



Political Science 102B

Introduction to Comparative Politics

Summer 2019, M-F 1-2:45, Mallinckrodt 303

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**Course Description:** Why does the United States have a two party system? Why does violence break out in certain countries but not others? What implications do Constitutions have for how people vote? Comparative politics is a method of studying political science that emphasizes features that distinguish political systems in different countries. We can answer these questions and many more by comparing the structure of domestic political systems around the world.

Throughout this course, we will be asking universally applicable questions about why political systems work the way they do. We will think about different ways of studying comparative politics, different methodological tools that can be used to analyze research questions, and ways to apply them to your own analysis of geopolitical events. Along the way, we will work together to develop your reading, writing, and research skills, all of which are critical for today's scholars. Our goal will be to develop an understanding of political events that interest you, learn how to study these events, and think of broader implications relevant for future courses and your careers.

**Prerequisites:** None.

**Text:** Lisa A. Baglione, *Writing a Research Paper in Political Science: A Practical Guide to Inquiry, Structure, and Methods*.<sup>1</sup> This book and all other readings will be posted on Canvas.

### **Course Objectives:**

At the completion of this course, students will be able to:

1. Conceptualize the field of comparative politics and the way that different areas of study build on each other.
2. Understand and describe the major issues in each area of comparative politics and suggest future direction for study in each area.
3. Competently read all kinds of political science research. Demonstrate the ability to discuss debates in the literature with competence.
4. Work through the political science research process, understand key issues and decisions to make when conducting research, and apply these lessons to your own research project.
5. Identify key methodological issues in texts and be able to suggest possible solutions to these issues.
6. Develop policy relevant solutions to political science problems.

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<sup>1</sup>A PDF will be posed on Canvas, but you may choose to purchase if you like. If you buy a copy, save money and buy an old edition (2nd or 3rd).

## Assignments:

Assignment	Due Date	Percentage
Reading Journals		15%
Class Engagement		15%
Methods Workshops		10%
Policy Day	July 3	15%
Research Article		45%
Research Question	June 17	5%
Literature Review	June 24	10%
Theory	July 1	10%
Research Design	July 9	10%
Research Article	July 12	10%

## Letter Grade Distribution:

$\geq 94.00$	A	73.00 - 76.99	C
90.00 - 93.99	A-	70.00 - 72.99	C-
87.00 - 89.99	B+	67.00 - 69.99	D+
83.00 - 86.99	B	63.00 - 66.99	D
80.00 - 82.99	B-	60.00 - 62.99	D-
77.00 - 79.99	C+	$\leq 59.99$	F

## Course Policies:

- **General**

- Please bring your computer to class. You may use it to display the assigned readings and your reading journal, during methods workshops, and on policy day. Please take handwritten notes during class so as not to distract others in the class. Taking handwritten notes also improves retention and comprehension for many students.<sup>2</sup>
- If you have academic accommodations, you must provide me appropriate documentation within the first week of class.
- Citations should be in American Political Science Association (APSA) style. Use of this style is important, as it governs the writing of professional political science.<sup>3</sup>
- Plagiarism, including inappropriate attribution, is grounds for automatic failure from the course and referral to the Dean’s office. If you are unsure if you are plagiarizing, always cite your sources. If you are unsure if you are paraphrasing, rewrite to use either a direct quotation or paraphrase differently. Baglione’s book discusses proper citation procedures; feel free to talk to me if you are unsure whether or how to cite a source. Wikipedia is not an appropriate academic source.

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<sup>2</sup>Smoker, Timothy J, Carrie E. Murphy, and Allison K. Rockwell. 2009. “Comparing Memory for Handwriting versus Typing,” *Proceedings of the Human Factors and Ergonomics Society Annual Meeting* 53(22):1744-1747.

<sup>3</sup>The APSA style manual is in the “Files” section of Canvas.

- **Grading Concerns**

- Coming to class prepared, completing assignments on time, working hard, and doing your best are the biggest tickets to doing well in this course.
- Grades will only be changed if I made an arithmetic error or mistake. If you feel that this happened to you, please send me an e-mail no later than three days after the assignment is returned detailing the error.
- If you are concerned about a grade you receive, please come by to discuss it with me. I am happy to discuss how you can improve in future work.
- You may rewrite your annotated bibliography/literature review and theory paper and turn them in when indicated. I will re-grade the paper and take the higher of the original and rewrite grade as your final grade for these assignments. This is completely optional.

- **Absences and Late Work**

- You have two undocumented and unexcused absences that you may take without penalty. For documented illness, university sponsored academic endeavors, and religious holidays, you must submit an explanation and any supporting documentation to Canvas *before* the beginning of any given class you will miss.<sup>4</sup> Regardless of the reason for your absence, you are responsible for turning in all work on time unless we make prior arrangements.
- All assignments in this class are most relevant to you and to the rest of the students if they are turned in the day they are due. As such, assignments will not be accepted late unless prior arrangements for an extension have been made.
- Extensions will only be given in extraordinary circumstances. Feel free to speak with me if numerous assignments are due around the same time; we can develop a plan together to help you complete everything on time. To request an extension, you must e-mail me at least 48 hours before the assignment is due with the reasons behind your request. We can then work together to figure out how you can turn the assignment in on time or make alternate arrangements in extraordinary circumstances.

