostrom, Elinor. 2007. 'Institutional Rational Choice' In Paul Sabatier, *Theories of the Policy Process*, 2nd Ed. New York: Routledge.

Recommended:

