



Australian
National
University

POLS2130

Public Choice and Politics

Semester 1, 2023

Course Convener: Dr. Thiago Nascimento da Silva
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Office Hours: Wednesdays, 10:00 a.m. - 11:00 a.m (or by appointment).
Room: 3.67. RSSS Building (third floor).

Mode of Delivery: In-person.
Class Time: Wednesdays, 2:00 p.m. - 4:00 p.m.
Classroom: Law Lecture Theatre.
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More Info: <https://programsandcourses.anu.edu.au/2023/course/POLS2130>

Course description:

Similar to economists' portrayal of individuals making choices in the private market, political scientists can represent political agents as self-interested rational maximisers when making choices in the public market. This approach is usually called public choice, i.e., the use of economic tools in political science research. Building on the integration of rational choice, social choice, and game theory, this course is a comprehensive overview of public choice and the important theoretical and empirical contributions of the field to our understanding of diverse political phenomena—e.g., state formation, democratic decision-making, collective action, public goods and distributive politics, voting methods and electoral systems, political behaviour, coalition governance, and interstate conflicts. Among other things, we will learn: 1. the extent to which the political realm differs from the economic; 2. the relation between individual self-interest and collective welfare, and; 3. how the motivations of individuals affect the outcome of their collective decision-making under different political institutions.

Learning Outcomes:

Upon successful completion of this course, students will have the knowledge and skills to:

1. Identify and debate the assumptions and limitations of public choice theory applied to political science research;
2. Use the principles of public choice theory to enhance our understanding of diverse political phenomena—e.g., democratic decision-making, state formation and capacity, collective action, public goods, voting methods and electoral systems, how political institutions constrain individual and group behaviors, among others;
3. Develop the ability to think and write coherently, logically, and creatively about public choice and politics in the academic style associated with the discipline.

Reading Requirements:

For each class, there will be compulsory readings and optional readings. The latter provide opportunities to better understand the topic, but are not compulsory.

Required Text:

Students are required to obtain copies of the following book:

- Shepsle, Kenneth A. 2010. *Analyzing Politics: Rationality, Behavior and Institutions*. London: W. W. Norton. [Second Edition.] [Henceforth AP.]

Recommended Texts:

Some lectures will be based on book chapters, which will be provided on the Wattle website by the convener. The reading of the books chapters assigned for class are compulsory, but the purchase of the books (listed below) by students is optional:

- Riker, William H. 1988. *Liberalism against populism*. Long Grove: Waveband Press. [Reissued Edition.]
- Johnson, David B. 1991. *Public Choice: An Introduction to the New Political Economy*. London: WCB/McGraw-Hill.
- Butler, Eamonn. 2012. *Public Choice: A Primer*. London: Institute of Economic Affairs.
- Hindmoor, Andrew, and Taylor, Brad. 2015. *Rational Choice*. New York: Palgrave Macmillan. [Second Edition.]
- Gehlbach, Scott. 2022. *Formal Models of Domestic Politics*. Cambridge: Cambridge University Press. [Second Edition.]

Course Schedule:

Week	Date	Class Topic
1	22 February	Introduction: Models, Math, and Public Choice
2	1 March	Individual Rationality and Strategic Interaction
3	8 March	State Formation and the Logic of Political Survival
4	15 March	Social Choice Theory
5	22 March	The Manipulation of Social Choices: Strategic Voting and Agenda Setting
6	29 March	Spatial Models: Elections and Party Competition
		Mid-Semester Break
7	19 April	Voting Methods and Electoral Systems
8	26 April	Collective Action and Public Goods
9	3 May	Political Institutions and Veto Players
10	10 May	Coalition Governance and the Principal-Agent Problem
11	17 May	Bureaucracy and Judicial Courts
12	24 May	Nondemocratic Politics and Theories of War

We will be using Wattle to display eventual changes to the course schedule, grades, give feedback, and make announcements: [URL omitted].