- **Feedback**

- I will ask you to provide me with frequent evaluations of the course. These will include short “exit slips” on the day’s class as well as an informal mid-semester evaluation.
- We will be learning from each other during this class. Not only will I be learning your perspectives on the material in the course, but I will also be conducting research on the most effective ways to teach certain material. The purpose of this research is to develop strategies to help you learn better and set you up to succeed in future courses. You will be asked to consent for your anonymized data to be used in this study. All activities in class will be the same regardless of if you choose to participate in the study. If you do participate, your data will be protected and not identifiable in any way. I will not know who is participating in the study until after the semester is complete.

- **E-mail**

- I will respond to your e-mails as quickly as possible. In general, you can expect a response within 24 hours and that e-mails will be answered between 9AM and 5PM Monday through Friday.

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<sup>4</sup>[https://wustl1.az1.qualtrics.com/jfe/form/SV\\_4IM8BtJzVN8aCi1](https://wustl1.az1.qualtrics.com/jfe/form/SV_4IM8BtJzVN8aCi1)

- Submit absence excuses through Canvas, not e-mail. Be sure to check the syllabus before e-mailing; questions answered in the syllabus will not be answered via e-mail. You are responsible for turning in assignments on time even if you are absent.
- Often, e-mail is best used to set-up an in person meeting. It is easier for us to understand each other in a meeting rather than via lengthy e-mail exchanges.
- Please treat e-mails as professional correspondence and use proper sentence structure and tone. E-mails should only come from your wustl.edu e-mail address.

- **Classroom Environment**

- This is a small class designed to help you explore your interests in different facets of comparative politics. As such, your participation is valued and expected.
- I expect that you will work to maintain a positive classroom environment throughout all of our activities. This is detailed in the classroom engagement rubric. While we often use data and models to provide evidence, political scientists do not have definitive answers to any question. Thus, we will work to understand others perspectives in a constructive and respectful manner.

- **Components of the Syllabus**

- This syllabus provides an overview of course policies and outlines of the goals, assigned readings, and assignments for each class.
- The description of assignments details each component of your grade and how you will be evaluated. I will discuss each assignment before it is due, but you should read through the description carefully to make sure you fully understand my expectations for your work.

**University Policies:** By enrolling in this course, you agree that you are familiar with the below listed resources and that you will not violate any of these policies. You are always welcome to discuss concerns you have regarding any of these policies with me. As an instructor, I promise to listen to your concerns, offer support, and accommodate you in any way possible. Please note that instructors are not confidential reporters for sexual assault, though I do promise to keep all discussions with students as private and confidential as legally allowed.

- Bias Reporting System: <https://diversityinclusion.wustl.edu/brss/>
- Academic Integrity: <https://wustl.edu/policies/undergraduate-academic-integrity.html>
- Students with Disabilities: <https://cornerstone.wustl.edu>
- Writing Center: <https://writingcenter.wustl.edu>
- Preferred Names: <https://registrar.wustl.edu/student-records/ssn-name-changes/preferred-name-policy-student-information/>
- Relationship and Sexual Violence Prevention Center: kim\_webb@wustl.edu, jwkennedy@wustl.edu, 314-935-3118
- Mental Health: <http://shs.wustl.edu/MentalHealth/Pages/default.aspx>

**Topics and Readings:** Below is the schedule of goals for each class, reading and assignments due on the date of a given class, and assignments assigned. I may change the course outline based on your interests, but I will give you plenty of prior notice.<sup>5</sup>

- “Reading Questions” are to be answered in your reading journals and turned in on the day indicated on Canvas.
- “Methodology Focus” is the methods topic we will talk about on the day indicated related to the particular assigned reading. Take note of the methodology focus when doing the reading and be ready to think about it during class.
- “Reading Due” is what you are to read for a given class. Do not feel like you need to understand everything in any given reading; focus on the main ideas.
- “Assignments Due” are assignments due at the beginning of class time (1PM).

### Basics of Comparative Politics

#### **June 10**

- Goal: Introduction to the course, conceptualizing comparative politics.
- Assignments Assigned: Beginning of course survey (on Canvas).

#### **June 11: Comparative Politics and Research Methods**

- Reading Question: What do you think is the most important topic in comparative politics? Why?
- Methodology Focus: Describe different research methods.
- Reading Due: Munck, Gerardo L., and Richard Snyder. 2007. “Debating the Direction of Comparative Politics.” *Comparative Political Studies* 40(1): 5-31. Baglione, Ch. 1 (skim).

#### **June 12: Nations and Research Questions**

- Reading Question: What is the purpose of a nation?
- Methodology Focus: Identify key research questions from the Tamir piece.
- Reading Due: Tamir, Yael. 1995. “Review: The Enigma of Nationalism.” *World Politics* 47(3): 418-440. Baglione, Ch. 2.
- Assignments Due: Beginning of course survey (on Canvas).

#### **June 13: Groups**

- Reading Question: What are characteristics for defining ethnicity?
- Methodology Focus: Understand the impact of different definitions on empirical research.
- Reading Due: Chandra, Kachan. 2006. “What is Ethnic Identity and Does it Matter?” *Annual Review of Political Science* 9: 397-424. Hoover Green, Amelia. 2013. “How to Read Political Science: A Guide in Four Steps.”

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<sup>5</sup>I have made a conscious effort to represent gender and ethnic/regional diversity of scholarship in these readings.

