

ROCHESTER PH.D. PROGRAM IN POLITICAL SCIENCE

Rigorous Analysis of Politics

This Version: Sept. 20, 2022

INTRODUCTION TO THE ROCHESTER PH.D. PROGRAM IN POLITICAL SCIENCE

Introduction

The Ph.D. program in Political Science at the University of Rochester is designed to train scholars to conduct rigorous analysis of politics at the highest level. Students learn the most advanced formal and statistical techniques to address substantive problems in political science, while some develop the technical skills needed to do work in pure formal theory or statistical methods, and others acquire skills for qualitative or historical work. The program has a storied history and long tradition of excellence. After joining Richard Fenno in Rochester in 1962, William Riker pushed the department – and the discipline – in a new direction, creating the field of “positive political theory,” which uses modeling techniques from mathematics, probability theory, a

relations, and political philosophy; and some go on to develop expertise in pure formal theory or methods.

Field Requirements and Literature Survey

Each Ph.D. student at Rochester completes specialization requirements in two fields, one of which is a technical field (formal theory or political methodology) and one of which is a substantive field chosen from American politics, comparative politics, international relations, or political philosophy. In addition, to establish their expertise in a field and facilitate the transition to the dissertation stage, each student completes a Comprehensive Literature Survey, which organizes a swath of literature around a set of research questions and interests of the student.

Writing and Presentation

The program emphasizes writing and presentation of research from the first year of study onward. Students write a paper (typically in a graduate seminar) in each of the first two years of the program, as well as attend a series of Professionalization Workshops, which give students the skills needed to package written research at the level of an academic journal, and to present that research at the level of an academic conference or departmental seminar.

These skills are applied in two capstone paper projects. The first is the second-year paper, which is submitted at the beginning of the fall semester of the third year, and which represents a student's first attempt at an original research project. After receiving feedback from faculty on the second-year paper, a student writes the third-year paper, which is submitted late in spring semester and is presented to the department in a conference-style panel. This is part of the dissertation prospectus defense, and it marks the student's advancement to candidacy.

The emphasis on

Synthetic Approach to Political Science

At Rochester, theory and empirics are two sides of the same coin. Our strong tradition in formal political theory is reinforced by our commitment to careful empirical analysis of politics; and Rochester's brand of empirical work is theoretically informed, with a focus on understanding causes and correlations, and on discerning

substantive fields, it is the importance of the question and the appropriateness of the methods are the relevant consideration, rather than respect for conventional categories. At the institutional level, the synthetic approach is seen in affiliated centers and institutes, and in events and conferences organized at Rochester. The Democracy Center (launched in fall 2022) is aimed at advancing the study and practice of democracy in the United States and around the world through research, teaching, and public engagement. The Democracy Center supports graduate student research on democracy through the G. Bingham Powell and Lynda W. Powell Applied Research Grants. The Democracy center also

American Politics Seminars

Required of all American politics students

- PSCI 540 American Political Institutions
- PSCI 541 U.S. Political Behavior

Examples of advanced seminars (see course schedule for additional options)

- PSCI 513 Interest Groups
- PSCI 518 Emergence of the Modern Congress
- PSCI 519 Congress as an Institution
- PSCI 530 Urban Change and City Politics
- PSCI 535 Bureaucratic Politics
- PSCI 536 Corporate Political Strategy

Comparative Politics

Comparative politics is the study of domestic political institutions, behavior, processes and outcomes across and within political systems - largely, but not exclusively - in nation states.

Comparative Politics at Rochester

Comparative politics students at Rochester gain a blend of substantive and technical knowledge that is unique among peer programs. Four courses teach students the central puzzles and topics of the field, incorporating core methodological approaches that range from rich historical narratives to advanced quantitative and formal theoretic analysis. The comparative curriculum provides students with tools to produce cutting-edge dissertation research. Dedicated funding for summer research trips and dissertation fieldwork is available for comparative students. Students also benefit from access to the newly established Democracy Center.

Comparative Politics Curriculum

In our seminar courses, students explore questions such as: How do repression and institutions enable authoritarian regimes to survive? How do societal divisions and inequality affect prospects for democratic transitions? Why do democratic governments change the rules under which they were elected, and what effect do those rules have? How do political parties emerge and gain support? Why and how do citizens vote? Why are some countries much poorer than others, and why have these inequalities proved so resistant to change? How does clientelism affect economic development? How is civil order sustained or eroded? What is the effect of ethnic identity and nationalism on state resilience and societal violence? For the major field, students must take all four courses listed below and pass them with an average GPA of 3.5 and no grade lower than a B-. For the

Comparative Politics Faculty

Scott Abramson

Anderson Frey

Gretchen Helmke

Tasos Kalandrakis

Bethany Lacina

Alex Lee

Bonnie Meguid

Sergio Montero

Randall Stone

minor field, students must complete three of the four courses, passing each course with a grade of B- or better. In addition to these four courses, students may take advanced topics seminars, where specific research questions are examined in greater depth.

Comparative Politics Seminars

- PSCI 551 State Building and Conflict
- PSCI 552 Dictatorship and Democracy
- PSCI 556 Political Institutions and Behavior
- PSCI 564 Development and Political Economy

Formal Political Theory

Formal political theory uses techniques from mathematics, probability theory, and game theory to model political phenomena of interest. There are many uses of formal modeling: normative vs. positive, predictive vs. explanatory, generation of hypotheses versus structural estimation. The advantage of formal modeling is that it exposes assumptions of analysis, permits rigorous inference; it thereby disciplines the researcher and (with careful writing) facilitates the precise communication of ideas.

Formal Theory at Rochester

The formal theory field at Rochester is designed to equip students with needed tools for applied research in substantive fields, and also to train students who want to pursue research in pure formal theory at the highest level in the discipline. The first-year sequence is required for all Ph.D. students. For the major field, a student must complete the two-course first-year sequence and two additional courses from the advanced graduate seminars in formal theory, passing these four courses with an average GPA of 3.5 and no grade lower than a B-. For the minor field, a student must complete the first-year sequence and one additional course from the advanced graduate seminars, passing each course with a B- or better.

Formal Political Theory Faculty

Dan Alexander

John Duggan

Mark Fey

Tasos Kalandrakis

Formal Modeling Sequence: 407 & 408

The Ph.D. program includes two semesters of formal modeling taken by all graduate students. The year-long sequence is a self-contained course in mathematical modeling, beginning with the basic rational choice model (cost-benefit analysis, constrained optimal choice, choice under uncertainty), covering the classical results of social choice theory (Arrow's theorem, Black's median voter theorem, Plott's theorem on instability of majority rule), and applications of static games (electoral competition, public good provision, contests), dynamic games (sequential voting, bargaining), and Bayesian games (signaling, cheap talk, principal-agent problems). In addition to the sequence and formal theory seminars, formal modeling (as a basic tool of

analysis) is woven into many substantive courses on American politics, comparative politics, and

International Relations

International relations is the study of conflict and cooperation between states; international governance and institutions; the political behavior of transnational actors; the reciprocal influence of international and domestic politics; and competition for authority within anarchical societies.

Peter D. Watson Center for Conflict and Cooperation

The Center supports empirical research of faculty and graduate students by funding survey research, acquisition of data sets, research trips, and conference participation.

IR at Rochester

At Rochester, students acquire advanced technical tools of theoretical and empirical analysis to a wide range of substantive problems. Ph.D. students receive broad exposure to major debates in international relations in a yearlong sequence, and then plunge deeply into specialized topics in research seminars that are designed to produce early drafts of professional papers. Instead of a comprehensive exam, students prepare an analytical essay about a literature of particular interest, which serves as an opportunity to explore a potential dissertation topic. Students are encouraged to present their research frequently in workshops, to work closely with their advisors and a range of related faculty, and to produce collaborative research. Training in IR exploits students' analytical and statistical tools to study and pursue research at the highest level. For the major field, a student must choose four courses from the advanced graduate seminars in international relations and pass them with an average GPA of 3.5 and no grade lower than a B-; for the minor field, a student must choose three courses, passing each course with a grade of B- or better.

International Relations Faculty

Scott Abramson

Mark Fey

Hein Goemans

Bethany Lacina

Curt Signorino

Randall Stone

International Relations Seminars

- PSCI 479 War and the Nation State
- PSCI 551 State-Building and Conflict
- PSCI 566 International Relations I
- PSCI 568 International Organization
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Political Methodology

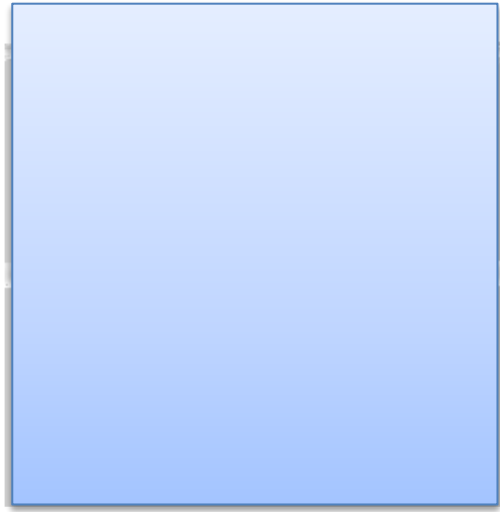
Political methodology is the study and development of quantitative techniques, and the recommendation of best practices, for the empirical analysis of political phenomena using tools from statistics, econometrics, and machine learning.

Methodology at Rochester

The political methodology field at Rochester is designed to equip students with needed tools for applied research in substantive fields, and also to train students who want to pursue research in pure methods at the highest level. All students take a two-course sequence in their first year to impart a common set of tools, including linear regression and causal inference; subsequent graduate seminars train students in advanced topics of experimental methods, maximum likelihood estimation, machine learning, ideal point estimation, non-parametric estimation, and structural estimation. An emphasis is placed on understanding regularities observed in the data: once an effect is identified or a correlation is measured, the next step is to understand the underlying mechanism, and to discern it from other possible mechanisms. For the major field, a student must complete the two-course first-year sequence and two additional courses from the advanced graduate seminars in political methodology, passing these four courses with an average GPA of 3.5 and no grade lower than a B-. For the minor field, a student must complete the first-year sequence and one additional course from the advanced graduate seminars, passing each course with a B- or better.

Statistical Methods Sequence: 404 & 405

The Ph.D. program includes two semesters of statistical methods taken by all graduate students. The year-long sequence is a self-contained course in statistical methods. In PSC 404, students learn the elements of probability theory, hypothesis testing, and linear statistical models. The second course in the sequence, PSC 405, covers causal inference and surrounding topics of identification, matching, difference-in-differences, instrumental variables, regression discontinuity, etc. With the tools developed in the sequence, students are prepared to read the



empirical literature and conduct research at an adequate level of proficiency. More advanced methods are acquired in graduate seminars taken in the second year of the program and beyond.

Political Methodology Seminars

- PSCI 505 Maximum Likelihood Estimation
- PSCI 506 Advanced Topics in Methods
- PSCI 507 Experimental Methods for Political Science
- PSCI 508 Estimating Games and Testing Formal Models
- PSCI 587 Structural Modeling and Estimation

ROCHESTER POLITICAL ECONOMY

Political economy includes a spectrum of work from an

STRUCTURAL ESTIMATION

Structural estimation embodies the vision for research in the social sciences laid out in the 1930s by the Econometric Society and the Cowles Commission. It endeavors to use mathematics and statistics to quantify empirical relationships of interest as identified by fully-specified and internally-consistent theoretical models of decision-making. Its modern form has its roots in the field of industrial organization in economics, where the importance of institutional context and strategic considerations drove scholars to ground empirical research in economic theory in order to carefully account for all the direct and indirect (equilibrium) consequences of potential policy interventions. Yet structural estimation has found broad applicability in virtually all fields of economics and related disciplines, including political economy in recent years.

Due to its unified theoretical and empirical framework, the structural approach to empirical research offers several key benefits:

- It makes all relevant assumptions

complement, helping to disentangle alternative mechanisms. And, in settings where contextual or strategic considerations threaten the validity or generalizability of such causal estimates (e.g., SUTVA violations), the structural approach may be the only suitable alternative.

In Political Science

Structural estimation is severely underrepresented in political science. This stems in large part from misconceptions and methodological debates that the discipline is appropriately still working through. But it is also a result of the simple fact that structural estimation is difficult: practitioners need proficiency in formal modeling, statistical analysis, numerical methods, and computer programming, as well as broad substantive knowledge. Despite these challenges, the approach has seen growing demand in the top journals in the discipline, across a wide range of applications, including inter- and intrastate conflict (Crisman-Cox and Gibilisco, 2018; Gibilisco and Montero, forthcoming), democratization (Abramson and Montero, 2020), and electoral competition (Kalandrakis and Spirling, 2012; Ascencio and Rueda, 2019; Frey, Lopez-Moctezuma, and Montero, forthcoming). In addition, political economy applications of structural estimation are frequently published in the top economics journals (Merlo, *Journal of Political Economy*, 1997; Diermeier, Eraslan, and Merlo, *Econometrica*, 2003; Diermeier, Keane, and Merlo, *American Economic Review*, 2005; Iaryczower and Shum, *American Economic Review*, 2012; Francois, Rainer, and Trebbi, *Econometrica*, 2015; Iaryczower, Shi, and Shum, *Journal of Political Economy*, 2018; Spenkuch, Montagnes, and Magleby, *American Economic Review*, 2018; Canen, Kendall, and Trebbi, *Econometrica*, 2020).

At Rochester

The Department is a leader in the dissemination of structural estimation across political science. This is evidenced in our overwhelming share of related publications, by both faculty and graduate students. Going back to Signorino (, 1999), recent contributions include (PhD alumni in boldface):

- Tasos Kalandrakis, with **Arthur Spirling**, “Radical Moderation: Recapturing Power in Two-Party Parliamentary Systems,” , 56: 413-432 (2012)

- **Casey Crisman-Cox and Michael Gibilisco**, "Audience Costs and the Dynamics of War and Peace," *Journal of Peace Research*, 62: 566-580 (2018)
- **Sergio J. Ascencio and Miguel R. Rueda**, "Partisan Poll Watchers and Electoral Manipulation," *Journal of Peace Research*, 113: 727-742 (2019)
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PH.D. PROGRAM IN POLITICAL SCIENCE: RULES AND REQUIREMENTS

The following rules and requirements are in effect as of June 25, 2022.

The curriculum is designed to give students the theoretical and empirical tools needed to do research in political science at the highest level. A particular focus is aiding the student in transitioning from coursework (in which those tools are acquired) to research (in which the tools are applied). The program is designed to equip students with an effective skill set, to assist them in finding a topic for dissertation research, and to provide time and resources needed to complete that research. An important goal of the program is also to facilitate the publication of research by students and to prepare them for the job market.

Faculty Advisor

During the first two years, each student will have a faculty advisor to assist in planning their program of study, including selection of classes, explanation of degree requirements, and the development of the student's research interests.

With the agreement of a faculty member to take the role, and in consultation with the Director of Graduate Studies, the student is free to switch their advisors at any time.

Fourteen Regular Courses

Students must complete at least fourteen graded courses in the Ph.D. program, all with a grade of B-

of English as one of the factors indicating the student's suitability for continuing in the PhD program.

Required courses

Each student is expected to complete the following four courses or their equivalents:

- PSCI 404 Probability and Regression
- PSCI 405 Causal Inference
- PSCI 407 Mathematical Modeling
- PSCI 408 Positive Political Theory

Students take the two courses in formal modeling (407, 408) and in statistical methods (404, 405) in their first year. Students may petition the Director of Graduate Studies to change the timing at which the courses are taken, but they must be passed in the first two years of the program. Acceptability of equivalents for the required courses will be determined by the Director of Graduate Studies in consultation with the instructor of the required course.

Substantive coursework

Each student must take at least two substantive courses beyond the minimum requirements for fields of concentration (explained below). The courses that may be used to fulfill this requirement are those offered by the substantive fields, which are American Politics, Comparative Politics, International Relations, and Political Philosophy. The two courses may be in any substantive field, including the student's substantive field of concentration.

Grades

Letter grades for graduate students are reported as follows: A (excellent), A-, B+ (good), B, B- (poor) and C (failure). All required courses must be completed with a grade of B- or higher. The numerical values of letter grades are A (4.0), A- (3.7), B+ (3.3), B (3.0), B- (2.7), and C (2.0).

Paper writing requirement

Students must complete a paper or substantial research proposal that is graded by a faculty member in each of their first two years in the program. Generally, this requirement is satisfied by work produced as part of a political science course taken during the year. If such courses are not available, then the student may make arrangements with a faculty member to grade a paper or proposal outside their classwork and report that grade to the Director of Graduate Studies.

Students in their third, fourth, and fifth years of study are required to be enrolled in PSC 576 Graduate Research Seminar. The course is designed as a forum for students to present ongoing research, with the goal of facilitating the development of research ideas and papers in progress.

Professionalization workshops

Throughout the year, the department will offer a series of professionalization workshops by faculty for graduate students. Topics covered include: how to give a presentation, how to write a research paper, how to review an article, how to teach, and how to prepare for the job market. A schedule will be circulated at the beginning of the academic year. All students are strongly encouraged to attend.

Two Fields of Concentration

Students must complete at least two fields of concentration by the end of fall semester of their

One of the two fields must be Formal Theory or Political Methodology, and one must be chosen

draft, or final draft on time will be treated as failure to fulfill a degree requirement and can be sanctioned by suspension of funding or removal from the program. A student that does not receive a passing grade on their second-year paper may be asked to revise and/or rewrite, at the

technical or substantive fields. By June 1 of the student's second summer, the student should select two advisors and submit a one-page topic description to their advisors and Director of Graduate Studies. During the summer, the student should construct their reading list. The final reading list must be completed and submitted to the advisors by September 15 of student's third year.

The second part is the written literature survey itself. By the last day of classes of fall semester of the third year, each student must complete and submit the comprehensive literature survey to the Director of Graduate Studies and their two faculty advisors, who will evaluate it on a pass/fail basis and provide feedback within two weeks. The survey must be broad enough to convey knowledge of a field needed to pursue the Ph.D., but narrow enough to identify a set of potential problems for dissertation research. The key criterion for the evaluation is whether the comprehensive literature survey provides sufficient evidence of promise to advance to candidacy and successfully complete the doctoral dissertation.

It is expected that the literature survey will belong to one of the student's fields of concentration and will provide needed background for the third-year paper. We recognize, however, that research can evolve in unpredictable ways, so to increase flexibility, the literature survey is encouraged but not required to connect to the fields of concentration and third-year paper.

Third-Year Paper

At the beginning of the first semester of the third year (no later than October 1), each student must select three third-year advisors, including designating one main advisor, who will be expected to form the student's dissertation committee. Under the direction of these faculty members throughout the third year, the student must complete and formally present a third-year paper, which should be at a quality level that is ready to be included in the student's dissertation. The best third-year papers should be publishable in a refereed journal, or publishable with minor revisions. Students must complete and submit their papers to the Director of Graduate Studies by April 1 of their third year, an2 (us)rt t p 2 (ird)21Mrd

The third-year paper forms part of the written dissertation prospectus, and the presentation is the public presentation part of the student's Ph.D. Qualifying Examination (explained below). Within two weeks of the presentation, the student must have a meeting with all of the third-year advisors to provide feedback on the paper and presentation, and determine its suitability for the dissertation prospectus and its oral defense.