Assessment Requirements:

Assessment Task	Value	Due Date	Learning Outcomes
1. Lecture Participation and Weekly Readings	5%	N/A	1, 2, 3
2. Tutorial Participation	5%	N/A	1, 2, 3
3. Assignment 1	10%	08/03/2023, 14H	1, 2, 3
4. Assignment 2	10%	29/03/2023, 14H	1, 2, 3
5. Assignment 3	10%	03/05/2023, 14H	1, 2, 3
6. Assignment 4	10%	24/05/2023, 14H	1, 2, 3
7. Research Paper	20%	19/04/2023, 14H	1, 2, 3
8. Final Exam	30%	14/06/2023, 14H-16H	1, 2, 3

Assessment Details:

- *Assessment Task 1: Lecture Participation and Weekly Readings (5%).* Students are expected to attend all classes and course activities. Students are required to have completed the required readings before each class, and should be prepared to discuss the required readings during class. (See Wattle site and forums for further detail.)

Important information for those that cannot attend the lectures in person:

- The learning activities using interactive tools in class (e.g., questions on the content, pop-up quiz, survey, etc.) will be available as quizzes on Wattle.
 - Those who cannot attend the lectures in person must complete these activities on Wattle in order to be graded for "Lecture Participation."
 - These activities will be available for one week on Wattle (from the end of a lecture to the beginning of the subsequent lecture).
 - If you don't answer the quiz and/or do not submit your answers by the time the activities are available on Wattle, you will not receive the marks for "Lecture Participation."
- *Assessment Task 2: Tutorial Participation (5%).* More extensive group exercises and discussions occur during the tutorial session, and are also submitted during the period. The marks from participation will constitute 10% of the overall course mark: 5% from lecture exercises, and 5% from tutorial. Tutorial exercises will be provided for practice.

- *Assessment Tasks 3-6: Assignments (40% total; 10% each)*. The material for this course is best learned through practice, so there will be four lists of exercises through the semester, where students will be required to solve problems and/or provide interpretations for the content learned in class.
- *Assessment Task 7: Research Paper (20%)*. Students will be required to prepare a maximum 1,000-word research paper (+/- 10%). The research paper subject will be from topics students will have had by the due date (weeks 1-6). The research paper is due Wednesday, 19 April 2023, by 2 PM. Please don't leave until the last second; once it ticks over to 2:01 PM, it is one day late. The submission must include the essay number and a title. The research paper must be submitted via *Turnitin*. Further details will be provided on Wattle.
- *Assessment Task 8: Final Exam (30%)*. The final exam is a 2-hour exam (at the same time as the lecture) through Wattle Quiz and consists of multiple-choice exercises. The questions will be based on the material covered in the course (e.g., slides, lectures, compulsory readings, tutorials, and tutorial handouts). A calculator may be used. The tentative due date for the final exam is 14 June 2023.

Grading Policy:

The grading scale for this class follows the standard grade distribution provided in http://policies.anu.edu.au/policies/assessment_of_student_learning/policy

- HD (80-100%):** Work of exceptional quality, which demonstrates comprehensive understanding of the subject matter, mastery of relevant skills, sophisticated or original critical and conceptual analysis, and outstanding quality in clarity, precision and presentation of work.
- D (70-79%):** Work of superior quality, which demonstrates a thorough knowledge and understanding of the subject matter, proficiency in relevant skills, and analytical and conceptual ability of a high order.
- C (60-69%):** Work of good quality, which displays a good understanding of the subject matter and a sound grasp of relevant skills.
- P (50-59%):** Work of satisfactory quality, which displays an adequate understanding of most of the subject matter and a sufficient grasp of relevant skills.
- N (0-49%):** Work which is incomplete or displays an inadequate understanding of the subject matter or an inadequate grasp of relevant skills.

Class and University Policies

Assessment Requirements: The ANU is using *Turnitin* to enhance student citation and referencing techniques, and to assess assignment submissions as a component of the University's approach to managing Academic Integrity. For additional information regarding *Turnitin* please visit the Academic Skills website. In rare cases where online submission using *Turnitin* software is not technically possible; or where not using *Turnitin* software has been justified by the Course Convener and approved by the Associate Dean (Education) on the basis of the teaching model being employed; students shall submit assessment online via 'Wattle' outside of *Turnitin*, or failing that in hard copy, or through a combination of submission methods as approved by the Associate Dean (Education). The submission method is detailed below.