## **June 14: Political Culture**

- Research Question: What impact does political culture have on society?
- Methodology Focus: Describe the typology of political culture.
- Reading Due: Almond, Gabriel A., and Sidney Verba. 1963. *The Civic Culture: Political Attitudes and Democracy in Five Nations* Princeton, New Jersey: Princeton University Press, Ch. 1 (read pages 1-22, skim 23 on).

## **Institutions–The Executive**

### **June 17: Democracies, Autocracies, and Competitive Authoritarian Regimes**

- Reading Question: What are different types of political regimes discussed in the article? What makes one type of regime different from another?
- Methodology Focus: What are the difficulties in creating clear typologies?
- Reading Due: Wigell, Mikael. 2008. “Mapping Hybrid Regimes: Regime Types and Concepts in Comparative Politics.” *Democratisation* 15(2): 230-250.
- Assignments Due: Research question (peer review in class).

### **June 18: Constitutions**

- Reading Question: What are different factors that influence constitution-making? How do these factors influence the contents of the constitution?
- Methodology Focus: How can we use cases to identify gaps in the literature?
- Reading Due: Lerner, Hanna. 2010. “Constitution-Writing in Deeply Divided Societies: The Incrementalist Approach.” *Nations and Nationalism* 16(1): 68-88. Baglione, Ch. 4 (skim Chapter 3).
- Assignments Due: Research question revision.

### **June 19: Presidentialism vs. Parliamentarism**

- Reading Question: What are the main differences between presidential and parliamentary regimes? How would you describe a semi-presidential regime?
- Methodology Focus: Identifying gaps in the literature by questioning theoretical gray areas.
- Reading Due: Cheibub, Jose Antonio, Zachary Elkins, and Tom Ginsburg. 2014. “Beyond Presidentialism and Parliamentarism.” *British Journal of Political Science* 44(3): 515-544.

## **Institutions–Legislatures and Courts**

### **June 20: Political Parties and Party Systems**

- Reading Question: What are different ways we can conceptualize political parties? How do they interact with each other?
- Methodology Focus: What are formal models and what are they any good for?

- Reading Due: Strom, Kaare. 1990. "A Behavioral Theory of Competitive Political Parties." *American Journal of Political Science* 34(2): 565-598.<sup>6</sup>

### June 21: Elections and Electoral Systems

- Reading Question: What is the main distinction between different electoral systems? How does Duverger's law apply in different electoral systems?
- Methodology Focus: Developing theories based on models or data patterns.
- Reading Due: Golder, Matt. 2005. "Democratic Electoral Systems Around the World, 1946-2000." *Electoral Studies* 24(1): 103-121.  
Benoit, Kenneth. 2006. "Duverger's Law and the Study of Electoral Systems." *French Politics* 4(1): 69-83 (read 69-74, skim the rest).

### June 24: Literature Review Workshop

- Reading Due: Baglione, Ch. 5.
- Assignments Due: Literature review with annotated bibliography.

### June 25: Legislatures

- News Article: Instead of writing a reading journal, do the reading and find a recent news article about legislator characteristics or legislative institutions (outside of the US). Upload a link to the news article for today's assignment.
- Methodology Focus: Developing and justifying hypotheses.
- Reading Due: Crisp, Brian F., Maria C. Escobar-Lemmon, Bradford S. Jones, Mark P. Jones, and Michelle M. Taylor-Robinson. 2004. "Vote-Seeking Incentives and Legislative Representation in Six Presidential Democracies." *The Journal of Politics* 66(3): 823-846.
- Assignments Due: Literature review peer review.

### June 26: Bureaucracies and Cabinets

- Reading Question: What are the characteristics needed for a bureaucracy or a cabinet to be representative? Do certain people need to be appointed? Do certain policies need to be adopted?
- Methodology Focus: Flow diagrams. Choosing variables to represent your hypothesis.
- Reading Due: Meier, Kenneth John. 1975. "Representative Bureaucracy: An Empirical Analysis." *American Political Science Review* 69(2): 526-542.  
Franceschet, Susan, Claire Annesley, and Karen Beckwith. 2017. "What do Women Symbolize? Symbolic Representation and Cabinet Appointments." *Politics, Groups, and Identities* 5(3): 488-493.
- Assignments Due: Mid-semester feedback (on Canvas).

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<sup>6</sup>This reading is long, difficult, and has some equations in it. Focus on the main points, skip things that do not seem important, and write down things that seem important but that you do not understand.

## **June 27: Courts**

- Reading Question: How does the courts' role change depending on institutional or non-institutional constraints?
- Methodology Focus: Selecting control variables. Policy Day group selection.
- Reading Due: Herron, Erik S., and Kirk A. Randazzo. 2003. "The Relationship Between Independence and Judicial Review in Post-Communist Courts." *The Journal of Politics* 65(2): 422-438.
- Assignments Due: (optional) literature review rewrite.

## **Citizens and the State**

### **June 28: Social Movements and Collective Action**

- Reading Question: How do individual preferences interact to bring about collective action?
- Methodology Focus: Hypothesis testing with in-depth historical analysis.
- Reading Due: Lohmann, Susanne. 1994. "The Dynamics of Informational Cascades: The Monday Demonstrations in Leipzig, East Germany, 1989-91." *World Politics* 47(1): 42-101 (long, but interesting historical analysis that you can skim some of; stop reading at page 91).