Workshop Presentations

While in residence, each student is expected to present their original research in a departmental forum in each of their fourth and fifth years of study. This is viewed as a normal part of the research process, and it is part of the Ph.D. training of the student. Typically, these presentations are made in one of the normal seminar series in the department. If there are no open slots in regular seminar series, then a time and location will be arranged at which the student may present their work.

Ph.D. Qualifying Examination (Dissertation Proposal Defense)

In political science, the University Ph.D. Qualifying Examination consists of the preparation, presentation, and defense of a dissertation proposal. After completing all course requirements (including the elimination of all incompletes), the student must prepare a dissertation proposal and defend it before a committee of faculty members. The proposal defense is a public event, and the student is expected to present their research and answer questions from the committee. The proposal defense is a critical part of the Ph.D. process, and it is an opportunity for the student to receive feedback from their advisors and the committee. The proposal defense is also a chance for the student to demonstrate their research skills and their ability to defend their work. The proposal defense is a public event, and the student is expected to present their research and answer questions from the committee. The proposal defense is a critical part of the Ph.D. process, and it is an opportunity for the student to receive feedback from their advisors and the committee. The proposal defense is also a chance for the student to demonstrate their research skills and their ability to defend their work.

should obtain a copy of the University

student must be actively engaged in the intellectual life of the department by attending classes, participating in seminars, and being involved in other departmental activities. This does not restrict travel to conferences or for other academic purposes, and reasonable personal travel is allowed. Students who require exceptions to be away from campus for extended periods of time (for instance, students planning to conduct fieldwork) must receive prior approval from the

continuing enrollment fee (which is approximately 5% of annual tuition) and the mandatory health fee. Students leaving the Rochester area pay the required enrollment fee, but no health fee.

Financial Support

To remain eligible for financial support, a student cannot have three or more Incomplete grades at the beginning of a semester. Financial support in the fourth and fifth years of study is contingent on admittance to Ph.D. candidacy (passing the Ph.D. Qualifying Examination). A student who plans to apply for outside fellowship support should meet with the Director of Graduate Studies, as outside awards may affect levels of departmental support.

Eligibility to Enter Academic Job Market

The department will prepare files and letters of recommendation for students seeking regular academic positions only if the student has passed the Ph.D. Qualifying Examination and has the approval of their dissertation advisor. Each student going on the academic job market is expected to present a “practice job talk” that is announced and open to all faculty and graduate students, and for students in the fourth or fifth year of the program, this fulfills the Workshop Presentation requirement for that year.

Annual Review of Progress

The faculty meet in May of each year to discuss the progress of all students in the Ph.D. program. This allows the faculty to review each student in detail, and it gives students the opportunity to receive systematic feedback. In addition to the student’s performance in class and progress toward the dissertation, the faculty assess each student’s standing in the program, with continuation being contingent on having fulfilled all requirements of the program and making satisfactory progress toward successful completion of the doctoral dissertation. For students in the first two years of study, the faculty consider the student’s potential to advance to the level of Ph.D. candidate, and to formulate a problem for doctoral research in political science and address it by the rigorous application of appropriate methods. Thus, it is important that a student in the first two years of the program demonstrate competence in technical courses and also excellence in some field: minimally, for example, a student should be doing A-level work in some field. In

addition, the performance of students in the first year of the program will be reviewed after the fall semester as a way to give them early feedback on progress.

Separation and Withdrawal

The Ph.D. program contains a number of requirements and specific deadlines. The Director of Graduate Studies and individual faculty members will attempt to provide reminders of requirements and adequate notice of deadlines, but it is ultimately the student's responsibility to meet obligations of the program. Failure to fulfill a degree requirement, or delay past a required deadline, can lead to sanctions such as suspension of funding or removal from the program. In addition, students in the dissertation phase must continue to make satisfactory progress toward completion of the dissertation. At the discretion of the faculty and the Director of Graduate Studies, students in the dissertation phase may be asked to identify achievable milestones towards completion of the dissertation, and failing to achieve these milestones may lead to removal from the program. Students may opt to voluntarily withdraw from the program at any time by notifying their advisor and the Director of Graduate Studies. Students who have made sufficient progress in the program may be eligible to receive a M.A. in Political Science; students should discuss this option with the Director of Graduate Studies to determine their eligibility.

