

Political Science 856: Field Seminar in Comparative Politics

University of Wisconsin-Madison, Fall 2016

Tuesdays, 5:30 p.m.-7:30 p.m., 422 North Hall (Ogg Room)

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Course Purposes

This seminar is designed to serve five goals:

- (1) To acquaint students with many of the leading theories within the field of comparative politics. Students will be made aware of the relevant literatures so that they will be able to connect their own research to broad disciplinary concerns. The weekly topics primarily center on dependent variables, and the readings are oriented toward leading theories (or proposed independent variables) that account for inter-polity or inter-temporal variations on the values of those dependent variables. However, in some cases readings focus on definitions of key concepts.
- (2) To provide examples of how best to prepare work for future submission to journals and top university publishers. Papers from the leading journals in the field and books from top publishers are included in the syllabus. Students should also peruse these journals, section newsletters, and publisher lists on a regular basis, not only to keep up with trends in the field, but also to learn the styles and forms of contributions to comparative politics. This is the best way to learn about what Comparative Politics "is" and what the key debates in the subfield are.
- (3) To introduce and make students aware of the implications of research strategies. The seminar will emphasize the point that methodologies in the discipline are diverse, and that these methods, once chosen, have considerable import for both topic choice and the range of findings.
- (4) To develop among students critical reading, writing, collaboration, and presentation skills. Students will be asked to explain core concepts from the readings to the class, and will collaboratively work on short memos and presentations based on the readings. In addition, students will write an integrated paper connecting readings with their own research interests.
- (5) To substantively introduce students to UW-Madison faculty in comparative politics. For more than half of the weeks, a guest faculty member will join the class discussion.

Course Requirement Summary:

1. Reading, preparation, and participation in class (7.5% x 4 grades throughout semester):	30%
2. Group memo and presentation (5 times, 7% each)	35%
3. Final Project	35%
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	100%

Summary of Class Schedule

Date	Topics	Guest Faculty
6-Sep	Course Introduction	
13-Sep	Regime Types: Definitions	
20-Sep	Regime Types: Explanations of Trajectories	
27-Sep	The State and Civil Society	Michael Schatzberg
4-Oct	Contentious Politics	Erica Simmons
11-Oct	Institutions and Institutional Change	Nils Ringe
18-Oct	Parties, Voters, and Elections	Eleanor Powell
25-Oct	Law, Courts, and Judicial Politics	Kathryn Hendley
1-Nov	Ethnicity and Nationalism	Nadav Shelef
8-Nov	Social Identities, Culture, and Gender	
15-Nov	Violence and Ethnic Conflict	Scott Straus
22-Nov	No class (Tues before Thanksgiving)	
29-Nov	Political Economy of Developed Democracies	
6-Dec	Development and Inequality	Rikhil Bhavnani
13-Dec	Economic Reform and Transition	Scott Gehlbach

Note: Aili Tripp is on leave in 2016-17.

Readings:

All readings are available as ebooks in the library or in a dropbox folder here:

<https://www.dropbox.com/sh/omgt5kelwyd868b/AAB1PdBGSVrXyOMZSmyCHUVIa?dl=0>

Class Schedule

Week 1, Sept. 6

Introduction to course: No assigned reading.

Week 2, Sept. 13

Regime Types: Definition and Measurement

- Dahl, Robert. 1971. *Polyarchy: Participation and Opposition*. Yale Univ. Press. Chp. 1, 1-16.
- Przeworski, Adam, Michael E. Alvarez, José Antonio Cheibub and Fernando Limongi. 2000. *Democracy and Development: Political Institutions and Well-Being in the World, 1950-1990*. New York: Cambridge University Press. Introduction, Chp. 1, pp. 1-54.
- Treir, Shawn, and Simon Jackman. 2008. "Democracy as a Latent Variable," *American Journal of Political Science* 52:1, 201-207.
- Lindberg, Staffan I., Michael Coppedge, John Gerring, and Jan Teorell. 2014. "V-Dem: A New Way To Measure Democracy," *Journal of Democracy* 25:3 (July), 159-169.
- Haber, Stephen. 2006. "Authoritarian Government." In *Oxford Handbook of Political Economy*, eds. Barry R. Weingast and Donald A. Wittman. New York: Oxford University Press, 693-707.
- Wedeen, Lisa. 1999. *Ambiguities of Domination: Politics, Rhetoric, and Symbols in contemporary Syria*. Chicago: University of Chicago Press. Chp 1, pp. 1-31.
- Levitsky, Steven and Lucan Way. 2002. "The Rise of Competitive Authoritarianism," *Journal of Democracy* 13:2, 51-65.
- Svoboda, Milan W. 2012. *The Politics of Authoritarian Rule*. New York: Cambridge University Press. Chp. 1-2, pp. 1-52. Available from library as Ebook.