Online Submission: You will be required to electronically sign a declaration as part of the submission of your assignment. Please keep a copy of the assignment for your records. Unless an exemption has been approved by the Associate Dean (Education) submission must be through *Turnitin*.

Extensions and Penalties: Extensions and late submission of assessment pieces are covered by the Student Assessment (Coursework) Policy and Procedure. Extensions may be granted for assessment pieces that are not examinations or take-home examinations. If you need an extension, you must request an extension in writing on or before the due date. If you have documented and appropriate medical evidence that demonstrates you were not able to request an extension on or before the due date, you may be able to request it after the due date.

Late Submission: Late submission of assessment tasks without an extension are penalised at the rate of 5% of the possible marks available per working day or part thereof. Late submission of assessment tasks is not accepted after 10 working days after the due date, or on or after the date specified in the course outline for the return of the assessment item. Late submission is not accepted for take-home examinations.

Educational Policies: ANU has educational policies, procedures and guidelines, which are designed to ensure that staff and students are aware of the University's academic standards, and implement them. Students are expected to have read the Academic Integrity Rule before the commencement of their course. Other key policies and guidelines include:

- Academic Integrity Policy and Procedure
- Student Assessment (Coursework) Policy and Procedure
- Special Assessment Consideration Guideline and General Information

- Student Surveys and Evaluations
- Deferred Examinations
- Student Complaint Resolution Policy and Procedure
- Code of Practice for Teaching and Learning

Mark Moderation: Marks that are allocated during Semester are to be considered provisional until formalised by the College examiners meeting at the end of each Semester. If appropriate, some moderation of marks might be applied prior to final results being released.

Distribution of Grades: Academic Quality Assurance Committee monitors the performance of students, including attrition, further study and employment rates and grade distribution, and College reports on quality assurance processes for assessment activities, including alignment with national and international disciplinary and interdisciplinary standards, as well as qualification type learning outcomes. Since first semester 1994, ANU uses a grading scale for all courses. This grading scale is used by all academic areas of the University.

Referencing Requirements: Accepted academic practice for referencing sources that you use in presentations can be found via the links on the Wattle site, under the file named “ANU and College Policies, Program Information, Student Support Services and Assessment.” Alternatively, you can seek help through the Students Learning Development website. The Academic Skills website has information to assist you with your writing and assessments. The website includes information about Academic Integrity including referencing requirements for different disciplines. There is also information on Plagiarism and different ways to use source material.

Privacy Notice: The ANU has made a number of third party, online, databases available for students to use. Use of each online database is conditional on student end users first agreeing to the database licensor’s terms of service and/or privacy policy. Students should read these carefully. In some cases student end users will be required to register an account with the database licensor and submit personal information, including their: first name; last name; ANU email address; and other information. In cases where student end users are asked to submit ‘content’ to a database, such as an assignment or short answers, the database licensor may only use the student’s ‘content’ in accordance with the terms of service – including any (copyright) licence the student grants to the database licensor. Any personal information or content a student submits may be stored by the licensor, potentially offshore, and will be used to process the database service in accordance with the licensors terms of service and/or privacy policy. If any student chooses not to agree to the database licensor’s terms of service or privacy policy,

the student will not be able to access and use the database. In these circumstances students should contact their lecturer to enquire about alternative arrangements that are available.

Academic Integrity: Academic integrity is a core part of the ANU culture as a community of scholars. The University's students are an integral part of that community. The academic integrity principle commits all students to engage in academic work in ways that are consistent with, and actively support, academic integrity, and to uphold this commitment by behaving honestly, responsibly and ethically, and with respect and fairness, in scholarly practice.

The University expects all staff and students to be familiar with the academic integrity principle, the Academic Integrity Rule 2021, the Policy: Student Academic Integrity and Procedure: Student Academic Integrity, and to uphold high standards of academic integrity to ensure the quality and value of our qualifications.

