

Proposed Syllabi

Attached are the syllabi for the two courses I propose. The first is a copy of the syllabus for the introduction course I co-taught and co-designed the syllabus for (Introduction to Comparative Politics, POLS 120).

The second syllabus is for a 300 level course, The Politics of Natural Resources and Climate Change. The substance of the class is closely related to my dissertation topic.

Political Science 120: Introduction to Comparative Politics Fall 2020 (online)

Synchronous course hours: TuTh 9:40-10:55am

Instructor: Prof. Hubert Tworzecki, Tarbuton 316, (404) 727-2244
(htworze@emory.edu), office hours: WF 10:00-11:00am and 7:00-8:00pm on Zoom

Co-instructors: Pearce Edwards (pearce.alexander.edwards@emory.edu) and
Donald Grasse (donald.grasse@emory.edu).

Course Description

This course offers an introduction to the comparative study of modern political systems. It outlines a number of the major theories of comparative political analysis and applies them to a selection of democratic, authoritarian and hybrid systems. It examines how these systems function internally and how they interact with their societies, economies and international environments, as well as how they change over time and how they undergo transitions from one type to another.

Course Format

In Fall 2020 the course will be offered in an online format consisting each week of one 75 minutes of live ("synchronous") instruction, and 75 minutes of recorded lectures that students will be able to view on their own schedules ("asynchronously.") Students will be assigned to one of four sections, each with its own synchronous meeting time:

- A. Tuesdays, 9:40-10:55am
- B. Tuesdays, 9:40-10:55am
- C. Thursdays 9:40-10:55am
- D. Thursdays, 9:40-10:55am

Textbook and Reading Assignments

Textbooks:

- J. Tyler Dickovick and Jonathan Eastwood, *Comparative Politics: Integrating Theories, Methods and Cases*. 3rd edition. Oxford University Press, 2019 (hereafter referred to as D&E). Available in paper and ebook formats
- Andrea Kendall-Taylor and Natasha Lindstaedt and Erica Frantz, *Democracies and Authoritarian Regimes*. 1st edition. Oxford University Press, 2020 (henceforth referred to as KTLF). Available in paper and ebook formats.

Reserve Items:

- Reading assignments marked "Reserve" will be available for downloading at:
<http://ereserves.library.emory.edu>.

Canvas:

- Recorded lectures and their accompanying Powerpoint presentations, as well as any supplemental information and course-related announcements will be posted on <http://canvas.emory.edu>.

Technology

- Desktop or laptop computer (smartphone or tablet will not be sufficient)
- Microphone and webcam (separate or built-in)

- Reliable high-speed internet access
- MS Office365 applications (Word, Excel, Powerpoint)
- Zoom client software

Course Requirements

Grading summary:

- 60% Weekly online quizzes in open-book/open-resource format (12 quizzes x 5 points each)
- 35% Participation in synchronous sessions and completion of in-class assignments
- 5% Engagement with asynchronous materials (i.e. viewing recorded lectures and slides)

Weekly quizzes:

There will be no midterm or final examinations. Instead, at the end of each week you will complete an online quiz featuring a combination multiple choice, fill-in-the-blank and short answer questions. The short answer questions will typically ask you to define a term or concept encountered in the lectures or readings, or interpret a chart or table. You will be able to choose your own start time between 6pm on Friday and 11:50pm on Monday. Once started, you will have 60 minutes to complete it. You will be able to consult lecture notes or other resources while taking a quiz.

Participation in synchronous sessions:

Active and informed participation in the synchronous zoom sessions is expected of everyone. The sessions will feature a mix of discussion and collaborative work on various short in-class assignments. You are allowed one unexcused absence from a synchronous session without penalty. Each additional absence will incur a penalty of 1 point per 24 hours of lateness. Absences for personal or medical emergencies will be excused with appropriate note from physician or OUE counsellor. Engagement during these sessions gives you the opportunity to interact with the instructor and your peers, which is critical to understanding and applying the course material.

There will not be supplementary required readings in synchronous sections. The sections are designed to reinforce asynchronous lecture material and the associated course readings through activities and exercises. Furthermore, they will also offer the opportunity to clarify any part of the lecture content.

The course Canvas page will be the section's hub for all announcements, outline of weekly activities, and access to content relevant to the section activities. All students are expected to *regularly consult* the Canvas page.

Attendance and participation in weekly 75-minute synchronous sessions: These discussions will occur on Zoom, with a meeting link to be shared over Canvas. To receive full attendance and participation credit, students are expected to:

- **Join the Zoom meeting by the scheduled start time** of the section.
- **Maintain their video connection throughout the meeting.** If maintaining a video connection throughout the Zoom meeting is not possible, students are expected to contact the instructor to explain the extenuating circumstances preventing a video connection.
- **Participate in whole-group discussions.** During the Zoom meeting, the instructor will ask for student responses to polls and prompts, and/or for students to give short summary presentations of the results of activities and exercises.
- **Participate in breakout room discussions.** In many of the discussions, the instructor will divide students into several Zoom breakout rooms. Students are expected to maintain video/audio connection and actively participate throughout the breakout room discussion.

- **Minimize possible distractions.** Students should make every effort to reduce distractions that could interfere with discussion. One helpful way to do this is to mute one's microphone when not speaking in the whole-group discussion.

Engagement with asynchronous materials:

You will be expected to view recorded lectures and slide presentations. Canvas keeps track of student engagement with these materials (i.e. which files you view and for how long). These statistics will be used to calculate the engagement score.

Please note: Lectures and other classroom presentations presented through video conferencing and other materials posted on Canvas are for the sole purpose of educating the students enrolled in the course. The release of such information (including but not limited to directly sharing, screen capturing, or recording content) is strictly prohibited, unless the instructor states otherwise. Doing so without the permission of the instructor will be considered an Honor Code violation, and may also be a violation of state or federal law, such as the Copyright Act. All University policies remain in effect for students participating in remote education.

Letter grades:

Final grades will be calculated as follows: A [93-100%], A- [90-92%], B+ [87-89%], B [83-86%], B- [80-82%], C+ [77-79%], C [73-76%], C- [70-72%], D+ [67-69%], D [63-66%], D- [60-62%], F [0-59%]

Students with accommodations:

Emory University is committed under the Americans with Disabilities Act and its Amendments and Section 504 of the Rehabilitation Act to providing appropriate accommodations to individuals with documented disabilities. If you have a disability-related need for reasonable academic adjustments in this course, provide the instructor(s) with an accommodation notification letter from the Department of Accessibility Services. Students are expected to give two weeks' notice of the need for accommodations. If you need immediate accommodations or physical access, please arrange to meet with instructor(s) as soon as your accommodations have been finalized.

Honor Code:

The honor code is in effect throughout the semester. By taking this course, you affirm that it is a violation of the code to cheat on exams, to plagiarize, to deviate from the teacher's instructions about collaboration on work that is submitted for grades, to give false information to a faculty member, and to undertake any other form of academic misconduct. You agree that the teacher is entitled to move you to another seat during examinations, without explanation. You also affirm that if you witness others violating the code you have a duty to report them to the honor council.

Courtesy in the Classroom:

Classroom courtesy is necessary to ensure that all students have the opportunity to learn without distractions. For in-person classes this means no cell phones, talking during lectures (unless recognized by the instructors), reading newspapers, etc. during class. If students must have cell phones on to receive emergency calls about family members, they should keep their phones on "vibrate." In synchronous zoom sessions you should keep your microphone off (until recognized to speak by the instructors) to reduce extraneous noises and crosstalk, but please keep your webcam on throughout the entire session if at all possible.

Class discussions of political issues can often stimulate strong feelings and heated debate. Because this is a college classroom, all discussions need to be scholarly. Scholarly comments are:

- Respectful of diverse opinions and open to follow up questions and/or disagreement.
- Related to the class and course material.

- Scholarly comments advance the discussion about issues related to the course and/or course material rather than personal beliefs.
- Are delivered in normal tones and in a non-aggressive manner.

Unacceptable behaviors include:

- Personal attacks. This includes attacks on a person's appearance, demeanor, or political beliefs.
- Interruptions of other students. Indicate your intention to speak and wait to be called on by the instructors.
- Use of raised tones, yelling, engaging in arguments with other students, and physical aggression.
- Ignoring the instructors' authority to protect the integrity of the classroom. When students are asked to discontinue a conversation that violates the guidelines that are outlined above, they are expected to stop.

Course Schedule and Reading Assignments

(Readings marked “optional” will not be the subject of quiz questions, but they may be helpful in clarifying certain ideas or providing additional information about a topic.)

Introduction to the Course (Aug. 20)

- Live session starting at 9:40am (zoom link TBA, a recording will be available for those unable to attend)

Module 1 (August 24-28): Fundamentals of Comparative Political Analysis

- Synchronous Sessions 1: Introductions and familiarization with the course format
- Reading 1: Heywood, “What is Politics” (Reserve)
- Reading 2: D&E, Chapters 1 and 2
- Reading 3: King, Keohane and Verba, “Designing Social Inquiry” (Reserve)
- Recorded Lecture 1.1:
- Recorded Lecture 1.2:
- Recorded Lecture 1.3:
- Canvas Quiz 1: To be completed by 11:59pm on Monday, August 31 (This is a bonus/practice quiz; you wish to take it to familiarize yourself with the Canvas testing system; it will count toward your total course score only if it improves it, but not if it brings it down.)

Module 2 (August 31-September 4): States and Nations

- Synchronous Sessions 2: *Conceptualizing and measuring states*
- Reading: D&E, Chapter 3 and pp. 309-317 in Chapter 13.
- Reading: Fukuyama, “The Coming of the Leviathan” (Reserve)
- Recorded Lecture 2.1:
- Recorded Lecture 2.2:
- Recorded Lecture 2.3:
- Canvas Quiz 2: To be completed by 11:59pm on Monday, September 7

Module 3 (September 7-11): Political Economy and the Welfare State

- Synchronous Sessions 3: *Evaluating welfare state emergence case study*
- Reading: D&E, Chapter 4
- Reading: Garland, *The Welfare State: A Very Short Introduction*, Ch. 1 (Reserve)
- Reading: “The welfare state needs updating”
- Recorded Lecture 3.1:
- Recorded Lecture 3.2:
- Recorded Lecture 3.3:
- Canvas Quiz 3: To be completed by 11:59pm on Monday, September 14

Module 4 (September 14-18): Constitutions and Constitutional Courts

- Synchronous Sessions 4: *Conceptualizing and measuring the rule of law*
- Reading: D&E, Chapter 8
- Reading: “Back to basics: What is the ‘rule of law?’”
- Recorded Lecture 4.1:
- Recorded Lecture 4.2:

- Recorded Lecture 4.3:
- Canvas Quiz 4: To be completed by 11:59pm on Monday, September 21

Module 5 (September 21-25): Ideologies

- Synchronous Sessions 5: *Political party and populism profile*
- Reading: D&E, pp. 357-360
- Reading: Mudde: "Definitions"(Reserve)
- Reading: Berman, "Democratic Socialists are Conquering the Left. But Do They Believe in Democracy?"
- Reading: "Conservatism is fighting for its life against reactionary nationalism"
- Recorded Lecture 5.1:
- Recorded Lecture 5.2:
- Recorded Lecture 5.3:
- Canvas Quiz 5: To be completed by 11:59pm on Monday, September 28

Module 6 (September 28-October 2): Political Communication

- Synchronous Sessions 6: *Media framing and fact-checking exercise*
- Reading: Semetko and Tworzecki, "Content Effects: Political Communication" (Reserve)
- Reading: Zuckerman, "Four problems for news and democracy"
- Reading: Tufekci: "It's the (Democracy-Poisoning) Golden Age of Free Speech"
- Recorded Lecture 6.1:
- Recorded Lecture 6.2:
- Recorded Lecture 6.3:
- Canvas Quiz 6: To be completed by 11:59pm on Monday, October 5

Module 7 (October 5-9): Political Parties and Party Systems

- Synchronous Sessions 7: *Prisoner's dilemma simulation*
- Reading: D&E, Chapter 11
- Reading: Smith, "A Party Manifesto"
- Reading: Inglehart and Norris, "Trump and the Populist Authoritarian Parties: The Silent Revolution in Reverse" (Reserve)
- Reading: "Rose Thou Art Sick"
- Recorded Lecture 7.1:
- Recorded Lecture 7.2:
- Recorded Lecture 7.3:
- Canvas Quiz 7: To be completed by 11:59pm on Monday, October 12

Module 8 (October 12-16): Legislatures and Electoral Systems

- Synchronous Sessions 8: *Electoral systems and representation simulation*
- Reading: D&E, Chapter 9
- Reading: "Parliaments get facelifts: but it is politics that really needs one"
- Optional: "What is First Past the Post"
- Optional: "Party List Proportional Representation"
- Recorded Lecture 8.1:
- Recorded Lecture 8.2:
- Recorded Lecture 8.3:
- Canvas Quiz 8: To be completed by 11:59pm on Monday, October 19

Module 9 (October 19-23): Executives and Bureaucracies

- Synchronous Sessions 9: *Coalition game*
- Reading: D&E, Chapter 10
- Reading: Elkins, “How Powerful is the US President?”
- Reading “Factors important to the establishment, renewal or rehabilitation of the civil service” (pp. 1-7 only)
- Recorded Lecture 9.1:
- Recorded Lecture 9.2:
- Recorded Lecture 9.3:
- Canvas Quiz 9: To be completed by 11:59pm on Monday, October 26

Module 10 (October 26-30): Political Regimes: Democracy and Democratization

- Synchronous Sessions 10: *Applying theories of regime change*
- Reading: D&E, Chapter 6
- Reading: Huntington, “The Clash of Civilizations” (Reserve)
- Reading: Inglehart and Welzel, “How Development Leads to Democracy” (Reserve)
- Recorded Lecture 10.1:
- Recorded Lecture 10.2:
- Recorded Lecture 10.3:
- Canvas Quiz 10: To be completed by 11:59pm on Monday, November 2

Module 11 (November 2-6): Political Regimes: Authoritarianism and Democratic Backsliding

- Synchronous Sessions 11: *Policy brief on an authoritarian regime*
- Reading: D&E, Chapter 7
- Reading: Marquez, “A Simple Model of Cults of Personality”
- Reading: Szűcs, “Democracy in Hungary?”
- Recorded Lecture 11.1:
- Recorded Lecture 11.2:
- Recorded Lecture 11.3:
- Canvas Quiz 11: To be completed by 11:59pm on Monday, November 9

Module 12 (November 9-13): Regime Change: Revolution

- Synchronous Sessions 12: *Authoritarian Politics Simulation*
- Reading: D&E, pp. 288-290 and 294-298
- Reading: Edsall, “Why Don't the Poor Rise Up?”
- Recorded Lecture 12.1:
- Recorded Lecture 12.2:
- Recorded Lecture 12.3:
- Canvas Quiz 12: To be completed by 11:59pm on Monday, November 16

Module 13 (November 16-20): Development and Globalization

- Synchronous Sessions 13: Data literacy and Development Exercise
- Reading: D&E, Chapter 5, as well as pp. 376-380
- Reading: Rodrik, “The Paradox of Globalization”

- Reading: Milanovic, “Why the Global 1% and the Asian Middle Class Have Gained the Most from Globalization”
- Recorded Lecture 13.1:
- Recorded Lecture 13.2:
- Recorded Lecture 13.3:
- Canvas Quiz 13: To be completed by 11:59pm on Monday, November 23

POLS 300-Level: The Politics of Natural Resources and Climate Change

Instructor: Donald Grasse

Fall/Spring, 2022/2023

E-mail: donald.grasse@emory.edu

Office Hours: TBD

Office: ...

Web: canvas.emory.edu

Class Hours: TBD

Class Room: ...

Course Description

We rely on products which use oil, natural gas, and rare earth minerals nearly everyday for our cars, electricity and smart phones. How do natural resources shape politics, and vice-versa? This course is dedicated to answering some of the most pressing questions relating to natural resources in political science. Are abundant resources a curse or a blessing for economic development? How do resources shape state formation and institutions? How do they impact elections? And finally, how will a changing climate impact these dynamics?

Learning Objectives

By the end of this course, you should be able to:

1. Identify and explain different arguments pertaining to the “resource curse.” For instance, if you read a news story about what falling oil prices may mean for Saudi Arabia, I would want you to be able to label and unpack the mechanics of different speculative arguments from experts cited in the article.
2. Contextualize different theories to particular contexts and situations. For example, if Poland began expanding fracking, I would want you to be able to pose an evidence based hypothesis for how this may affect their political landscape.
3. Critically analyze competing arguments about natural resources. If someone claimed oil always leads to political corruption, I would want you to be able to explain why Norway looks different than Russia.

Required Materials

- Reading for the course will be drawn from peer reviewed journal articles, which can be accessed via Emory Libraries <https://libraries.emory.edu/>
- Course notes available on Canvas.