Week 3, Sept. 20

Regime Types: Explanations of Trajectories

- Moore, Barrington. 1966. *Social Origins of Dictatorship and Democracy*. Boston: Beacon Press. Forward, Preface, Chp. 1, pp. ix-xxv, 1-39.
- Olson, Mancur. 1993. "Dictatorship, Democracy, and Development," *American Political Science Review*, 87:3, 567-576.
- Przeworski, Adam, Michael E. Alvarez, José Antonio Cheibub and Fernando Limongi. 2000. *Democracy and Development: Political Institutions and Well-Being in the World, 1950-1990*. New York: Cambridge University Press. Chp. 2-3 (minus appendices), pp. 78-136, 142-178.
- Acemoglu, Daron, and James A. Robinson. 2006. *Economic Origins of Dictatorship and Democracy*. Cambridge University Press. Preface, Chp. 1-2, xi-xv, 1-47.
- Way, Lucan, and Steven Levitsky. 2007. "Linkage, Leverage and the Post-Communist Divide," *East European Politics and Societies* 27:21, 48-66.
- Magaloni, Beatriz. 2006. *Voting for Autocracy: Hegemonic Party Survival and Its Demise in Mexico*. New York: Cambridge University Press. Introduction, pp. 1-43.
- Dimitrov, Martin. 2013. "Understanding Communist Collapse and Resilience." In *Why Communism Did Not Collapse: Understanding Authoritarian Regime Resilience in Asia and Europe*, ed. M. Dimitrov. Cambridge University Press. Chp. 1, 3-39.

Week 4, Sept. 27

The State and Civil Society

- Migdal, Joel. 1997. "Studying the State." In *Comparative Politics: Rationality, Culture, and Structure*, eds. Mark I. Lichbach and Alan S. Zuckerman. Cambridge Univ. Press, 208-36.
- Ziblatt, Daniel. 2004. "Rethinking the Origins of Federalism: Puzzle, Theory, and Evidence from Nineteenth-Century Europe," *World Politics* 57 (October), 70-98.
- Thornton, Patricia M. 2007. *Disciplining the State: Virtue, Violence and State-Making in Modern China*. Cambridge, Mass.: Harvard Univ. Press. Chp 1, 1-21.
- Ganey, Venelin I. 2005. "Post-communism as an Episode of State Building: A Reversed Tillyan Perspective," *Communist and Post-Communist Studies* 38:4 (December), 425-45.
- Schatzberg, Michael G. 2015. "Transformation and Struggle: Space in Africa." In *The Politics of Governance*, eds. Till Förster and Lucy Koechlin. Taylor & Francis, 25-51.
- Putnam, Robert D. 1995. "Bowling Alone: America's Declining Social Capital," *Journal of Democracy* 6:1 (January), 65-78.
- Berman, Sheri. 1997. "Civil Society and the Collapse of the Weimar Republic," *World Politics* 49 (April), 401-439.
- Kubik, Jan. 2005. "How to Study Civil Society: The State of the Art and What to Do Next," *East European Politics and Societies* 19:1 (February), 105-120.
- Haddad, Mary Alice. 2006. "Civic Responsibility and Patterns of Voluntary Participation Around the World," *Comparative Political Studies* 39:10 (December), 1220-1242.

