

**Political Science 200-900, 901, 902, 903, 904, 905, 906, 907**  
**Foundations of Political Science – Spring 2020**  
**(Writing Intensive Course)**

**Course Information**

Instructor: Dr. Michelle Taylor-Robinson

Office hours: Tuesdays 1-3pm & by appointment (office LASB 320 – Liberal Arts Social Sciences Building, located on the West Campus)

Email: [m-taylor11@tamu.edu](mailto:m-taylor11@tamu.edu)

Office phone: 979-845-2525

Teaching Assistants: contact information & office hours

- Swarup Das email: [swarup.r.das@tamu.edu](mailto:swarup.r.das@tamu.edu) office: LASB 367; office hours: MW 1:30-2:30pm
- Hwalmin Jin email: [jymh33@tamu.edu](mailto:jymh33@tamu.edu) office: LASB 125; office hours: Th 3-5pm
- James Kim email: [jamesdkim@tamu.edu](mailto:jamesdkim@tamu.edu) office: LASB 364; office hours: Th 3-5pm
- Christy Phillips email: [mcpillips@tamu.edu](mailto:mcpillips@tamu.edu) office: LASB 363; office hours: Th 1-3pm

Lectures: MW 3-3:50pm in Blocker 102

Discussion Sections: 900, Friday, 2:15-3:05pm ALLN 1005 (Swarup Das)  
901, Friday, 3:10-4pm ALLN 1005 (Swarup Das)  
902, Friday, 2:15-3:05pm ALLN 1015 (Christy Phillips)  
903, Friday, 3:10-4pm ALLN 1015 (Christy Phillips)  
904, Friday, 3:10-4pm ALLN 1016 (James Kim)  
905, Friday, 2:15-3:05pm ALLN 1016 (James Kim)  
906, Friday, 2:15-3:05pm ALLN 1003 (Hwalmin Jin)  
907, Friday, 3:10-4pm ALLN 1003 (Hwalmin Jin)

Credit Hours: 3.0

Prerequisites: None

**Course Description:** Survey of the scholarly discipline of political science and its theoretical foundations, principal subfields, major research questions, and modes of scholarship.

This is a writing intensive course, which means that it will provide you with some writing instruction for the style of writing that is common in the discipline of political science. Forty percent of your final grade is based on your writing assignments, and this series of assignments provides opportunities for writing practice and feedback with the goal of improving your writing over the course of the semester.

NOTE: Failure to earn a passing average grade on the writing requirements precludes the assignment of “W” credit, irrespective of the student’s making a passing grade for the entire course on a straight point calculation basis. In other words, *a student cannot receive “W” credit for this course without earning a passing grade on the writing component.*

**Learning Objectives**

At the conclusion of this course, student should be able to:

- Recognize political behavior and distinguish it from other collective activities.
- Explain fundamental political science concepts and apply them to analyze historical, contemporary, and theoretical political decisions and events.
- Acknowledge and address the costs and benefits of political behavior in human societies.
- Demonstrate critical thinking about major ideas and themes in political science.

## **Class Format**

This class includes plenary lectures held on Monday and Wednesday and breakout discussion sections held on Friday. Lectures are given by the faculty member of record. Discussion sections are led by teaching assistants who are all doctoral students in the Department of Political Science at Texas A&M. Each section number for this course includes both the general lectures and meetings of a specific discussion section, e.g. POLS 200-901 includes the Monday/Wednesday lecture and a discussion section that meets on Fridays. **You must attend the specific discussion section for which you are registered.**

## **Reading Assignments**

Required reading assignments for each week of class are listed in the *Course Schedule* section of this syllabus. (Suggestions for further reading are also listed.) Required reading assignments should be completed each week prior to meeting with your discussion section. You do not need to purchase any books for this class. All assigned readings are available as downloadable files available on the Evan's Library eReserves page for the course or directly through the TAMU library webpage eJournals when signed in using your NetID or through internet link included in the syllabus. Please note that some materials can only be accessed on computers connected to the University's network.

If you have trouble accessing any of the assigned materials, please let your teaching assistant or your professor know as soon as possible.

With a few exceptions, assigned readings are primary sources and academic journal articles. They deal with complicated subjects, about which you may not yet know much. Understanding the arguments and ideas in these selections sometimes may be difficult, and you may struggle to grasp what an author is trying to communicate or the importance of his or her ideas.

This is completely normal; in fact, it is unavoidable. Do not stop reading. Do not stop thinking. Do not be afraid to ask your classmates, teaching assistants, or professor for help. Do not give up. A willingness to work to understand something new in spite of difficulties you encounter is one of the most valuable character traits you can have.

The reading summary assignments will also help you learn how to read political science scholarship, teaching you how to dissect the parts of an academic journal article.

## **Grades**

Grades are assigned based on final averages as follows: A = 100 – 89.5; B= 89.4 – 79.5; C = 79.4 – 69.5; D = 69.4- 59.5; F = below 59.4

- **There are NO individual extra credit assignments in this course.**

Final grades are computed from your scores for three exams, four graded reading summary papers, attendance at and participation in discussion section activities. Scores for these items are weighted according to the following scale:

### **Course Requirements:**

- Exam 1 15%
- Exam 2 15%
- Exam 3 15%
- Reading summary papers 40% (each graded assignment is 10% of the grade) (NOTE: there are 5 reading summary papers. The first essay must be submitted or 10% will be deducted from the discussion section attendance grade. However, the first essay is a “practice” paper and does not receive a grade. Papers 2-5 are graded, and each is worth 10% of the final grade for the course.)
- Discussion section attendance 7%

- Discussion section participation 8% (includes submitting answers to discussion questions asked in plenary sessions of the course)

*Exams* are multiple choice given during a lecture class meeting. NOTE: you will need to bring a scantron and your TAMU student ID to take the exam. I use a class period prior to each exam to hold a review session and answer questions that have arisen during your exam preparations

- *Exams for this course use the large (8.5"x11") TAMU Scantrons (color can be gray, blue or brown)*
- I will post all exam scores on eCampus when grading is completed, which normally takes 2-3 work days. I will announce on eCampus when scores are available and will also send your score reports via email.

*Reading Summaries* are assigned 5 times during the semester. The first paper is not graded, as it is a practice assignment for you to learn how to write this type of paper and to summarize an academic journal article (but note that it must be submitted on the assigned due date or 10% will be deducted from the discussion attendance grade). These assignments help you to learn how to approach scholarly reading and give you practice summarizing the purpose and findings of scholarly research. The repeated nature of this assignment will help you to learn the style of scholarly writing used in political science. The grading rubric for these assignments is below. The reading you will need to summarize and the due dates are listed on the syllabus. Assignments are due at the beginning of a student's discussion section. Late work is not accepted without a university excused absence.

- Readings Summaries are 2 typed pages each. The 2-page limit includes a full academic citation for the article summarized and for any other work that you cite. Papers must be typed, double-spaced, Times Roman 12 point font with 1 inch margins.
- The assignment must include a citation for the reading you are summarizing in the format used by the *American Political Science Review*, which is also the citation format used on this syllabus.
- Reading summaries will be returned to students at the next discussion section meeting. The only way to receive your grade on a paper is to pick it up at the next meeting of your discussion section or from your TA during their office hours.

**Grading rubric for reading summaries:** (each component is 20% of the grade for the essay)

- Summary of theory proposed by author or hypothesis tested
- Explanation of what research is utilized in the paper's literature review and why
- Data used in the study and why
- Discussion of whether the theory/hypothesis was supported
- Quality of writing in the reading summary
  - Evidence paper was carefully proofread
  - Writing is clear to reader
  - Correct & complete citation for article

*Discussion Section Attendance* is required. Teaching assistants will record attendance at each section meeting. Seven percent of each student's grade is based on attendance at discussion section, and eight percent of each student's grade is assigned based on *participation* in discussion section activities.

- Participation includes turning in to your discussion section instructor your brief answers to questions asked in the plenary sessions of the course.
- If questions are asked to the class on Monday or Wednesday during plenary lectures, you must submit your answers to your discussion section instructor that Friday.

### **Attendance and Make-Up Policies**

Student absences from lecture meetings, discussion sections, and exams may be excused under the terms of Student Rule 7 (<http://student-rules.tamu.edu/rule07>).

University excused absences from discussion sections are excluded from computing students' grades. However, please note that if you miss a discussion section session with a university excused absence on a date when a writing assignment is due that assignment must still be submitted to the discussion section leader no later than the next discussion session meeting. If you submit the assignment to the discussion leader via email it is your responsibility to be sure that you receive an email acknowledgement of receipt from the discussion leader. Until you receive that "acknowledgement of receipt email" you cannot assume that your assignment has been submitted and received.

Students with a university excused absence from a scheduled exam may sit for a makeup exam. Students who miss exam 1 or 2 with a university excused absence will take the make-up exam in their discussion section on *Tuesday, April 28*.

Students should make every effort to notify me in advance of an expected absence from exams (e.g. missing an exam to observe a religious holiday) and to notify me of reasons for an unexpected absence (e.g. illness) from an exam in a timely fashion. Students with extended absences (more than two class sessions) should contact their teaching assistant or me to discuss their plans for staying current with the class.

### **Students with Disabilities (Americans with Disabilities Act)**

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact Disability Resources in the Student Services Building or at (979) 845-1637 or visit <http://disability.tamu.edu>. Disabilities may include, but are not limited, to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability related needs with Disability Resources and their instructors as soon as possible.

### **Academic Integrity**

The Aggie Honor Code states, "An Aggie does not lie, cheat or steal, or tolerate those who do."

Students should be aware of and take seriously their obligations to produce original academic work, give appropriate credit to sources, and to use only authorized aid and materials. Please review the Aggie Honor Code and rules regarding academic conduct. These may be found online at <http://aggiehonor.tamu.edu>.

**Definition of plagiarism:** As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writing, etc., which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of the person. Plagiarism is one of the worst academic offenses, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the Aggie Honor System Office website (<http://www.tamu.edu/aggiehonor>) or the latest version of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty."

**Academic Dishonesty:** Students should be aware that academic dishonesty involves acts other than plagiarism. Please consult the Honor Council Rules and Procedures at <http://www.tamu.edu/aggiehonor> for more information.

**Diversity Statement:** The Department of Political Science supports the Texas A&M University commitment to diversity, and welcomes individuals from any racial, ethnic, religious, age, gender, sexual orientation, class, disability, and nationality. (See <http://diversity.tamu.edu/>). In the spirit of this vital commitment, in this course each voice in the classroom has something of value to contribute to all

discussions. Everyone is expected to respect the different experiences, beliefs and values expressed by fellow students and the instructors, and will engage in reasoned discussion that refrains from derogatory comments about other people, cultures, groups, or viewpoints.

### **Lecture Section Conduct**

Though it should go without saying, I expect students to behave appropriately in the classroom. At a minimum, this means that you should be attentive during lectures and refrain from distracting behavior.

Students should turn cell phones off or set them to silent during class.

Also, this course relies on student discussions. While these interactions may reveal deep disagreements about important questions of policy and politics, I expect all students to engage in these debates and discussions in a manner that is consistent with the Student Code of Conduct, the Aggie Core Value of respect, and good manners. At a minimum, you should avoid interrupting someone who is speaking, and refrain from personal attacks or impugning someone's motives.

Discussion sections are venues for students to review and discuss course material with their classmates and their teaching assistants. Students should prepare for their discussion sections by attending plenary lectures, reading assigned texts, and completing reading summary assignments. I expect everyone to participate actively and respectfully in discussion sections. The standards of behavior that apply to lectures apply to discussion sections, as well. Each section's teaching assistant will provide additional guidance about his or her classroom rules and expectations and other matters. I expect students to comply with their teaching assistants' classroom policies.

### **Communication**

Please use your discussion section's teaching assistant as your initial point of contact for administrative matters about the course (e.g. questions about the syllabus, notifications about absences, concerns about grades) and questions about course materials. All of the teaching assistants hold weekly office hours and are available via e-mail. Please follow your teaching assistant's guidance about the best methods for contacting them

You are also welcome to attend my weekly office hours without prior appointment. My office hours are an excellent venue for following up on conversations with your classmates and teaching assistants.