Prerequisites/Corequisites

Prerequisites: POLS 111 and QTM 100. POLS 120 and POLS 208 strongly encouraged, but not required. A key advantage of this class using only peer-reviewed academic journal articles is that you will get a chance to see the most recent research in this field, and can access it at no cost. The downside, of course, is that peer-reviewed work can be somewhat technical, meaning having some background in research design and core political science concepts will be important to fully comprehend weekly readings.

Assignments

1. **Participation (10%):** Participation will be assessed by attendance and contributions to class discussions. Students will be allowed one unexcused absence; thereafter documentation or instructor permission for missing class is required to avoid losing points.
2. **Wikipedia Edit (10%):** By the end of the semester, edit one Wikipedia page (or show me the edit that you proposed) by citing at least one article from the course. For an example, visit:

- https://en.wikipedia.org/wiki/Resource_curse#Democracy_and_human_rights

I expect at least (1) paragraph, a correct citation, and for the contribution to be logical and coherent in the context of the page. The goal of this assignment is to demonstrate your comprehension of the state of current research on natural resources in political science.

3. **Policy Report (20%):** Students will write a five-page policy report detailing a pressing policy problem in a country or region, highlighting the role of natural resources in causing the problem. Using lessons from class, the report should provide a framework for a workable solution to the problem, and potential pitfalls of alternative approaches.
 - Example outline of the assignment: Oil palm has become an incredibly popular crop globally, but the surging demand for crude palm oil has led firms to corrupt local officials, clear natural forest, and displace sustenance farmers to create new plantations all across Indonesia. This has led to conflict, corruption, and environmental damage, because the explosion of oil palm crops has occurred without sufficient government regulation. A key reason why the crop has been so damaging in Indonesia is the lack of political accountability, since administration of land is layered across national, local, and regional government. In order to turn the resource curse into a blessing, Indonesia needs significant reforms.

- The goal of this assignment is to give you the opportunity to write the kind of policy piece that you may need to draft if you worked at a think tank, NGO, or even as a future academic.
 - I expect you to meet with me about your topic after the midterm exam.
4. **Reading quizzes (20%):** Weekly reading quizzes will be administered via canvas. They will primarily cover the reading which ought to be covered before class, but will also include review questions from the previous week to give the opportunity for practice and feedback before the midterm and final exam. These quizzes may be taken within a three day window (Friday 6pm-Monday 11:59pm). The goal of the quizzes is to track progress and comprehension of the material before class. The 2 lowest quizzes will be dropped to allow for flexibility.
 5. **Mid-term Exam (20%)** The mid-term exam will be an in-class assessment, including both multiple choice and short answer questions.
 6. **Final Exam (20%)** The final exam will be a take-home essay question. Students will be able to select a question to answer from a slate of candidate questions.

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4. Ignoring the instructors’ authority to protect the integrity of the classroom. When students are asked to discontinue a conversation that violates the guidelines that are outlined above, they are expected to stop.

Schedule and weekly learning goals

Readings should be completed before class. We will typically review readings on the Thursday of each week, after discussing more general theories on Tuesday lectures. By discussing more canonical work on Tuesdays, you will get the chance to read more recent work of more diverse scholars studying these particular topics.

Week 01, 01/08 - 01/12: Introduction to Class

- Goal 1: Become familiar with class format, grading policies and procedures, and meet me and your classmates
- Goal 2: Review and refresh on some key terms that will be used throughout the semester, which were introduced in POLS 111.

Section 1: Natural Resources and Political Institutions

Week 02: Natural Resources and the State, 01/15 - 01/19:

- Goal: Learn how natural resources shape the formation of states. After this week, you should be able to describe the role different resources played in state formation, and how they explain different types of states.
- Reading: Sánchez de la Sierra, Raul. 2020. "On the Origins of the State: Stationary Bandits and Taxation in Eastern Congo." *Journal of Political Economy* 128(1). (First 15 pages only)
- DUE: Reading Quiz 1

Week 03: Natural Resources and Authoritarianism, 01/22 - 01/26:

- Goal: Understand the conditions where natural resources cause, or help sustain, autocratic rule. After this week, you should be able to extend the reading about resources and state formation to explain how different types of states form.
- Reading: Wright, Joesph, Fratz, Erica, and Geddes, Barbara (2013). "Oil and Autocratic Regime Survival." *British Journal of Political Science* 45(2).
- DUE: Reading Quiz 2