Week 5, Oct. 4

Contentious Politics

- McAdam, Doug, Sidney Tarrow, and Charles Tilly. 2001. *Dynamics of Contention*. Cambridge University Press. Chp. 1, 3-37.
- Goldstone, Jack. 2001. "Toward a Fourth Generation of Revolutionary Theory," *Annual Review of Political Science*, 4: 139-187.
- Goodwin, Jeff, and James M. Jasper. 2004. "Caught in a Winding, Snarling Vine: The Structural Bias of Political Process Theory." In *Rethinking Social Movements: Structure, Meaning, and Emotion*, eds. Jeff Goodwin and James M. Jasper. Rowman & Littlefield Publishers, Chp. 1, 3-30.
- Melucci, Alberto. 1994. "A Strange Kind of Newness: What's "New" in New Social Movements." In *New Social Movements: From Ideology to Identity*, ed. Enrique Laraña, et al. Temple University Press, 101-130.
- Keck, Margaret, and Kathryn Sikkink. 1998. *Activists Beyond Borders*. Cornell University Press, Chp. 1, 1-38.
- Gould, Deborah. 2004. "Passionate Political Processes: Bringing Emotions Back into the Study of Social Movements." In *Rethinking Social Movements: Structure, Meaning, and Emotion*, eds. Jeff Goodwin and James M. Jasper. Rowman & Littlefield Publishers, Chp. 11, 155-176.
- Simmons, Erica. 2016. *Meaningful Resistance: Market Reforms and the Roots of Social Protest in Latin America*. Cambridge University Press. Chp 1, 1-36.

Week 6, Oct. 11

Institutions and Institutional Change

- Olson, Mancur. 1965. *The Logic of Collective Action: Public Goods and the Theory of Groups*. Harvard University Press. Introduction and Chp. 1, 1-52.
- North, Douglass C. 1990. *Institutions, Institutional Change, and Economic Performance*. Cambridge University Press. Chp. 1-2 & 8, 3-16, 61-69.
- Pierson, Paul. 1996. "The Path to European Integration: A Historical Institutional Perspective," *Comparative Political Studies*, 29:2, 123-163.
- Hall, Peter A., and Rosemary C. R. Taylor. 1998. "Political Science and the Three New Institutionalisms." In *Institutions and Social Order*, ed. Karol Soltan, et al. University of Michigan Press.
- Greif, Avner, and David Laitin. 2004. "A Theory of Endogenous Institutional Change," *American Political Science Review* 98:4, 633-652.
- Moe, Terry M. 2005. "Power and Political Institutions," *Perspectives on Politics* 3, 215-233.
- March, James G., and Johan P. Olsen. 2006. "The Logic of Appropriateness." In *The Oxford Handbook of Public Policy* eds. Martin Rein Michael Moran and Robert E. Goodin. Oxford University Press, 1-39.
- Ringe, Nils, and Jennifer N. Victor. 2013. "Solutions to Informational Collective Action Dilemmas: Theorizing the Benefits of Legislative Member Organizations." In *Bridging the Information Gap: Legislative Member Organizations as Social Networks in the United States and the European Union*, eds. Nils Ringe and Jennifer N. Victor (with Christopher J. Carman). Ann Arbor: University of Michigan Press. Chp 2, 18-49.

Week 7, Oct. 18

Parties, Voters, and Elections

- Aldrich, John. 1995. *Why Parties? The Origins and Transformation of Party Politics in America*. University of Chicago Press. 3-61.
- Mozaffar, Shaheen, James R. Scarrit, and Glen Galaich. 2003. "Electoral Institutions, Ethnopolitical Cleavages, and Party Systems in Africa's Emerging Democracies," *American Political Science Review* 97:3, 379-90.
- Meguid, Bonnie M. 2005. "Competition Between Unequals: The Role of Mainstream Party Strategy in Niche Party Success," *American Political Science Review*, 99:3, 347-359.
- Duch, Raymond M., and Randolph T. Stevenson. 2008. *The Economic Vote: How Political and Economic Institutions Condition Election Results*. Cambridge University Press. Introduction and Conclusion, 1-36, 337-358.
- Greene, Kenneth. 2011. "Campaign Persuasion and Nascent Partisanship in Mexico's New Democracy," *American Journal of Political Science* 55:2, 398-416.
- Thachil, Tariq. 2014. "Elite Parties and Poor Voters: Theory and Evidence from India," *American Political Science Review* 108:2, 454-77.
- Lupu, Noam. 2014. "Brand Dilution and the Breakdown of Political Parties in Latin America," *World Politics* 66:4, 561-602.
- Butler, Daniel M., and Eleanor Neff Powell. 2014. "Understanding the party brand: Experimental evidence on the role of valence," *The Journal of Politics* 76:2, 492-505.