### **July 1: Theory Workshop**

- Reading Due: Baglione Ch. 6 and 7.
- Assignments Due: Theory.

### **July 2: Welfare and Inequality**

- News Article: Instead of writing a reading journal, do the reading and find a recent news article about social welfare institutions (outside of the US). Upload a link to the news article for today's assignment.
- Methodology Focus: Using correlations to support hypotheses.
- Reading Due: Korpi, Walter, and Joakim Palme. 1998. "The Paradox of Redistribution and Strategies of Equality: Welfare State Institution, Inequality, and Poverty in Western Countries." *American Sociological Review* 63(5): 651-687.
- Assignments Due: Theory peer review.

### **July 3: Policy Day**

- Methodology Focus: Explaining your research to the public.
- Assignments Due: Policy briefing.

### **July 4: Holiday, no class**



### **July 5: Political Behavior**

- Reading Question: How can individual vote choice be influenced by party strategies?
- Methodology Focus: Field experiments and their ethics.
- Reading Due: Wantchekon, Leonard. 2003. "Clientalism and Voting Behavior: Evidence from a Field Experiment in Benin." *World Politics* 55(3): 399-422.
- Assignments Due: (optional) theory paper rewrite.

### **July 8: Political Communication**

- Reading Question: How does exposure to media change political attitudes?
- Methodology Focus: Survey research.
- Reading Due: Stockmann, Daniela, and Mary E. Gallagher. 2011. "Remote Control: How the Media Sustain Authoritarian Rule in China." *Comparative Political Studies* 44(4): 436-467.

### **How the State Breaks Apart**

#### **July 9: Design Workshop**

- Reading Due: Baglione, Ch 8 and 9.
- Assignments Due: Research design.

#### **July 10: Globalization and Transnationalism**

- News Article: Instead of writing a reading journal, do the reading and find a recent news article about the effects of globalization on domestic politics (outside of the US). Upload a link to the news article for today's assignment.
- Methodology Focus: Ethnography.
- Reading Due: Horst, Heather A. 2006. "The Blessings and Burdens of Communication: Cell Phones in Jamaican Transnational Social Fields." *Global Networks* 6(2): 143-159.
- Assignments Due: Research design peer review.

#### **July 11: Violence**

- Reading Question: Where does civil war occur and what motivates it?
- Methodology Focus: Logistic regression.
- Reading Due: Fearon, James D., and David D. Laitin. 2003. "Ethnicity, Insurgency, and Civil War." *American Political Science Review* 97(1): 75-90.

#### **July 12: Article Roundtable – Research article due.**

**Complete post-semester survey (on Canvas by July 15).**



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## Description of Assignments:

### Reading Journals (15%, Canvas)

Completing assigned readings before each class is essential to being engaged in class. Readings are chosen to complement lectures, small group work, and discussions. We will discuss the implications of readings in class, so it is important that you develop a good sense of these main points ahead of time. Reading the articles for class should take about an hour per day.

To facilitate this process, I would like you to keep a reading journal that you write in before each class. Your reading journal should deal with substantive readings, not the Baglione book. Completing the reading journal for each class should take about an hour per day.

Each reading journal should contain the following four sections, which should constitute at least **two typewritten, double spaced pages**. Please write in narrative form.

1. **Summary:** a short (fewer than four sentences) summary of the reading, mentioning the main arguments and key points. Relate your summary to the topics we have been discussing in the course.
2. **Reflection:** a discussion of what you learned from the reading, your opinions of the research design and results, and/or how the reading relates to your life experiences or might contribute to your future research interests. You may also use this space to reflect on your learning thus far in the course.
3. **Question:** you should include at least one substantive question you would like to raise in class about the reading or topics about which the reading made you think. Also identify terms or concepts from the reading that you did not understand.
4. **Reading Question:** a one page reaction to the reading question of the day (listed in the topics and readings) in light of what you learned in the reading and the other material in the course.

Submission and Evaluation: You should turn in a reading journal on Canvas for every class where there is a reading question listed (15 total classes). Reading journals will be checked for completion and returned on Canvas. Your **four** lowest reading journal grades will be dropped (this includes any journals you do not turn in, so feel free to skip when you are busy).

I will also post a response on Canvas to several students' reading journals each class. Even when you don't get a response to your reading journal, you should view the journal as a way to prepare for class; you are strongly encouraged to bring up the questions, reflections, and thoughts about the reading question you write in your reading journal during class.

Journals will be evaluated as follows. The numbers in parentheses represent the grades I will give to represent these evaluations on Canvas.

- ✓ (90): Good entries: all components are present, material is engaged well. This will be the modal evaluation.
- ✓+ (100): Outstanding substantive entries: student went above and beyond with the connections and responses made in the journal.
- ✓- (70): Unsatisfactory entries: missing components, poor quality responses or do not meet length requirement.
- 0: No submission.

### **Class Engagement (15%)**

I hope that class time will be a productive space to discuss readings, work in groups to complete activities, teach your peers, and relate the course to your life experiences. Class engagement goes beyond simply showing up for class; while I will take attendance, simply showing up will earn you at most 50% of the class engagement points.

