



**TEXAS A&M**  
UNIVERSITY  
CENTRAL TEXAS

# **POLI 5306-110**

## **Comparative Politics**

**CRN 11733 / Spring 2022**

**Tues 6 – 9 PM / FH 312**



**Dr. Jeffrey Dixon**

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**Office Hours:** MTR 3:30-5:45 PM

### **Catalog Description**

This core graduate seminar examines basic approaches to the study of comparative politics and government, including major works and recent research on this topic.

### **Course Objectives and Learning Outcomes**

This course aims to train students in the study of comparative politics. It should prepare students to answer the following questions about comparative politics:

1. Methodology: What factors best account for political and economic differences between countries – the rational incentives provided by differing domestic institutions, cultural differences, or the structure of their different social and international systems?
2. Regimes: What are the causes and consequences of democracy, regime change, and autocracy?
3. Political Economy: What are the causes of national prosperity, poverty and social welfare provision?
4. Political Stability: What are the causes of social mobilization, civil war, terrorism, and civil peace?
5. Political Culture: What are the causes and consequences of cross-national differences in political culture?

The learning outcomes of the course (1-5) are that students will be able to craft a scholarly answer to any of the above questions. The primary tools designed to produce these outcomes are doing the assigned readings (assessed through memos) on each component of the five questions and studying these five questions for the final exam (assessed by the exam itself).

### **Course Format**

This course meets face-to-face, with supplemental materials made available online through the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>].

## Required Readings

The following books are required and available for purchase at the bookstore. You are under no obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer. The other required readings are available on Canvas.

- Bruce Bueno de Mesquita, Alistair Smith, Randolph Siverson, and James Morrow. 2005. The Logic of Political Survival. Cambridge, MA: MIT Press. ISBN: 9780262524407*
- Ronald F. Inglehart. 2019. Cultural Evolution: People's Motivations Are Changing, and Reshaping the World. Cambridge University Press. ISBN: 9781108464772*
- Jesse Driscoll. 2015. Warlords and Coalition Politics in Post-Soviet States. NY: Cambridge University Press. ISBN 9781107636453*
- Arend Lijphart. 2012. Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries. 2<sup>nd</sup> Ed. New Haven, CT: Yale University Press. ISBN: 9780300172027*

## Technology Requirements and Support

This course will use the Texas A&M-Central Texas Instructure Canvas learning management system for course readings (posted in Adobe pdf format, which can be opened by Adobe Reader and most modern web browsers), the Academic Integrity Exercise, an Excel survey exercise, and PowerPoint slides. Note that Excel and PowerPoint are both available on all university computers.

- Logon to Texas A&M-Central Texas Canvas [<https://tamuct.instructure.com>].  
Username: Your MyCT username (xx123 or everything before the "@" in your MyCT email address)  
Password: Your MyCT password
- For log-in problems, students should contact Help Desk Central -- 24 hours a day, 7 days a week:  
Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)  
Phone: (254) 519-5466  
Web Chat: [<http://hdc.tamu.edu>]  
Please let the support technician know you are an A&M-Central Texas student.
- For issues with Canvas, select "chat with Canvas support," submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the "Help" link.
- For issues related to course content and requirements, contact your instructor

**Grading (90/80/70/60, rounded to the nearest percentage)**

## POLI 5306 Course Rubric

Item	Points	Percent
Academic Integrity Exercise	0 (but required to pass)	0% *
Weekly Memos (13)	1300 (100 per memo)	≈43%
Political Culture Survey	50	≈2%
Participation	650 (50 per session)	≈22%
Final Exam	100 (500 per question)	≈33%
<b>TOTAL POSSIBLE</b>	<b>3000</b>	<b>100%</b>
2685+=A    2385-2684=B    2085-2384=C    1785-2084=D    1784 or lower=F		

- Academic Integrity Exercise: This consists of watching a brief lecture, taking a quiz, seeing where any mistakes on the quiz came from, and signing a statement. Once you successfully complete this exercise, you will no longer need to do so in future political science courses. If you have previously completed this exercise for me, you need not do so for this course.