Week 8, Oct. 25

Law, Courts, and Judicial Politics

- Bill Chavez, Rebecca. 2008. "The Rule of Law and Courts in Democratizing Regimes." In *Oxford Handbook of Law and Politics*, eds. Keith E. Whittington, R. Daniel Kelemen, Gregory A. Caldeira. New York: Oxford University Press, 67–80.
- Hirschl, Ran. 2002. "Beyond the American Experience: The Global Expansion of Judicial Review." In *Marbury Versus Madison: Documents and Commentary*, eds. Mark Graber and Michael Perhac. Washington, D.C.: CQ Press, 129–153.
- Merryman, John H., and Rogelio Pérez-Perdomo. 2007. *The Civil Law Tradition: An Introduction to the Legal Systems of Europe and Latin America*. Stanford University Press. Chp. 1, 4-6, pp. 1-6, 20-38.
- Quraishi, Asifa. 2008. "Who Says *Shari'a* Demands the Stoning of Women? A Description of Islamic Law and Constitutionalism," *Berkeley Journal of Middle Eastern & Islamic Law* 1, 163–177.
- Merry, Sally Engle. 2009. *Human Rights and Gender Violence: Translating International Law into Local Justice*. Chicago: University of Chicago Press. Chp 1-2, 1–71.
- Ginsburg, Tom. 2011. "Pitfalls of Measuring the Rule of Law," *Hague Journal on the Rule of Law* 3:2, 269–280.
- Hilbink, Lisa. 2012. "The Origins of Positive Judicial Independence," *World Politics* 64:4, 587–621.
- Hendley, Kathryn. 2011. "Resolving Problems among Neighbors in Post-Soviet Russia: Uncovering the Norms of the *Pod"ezd*," *Law & Social Inquiry* 36:2 (Spring), 388–418.
- Hendley, Kathryn. 2015. "Justice in Moscow?" *Post-Soviet Affairs*, 32:6, pp. 491-511.

Week 9, Nov. 1

Ethnicity and Nationalism

- Gellner, Ernest. 1983. *Nations and Nationalism*. Cornell University Press. Chp. 1-7, 1-109.
- Anderson, Benedict. 1983. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Verso. Chp. 1-5, 10, 1-82, 163-185.
- Beissinger, Mark. 2002. *Nationalist Mobilization and the Collapse of the Soviet State*. New York: Cambridge University Press. Chp. 1, pp. 1-46.
- Shelef, Nadav G. 2010. *Evolving Nationalism: Homeland, Identity, and Religion in Israel 1925-2005*. Cornell University Press, Introduction & Conclusion, 1-24, 189-210.
- Chandra, Kanchan, ed. 2012. *Constructivist Theories of Ethnic Politics*. New York: Oxford University Press. Chp 2, 51-96.
- Marquardt, Kyle L. and Yoshiko M. Herrera. 2015. "Ethnicity as a Variable: An Assessment of Measures and Data Sets of Ethnicity and Related Identities," *Social Science Quarterly* 96:3 (September), 689-716.

Week 10, Nov. 8

Social Identities, Culture, and Gender

- Swidler, Ann. 1986. "Culture in Action: Symbols and Strategies," *American Sociological Review* 51 (April), 273-286.
- Wedeen, Lisa. 2002. "Conceptualizing Culture: Possibilities for Political Science," *American Political Science Review* 96:4 (December), 713-738.
- Abdelal, Rawi, Yoshiko M. Herrera, Alastair Iain Johnston, and Rose McDermott. 2006. "Identity as a Variable," *Perspectives on Politics* 4:4 (December), 695-711.
- Wright, Erik Olin. 2000. *Class Counts: Student Edition*. Cambridge University Press. Chp. 1 & 6, 1-40, 115-124.
- Brewer, Marilynn. 2001. The Many Faces of Social Identity: Implications for Political Psychology, *Political Psychology* 22:1, 115 125.
- McDermott, Rose. 2009. Chapter 12: Psychological Approaches to Identity: Experimentation and Application. In R. Abdelal et al., eds. *Measuring Identity: A Guide for Social Scientists*. Cambridge Univ. Press. 345 367
- Hawkesworth, Mary. 2003. Congressional Enactments of Race–Gender: Toward a Theory of Raced–Gendered Institutions, *American Political Science Review* 97:4, 529 550.
- Karpowitz, Christopher F., Tali Mendelberg, and Lee Shaker. 2012. Gender Inequality in Deliberative Participation, *American Political Science Review* 106:3, 533 547.