I will evaluate class engagement based on the following criteria:

1. Attendance: attendance is required. Your voice and contributions are important to the rest of the class, and we want to hear from you. **You are permitted two undocumented and unexcused absences throughout the semester.** For documented illness, university sponsored academic endeavors, and religious holidays, you must submit an explanation and any supporting documentation to Canvas *before* the beginning of any given class you will miss. Assignments are still due on time unless I have approved alternate arrangements prior to your absence.
2. Ticket in/Ticket Out: I will occasionally ask you to define a term, summarize a main point, or respond to a question at the beginning or end of class. Sometimes these very short writing assignments will be anonymous and sometimes you will put your name on them. These assignments help me be sure you are learning important topics in the course.
3. Respectful listening: Respectful listeners make eye contact with the speaker, take careful notes of the speaker's points, and respond in an appropriate manner. This requires that you are not distracted by using technology, engaging in side-conversations with others, and disrupting the class by arriving late, leaving early, or frequently getting up and moving around.
4. Respectful questioning: Respectful questioners promote a constructive and healthy learning environment by asking meaningful and probing questions or asking for clarification. Stories and other life experience that is relevant to the course is welcome. I understand and appreciate that students learn in many different ways. Students who learn best by thinking aloud should be cognizant of this fact and wait to hear from other classmates before contributing. Students who feel uncomfortable asking questions during class are encouraged to rely on their discussion questions for help and to talk with me during office hours; you can still earn full credit.
5. Participation: we will conduct small and large group activities and participate in simulations and debates. Actively contributing your thoughts and coming prepared for these activities will help everyone maximize their learning.

Evaluation: The final class engagement grade will be assigned at my discretion based on a holistic evaluation of your performance. I will provide feedback in the middle of the course about your engagement, identifying strengths and areas for improvement. If you have concerns about your engagement, please discuss them with me during the semester. We can work together to help you do well in this component of the course.

### **Methods Workshops (10%)**

Part of the purpose of this class is to introduce you to the style of political science research and writing. The writing and analysis skills you learn here will help you in future political science classes and in your future careers. However, I understand that everyone in this course comes from diverse backgrounds with differing levels of existing knowledge about political science research methods.

Toward that end, we will work together throughout the semester to build the basic skills you need to write a research article. The research article is a significant part of the course, consequently we will devote a significant amount of time in class to developing your papers and discussing them with others. We will spend part of a class discussing research questions and a full class on literature reviews, theories and hypotheses, and research design.

During each of these sessions, some students will be asked to present their work to the class or to small groups for comments. If you are asked to do so, you will guide us through the process and method you used to create your work.

Apart from presentations, methods workshops will give you the opportunity to discuss your work in a working group of peers writing papers with similar topics. Your participation in these working groups also contributes to your assessment.

After a methods workshop, you will read a peer's writing and prepare a peer review. We will discuss specific guidelines for peer reviews in class. Completing the peer review and working to assist your fellow classmates in this way also contributes to your assessment.

Evaluation: Your willingness to present, be actively engaged, and participate in workshops, as well as the detail and thoroughness of your peer reviews will constitute this portion of your grade.

### **Policy Day (15%, due July 3 hard copy and Canvas)**

Political scientists conduct research that has implications for public policy. We always hope that our research is relevant to a broad audience, but without careful thought it might not be. Our policy day is designed to share what you believe are the most important insights from your research with the class and to act as an expert trying to convince the class of your findings.

Toward that end, policy day will work as follows:

1. Group assignment: prior to Policy Day, everyone in the class will divide into groups based on the topic most related to their research question. For example, those studying the executive will form a group, those studying state break-up will form a group, et. cetera. We will all try to optimize group size and the cohesiveness of groups.

2. Briefing paper: Take the main finding from your research (assume you are able to support your hypothesis) and develop a briefing paper for the leader of a fictional country with policy recommendations that derive from your finding. In this briefing paper, act as the expert on your particular finding and make a case for the leader to take some action to address either the causes or consequences of what you have found. Your memo should contain the following parts:
  - (a) Header: Include to, from, subject, and date lines. Be sure the subject line succinctly conveys the policy recommendation you are making.
  - (b) Executive Summary: Provide a very brief summary that highlights the extent of the problem your policy addresses and how your policy solves this problem. Bullet points are preferred.
  - (c) Body: Define the problem your policy is trying to address and the scope of the problem. Use evidence from your literature review to support your claim. Briefly describe your theory and (predicted) findings. Discuss how your findings relate to the policy proposal you make. Consider at least one other policy that could also address your findings. Develop several criteria that demonstrate why your proposed policy best addresses the problem you have identified based on your research findings. Make a strong recommendation for the policy solution you have chosen based on your findings and additional scholarly evidence. Use narrative style.
  - (d) Writing style: Be direct and convincing. Use short sentences, make concrete claims, and highlight important points. Policymakers do not have time to read complicated arguments. Distill your research findings into as concise a narrative as possible and be extremely clear how your proposed policy solves the problem identified in your findings. There is a hard word limit of 1,000 words including all text and any appendices (save footnoted citations). Provide APSA style citations in footnotes; citations do not count toward the word limit.
3. Policy meeting: Your briefing paper is due (one hard copy and Canvas) on Policy Day.
  - (a) Policy Day will begin with country selection. I will announce a particular country for which I am the country leader and you are trying to convince me to adopt your policies.
  - (b) Once the country is announced, groups will meet to determine which policy or combination of policies they want to propose for adoption in the country. The proposed policies must make sense and be somewhat reasonable; for example, if the country is peaceful, a military crackdown is illogical. Similarly, proposed policies cannot restructure the entire government. If the country is a parliamentary system, suggesting changing to a majoritarian system might be impractical.
  - (c) After groups decide on a policy proposal for the country, each group will present their policy proposal. This will begin a negotiation period where groups allocate influence and confer with other groups to try to pass or amend policies. We will go through several rounds of policy making; the goal is to get your proposed policy passed if at all possible.