**\*\*\*Having completed the Academic Integrity Exercise is a prerequisite to passing this course. It must be completed before you hand in any homework or the deadline on the course schedule, whichever comes first.\*\*\***

- **Rubric: You will automatically fail the course if you have not completed the Academic Integrity exercise on or before the date specified in the course schedule.**
- Memos (About 43%). At the beginning of each class session for which readings are assigned, you should submit a typed, 1-2 page (about 400-600 words) essay on the day's readings and a research idea. These memos shouldn't require outside research but if you do some, be sure to cite it properly using the APSA system (see Canvas for examples). If you only cite from the assigned readings, you don't need a works cited page; otherwise, you do.
  - The first half of the memo should contain two or three sentences per reading (chapter or article) identifying its author's dependent variable, independent variables, and type of evidence, as follows:
    - Be sure that you understand each author's dependent variable (e.g. policy, growth, institutional change, social mobilization, violence, etc) – that is, what they are trying to describe, predict, or evaluate. All of our authors – even the ones that merely review the state of the field in some area -- have arguments to make.
    - Specify each author's explanation(s) (independent variables) for changes in the values assumed by his or her dependent variable(s).
    - Specify the evidence/argument the author produces in favor of the explanation.
  - The second half of the memo should focus on a flaw or an unanswered question in the reading, suggest a research project (an idea/theory, how its variables might be measured, and how the idea/theory could be tested and/or falsified) to address or answer it.
  - Rubric:
    - Each half of the memo is worth half of the credit.
      - The first half is graded for clarity and descriptive accuracy. It should show that you read and understood the material.
      - The second half is graded as a miniature research design. This requires an idea, a testable hypothesis following from that idea, identification of relevant independent variables, a statement about what data would be needed, and a statement about what results

would falsify the hypothesis. In principle, this can be accomplished in five sentences, but more detail is desirable, up to the 600-word limit.

- Spelling/grammar count for up to 20% of the credit (1% deduction per error). Check the link on Canvas to at least address my personal pet peeves.
- Political Culture Survey (About 2%). This is an Excel spreadsheet that you will fill out using the numeric scales provided on the Survey tab, then click on the Results tab and print the Results tab, attaching it to your memo on March 29.
- Participation (About 22%). This will be graded on a simple system. A student who attends and does little else will receive 20 points (40% credit). A student who constructively participates in about half of the class will receive 35 points (70% credit). A student who constructively participates throughout class will receive the full 50 points (100% credit).
  - Constructive participation means making comments or asking questions that demonstrate familiarity with the assigned readings for the week. It also means actively engaging in any in-class exercises.
  - As the amount of class time devoted to lecture increases, the amount of participation expected from students decreases proportionally. A good rule of thumb is to be sure to contribute something relevant (even just a question that shows engagement with the course material) at least twice an hour if there is no lecture or in-class exercise.
  - If you are late or leave early without an excuse, your participation credit will be lowered by 1% for each two minutes you missed.
- Final Exam (About 33%). There will be a comprehensive final exam. The exam will consist of two essay questions drawn, in whole or in part, from the questions listed on the first page of the syllabus. The questions may be reworded to make them more precise or in order to take into account material we have discussed in class. General advice:
  - It is generally best to write an outline first, then write your answer. For each major point on your outline, you should have support (a finding or example from the course materials).
  - You can write an outline for each question as we encounter it in the course, saving yourself considerable time and effort reviewing for the final exam.
  - The exam is both open-notes and open-book. You are free to use class handouts, your notes, and all of the assigned readings. You are **not** permitted to use other resources (such as online material) during the exam.
  - Exam grading rubric. Grading is primarily based upon your demonstrated knowledge of the material, rather than spelling/grammar issues. Having said this, atrocious grammar can make it impossible for the reader to understand your argument.