If you are unable to attend my office hours, e-mail is my preferred method of communication. Write to me from an official university email account to ensure that your messages are not captured by spam filters. Please use an informative subject line that mentions the class's number and section, e.g. "POLS 200 (section 901) Question about next week's exam," and not "question." I do my best to respond to emails within one business day. Please do not expect immediate replies to emails, especially when they are sent after business hours or on weekends.

I will post all class announcements on eCampus (<http://ecampus.tamu.edu>). Some of these announcements may be about important changes to assignments, exams, schedule or other course modifications, so don't be left behind by neglecting your email or eCampus.

### **Course Schedule of Assigned Readings, Exams & Reading Summary Assignments**

**Mon. Jan.13 – Fri. Jan.24 – TOPIC 1: Politics, political science & why people need government**

(eReserves) Hobbes, Thomas. 1946. *Leviathan*. Oxford: Blackwell. (Chapter XIII) <http://bit.ly/1UVxJWO>

(eReserves) Lasswell, Harold D. 1936. *Politics: Who Gets What, When, How*. McGraw-Hill. (Chapter 1)

Schneider, Anne and Helen Ingram. 1993. "Social Construction of Target Populations: Implications for

Politics and Policy.” American Political Science Review 87(2): 334-47.

Eric Liu “How to understand power” (video)

<https://ed.ted.com/lessons/how-to-understand-power-eric-liu>

*Suggestions for further reading:*

Locke, John. 1764. *The Two Treatises of Civil Government*. Ed. Thomas Hollis. London: A

Millar et al. (Book 2), Chapters II and III <http://bit.ly/1fsdUGy>

Tilly, Charles. 1985. “War Making and State Making as Organized Crime.” In *Bringing the State Back In*, Peter B. Evans, Dietrich Rueschemeyer, and Theda Skocpol, eds. Cambridge University Press. (pp.169-191). <http://bit.ly/1WVbTEK>

Burke, Edmund. 1898 “A Vindication of Natural Society.” In *Letter to a noble lord*. Boston: Ginn & Co. <http://oll.libertyfund.org/titles/burke-a-vindication-of-natural-society>

Paine, Thomas. 1951. *The Rights of Man*. London: Dent. (Selections from Part I)

<http://oll.libertyfund.org/titles/paine-the-rights-of-man-part-i-1791-ed>

Tyler, Tom R. 1990. *Why People Obey the Law*. New Haven, CT: Yale University Press. (Chapters 1-4) [http://www.psych.nyu.edu/tyler/lab/Chapters\\_1-4.pdf](http://www.psych.nyu.edu/tyler/lab/Chapters_1-4.pdf)

### **Mon. Jan.27 – Fri. Jan.31 – TOPIC 2: Difficulties in organizing social activity**

Ostrom, Elinor. 1999. “Coping with tragedies of the commons.” Annual Review of Political Science 2(1): 493-535.

(eReserves) Munger, Michael. 2008. “Orange Blossom Special: Externalities and the Coase Theorem” <http://bit.ly/2iPKreO>

“Group Extinction” (video explaining a research article by Catherine Eckel, Enrique Fatas, Sara Godoy and Rick Wilson published in the journal PLoS-ONE) <https://www.youtube.com/channel/UC7Lvo1hRJWBCw4kQBgzouDA> and click on the video titled “Group Extinction”

*Suggestions for further reading:*

Hardin, Garrett. 1968. “The Tragedy of the Commons.” Science 162 (3859): 1243-1248.

<http://www.sciencemag.org/content/162/3859/1243.full>

Ostrom, Elinor, James Walker and Roy Gardner. 1992. “Covenants with and without a Sword: Self-Governance Is Possible.” American Political Science Review 86(2): 404-17.

Ostrom, Elinor. 2012. *Governing the Commons: The Evolution of Institutions for Collective Action*. Cambridge University Press.

Schelling, Thomas. 1957. “Bargaining, Communication, and Limited War.” Journal of Conflict Resolution 1(1): 19-36.

### **Mon. Feb.3 - Fri. Feb.7 – TOPIC 3: Participation in politics – who participates, how, when?**

**Reading Assignment #1 due in Friday discussion sections on Fri.Feb.7** (topic: article by Verba et al. 1993)

Verba, Sidney, Kay Lehman Scholzman, Henry Brady and Norman H. Nie. 1993. “Citizen Activity: Who Participates? What Do They Say?” American Political Science Review 87(2): 303-18.