Evaluation: Your briefing paper will be graded based on how well you follow the guidelines presented above. Your participation and willingness to work with your group and the class will also impact your final grade.

## Policy Briefing Paper Grading Rubric

59 points	Outstanding	Proficient	Needs Improvement
Informative subject line	4	2	0
Brief executive summary	5 4	3 2	1 0
Executive summary highlights problem and solution	5 4	3 2	1 0
Problem is well defined	5 4	3 2	1 0
Describes theory and predicted findings	5 4	3 2	1 0
Discusses how findings relate to policy proposal	5 4	3 2	1 0
Analyzes alternate policy	10 8	6 4	2 0
Makes strong policy recommendation	5 4	3 2	1 0
Compelling writing style	5 4	3 2	1 0
Concise (under 1,000 words)	5 4	3 2	1 0
<b>APSA Citations in footnotes</b>	+2	0	-5
<b>Editing</b>	+2	0	-5

### Research Article (45%, Canvas for each submission)

Political scientists conduct research. A major part of this course is to help you to enter the political science community and learn to share your own ideas and theories. Many of the skills taught in this course may be new to you and you may find them difficult. Rest assured that tenured academics who have been writing research articles for years still struggle throughout the research process.

At the end of the semester, you will turn in a draft version of a research article with all the components in place except for the “results” section. That is, you will design a research study and draw conclusions about the implications of your research, but you will not conduct data analysis. The audience for your article and all of the components of the article you turn in throughout the semester consists of political science students, professors, and policy makers who do not know you and who are not familiar with your research project. You should write all components of your research article with this audience in mind.

We will talk about how to craft each of the sections of your research article in class. **All research article components are due on Canvas.**

*Research Question (5%, due June 17):*

Your research article will address a research question: a problem that you feel needs to be addressed or a puzzle you have discovered. You will use this research question to write all the other components of your research article, though it is perfectly okay if your question shifts slightly as the course progresses.

For this assignment, write a *one sentence* research question followed by a one paragraph description of your question. In the description include why you think the question is interesting and important

and what existing literature may be relevant that addresses your question.

Evaluation: Your research question and paragraph description will be evaluated based on the following rubric. You will receive peer feedback on your research question in class and then turn in a revised research question based on that feedback.

Research Question Grading Rubric

21 points	Outstanding	Proficient	Needs Improvement
<b>Research Question</b>			
is concise	2	1	0
presents a puzzle/addresses a debate in the field or in public policy	5 4	3 2	1 0
sets up a project that is falsifiable, not descriptive	2	1	0
can plausibly be tested empirically	2	1	0
<b>Paragraph Description</b>			
states why the question is relevant and important	5 4	3 2	1 0
describes how the question fits into a subfield of political science and/or existing literature	5 4	3 2	1 0
<b>Editing</b>			
	+2	0	-5

*Annotated Bibliography and Literature Review (10%, due June 24):*

A literature review serves an important purpose in a research article, but that purpose is distinct from summarizing all relevant literature about your topic. Literature reviews focus the reader's attention on research that directly attempts to address your research question; literature reviews engage the research and do not summarize it. The annotated bibliography is the place to summarize work that you think is relevant for your literature review, theory, and background information for your research article.

Your annotated bibliography should contain at least *eight* scholarly sources cited in APSA format with a several sentence explanation of how each cited paper addresses your research question. Your literature review should follow the advice in Baglione and should be three to five pages, not including references. You may use the same sources in your annotated bibliography and your literature review. Turn in your annotated bibliography and literature review in one document, preferably with the literature review first.

Evaluation: Your literature review and annotated bibliography will be evaluated based on the below rubric.

Annotated Bibliography and Literature Review Grading Rubric

120 points	Outstanding	Proficient	Needs Improvement
<b>Source Selection</b>			
uses APSA citation style	10 8	6 4	2 0
cites at least eight sources	4	2	0
includes a range of publication years	4	2	0
sources are canonical and/or closely related to the research question	5 4	3 2	1 0
sources are grouped into “schools” depending on the theoretical arguments and empirical findings	10 8	6 4	2 0
each school has a meaningful name	4	2	0
there are several sources for each school	4	2	0
<b>Paragraph Descriptions</b>			
summarize theoretical arguments and empirical findings of the works	10 8	6 4	2 0
indicate how you plan to use the work in your article	10 8	6 4	2 0
<b>Literature Review</b>			
has an appropriate title	4	2	0
begins with an introduction summarizing the “schools” and distinguishing your research question from them	10 8	6 4	2 0
does not summarize cited work	5 4	3 2	1 0
only includes relevant sources for identifying a theoretical gap in the literature and building your theoretical argument	10 8	6 4	2 0
each paragraph is directly related toward contextualizing and describing the importance of your research question	10 8	6 4	2 0
your research question is clear and clearly differentiated from prior work	10 8	6 4	2 0
minimal direct quotations are used	5 4	3 2	1 0
ends with a conclusion discussing how your research question builds on the literature	5 4	3 2	1 0
<b>Editing</b>			
	+5 +2	0	-5 -10



*Theory (10%, due July 1):*

The theory section of your article should rely on previous literature to build an argument resulting in your hypothesis. The theory section itself should be three to five pages not including references, but you should also include a revised literature review when submitting your theory section. You need not include your annotated bibliography.