The Academic Integrity Rule 2021 is a legal document that the University uses to promote academic integrity, and manage breaches of the academic integrity principle. The Policy and Procedure support the Rule by outlining overarching principles, responsibilities and processes. The Academic Integrity Rule 2021 commences on 1 December 2021 and applies to courses commencing on or after that date, as well as to research conduct occurring on or after that date. Prior to this, the Academic Misconduct Rule 2015 applies.

The University commits to assisting all students to understand how to engage in academic work in ways that are consistent with, and actively support academic integrity. All coursework students must complete the online Academic Integrity Module (Epigeum), and Higher Degree Research (HDR) students are required to complete research integrity training. The Academic Integrity website provides information about services available to assist students with their assignments, examinations and other learning activities, as well as understanding and upholding academic integrity.

Feedback

Staff Feedback: Feedback from teaching staff to students will be available on an ad hoc basis by request, and promptly (no longer than two weeks) following the submission of assessments. All assessment feedback will be delivered via Wattle in the first instance.

Student Feedback: ANU is committed to the demonstration of educational excellence and regularly seeks feedback from students. One of the key formal ways students have to provide feedback is through Student Experience of Learning Support (SELS) surveys. The feedback given in these surveys is anonymous and provides the Colleges, University Education Committee and Academic Board with opportunities to recognise excellent teaching, and opportunities for improvement.

More information on student surveys at ANU and reports on the feedback provided on

ANU courses, is provided at: <http://unistats.anu.edu.au/surveys/selt/students/> and <http://unistats.anu.edu.au/surveys/selt/results/learning/>

Word Limits (per CASS policy):

1. Written assessment in a 6-unit undergraduate course will normally be in the range of 4000 to 5000 words, including examinations, or equivalent. This word limit may be increased by 10% to accommodate the use of the Harvard, or other in-text, referencing system in which references are placed in the body of the main text.
2. Written assessment in a 6-unit postgraduate course will normally be in the range of 5000 to 6000 words, including examinations, or equivalent. This may be increased by 10% to accommodate the use of the Harvard, or other in-text, referencing system in which references are placed in the body of the main text.
3. Assessment in double-weighted courses should normally have double the word count.
4. Bibliographies and footnotes using the Oxford (or other end-note or footnote) system of referencing will not be included in the word count, though notes will be assessed to ensure conformity with footnoting and disciplinary conventions.
5. Appendices and tables will not be included in the word count.
6. There should be an appropriate relationship between the word length of a particular piece of assessment and its weighting in the total assessment regime.
7. Where an assignment exceeds the prescribed word length, no penalty will be applied for the initial 10% excess words. Thereafter a 10% penalty will apply.
8. Students will declare the word length, without appendices, bibliography and Oxford-style footnotes on the cover sheet submitted with their assignment.

Access and Inclusion: The convener of this course and the ANU's [Office of Access and Inclusion \(A&I\)](#) support students whose participation in academic studies is affected by disabilities, mental health conditions, chronic medical conditions and short term illnesses/conditions. A&I also supports carers, international under 18 students and elite athletes.

If you require additional support and/or an Education Access Plan, please [register with A&I](#). EAPs are now managed through the [Student Access Portal](#), which sends all EAPs to the relevant conveners. Students do not need to send EAPs to conveners or tutors.

Diversity Statement: The instructor of this course supports the Australian National University commitment to diversity, and welcomes individuals from any racial, ethnic, religious, age, gender, sexual orientation, class, disability, and nationality. 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 instructor, and will engage in reasoned discussion that refrains from derogatory comments about other people, cultures, groups, or viewpoints. For more information, visit “equity-and-diversity” site <https://services.anu.edu.au/business-units/human-resources-division/equity-and-diversity>.

Laptop and phone policy: In order to ensure an active participation and to keep your attention on the important things (our class), please avoid distracting yourself through (unnecessary) electronic devices or applications. For further insights on the consequences of multitasking, I recommend the study by Bellur, Nowak and Hull (2015) (<https://bit.ly/2GnyTf2>). They found that in-class multitasking leads to significantly lower performance.