Week 11, Friday Nov. 15

Violence and Ethnic Conflict

- Collier, Paul and Anke Hoeffler. 2004. "Greed and Grievance in Civil War," *Oxford Economic Papers* 56:4, 563-595.
- Fearon, James D., and David D. Laitin. 2003. "Ethnicity, Insurgency, and Civil War," *American Political Science Review* 97:1 (February), 75-90.
- Wood, Elisabeth J. 2008. "The Social Processes of Civil War: The Wartime Transformation of Social Networks," *Annual Review of Political Science* 11:1, 539-561.
- Kalyvas, Stathis, 2003. "The Ontology of Political Violence," *Perspectives on Politics* 1:3, pp. 475-494.
- Staniland, Paul. 2012. "States, Insurgents, and Wartime Political Orders," *Perspectives on Politics* 10:2 (June), 243-264.
- Straus, Scott. 2015. *Making and Unmaking Nations: War, Leadership, and Genocide in Modern Africa*, Cornell University Press. Introduction, Chp. 3, 54-86.

<p>November 22nd, Thanksgiving week, NO CLASS</p>

Week 12, Nov. 29

Political Economy of Developed Democracies

- Hall, Peter A., and Soskice David. 2001. "An Introduction to Varieties of Capitalism." In *Varieties of Capitalism: The Institutional Foundations of Comparative Advantage*. Oxford University Press, Chp. 1, pp. 1-68.
- Estevez-Abe, Margarita. 2006. "Gendering the Varieties of Capitalism: A Study of Occupational Segregation by Sex in Advanced Industrial Societies," *World Politics* 59:1 (October), 142-175.
- Ahlquist, John S., and Christian Breunig. 2009. "Country Clustering in Comparative Political Economy," Discussion Paper: Max Planck Institute for the Study of Societies, Cologne.
- Moene, Karl O. and Michael Wallerstein. 2001. "Inequality, Social Insurance, and Redistribution," *American Political Science Review*, 95: 4, 859-874.
- Rogowski, Ronald and Mark Andreas Kayser. 2002. "Majoritarian Electoral Systems and Consumer Power: Price-Level Evidence from the OECD Countries," *American Journal of Political Science*, 46: 3 (July), 526-539.
- Iversen, Torben, and David Soskice. 2010. "Real Exchange Rates and Competitiveness: The Political Economy of Skill Formation, Wage Compression, and Electoral Systems," *American Political Science Review* 104:3, 601-623.
- Canes-Wrone, Brandice and Jee-Kwang Park. 2012. "Electoral Business Cycles in OECD Countries," *American Political Science Review* 106:1 (February), 103-122.

Week 13, Dec. 6

Development and Inequality

- Acemoglu, Daron, Simon Johnson, and James A. Robinson. 2001. "The Colonial Origins of Comparative Development: An Empirical Investigation," *American Economic Review*, 91: 5, 1369-1401.
- Bates, Robert H. 2001. *Prosperity and Violence: The Political Economy of Development*. 1st ed. New York: Norton. Chp 1, 4, 6, pp. 17-29, 70-83, 101-116.
- Banerjee, Abhijit, and Lakshmi Iyer. 2005. "History, Institutions and Economic Performance: The Legacy of Colonial Land Tenure Systems in India," *American Economic Review*, 95: 4, 119-213.
- Haber, Stephen, and Victor Menaldo. 2011. "Do Natural Resources Fuel Authoritarianism? A Reappraisal of the Resource Curse," *American Political Science Review*, 105: 1, 1-26.
- Bhavnani, Rikhil R. and Alexander Lee. 2015. "Local Embeddedness and Bureaucratic Performance: Evidence from India," unpublished manuscript August 26, 2015
- Bhavnani, Rikhil R. 2016. "Do the Effects of Temporary Ethnic Group Quotas Persist? Evidence from India" Forthcoming in *American Economic Journal: Applied Economics*.