Week 04 Natural Resources and Democracy, 01/29 - 02/02:

- Goal: Understand how democratic institutions may change the relationship between resource endowments and rent-seeking
- Reading: Bhattacharyya, Sambit, and Roland Hodler. "Natural resources, democracy and corruption." *European Economic Review* 54.4 (2010): 608-621.
- DUE: Reading Quiz 3
- Assigned: Policy Report (Due by end of semester)

Week 05 Natural Resources and Political Corruption, 02/05 - 02/09:

- Goal: Understand the **mechanisms** that cause resources to breakdown the link between elections and political accountability
- Carreri, Maria, and Oeindrila Dube. "Do natural resources influence who comes to power, and how?." *The Journal of Politics* 79.2 (2017): 502-518.
- DUE: Reading Quiz 4

Section 2: Natural Resources and Economic Development**Week 06 Dutch Disease and Enclave Effects, 02/12 - 02/16:**

- Goal: Understand natural resources, combined with political corruption, can shape development by changing economic sectors
- Reading: Lam, Ricky, and Leonard Wantchekon. "Political dutch disease." Manuscript. New York: Department of Politics, New York University (2003).
- DUE: Reading Quiz 5

Week 07 Human Capital and Revenue Volatility, 02/19 - 02/23: ...

- Goal: Understand natural resources, combined with political corruption, can shape human capital by changing the incentive to pursue education.
- Rudra, Nita, and Nathan M. Jensen. "Globalization and the politics of natural resources." *Comparative Political Studies* 44.6 (2011): 639-661.
- DUE: Reading Quiz 6

Week 08 Review and Midterm Exam, 02/26 - 03/02: ...

- Goal 1: Review key elements from the first six weeks
- Goal 2: Assess progress on learning goals via the midterm exam

Section 3: Natural Resources and Violent Conflict**Week 09 Natural Resources and Interstate Conflict, 03/05 - 03/09:**

- Goal 1: Review Midterm Exam
- Goal 2: Understand how natural resources can shape conflict incentives between states
- Acemoglu, Daron, et al. "A dynamic theory of resource wars." *The Quarterly Journal of Economics* 127.1 (2012): 283-331.
- DUE: Reading Quiz 7
- Assigned: Wikipedia Edit (Due by Week 13)

Week 10 Natural Resources and Civil Conflict, 03/12 - 03/16: ...

- Goal: Understand how natural resources can shape conflict incentives **within** states
- Reading: Dube, Oeindrila, and Juan F. Vargas. "Commodity price shocks and civil conflict: Evidence from Colombia." *The review of economic studies* 80.4 (2013): 1384-1421.
- DUE: Reading Quiz 8

Week 11 Natural Resources and Social Conflict, 03/19 - 03/23: ...

- Goal: Understand how natural resources can shape conflict incentives **within** states between citizens rather than rebel groups.
- Sexton, Renard. "Unpacking the local resource curse: How externalities and governance shape social conflict." *Journal of Conflict Resolution* 64.4 (2020): 640-673.
- DUE: Reading Quiz 9

Section 4: Climate Change and the Future of Resources in Politics

Week 12: A Look at History , 03/26 - 03/30:

- Goal: Unpack how historical energy revolutions have changed the political landscape.
- Reading: Dasgupta, Aditya. "Technological change and political turnover: The democratizing effects of the green revolution in India." *American Political Science Review* 112.4 (2018): 918-938.
- DUE: Reading Quiz 10

Week 13: The Fracking Revolution, 04/02 - 04/06: ...

- Goal: Look at a modern energy revolution (fracking) and how it is currently reshaping politics.
- Reading: Cooper, Jasper, Sung Eun Kim, and Johannes Urpelainen. "The broad impact of a narrow conflict: How natural resource windfalls shape policy and politics." *The Journal of Politics* 80.2 (2018): 630-646.
- DUE: Reading Quiz 11

Week 14, 04/09 - 04/13: Climate Change, the Future of Resources, and Review

- Goal 1: Discuss new trends in energy usage and what scholars think may change as a result of climate change
- Goal 2: Review course material to prepare for the final.
- No reading

Week 14, 04/16 - 04/20: Final exam distributed - due in one week.