Support for Students: The University offers students support through several different services. You may contact the services listed below directly or seek advice from your Course Convener, Student Administrators, or your College and Course representatives (if applicable).

- [ANU Health, safety & wellbeing](#) for medical services, counselling, mental health and spiritual support.
- [ANU Access & inclusion](#) for students with a disability or ongoing or chronic illness.
- [ANU Dean of Students](#) for confidential, impartial advice and help to resolve problems between students and the academic or administrative areas of the University.
- [ANU Academic Skills](#) supports you make your own decisions about how you learn and manage your workload.
- [ANU Counselling Centre](#) promotes, supports and enhances mental health and wellbeing within the University student community.
- [ANUSA](#) supports and represents undergraduate and ANU College students.
- [PARSA](#) supports and represents postgraduate and research students.

Course Outline:

Week 0: Preparation

Before our first class, I want you to be aware of the organization of this course.

1. Please read this course guide carefully, as it lists the policies and goals of this course, the required readings, the assignments and deadlines, how grades will be determined, when exams will be given, and other important information of your interest.
2. Please watch the course's "Introductory" lecture video available on Wattle.
3. Please complete the "Pre-semester survey" available in Wattle. In the survey, you will be asked to answer some questions about yourself, your previous experience with the use of math in political science research, and your expectations about this course.

Week 1

22 February. Introduction: Models, Math, and Public Choice

This session will introduce you to the seminar in general, give a brief outline of the course, and address organizational issues related to the course. We will then read, before our first class: Morton (1999), on the definition of (theoretical) models; 2. Houston (2009), for a short refresh on reading and writing math, and; 3. Buchanan (2003), on the definition of public choice and how public choice theorists think.

Compulsory readings:

- Morton, Rebecca. 1999. "What Makes a Model Formal?" In.: *Methods & Models: A Guide to the Empirical Analysis of Formal Models in Political Science*. Cambridge: Cambridge University Press. Chapter 2, pages 33–74.
- Houston, Kevin. 2009. "Study Skills for Mathematicians." In.: *How to Think Like a Mathematician*. Cambridge: Cambridge University Press. Part I, pages 1–50.
- Buchanan, James M. 2003. "Public Choice: Politics Without Romance." *Policy: A Journal of Public Policy and Ideas* 19(3): 13–18.

Optional further readings:

- * Mueller, Dennis C. 2015. "Public choice, social choice, and political economy." *Public Choice* 163: 379–387.
- * Butler, Eamonn. 2012. *Public Choice: A Primer*. London: Institute of Economic Affairs. [Available for free at: <https://iea.org.uk/publications/research/public-choice-a-primer>.]

Week 2

1 March. Individual Rationality and Strategic Interaction

Compulsory readings:

- AP: Chapter 2, pages: 13-40.

Optional further readings:

- * Satz, Debra, and Ferejohn, John. 1994. "Rational Choice and Social Theory." *The Journal of Philosophy* 91(2): 71–87.
- * Simon, Herbert A. 1995. "Rationality in Political Behavior." *Political Psychology* 16(1): 45–61.
- * Laver, Michael. 1997. "Rational Actors." In.: *Private Desires, Political Action: An Invitation to the Politics of Rational Choice*. London: SAGE. Chapter 2, pages: 18–39.

Week 3

8 March. State Formation and the Logic of Political Survival

Compulsory readings:

- Hindmoor, Andrew, and Taylor, Brad. 2015. "James M. Buchanan and Constitutional Political Economy" In.: *Rational Choice*. London: Palgrave. Chapter 2, pages: 21–47.
- Bueno de Mesquita, Bruce, et al. 2003. "A Model of the Selectorate Theory." In.: *The Logic of Political Survival*. Michigan: MIT Press. Chapter 3, pages: 77–106.