**POLI 5306 Final Exam Grading Rubric**

<b>Grade</b>	<b>Thesis (20%)</b>	<b>Argument Structure (15%)</b>	<b>Evidence (50%)</b>	<b>Counter-Evidence (15%)</b>
A	Answers the question and drives the rest of the essay	The thesis is built up from arguments about each element of the question, each with its own support	Each element of the argument is supported by evidence from the course. In general, consistent statistical findings are better evidence than isolated examples, where such evidence is available. No major source of evidence is ignored.	Addressed, with flaws spotlighted.
B	Answers the question, but most of the paper ignores it	Some elements of the thesis do not correspond to sections of the answer, or vice versa	Each element of the argument is supported by evidence from the course, but major sources of evidence are ignored. OR The evidence used is insufficient to support one or more of the claims in the paper. OR Much of the support consists of direct quotes or naked claims, unsupported by research.	Addressed, with mixed results.
C	Does not match up with every element of the question	The essay is a set of arguments that proceed without logical order	The evidence, when taken as a whole, fails to support the paper's thesis, with necessary steps in the argument being assumed instead of demonstrated. Much relevant evidence is omitted and irrelevant evidence may be present. References to evidence from the course lack specificity.	Some addressed, with mixed results.
D	Does not match up with most elements of the question	Most of the essay is devoid of actual argument, instead following a stream-of-consciousness or "data dump" strategy	At least one major element of the essay's argument has substantial evidence from the course that supports it. However, other references are generally vague or irrelevant.	Most unmentioned; remainder are dismissed with vague statements or similar avoidance strategies
F	None	The essay is devoid of structure	Little if any evidence from the course is used in the answer. It fails to demonstrate a grasp of what the authors found.	Not addressed

## Attendance, Make-Up Work, and Late Work

- Attendance is required. Students must inform the instructor *prior to an absence*. Send me an email stating the dates(s) you will be missing and the reason(s). (Protect yourself! Don't rely on my memory – send me something written that I can keep in my files).
  - If all else fails, you or a friend may call my office and speak to me or my voicemail. There are very few situations in life that preclude making a phone call or having a friend do so; failure to contact the instructor *prior to class* will normally rule out any sort of make-up.
  - If you have to leave early, please remember to get the assignment first.
- Late memos are only accepted in the case of excused absences. *If you must email me a memo to prove you have it done on time, then you need to bring a hard copy for me to grade the next class session.*
- Make-up work is required for any excused absence after the first. It makes up for the inability of the student to participate in the class. I will generally have you write an additional 400-600 word “participation exercise” or sample exam answer on some topic(s) or question(s) we discussed in class. *Note that this is in addition to completing the memo for the missed week – the two are graded separately. **When you return from a second or subsequent excused absence, be sure to request the make-up work. It is your duty to ask, not the instructor's duty to remind you.*** Make-up work is due one week after it is assigned.
- Grades of incomplete are not to be used when students simply fall behind. Instead, they are used when some event such as a hospitalization or deployment effectively takes the student out of the class after the drop deadline. By university policy, incompletes must be finished in the subsequent semester.

## Regrade Policy

It is possible for me to make a mistake when grading. So if you think that I graded part or all of an assignment incorrectly, you have one week to return it to me for regrading against the rubric. You may request that all or only part of the assignment be regraded. I take no offense at this. The same policy applies to the final exam; you have one week from when grades are posted to request a regrade of one or both questions. As for participation, I make the daily participation grades available both during the class break and after class, so if you need to remind me of something you said that didn't receive credit, do so that night as I probably won't remember who said what the next week.

## Professors are Mandatory Reporters

Texas State Law states that:

- “An employee of a postsecondary educational institution who, in the course and scope of employment, witnesses or receives information regarding the occurrence of an incident that the employee reasonably believes constitutes **sexual harassment, sexual assault, dating violence, or stalking** and is alleged to have been committed by or against a person who was a student enrolled at or an employee of the institution at the time of the incident shall promptly report the incident to the institution's Title IX coordinator or deputy Title IX coordinator.”
- Further: “A person commits an offense if the person is required to make a report...and knowingly fails to make the report. ... A postsecondary educational institution shall terminate the employment of an employee whom the institution determines in accordance with the institution's disciplinary procedure to have committed [such] an offense.”

## Student Resources

- **Emergency Warning System for Texas A&M University – Central Texas: SAFEZONE.** SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts. Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.
  - You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the SafeZone website [[www.safezoneapp.com](http://www.safezoneapp.com)].
  - To register SafeZone on your phone, please follow these 3 easy steps:
    1. Download the SafeZone App from your phone store using the link below:
      - iPhone/iPad: [<https://apps.apple.com/app/safezone/id533054756>]
      - Android Phone / Tablet [<https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp>]
    2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
    3. Complete your profile and accept the terms of service
- **Academic Accommodations:** At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Warrior Center for Student Success, Equity and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations, please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such. For more information, please visit our [Access & Inclusion](#) Canvas page (login required) [<https://tamuct.instructure.com/courses/717>]
  - Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](#) [<https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html>]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](#) online, please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].
  - Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