(eReserve) Seligson, Mitchell A. and John A. Booth. 2009. Special Report on Honduras: Predicting Coup? Democratic Vulnerabilities, The AmericasBarometer and The 2009 Honduran Crisis.” Latin American Public Opinion Project, “Insights” series. [www.AmericasBarometer.org](http://www.AmericasBarometer.org).

*Suggestions for further reading:*

Booth, John A. and Mitchell A. Seligson. 2009. *The Legitimacy Puzzle in Latin America: Political Support and Democracy in Eight Nations*. Cambridge: Cambridge University Press

Hirschman, Albert O. 1970. *Exit, Voice and Loyalty: Responses to Decline in Firms, Organizations and States*. Cambridge: Harvard University Press.

North, Douglas C. 1991. “Institutions.” The Journal of Economic Perspectives 5(1): 97-112.

**Mon. Feb.10 - Fri. Feb.14 - Catch-up, review, and exam 1**

Mon. Feb.10 - Catch-up and Q&A session

Wed. Feb.12 - Exam 1 (in class – remember to bring a scantron form & your TAMU ID)

Fri. Feb.14 - Writing workshop #1 – writing techniques and organizing a political science paper

**Mon. Feb.17 - Fri. Feb.21 – TOPIC 4: Constitutions and varieties of regimes**

Levitsky, Steven and Lucan Way. 2002. "Elections Without Democracy: The Rise of Competitive Authoritarianism." Journal of Democracy 13(2):51-66.

Lutz, Donald S. 1998. "The Iroquois Confederation Constitution: An Analysis." Publius 28(2): 99-127.

*Suggestions for further reading:*

Carey, John M. 2000. "Parchment, Equilibria, and Institutions." Comparative Political Studies 33(6): 735-61. Constitution of the United States of America <https://www.law.cornell.edu/constitution>

Lane, Melissa. 2015. *The Birth of Politics: Eight Greek and Roman Political Ideas and Why They Matter*. Princeton University Press. (Chapter 2)

**Mon. Feb.24 - Fri. Feb.28 – TOPIC 5: Political psychology (guest lecture by Dr. Nehemia Geva)**

Quattrone, George A. and Amos Tversky. 1988. "Contrasting Rational and Psychological Analyses of Political Choice." American Political Science Review 82(3): 719-36.

For a related type of observation, but from an economics experiment see "Women don't make bubbles" (video). Go to <https://www.youtube.com/channel/UC7Lvo1hRjWBCw4kQBgz0Uda> and click the "Women don't make bubbles" link for the article by Catherine Eckel and Sascha Fullbrunn in the American Economic Review.

*Suggestions for further reading:*

Mendelberg, Tali, Christopher Karpowitz and Nicholas Goedert. 2014. "Does Descriptive Representation Facilitate Women's Distinctive Voice? How Gender Composition and Decision Rules Affect Deliberation." American Journal of Political Science 58(2): 291-306.

Schindler, Simon and Stefan Pfattheicher. 2017. "The frame of the game: Loss-framing increases dishonest behavior." Journal of Experimental Social Psychology 69: 172-77.

**Mon. Mar.2 - Fri. Mar.6 – TOPIC 6: Types of democracy – majority rule and other arrangements**

**Reading Assignment #2 due in Friday discussion sections on Fri.Mar.6 (topic: article by Escobar-Lemmon 2003 OR article by Lipsmeyer and Pierce 2011)**

Escobar-Lemmon, Maria. 2003. "Political Support for Decentralization: An Analysis of the Colombian and Venezuelan Legislatures." American Journal of Political Science 47(4): 683-97.

Lipsmeyer, Christine S. and Heather N. Pierce. 2011. "The Eyes that Bind: Junior Ministers as Oversight Mechanisms in Coalition Governments." Journal of Politics 73(4): 1152-64.