Optional further readings:

- * Tilly, Charles. 1985. "War making and state making as organized crime." In.: *Bringing the State Back*. Edited by Peter Evans, Dietrich Rueschemeyer, and Theda Skocpol. Cambridge: Cambridge University Press. Chapter 5, 169–191.
- * North, Douglass C., and Weingast, Barry R. 1989. "Constitutions and commitment: the evolution of institutions governing public choice in seventeenth-century England." *The Journal of Economic History* 49(4): 803–832.
- * Skarbek, David. 2014. "Governance Institutions and the Prison Community" In.: *The social order of the underworld: How prison gangs govern the American penal system*. Oxford: Oxford University Press. Chapter 1, 1–17.

Week 4.

15 March. Social Choice Theory

Compulsory reading:

- AP: Chapters 3-4, pages: 41–89.

Optional further readings:

- * Plott, Charles R. 1976. “Axiomatic social choice theory: An overview and interpretation.” *American Journal of Political Science* 20(3): 511–596.
- * Johnson, David. 1991. “The Private Market.” In.: *Public Choice: An Introduction to the New Political Economy*. London: WCB/McGraw-Hill. Chapter 3, 53–97.
- * Patty, John W., and Penn, Elizabeth Maggie. 2014. “The ubiquity of aggregation.” In.: *Social choice and legitimacy: The possibilities of impossibility*. Cambridge: Cambridge University Press. Part I, 3–72.

Week 5.

22 March. The Manipulation of Social Choices: Strategic Voting and Agenda Setting

Compulsory readings:

- AP: Chapter 6, pages: 156–190.

Optional further readings:

- * Riker, William. 1988. *Liberalism against populism*. Long Grove: Waveland Press. Chapters 6-7, pages: 138–197.
- * Cox, Gary W. 1997. “Strategic Voting.” In.: *Making votes count: strategic coordination in the world's electoral systems*. Cambridge: Cambridge University Press. Part II, 37–150.

Week 6.

29 March. Spatial Models: Elections and Party Competition

Compulsory readings:

- AP: Chapter 5, pages: 90–155.

- Hindmoor, Andrew, and Taylor, Brad. 2015. “Anthony Downs and the Spatial Theory of Party Competition.” In.: *Rational Choice*. New York: Palgrave. Chapter 3, 48–78.

Optional further readings:

- * Laver, Michael. 1997. “Party Competition.” In.: *Private desires, political action: an invitation to the politics of rational choice*. New York: Sage. Chapter 6, 110–134.
- * Snyder Jr, James M., and Michael M. Ting. 2002. “An informational rationale for political parties.” *American Journal of Political Science* 46(1): 90-110.
- * Cox, Gary W. 2005. “The development of disciplined parliamentary parties.” In.: *The efficient secret: The cabinet and the development of political parties in Victorian England*. Cambridge: Cambridge University Press. Part II, 21–79.

Week 7.

19 April. Voting Methods and Electoral Systems

Compulsory reading:

- AP: Chapter 7, pages: 191–230.
- Clark, William Roberts, and Matt Golder. 2006. “Rehabilitating Duverger’s theory: Testing the mechanical and strategic modifying effects of electoral laws.” *Comparative Political Studies* 39(6): 679–708.

Optional further readings:

- * Cox, Gary W. 1990. “Centripetal and centrifugal incentives in electoral systems.” *American Journal of Political Science* 34(4): 903-935.
- * Cox, Gary. 1997. “On electoral systems.” In.: *Making Votes Count: Strategic Coordination in the World’s Electoral Systems*. Cambridge: Cambridge University Press. Chapter 3, pages: 37–68.
- * Myerson, Roger B. 1999. “Theoretical comparisons of electoral systems.” *European Economic Review* 43(4-6): 671–697.
- * Grofman, Bernard. 2016. “Perspectives on the comparative study of electoral systems.” *Annual Review of Political Science* 19:27 (2016): 1–27.

Week 8.

26 April. Collective Action and Public Goods

Compulsory readings:

- AP: Chapters 9 and 10, pages: 262–351.