- **Tutoring:** Tutoring is available to all A&M-Central Texas students, both virtually and in-person. Student success coaching is available online upon request.
  - If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing [WarriorCenter@tamuct.edu](mailto:WarriorCenter@tamuct.edu).
  - To schedule tutoring sessions and view tutor availability, please visit [Tutor Matching Services](https://tutormatchingservice.com/TAMUCT) [https://tutormatchingservice.com/TAMUCT] or visit the Tutoring Center in 111 Warrior Hall.
  - Chat live with a remote tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.
- **University Writing Center:** University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. For the Spring 2022 semester, the hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.
  - Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students’ ideas and writing, our tutors highlight the ways in which they read and interpret students’ texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!
  - Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [WOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor by making an appointment via [WOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.
- **University Library:** The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 400,000 eBooks and 82,000 journals, in addition to the 96,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our

website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

- Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place virtually through WebEx, Microsoft Teams or in-person at the library. [Schedule an appointment here](https://tamuct.libcal.com/appointments/?g=6956) [https://tamuct.libcal.com/appointments/?g=6956]. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.
- Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

**Important University Dates** (From <https://www.tamuct.edu/registrar/academic-calendar.html>)

January 18, 2022	Classes Begin for Spring Semester
January 20, 2022	Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes
February 1, 2022	Deadline for Teacher Education Program Applications
February 2, 2022	Deadline to Drop 16-Week Classes with No Record
March 21, 2022	Class Schedule Published for Summer Semester. Add, Drop, and Late Registration Begins for Second 8-Week Classes. \$25 Fee assessed for late registrants
March 21, 2022	Classes Begin for Second 8-Week Session
March 23, 2022	Deadline for Add, Drop, and Late Registration for Second 8-Week Classes
March 25, 2022	Deadline for Spring Graduation Application for Ceremony Participation
April 1, 2022	Deadline for GRE/GMAT Scores to Graduate School Office. Deadline for School Counselor Program Applications.
April 4, 2022	Registration Opens for Summer Semester
April 8, 2022	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
April 16, 2022	Deadline for Final Committee-Edited Theses with Committee Approval Signatures for Spring Semester to Graduate School Office
May 13, 2022	Deadlines: Withdraw from the University for 16- and Second 8-Week Classes, Applications for Tuition Rebate for Spring Graduation (5pm), Spring Degree Conferral Applications to the Registrar’s Office. (\$20 Late Application Fee)
May 14, 2022	Spring 2022 Commencement at Bell County Expo 7 PM

**Amendments**

Not all exigencies can be foreseen. I reserve the right to amend the syllabus at any time. Any such amendment will be provided to the students in writing by uploading a revised syllabus to Canvas.