Appeals Process

If, due to extenuating circumstances, a student cannot satisfy a program requirement, then they should notify the Director of Graduate Studies in advance to request an extension or waiver, along with justification of the request, and reasonable accommodations can be made. If a student is sanctioned due a failure to satisfy requirements of the program, then they can appeal the decision to the Department Chair. The graduate student may then select a representative from among tenured or tenure-track faculty or Ph.D. students in good standing, and a committee consisting of the Department Chair, the Associate Chairs of the Department, the Director of Graduate Studies, and the student's representative will hear the appeal and return a decision in a timely manner.

Amendments to Program Rules

The procedures and requirements of the Ph.D. program at Rochester are subject to change in the normal course of events, as we adapt to the evolving academic environment and seek to improve the training of our graduate students. Procedural details and minor requirements will be determined by the Department Chair and Director of Graduate Studies, while more substantial changes in requirements (which are infrequent) will be subject to approval by department faculty. In such cases, when possible and within reason, students will be given the option to continue under the rules in place when they matriculated; in any case, every attempt is made to transition students with minimal

PH.D. PROGRAM IN POLITICAL SCIENCE: TIMELINE OF MILESTONES

Coursework: Must complete in first three years; typically in Years 1 and 2

Successfully complete 14 graded graduate-level courses, including 4 required courses, all with a grade of B- or better.

Fields of Concentration: Must complete by end of Fall semester of Year 3

Students must pass two fields of concentration by the end of the Fall semester of their third year. One of these two fields must be Formal Political Theory or Political Methodology, and one must

Comprehensive Literature Survey: Due at end of Fall semester of Year 3

Each student must complete and submit a comprehensive literature survey. This is a survey of a research area including existing research and open questions.

By June 1 prior to a student's third year: select two advisors and submit a one-page topic description to advisors and Director of Graduate Studies

Teaching Requirement: Typically fulfill in Years 3 and 4

Students are required to serve as teaching assistants for four semesters, typically in the third and fourth years.

Please consult <http://www.rochester.edu/college/psc/graduate/degree.php> for a complete list of requirements for the political science Ph.D. program.

SELECTED FACULTY PUBLICATIONS

Below is a list of recent faculty publications of articles by year, selected from top general interest and field journals for political science research, followed by recent book publications. Names of

- Anderson Frey, with **Zuheir Desai**, "Can Descriptive Representation Help the Right Win Votes from the Poor? Evidence from Brazil," *Journal of Democracy*, forthcoming
- Anderson Frey and Sergio Montero, with Gabriel Lopez-Moctezuma, "Sleeping with the Enemy: Effective Representation under Dynamic Electoral Competition," *Journal of Democracy*, forthcoming
- Gerald Gamm, with Thad Kousser, "Life, Literacy, and the Pursuit of Prosperity: Party Competition and Policy Outcomes in 50 States," *Journal of Democracy*, 115: 1442-1463
- Hein Goemans, with Beth Simmons, "Built on Borders: The Institution Liberalism Thought It Could Discard," *Journal of Democracy*, 75th anniversary issue, forthcoming
- Gretchen Helmke, "Judicial Manipulation in Latin America," in *Journal of Democracy*, forthcoming
- Gretchen Helmke, with John Carey, Brendan Nyhan, **Mitchell Sanders**, Susan Stokes, and Shun Yamaya, "The Effect of Electoral Inversions on Democratic Legitimacy: Evidence from the United States," *Journal of Democracy*, forthcoming
- Gretchen Helmke, with YeonKyung Jeong and Jae-Eun Kim, "Insecure Institutions: A Survivalist Theory of Judicial Manipulation in Latin America," *Journal of Democracy*, forthcoming
- Gretchen Helmke and Jack Paine, with Mary Kroeger, "Democracy by Deterrence: Norms, Constitutions, and Electoral Tilting," *Journal of Democracy*, forthcoming
- James Johnson, "Models-As-Fables: An Alternative to the Standard Rationale for Using Formal Models in Political Science," *Journal of Democracy*, 19: 874-889
- Tasos Kalandrakis, "A priori bounds on legislative bargaining agreements," *Journal of Democracy*, forthcoming.