Melissa Schwartzberg, "What Did Democracy Really Mean in Athens?" (Video)

<http://ed.ted.com/lessons/what-did-democracy-really-mean-in-athens-melissa-schwartzberg>

*Suggestions for further reading:*

Alemán, Eduardo and George Tsebelis. 2016. "Introduction: Legislative Institutions and Agenda Setting." in Legislative Institutions and Lawmaking in Latin America, Eduardo Alemán and George Tsebelis (eds.). Oxford: Oxford University Press (pp.1-31).

Arrow, Kenneth J. 1950. "A Difficulty in the Concept of Social Welfare." Journal of Political Economy 58(4): 328-46.

Downs, Anthony. 1957. *An Economic Theory of Democracy*. New York: Harper. (Chapters 3 and 4)  
Lijphart, Arend. 1999. *Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries*.  
New Haven, CT: Yale University Press. (Chapter 6).

Week of March 9-13 – NO CLASS – spring break

**Mon. Mar.16 - Fri. Mar.20 – TOPIC 7: Variety in the format of democratic elections and their consequences** *Reading Assignment #3 due in Friday discussion sections on Fri.Mar.20* (topic: article by Nichter 2008 OR article by Schwindt-Bayer 2019)

Nichter, Simeon. 2008. "Vote Buying or Turnout Buying? Machine Politics and the Secret Ballot." *American Political Science Review* 102(1): 19-31.

Schwindt-Bayer, Leslie. 2009. "Making Quotas Work: The Effect of Gender Quota Laws On the Election of Women." *Legislative Studies Quarterly* 34 (1): 5-28.

Christina Greer "Gerrymandering: How drawing jagged lines can impact an election" (video)  
<https://ed.ted.com/lessons/gerrymandering-how-drawing-jagged-lines-can-impact-an-election-christina-greer>

*Suggestions for further reading:*

Crisp, Brian F. and Rachael E. Ingall. 2002. "Institutional Engineering and the Nature of Representation: Mapping the Effects of Electoral Reform in Colombia." *American Journal of Political Science* 46(4): 733-48.

González Ocantos, Ezequiel, Chad Kiewiet de Jonge and David W. Nickerson. 2014. "The Conditionality of Vote-Buying Norms: Experimental Evidence from Latin America." *American Journal of Political Science* 58(1): 197-211.

Shugart, Matthew Soberg. 2001. "Electoral 'efficiency' and the move to mixed-member systems." *Electoral Studies* 20(2): 173-93.

**Mon. Mar.23 - Fri. Mar.27 - Catch-up, review, and exam 2**

**Mon. Mar.23** - Catch-up and Q&A session: Monday

**Wed. Mar.25** - Exam 2: Wednesday (in class – remember to bring a scantron form & your TAMU ID)

**Fri. Mar.27** - Writing workshop #2 – using tables and figures in your writing

**Mon. Mar.30 - Fri. Apr.3 – TOPIC 8: Political violence**

*Reading Assignment #4 due in Friday discussion sections on Fri.Apr.3* (topic: article by Chandra 2005 OR article by Fuhrmann and Lupu 2016 OR article by Jo and Simmons 2016)

Chandra, Kanchan. 2005. "Ethnic Parties and Democratic Stability." *Perspectives on Politics* 3(2): 235-52.

Fuhrmann, Matthew and Yonatan Lupu. 2016. "Do Arms Control Treaties Work? Assessing the Effectiveness of the Nuclear Nonproliferation Treaty." *International Studies Quarterly* 60(3): 530-39.

Jo, Hyeran and Beth A. Simmons. 2016. "Can the International Criminal Court Deter Atrocity?" *International Organization* 70(3): 443-75.

"Civilian Casualties" (video explaining a research article by M. Kocher, T. Pepinsky and S. Kalyvas in the *American Journal of Political Science*) --

<https://www.youtube.com/channel/UC7Lvo1hRJWBCw4kQBgzouDA> and click on the video titled "Civilian Casualties"

*Suggestions for further reading:*

Fearon, James. 1995. "Rationalist Explanations for War." *International Organization* 49(3): 379-414.



**Mon. Apr.6 & Wed. Apr.8 – TOPIC 9: Development (NOTE: discussion sections do NOT meet on Fri. Apr.10 due to TAMU defined reading day)**

Acemoglu, Daron. 2003, “Root Causes: A historical approach to assessing the role of institutions in economic development.” Finance & Development 40(2): 27-30.  
<https://www.imf.org/external/pubs/ft/fandd/2003/06/pdf/Acemoglu.pdf>

Banerjee, Abhiji V. and Esther Duflo. 2007. “The Economic Lives of the Poor.” The Journal of Economic Perspectives 21(1): 141-168.

