Course Subject, Number and Title: 
Political Science 856, Field Seminar in Comparative Politics

Credits: 3

Canvas Course URL: https://canvas.wisc.edu/courses/119157

Course Designations and Attributes: Seminar  
Counts toward 50% graduate coursework requirement  
Counts toward 50% graduate coursework requirement

Meeting Time and Location: 
Fall 2018, Tuesdays 3:30PM - 5:25PM, North Hall 422

Instructional Mode: Classroom instruction, all face-to-face

How Credit Hours are met by the Course: 
Traditional Carnegie Definition – This class meets for one 115-minute class period each week over the spring semester and carries the expectation that students will work on course learning activities (reading, writing, studying, etc.) for about 7 hours out of classroom for every class period. The syllabus includes more information about meeting times and expectations for student work.

INSTRUCTOR

Instructor Title and Name: 
Yoshiko M. Herrera, Professor, Department of Political Science 
https://polisci.wisc.edu/people/faculty/yoshiko-m-herrera

Instructor Availability: 
Office hours by appointment: usually Thurs. 1:15-3:45, 316 North Hall  
Schedule appointments here: https://calendar.wisc.edu/scheduling-assistant/  
Email me if you need to meet at other times

Instructor Email/Preferred Contact: 
yherrera@wisc.edu
OFFICIAL COURSE DESCRIPTION

Course Description from the Guide:
A broad introduction to the field of comparative politics. It combines a theory-driven approach with a problem-driven approach to analyze key themes in comparative politics. Four paradigms in comparative politics--structural, cultural, rational-choice and institutional--will be reviewed.

Requisites: Graduate or professional standing

Additional Course description:
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.
(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, will write short memos on the readings, and will collaboratively work on presentations. 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 many of the weeks, a guest faculty member will join the class discussion.
## Summary Class Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Guest Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-Sep</td>
<td>Course Introduction</td>
<td></td>
</tr>
<tr>
<td>18-Sep</td>
<td>Institutions and Institutional Change</td>
<td></td>
</tr>
<tr>
<td>25-Sep</td>
<td>The State and Civil Society</td>
<td>Eunsook Jung</td>
</tr>
<tr>
<td>2-Oct</td>
<td>Regime Types: Definitions and Trajectories</td>
<td>Scott Gehlbach</td>
</tr>
<tr>
<td>9-Oct</td>
<td>Legislatures and Governance</td>
<td>Nils Ringe (introduction only)</td>
</tr>
<tr>
<td>16-Oct</td>
<td>Parties, Voters, and Elections</td>
<td>Eleanor Powell</td>
</tr>
<tr>
<td>23-Oct</td>
<td>Law, Courts, and Judicial Politics</td>
<td>Kathryn Hendley</td>
</tr>
<tr>
<td>30-Oct</td>
<td>Contentious Politics</td>
<td>Erica Simmons</td>
</tr>
<tr>
<td>6-Nov</td>
<td>Ethnicity and Nationalism</td>
<td>Nadav Shelef</td>
</tr>
<tr>
<td>13-Nov</td>
<td>Violence and Ethnic Conflict</td>
<td></td>
</tr>
<tr>
<td>20-Nov</td>
<td>No class (Tues before Thanksgiving)</td>
<td></td>
</tr>
<tr>
<td>27-Nov</td>
<td>Social Identities, Culture, and Gender</td>
<td>Aili Tripp</td>
</tr>
<tr>
<td>4-Dec</td>
<td>Development and Growth</td>
<td>Rikhil Bhavnani</td>
</tr>
<tr>
<td>11-Dec</td>
<td>Other Economic Outcomes</td>
<td></td>
</tr>
</tbody>
</table>
Class Schedule

Week 1, Sept. 11
Introduction to course: No assigned reading.

Week 2, Sept. 18

Institutions and Institutional Change


Week 3, Sept. 25

The State and Civil Society


Background readings on civil society; not for class discussion

Week 4, Oct. 2

Regime Types: Definitions and Trajectories


Background readings on measurement of democracy; not for class discussion

Week 5, Oct. 9

Legislatures and Governance


Week 6, Oct. 16
Parties, Voters, and Elections

Week 7, Oct. 23
Law, Courts, and Judicial Politics
Background readings on legal systems; please read to familiarize yourself with different legal traditions (civil law or Islamic legal traditions). Not for discussion in class:


**Week 8, Oct. 30**

**Contentious Politics**


**Week 9, Nov. 6**

**Ethnicity and Nationalism**


- 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.


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**Week 10, Friday Nov. 13**

**Violence**


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**November 20th**, Thanksgiving week, NO CLASS

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**Week 11, Nov. 27**

**Social Identities, Culture, and Gender**


- One additional reading on gender or class TBA
Week 12, Dec. 4

Development and Growth


Background readings; not for class discussion


Week 13, Dec. 11

Other Economic Outcomes: Redistribution, Inequality, and Corruption


Final Paper due Dec. 12th, 11:59 pm
LEARNING OUTCOMES

Course Learning Outcomes:
Learning outcomes for this course correspond to the five Political Science B.A. Learning Outcomes:
1. Develop an understanding of and appreciation for the methods and approaches of diverse subfields in Political Science—American Politics, Comparative Politics, International Relations, and Political Theory—and their relevance to important theoretical and pragmatic questions.
2. Analyze different forms and practices of governance both democratic and non-democratic.
3. Argue effectively and defend propositions with intellectual integrity, while considering a range of alternative points of view and evidence.
4. Analyze relations among individuals, civil society, political institutions, and states.
5. Analyze the motivations and consequences of political decision-making and activities.