Evaluation: Your theory paper will be evaluated based on the below rubric.

### Theory Section Grading Rubric

83 points	Outstanding	Proficient	Needs Improvement
<b>Revisions to Literature Review</b>	10 8	6 4	2 0
<b>Theory Section</b>			
has an informative title	4	2	0
transitions well from the literature review	5 4	3 2	1 0
begins with a summary paragraph stating the hypothesis and describing the steps that connect the theoretical argument	10 8	6 4	2 0
uses a “flow diagram” or verbally describes such a diagram	5 4	3 2	1 0
explicitly walks through each step of the “flow diagram” (at least one paragraph per step) with appropriate justification	14 12	10 8 6	4 2 0
sources are appropriate and are cited as evidence, not summarized	10 8	6 4	2 0
addresses alternative mechanisms and explains why they are unlikely	5 4	3 2	1 0
concludes by restating your argument and how it is distinct from past explanations	5 4	3 2	1 0
<b>Hypothesis</b>			
follows “if/then” format	5 4	3 2	1 0
is clear and concise	5 4	3 2	1 0
is falsifiable	5 4	3 2	1 0
<b>APSA Citation Style</b>	+2	0	-5 -10
<b>Editing</b>	+5 +2	0	-5 -10

*Research Design (10%, due July 9):*

The research design section describes how you plan to support your hypothesis. Keep in mind that for this course you will not conduct the actual analysis, rather your research design section should describe the data and methods you would use were you to conduct the empirical analysis. I recommend a research design employing either qualitative or quantitative methods. If you wish to write a normative or formal theory paper, please talk to me early in the semester, and we can make this work too. Your research design should be three to five pages not including references, and should also include your literature review and a revised theory.

Evaluation: Some of what you will include in the research design section depends on the research methods you choose to employ. See below for guidance.

- **Regression Analysis:** Identify datasets with the independent and dependent variables you will use, and discuss how these variables measure the concepts you are interested in. Identify control variables and justify their inclusion. Discuss the best regression method to use based on the structure of your data (see me if you need help). Mention potential problems with your dataset in terms of its coverage, quality, and availability. If you find that the variable you need does not exist in a dataset, choose the variable that makes the most sense and justify how this variable is a decent proxy for the variable you really need to measure.
- **Interviews/Focus Groups:** Describe the group of individuals to interview, how you will select interviewees, and how many interviews you ideally would conduct. Discuss your interview protocol. Describe questions you will ask and how these questions help you collect evidence about your hypothesis. Discuss the plausibility of conducting these interviews and any ethical concerns.
- **Archival Research:** Discuss the sources you intend use and their availability. Evaluate the quality of these sources and identify possible biases. Discuss your archival search protocol and how you will systematically evaluate documents and choose which ones to include or exclude.
- **Surveys/Experiments:** Describe the target survey or experimental group, the sampling strategy, and the survey or experimental protocol. Describe the survey or experiment in detail and relate your protocol back to your hypothesis. Discuss ethical concerns with using human subjects for research.
- **Normative/Formal Theory:** See me well before the deadline for this assignment if you wish to use either of these research methods.

### Research Design Grading Rubric

98 points	Outstanding	Proficient	Needs Improvement
<b>Revisions to Theory Section</b>	10 8	6 4	2 0
<b>Research Design</b>			
has an informative title	4	2	0
transitions well from the theory section	5 4	3 2	1 0
describes the methodological approach you are taking and why it is appropriate	10 8	6 4	2 0
explains case selection in detail with strengths and weaknesses	10 8	6 4	2 0
precisely describes data sources	10 8	6 4	2 0
lists independent and dependent variables explicitly	4	2	0
describes how variables measure parts of your hypothesis	5 4	3 2	1 0
addresses validity and measurement issues with your variables	5 4	3 2	1 0
considers and describes control variables	5 4	3 2	1 0
discusses robustness checks or supplementary analyses	5 4	3 2	1 0
describes how well your research design can test your hypothesis particularly causation	10 8	6 4	2 0
addresses weaknesses of your design and alternative research designs	10 8	6 4	2 0
concludes by arguing why your design is preferable	5 4	3 2	1 0
<b>APSA Citation Style</b>	+2	0	-5 -10
<b>Editing</b>	+5 +2	0	-5 -10

*Research Article (10%, due July 12):*

Your research article should combine revised versions of your literature review, theory, and research design sections along with an abstract, introduction, and conclusion. You can choose to insert a “results” section describing what you expect to find if you had completed the analysis. Your research article should be at least twelve pages, not including references, and read like a cohesive manuscript. You should edit and revise all parts of your article as best as possible.

Evaluation:

- Abstract: Provide a cohesive 150 word summary of your paper that states the research question, identifies a gap in the literature, describes your hypothesis and methods, and briefly states your main result (that you expect to find if you did the analysis) and contribution.
- Introduction: Begin your introduction with a compelling case study or question that frames the reason why the paper is important. Devote subsequent paragraphs to summarizing each section of your paper including the literature review, theory and hypothesis, research design and methods, results, and conclusions/implications.
- Conclusion: Briefly restate the research question, your hypothesis, and your findings. Discuss why these findings are important. You can bring in your public policy implications from your briefing paper if you like. Describe any limitations to your study, and discuss future possibilities for research related to your topic.