Week 14, Dec. 13

Economic Reform and Transition

- Bates, Robert H. 1981. "Commonalities & Variations." In *Markets and States in Tropical Africa: The Political Basis of Agricultural Policies*. University of California Press, Chp. 5-7, 1-8, 81-132.
- Rodrik, Dani. 1996. "Understanding Economic Policy Reform," *Journal of Economic Literature* 34 (March), 9-41.
- Hellman, Joel. 1998. "Winners Take All: The Politics of Partial Reform in Postcommunist Transitions," *World Politics* 50:2 (February), 203-234.
- Manion, Melanie. 2004. *Corruption by Design: Building Clean Government in Mainland China and Hong Kong*. Cambridge, Mass.: Harvard University Press. Chp 1, pp. 1-26.
- Denisova, Irina, Markus Eller, Timothy Frye, and Ekaterina V. Zhuravskaya. 2009. "Who Wants to Revise Privatization? The Complementarity of Market Skills and Institutions," *American Political Science Review*, 103:2, 284-304.
- Bates, Robert H. and Steven A. Block. 2013. "Revisiting African Agriculture: Institutional Change and Productivity Growth," *The Journal of Politics*, 75:2, 372-384.
- Earle, John S. and Scott Gehlbach. 2015. "The Productivity Consequences of Political Turnover: Firm-Level Evidence from Ukraine's Orange Revolution," *American Journal of Political Science*, 59:3, 708-723.

Final Project due Wed, Dec. 14 th , 12:00 pm.

Disability Accommodations:

People with disabilities will be fully included in this course. Please inform me if you need any special accommodations in the curriculum, instruction, or assessments of this course to enable you to participate fully. Confidentiality of the shared information will be strictly maintained. Certain accommodations may require the assistance of the McBurney Disability Office on campus. The McBurney Disability Resource Center can be reached at (608) 263-2741 or via email at mcburney@odos.wisc.edu.

Absence, Make-up and Final Grade Policy

1. Absences will be excused due to religious conflicts, medical issues, or university-related business. Contact me as soon as possible if you anticipate missing class.
2. Make-up policy for excused absences: Missed classes can be made up by writing a response paper on the readings. The response paper should be three single-spaced pages and discuss the readings, and is due one week after the missed class.
3. Policy for missing more than 3 classes: If make-up assignments are completed, missing more than 3 classes will result in a one-half reduction of the final grade. If they are not completed, it will be a full grade reduction of the final grade. In addition, un-made up assignments will receive an F.
4. Failure in any of the three course components on the first page will result in failure in the course overall.

1) Reading, Preparation, and Participation:

- This is a discussion-based class and active participation is essential. Mere attendance is not full participation. Active participation means being prepared by doing the reading and thinking about the material so that you can ask and answer questions related to the course material. All students are expected to do all readings for each class and to bring the readings to class in order to aid in discussion.
- I will call on a few students during each class meeting; you should be prepared to answer questions about each of the assigned readings.
- Students are expected to attend for the full class period; arriving late or leaving the room during class will result in a lowered participation grade.
- It is fine to use a tablet or laptop in class to take notes, but doing other work or online activity unrelated to the course during class will result in a lowered participation grade.
- Participation grades will be given 4 times during the semester, taking into account the previous 3-4 weeks of participation. The grading scheme for reading and discussion participation is:
 - A = Attended and actively participated, seemed in command of readings and material; able to explain concepts to the class.
 - B = Attended and spoke, demonstrating adequate engagement with the readings, but infrequently or without full understanding of the course material.
 - C = Attended but did not speak, did not show evidence of having done the readings, was engaged in non-course-related activities online, arrived late, or left during class.
 - F = Did not attend.