Sachs, Jeffrey D., Andrew D. Mellinger, and John L. Gallup. 2001. “The Geography of Poverty and Wealth” Scientific American 284(3): 70-5.

*Suggestions for further reading:*

Bates, Robert H. 1991. “The Economics of Transitions to Democracy.” PS: Political Science & Politics 24(1): 24-27.

Collier, Paul. 2007. *The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It*. Oxford: Oxford University Press.

**Mon. Apr.13 - Fri. Apr.24 – TOPIC 10: Representation of historically under-represented groups (NOTE: on Fri. Apr.17 discussion sections do NOT meet due to MPSA conference)**

*Reading Assignment #5 due in Friday discussion sections on Fri. Apr.24 (topic: article by Matland and Taylor 1997 OR by Preuhs 2007 OR by Lopez Bunyasi and Watts 2019)*

Hughes, Melanie M. 2011. “Intersectionality, Quotas, and Minority Women’s Political Representation Worldwide.” American Political Science Review 105(3): 604-20.

Lopez Bunyasi, Tehama and Candice Watts Smith. 2019. “Do All Black Lives Matter Equally to Black People?: Respectability Politics and the Limitations of Linked Fate.” Journal of Race, Ethnicity and Politics. Forthcoming

Matland, Richard E. and Michelle M. Taylor. 1997. “Electoral System Effects on Women’s Representation: Theoretical Arguments and Evidence From Costa Rica.” Comparative Political Studies 30(2): 186-210.

Preuhs, Robert R. 2007. “Descriptive Representation as a Mechanism to Mitigate Policy Backlash: Latino Incorporation and Welfare Policy in the American States.” Political Research Quarterly 60(2): 277-93.

“These countries give fathers the longest paid paternity leave” June 20, 2019 (video)

<https://www.facebook.com/watch/?v=352822778735167> (World Economic Forum, by UNICEF)

*Suggestions for further reading:*

Hancock, Ange-Marie. 2014. “Intersectional Representation or Representing Intersectionality?” In Representation: The Case of Women, eds. Maria C. Escobar-Lemmon and Michelle M. Taylor-Robinson. New York: Oxford University Press. (pp.41-57)

Hughes, Melanie M. and Aili Mari Tripp. 2015. “Civil War and Trajectories of Change in Women’s Political Representation in Africa, 1985-2010.” Social Forces 93(4): 1513-40.

Pitkin, Hanna. 1967. *The Concept of Representation*. Berkeley: University of California Press.

Rubenstein, Jennifer. 2007. “Accountability in an Unequal World.” Journal of Politics 69(3): 616-32.

**Mon. Apr.27 – Catch-up and Q&A session for Exam 3**

**Tues. Apr.28 (FRIDAY CLASSES MEET on Tuesday) – date for taking a makeup exam for students with a university accepted excuse for missing exam #1 or #2 (taken in the discussion sections)**

**Monday, May 4, 10:30am – Exam 3 – taken during the scheduled final exam time for the course (remember to bring a scantron form & your TAMU ID)**

**Title IX and Statement on Limits to Confidentiality**

Texas A&M University and the College of Liberal Arts are committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws provide guidance for achieving such an environment. Although class materials are generally considered confidential pursuant to student record policies and laws, University employees – including instructors – cannot maintain confidentiality when it conflicts with their responsibility to report certain issues that jeopardize the health and safety of our community. As the instructor, I must report (per Texas A&M System Regulation 08.01.01) the following information to other University offices if you share it with me, even if you do not want the disclosed information to be shared:

Allegations of sexual assault, sexual discrimination, or sexual harassment when they involve TAMU students, faculty, or staff, or third parties visiting campus.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In many cases, it will be your decision whether or not you wish to speak with the individual. If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with the Student Counseling Service (<https://scs.tamu.edu/>).

Students and faculty can report non-emergency behavior that causes them to be concerned at <http://tellsomebody.tamu.edu>.