Research Article Grading Rubric

110 points	Outstanding	Proficient	Needs Improvement
<b>Revisions to Research Design</b>	10 8	6 4	2 0
<b>Article Title</b>			
is informative about the entire research project	5 4	3 2	1 0
is appealing and interesting	4	2	0
<b>Abstract</b>			
is under 150 words	4	2	0
contains a motivating puzzle or purpose for performing the research	5 4	3 2	1 0
has a clear research question	5 4	3 2	1 0
follows the order of the major sections of the paper	4	2	0
contains simple sentences and avoids technical jargon	4	2	0
<b>Conclusion</b>			
reminds the reader of the topic, literature, hypothesis and theory, and methods	5 4	3 2	1 0
discusses avenues for future research	5 4	3 2	1 0
describes why your finding is interesting and relevant for policymakers and scholars	10 8	6 4	2 0
considers the generalizability and external validity of your expected results	5 4	3 2	1 0
<b>Introduction</b>			
begins with an anecdote, question, surprising case/fact to capture the reader's attention	5 4	3 2	1 0
states the research question clearly	5 4	3 2	1 0
discusses the importance of the research question and its relevance given previous literature	10 8	6 4	2 0
provides an overview of the entire paper	5 4	3 2	1 0
does not contain material copied from elsewhere in the article	4	2	0
<b>Cohesiveness, Creativity, and Effectiveness</b>	14 12	10 8 6	4 2 0
<b>APSA Citation Style</b>	+2	0	-5 -10
<b>Editing</b>	+5 +2	0	-5 -10
<b>Results Section</b>	+5 +2	0	

**Optional Readings:** The following are optional readings from the comparative politics faculty in the department. We will not talk about these readings in class, but feel free to take a look if you are interested. Some of the writing — especially the formal theory — is very complex. Let me know if you want to learn more about what a particular faculty member is working on.

- Aksoy, Deniz. 2018. “Electoral and Partisan Cycles in Counterterrorism.” *The Journal of Politics* 80(4): 1239-1253.
- Bechtel, Michael M., Dominik Hangartner, and Lukas Schmid. 2016. “Does Compulsory Voting Increase Support for Leftist Policy?” *American Journal of Political Science* 60(3): 752-767.
- Calvert, Randall L. 1985. “Robustness of the Multidimensional Voting Model: Candidate Motivations, Uncertainty, and Convergence.” *American Journal of Political Science* 29(1): 69-95.
- Canetti, Daphna, Aviad Rubin, Ibrahim Khatib, and Carly Wayne. 2019. “Framing and Fighting: The Impact of Conflict Frames on Political Attitudes.” *Journal of Peace Research* Online First.
- Carter, David B, and H.E. Goemans. 2018. “International Trade and Coordination: Tracing Border Effects.” *World Politics* 70(1): 1-52.
- Crisp, Brian F., Betül Demirkaya, Leslie A. Schwindt-Bayer, and Courtney Millian. 2016. “The Role of Rules in Representation: Group Membership and Electoral Incentives.” *British Journal of Political Science* 48(1): 47-67.
- Darnell, Alfred T., and Sunita Parikh. 1988. “Religion, Ethnicity, and the Role of the State: Explaining Conflict in Assam.” *Ethnic and Racial Studies* 11(3): 263-281.
- Fox, Justin, and Matthew C. Stephenson. “The Welfare Effects of Minority-Protective Judicial Review.” *Journal of Theoretical Politics* 27(4): 499-521.
- Gibson, James L. 2006. “Overcoming Apartheid: Can Truth Reconcile a Divided Nation?” *The Annals of the American Academy of Political and Social Science* 603: 82-110.
- Haspel, Moshe, Thomas F. Remington, and Steven S. Smith. 1998. “Electoral Institutions and Party Cohesion in the Russian Duma.” *The Journal of Politics* 60(2): 417-439.
- Jensen, Nathan M., and Guillermo Rosas. 2007. “Foreign Direct Investment and Income Inequality in Mexico, 1990-2000.” *International Organization* 61(3): 467-487.
- Marinov, Nikolay, William G. Nomikos, and Josh Robbins. 2015. “Does Electoral Proximity Affect Security Policy?” *The Journal of Politics* 77(3): 762-773.
- O’Brochta, William. 2019. “A Meta-Analysis of Natural Resources and Conflict.” *Research and Politics* 6(1): 1-6.
- Parikh, Sunita, and Barry R. Weingast. 1997. “A Comparative Theory of Federalism: India.” *Virginia Law Review* 83(7): 1593-1615.
- Perez, Efren O., and Margit Tavits. 2018. “Language Influences Public Attitudes Toward Gender Equality.” *The Journal of Politics* 81(1): 81-93.
- Schofield, Norman. 1993. “Political Competition and Multiparty Coalition Governments.” *European Journal of Political Research* 23(1): 1-33.
- Ward, Dalston G., and Matthew Gabel. 2019. “Judicial Review Timing and Legislative Posturing: Reconsidering the Moral Hazard Problem.” *The Journal of Politics* 81(2): 681-685.