## Course Schedule

Date	Topic	Readings (* = on Canvas)
Jan 18	Introduction	<ul style="list-style-type: none"> <li>• None</li> </ul>
Jan 25	Doing Comparative Politics: Structure, Rationality, or Culture?	<ul style="list-style-type: none"> <li>• Lim, <u>Doing Comparative Politics</u>, Chapter 1 (Optional) *</li> <li>• Geddes, “How the Cases You Choose Affect the Answers You Get” *</li> <li>• Katznelson, “Strong Theory, Complex History” *</li> <li>• Levi “Reconsiderations of Rational Choice in Comparative and Historical Analysis” *</li> <li>• Welzel, “The Political Culture Paradigm” *</li> </ul>
Feb 1	The State: Formation and Strength	<ul style="list-style-type: none"> <li>• Soifer, “The Development of State Capacity” *</li> <li>• Jüde, “Making or Unmaking States: When Does War Have Formative Effects?” *</li> <li>• Driscoll, <u>Warlords and Coalition Politics in Post-Soviet States</u>, Chapters 1-3 and Appendix A</li> </ul>
Feb 8	The State: Challengers and Institutions	<ul style="list-style-type: none"> <li>• Driscoll, <u>Warlords and Coalition Politics in Post-Soviet States</u>, Chapters 4-6</li> <li>• Börzel and Risse, <u>Effective Governance Under Anarchy</u>, Excerpts *</li> <li>• Boucoyannis, <u>Kings as Judges: Power, Justice, and the Origins of Parliaments</u>, Excerpts *</li> </ul>
Feb 15	Regime Types	<ul style="list-style-type: none"> <li>• Schmidt, “Regime Types: Measuring Democracy and Autocracy” *</li> <li>• Wigell, “Mapping ‘Hybrid Regimes’: Regime Types and Concepts in Comparative Politics” *</li> <li>• Gandhi and Przeworski, “Authoritarian Institutions and the Survival of Autocrats” *</li> <li>• Lijphart, <u>Patterns of Democracy</u>, Chapters 1-3</li> </ul>
Feb 22	Varieties of Democracy	<ul style="list-style-type: none"> <li>• Lijphart, <u>Patterns of Democracy</u>, Chapters 4-8, 10</li> <li>• Högström, “Does the Choice of Democracy Measure Matter?” *</li> </ul>
March 1	Democratic Institutions	<ul style="list-style-type: none"> <li>• Lijphart, <u>Patterns of Democracy</u>, Chapters 9, 11-17</li> </ul>
March 8	Comparative Political Economy: Industrialized Nations	<ul style="list-style-type: none"> <li>• Ikenberry, “The Irony of State Strength” *</li> <li>• Hall and Soskice, “An Introduction to Varieties of Capitalism” *</li> <li>• Esping-Andersen, “Three Worlds of Welfare Capitalism” *</li> <li>• Esping-Andersen, “Comparative Welfare Regimes Re-examined” *</li> </ul>
March 15	No Class	<ul style="list-style-type: none"> <li>• No Class: Spring Break</li> </ul>
March 22	Comparative Political Economy: Development	<ul style="list-style-type: none"> <li>• Esteva, “What is Development?” *</li> <li>• Engel, “Development Economics” *</li> <li>• Goorha, “Modernization Theory” *</li> <li>• Betz, “Development and Growth Theories” *</li> <li>• Przeworski et al, <u>Democracy and Development</u>, Chapter 2 *</li> </ul>

Date	Topic	Readings (* = on Canvas)
March 29	Measuring Political Culture	<ul style="list-style-type: none"> <li>• COMPLETE the Political Culture Exercise (attached at end of syllabus) <i>and</i> the usual memo</li> <li>• Inglehart, <u>Cultural Evolution</u>, Chapters 1-3</li> <li>• Welzel and Alvarez, “Enlightening People” *</li> </ul>
April 5	Theorizing Cultural Change	<ul style="list-style-type: none"> <li>• Inglehart, <u>Cultural Evolution</u>, Chapters 3-6</li> </ul>
April 12	Political Culture and Sociopolitical Outcomes	<ul style="list-style-type: none"> <li>• Tarrow, <u>Power in Movement: Social Movements and Contentious Politics</u>, Introduction and Chapter 1 *</li> <li>• Inglehart, <u>Cultural Evolution</u>, Chapters 7-10</li> </ul>
April 19	A Rationalist Model of Institutions: Selectorate Theory	<ul style="list-style-type: none"> <li>• Have the Handout on Selectorate Theory (on Canvas) by your side for reading and discussing Chapters 2-3 *</li> <li>• Bueno de Mesquita et al, <u>The Logic of Political Survival</u>, Chapters 1-3</li> </ul>
April 26	Implications of Selectorate Theory	<ul style="list-style-type: none"> <li>• Bueno de Mesquita et al, <u>The Logic of Political Survival</u>, Chapters 4-7</li> </ul>
May 3	Institutions, Institutions, Institutions?	<ul style="list-style-type: none"> <li>• Bueno de Mesquita et al, <u>The Logic of Political Survival</u>, Chapters 8-10</li> <li>• Bueno de Mesquita and Smith, “Political Survival and Endogenous Institutional Change” *</li> <li>• Bueno de Mequita and Smith, “Aid: Blame It All on ‘Easy Money’”</li> <li>• Gallagher and Hanson, “Power Tool or Dull Blade? Selectorate Theory for Autocracies” *</li> </ul>
May 10	Final Exam	<ul style="list-style-type: none"> <li>• Prepare outlines for the potential exam questions</li> </ul>

Download and take the Political Values survey available on Canvas. It is an Excel file, so use a school computer if you don't own Excel. Every question is answered with a number; a numeric key is provided next to each question. After answering all the questions, save your work; then click the Results tab and print the results shown. Plot your "traditional vs. secular" and "survival vs. self-expression" scores below. Attach the printed results and this diagram to your memo for the week.