2) Group Memos and Presentations:

- To start off our discussions, each week students will work in groups of 2 or 3 to prepare a short memo and a 10-15 minute oral presentation based on the readings.
- The goal is to highlight interesting aspects of the readings and to provide points for further discussion. Presentations should be modeled on the role of a discussant at a professional conference. Through this activity, students will improve their presentation skills and the ability to concisely analyze, categorize, and write about political science literature.
- Group presentation dates will be set at the first class meeting. Each student will participate in five, from at least three different broader themes (e.g. political economy, institutions, identity, conflict).

Memos should:

- Be in bullet point format, no longer than 2 single-spaced pages (12-point font, 1-inch margins);
- Sort readings into types or categories (*this is an important conceptual task*);
- Highlight key arguments;
- Make connections among the readings;
- Include three discussion questions at the end;
- Be posted in the class dropbox as a PDF by 9:00 a.m. on the day of the seminar (Tuesday).

Presentations:

- Should be about 10 minutes, and must include all assigned readings;
- Students should work together to develop an integrated presentation; do not just divide up the reading. The division of the presentation should be based on substantive themes or theories, rather than different works;
- Should not include slides, unless there is a figure that needs to be shown;
- Presenters should engage with the class and not simply read notes.

Grading criteria (includes memo and presentation):

- A = Meets AB criteria, and memo, presentation and questions were well-integrated, and presentation delivery was engaging (eye contact, speaks rather than reads, etc.).
- AB = Memo contained original or innovative analysis of readings, included connections between readings, and provided insightful discussion questions.
- B = Made connections between readings, going beyond just description of main arguments, provided insightful discussion questions, but possibly with some minor errors in memo or presentation.
- C = Memo posted on time, discussed and captured the main arguments of all readings, and provided discussion questions, although possibly with some significant errors in memo or presentation.
- D = Egregiously inaccurate or incomplete discussion of readings (did not include all readings) or did not provide discussion questions.
- F = Did not attend or participate in presentation or memo-writing.

3) Final Project:

The final project will be a paper of no more than 2500 words (approximately 4-5 single-spaced pages), not including citations or tables/figures (if any). The goal of this paper is to draw connections between readings in the course and your research goals, which hopefully will help you develop your dissertation research question and embed your dissertation in existing literature. You should be considering your own research interests as well as sources for this project throughout the semester. The paper should have 2 sections:

- A discussion of your own research interests (500 words).
- A discussion of two topics from the course that are related to your research interests (approximately 1000 words each).

For each of these topics you should focus on readings from the course syllabus. You may go beyond the chapters that were assigned for books on the syllabus, and you also do not have to discuss all of the readings from a given week, but the expectation is nuanced engagement with the readings, and an integrated link between topics as well as with your research interests.

Project requirements:

1. Title: Give your project a title that describes your research topic. When people ask you "what are you interested in?" or "what do you work on?" this should be your answer.
2. Define your field of interest in approximately 500 words. This should describe what you plan to study. Do not just summarize a literature. Say explicitly what you plan to work on within a literature (or literatures), so that the topics in the second part follow from the description of your interests.
3. Choose at least two theoretical topics (from the 13 substantive course meetings) that are related to your research interests. For each topic, in approximately 1000 words, you should discuss the key questions that the literature on that topic addresses, including sources listed on the syllabus, and how they connects to your research interests.
 - In discussing specific sources, you should not just summarize main arguments, but explain why is it important and what it adds that other readings don't. For example:
 - "This book is a foundational work on state formation, which is well cited in the literature. I disagree with the argument for reasons X, Y, and Z, but think it provides a useful foil for my argument."
 - "This article links civil society and violence, focusing on decentralization, and is the only one to put those three variables together, and hence is innovative."
 - "This book looks at national identity in Latin America, and I'm interested in Africa, but I thought I could learn from the Latin American experience."
 - "This article has a data set on political violence, which is unique. I want to compare it with some other case studies."
4. Other important requirements:
 - The final project is due as a PDF posted to Learn@UW on Wed, Dec. 14th, 12:00 pm.
 - 12-point font, single-spaced, 1-inch margins, include page numbers.
 - Cite all your sources fully and properly.
 - Title your file that you upload with *your last name*, e.g. "SmithPS856.pdf".