Optional further readings:

- * Johnson, David. 1991. “The Political Market and Public Goods.” In.: *Public Choice: An Introduction to the New Political Economy*. London: WCB/McGraw-Hill. Chapter 4, 98–126.
- * Hindmoor, Andrew. 2015. “Mancur Olson and the Logic of Collective Action.” In.: *Rational Choice*. New York: Palgrave. Chapter 6, 139–164.
- * Elster, Jon. 2015. “Collective action.” In.: *Explaining Social Behavior: More Nuts and Bolts for the Social Sciences*. Cambridge: Cambridge University Press. Chapter 23, 382–398.

Week 9.

3 May. Political Institutions and Veto Players

Compulsory readings:

- AP: Chapter 11, pages: 355–368.
- Tsebelis, George. 2002. “Individual Veto Players.” In.: *Veto Players: How Political Institutions Work*. Princeton: Princeton University Press. Chapter 1, pages 19–37.

Optional further readings:

- * Johnson, David. 1991. “Constitutional Economics.” In.: *Public Choice: An Introduction to the New Political Economy*. London: WCB/McGraw-Hill. Chapter 13, 341–353.
- * Weingast, Barry. 2002. “Rational-Choice Institutionalism.” In.: *Political Science: The State of the Discipline*. Eds.: Ira Katznelson and Helen V. Milner. New York City: W. W. Norton & Company. 661–692.
- * Elster, Jon. 2015. “Institutions and Constitutions.” In.: *Explaining Social Behavior: More Nuts and Bolts for the Social Sciences*. Cambridge: Cambridge University Press. Chapter 25, 429–451.

Week 10.

10 May. Coalition Governance and the Principal-Agent Problem

Compulsory readings:

- AP: Chapter 16, pages: 503–529.
- Laver, Michael, and Shepsle, Kenneth. 1996. “Government Equilibrium.” In: *Making and Breaking Governments*. Chapter 4, pages 61–89.

Optional further readings:

- * Dowding, Keith, and Dumont, Patrick. 2014. “Agency rent, adverse selection and moral hazard.” In.: *The Selection of Ministers Around the World*. Milton Park: Routledge. Chapter 1: 1–24.
- * Martin, Lanny and Vanberg, Georg. 2014. “Parties and Policymaking in Multiparty Governments: The Legislative Median, Ministerial Autonomy, and the Coalition Compromise.” *American Journal of Political Science* 58(4): 979–996.
- * Hindmoor, Andrew, and Taylor, Brad. 2015. “William Riker and the Theory of Coalitions.” In.: *Rational Choice*. New York: Palgrave Macmillan. Chapter 4, 79–107.
- * Gehlbach, Scott. 2013. “Coalitions.” In.: *Formal Models of Domestic Politics*. Cambridge: Cambridge University Press. Chapter 6, pages: 122–156.

Week 11.

17 May. Bureaucracy and Judicial Courts

Compulsory readings:

- AP: Chapter 13, pages: 407–444.
- AP: Chapter 15, pages: 473–502.

Optional further readings:

- * AP: Chapter 12, pages:369–406.
- * Bendor, Jonathan, Glazer, Amihai and Hammond, Thomas. 2001. “Theories of Delegation.” *Annual Review of Political Science* 4(1): 235–269.
- * Gailmard, Sean, and Patty, John W. 2012. “Formal models of Bureaucracy.” *Annual Review of Political Science* 15(1): 353–377.

Week 12.

24 May. Nondemocratic Politics and Theories of War

Compulsory readings:

- De Mesquita, Bruce Bueno. 2014. “War.” In.: *Principles of International Politics*. Thousand Oaks: CQ Press. Section II, pages 165–238.

Optional further reading:

- * AP: Chapter 14, pages: 445–472.
- * Gehlbach, Scott, Sonin, Konstantin and Svulik, Milan. 2016. “Formal models of nondemocratic politics.” *Annual Review of Political Science* 19:565–84.
- * Cramer, Christopher. 2002. “*Homo economicus* goes to war: methodological individualism, rational choice and the political economy of war.” *World Development* 30(11): 1845-1864.
- * Blattman, Christopher. 2022. *Why We Fight: The Roots of War and the Paths to Peace*. London: Penguin.

Changes to Syllabus

The convener reserves the right to update/modify/clarify the syllabus with advance notification.