- Tasos Kalandrakis, “Generalized medians and a political center,”
 , forthcoming.
- Tasos Kalandrakis, with **Miguel R. Rueda**, “National Electoral Thresholds and Disproportionality,”
 , 29: 102-119
- Mayya Komisarchik, with Gary King and Aaron Kaufman, “How to Measure Legislative District Compactness: If You Only know it When You See It,”
 , forthcoming
- Alexander Lee, with Rikhil Bhavnani, “Does Affirmative Action Worsen Bureaucratic Performance? Evidence from the Indian Administrative Service,”
 , 65(1): 5-20
- Alexander Lee, with **Zuheir Desai**, “Technology, Choice, and Fragmentation: The Political Effects of Electronic Voting in India,”
 , 9(2): 398-413
- Alexander Lee, with **Varun Karekurve-Ramachandra**, “Does Affirmative Action Work? Evaluating India’s Quota System,”
 , 54(9): 1534-64
- Bonnie Meguid, with Maria Murias Munoz, “Does Party Polarization Mobilize or De-Mobilize Voters? The Answer Depends on Where Voters Stand,”
 , 70: 1-10
- Sergio Montero, with **Michael Gibilisco**, “Do Major-Power Interventions Encourage the Onset of Civil Conflict? A Structural Analysis,”
 , forthcoming
- Jack Paine, “Strategic Civil War Aims and the Resource Curse,”
 , forthcoming
- Jack Paine, “Strategic Power Sharing: Commitment, Capability, and Authoritarian Survival,”
 , forthcoming
- Jack Paine, “The Dictator’s Power-Sharing Dilemma: Countering Dual Outside Threats,”
 , 65: 510-527

- Randy Stone, with **Trung Dang**, “Multinational Banks and IMF Conditionality,”
 , 65: 375-386
- Randy Stone, with Alexander Libman and Evgeny Vinokurov, “Russian Power and the
 State-Owned Enterprise,” , forthcoming
- Randy Stone, with Yu Wang and Shu Yu, “Chinese Power and the State-owned
 Enterprise,” , forthcoming
- Scott Tyson, with Todd Lehmann, “Sowing the Seeds: Radicalization as a Political
 Tool,” , forthcoming
- Scott Tyson, with Livio Di Lonardo, “Political Instability and the Failure of Deterrence,”
 , forthcoming
- Larry Rothenberg, with **Peter Bills** and **Bradley Smith**, “The Amicus Game,”
 , forthcoming
- Larry Rothenberg, with **Gary Hollibaugh**, “The Structure of Appointment Politics:
 Consistency or Change?,” , forthcoming

2020 Articles

- Scott Abramson and Sergio Montero, “Learning about Growth and Democracy,”
 , 114: 1195-1212
- Kevin Clarke, “Logical Constraints: The Limitation of QCA in Social Science Research,”
 , 28: 552-568
- John Duggan, with **Hun Chung**, “A Formal Theory of Democratic Deliberation,”
 , 114: 14-35
- John Duggan, with **Jacque Gao**, “Lobbying as a Multidimensional Tug of War,”
 , 54: 141-166
- John Duggan, with Cesar Martinelli, “Electoral Accountability and Responsive
 Democracy,” , 130: 675-715

- Hein Goemans, with Ken Schultz, "Aims, Claims, and the Bargaining Model,"
, 11: 344-374.
- Gretchen Helmke, with John Carey, Katherine Clayton, Brendan Nyhan, **Mitchell Sanders**, and Susan Stokes, "Who will defend democracy? Evaluating tradeoffs in candidate support among partisan donors and voters,"
, 1-16
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