See additional course goals under the section "Additional Course description" above

GRADING

Summary of course requirements and grading (see details below)
1. Reading, preparation, and participation in class (2.5% x 12) 30%
2. Discussion questions (1% x 4) 4%
3. Bi-weekly memos (5% x 6) 30%
4. Group presentations (3% x 2) 6%
5. Final Paper 30%

Grade scale | Range | Single grade value
--- | --- | ---
A | 100% to 94% | 100%
AB | < 94% to 88% | 90%
B | < 88% to 82% | 85%
BC | < 82% to 76% | 80%
C | < 76% to 70% | 75%
D | < 70% to 60% | 65%
F | < 60% to 0% | 0%

REQUIRED TEXTBOOK, SOFTWARE & OTHER COURSE MATERIALS

- Most readings are available online via the library or will be on the course website

EXAMS, QUIZZES, PAPERS & OTHER MAJOR GRADED WORK

For each week, students will sign up for either a presentation, discussion question, or memo. There are 12 assignments (2 presentations, 4 discussion questions, and 6 memos). The schedule for these will be set up on the first day of class.
1) **Reading, Preparation, and Participation**: (2.5% x 12; 30% of final grade)

- This is a discussion-based class and active participation is essential. Mere attendance is not full participation. Active participation means being prepared by doing all of the readings for each class and thinking about the material so that you can ask and answer questions related to the course material. Students 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 and access readings, but doing other computer activity unrelated to the course during class will result in a lowered participation grade.

Grading rubric for participation in class discussions

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.
C  Attended but did not speak, or was engaged in non-course-related activities online, or arrived late or left during class.
F  Did not attend.

2) **Discussion questions** (1% x 4; 4% of final grade):

In four of the weeks, each student will post 1 question for discussion to the course website, by 2:30 pm on Tuesday. We will discuss these in class. Discussion questions must be based on the course readings, be of broad interest, and be no longer than 75 words.

The grading rubric for discussion questions:

A  Question asks about the course readings, and connects to a broad theme in the set of course readings, and is under 75 words.
B  Question asks about the course readings, but is narrow or not quite on topic.
C  Question is not directly related to course readings.
F  Question not posted by 2:30 pm.

3) **Bi-weekly Memos** (5% x 6, 30% of final grade)

For one half of the weeks, each student will prepare a short memo based on the readings. The goals are to categorize the readings, to figure out what the contribution of each reading is, to find points of criticism in the readings, and to make connections between readings.
All memos should include four clearly marked sections:

1. **Categories:** Sort the readings into categories; this is an important conceptual skill. The categories can be based on topic, independent or dependent variables, methods, etc. You should provide clear descriptive category labels, then list the author name & year, for all assigned readings, next to or below each label.

2. **A key contribution:** In 150 words or less discuss an important contribution from one or more works that you think is noteworthy. This should not be merely a restatement of the abstract or main argument. Say why it’s a contribution.

3. **A point of criticism:** in 150 words or less discuss something you found lacking or something you disagreed with in one or more of the readings.

4. **Connections among the readings:** In 150 words or less discuss a connection between two or more readings. Something they have in common, some way in which they contradict or can be contrasted with each other, etc.

Other requirements: All memos should:

- Include your name, the date, and a descriptive title for the memo
- Be one page or less (12-point font, 1-inch margins)
- Sections 2-4 should be written in prose, not bullet points
- Be posted on the class website as a PDF by 1:30 pm on Tuesday. Late memos marked down 2 points for up to 90 minutes late; memos will not be accepted after 3:00 pm.

**Memo grading rubric:**

<table>
<thead>
<tr>
<th>Reasonable categorization</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contribution is clear and important</td>
<td>2</td>
</tr>
<tr>
<td>Criticism is reasonable and accurate</td>
<td>2</td>
</tr>
<tr>
<td>Made connections between 2 or more readings</td>
<td>2</td>
</tr>
<tr>
<td>No errors or typos</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total points</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

**4) Group Presentations:** (3% x 2, 6% of final grade)

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 orally discuss work in comparative politics.

- Students should work together to develop *an integrated presentation*; do not just divide up the reading. The structure of the presentation should be based on substantive themes or theories, rather than just dividing works arbitrarily;
- Presentation should highlight key contributions and some criticisms, and should make connections between readings.
- Slides should include 2 short discussion questions, plus the 4 submitted questions from others students.
- Presentations must include all assigned readings; should not be longer than 10 minutes; and should include slides (but no more than 5 maximum).
- Presenters should engage with the class and not simply read notes.
- Group presentation dates will be set at the first class meeting. Each student will participate in two (with 1-2 other students), from different broader themes (e.g. political economy, institutions, identity, conflict).
Presentation grading rubric

<table>
<thead>
<tr>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thematic organization of readings</td>
<td>2</td>
</tr>
<tr>
<td>Innovative analysis, including key contributions and criticisms</td>
<td>2</td>
</tr>
<tr>
<td>Makes connections between readings</td>
<td>1</td>
</tr>
<tr>
<td>Relevant and broad discussion questions</td>
<td>1</td>
</tr>
<tr>
<td>Delivery was engaging; made eye contact, did not read from notes or written text, clear and loud enough voice, etc. and all students spoke</td>
<td>2</td>
</tr>
<tr>
<td>Slides were attractive; not too much text, correct fonts, sizes, etc.</td>
<td>1</td>
</tr>
<tr>
<td>Stayed within 10 minutes and included all readings</td>
<td>1</td>
</tr>
</tbody>
</table>

5) Final Paper: (30% of final grade)

The final paper 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).

The goal is nuanced engagement with the course readings, and an integrated link between your research interests and topics in the course.

Paper 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 ten readings from the syllabus, from at least two different weeks, that are related to your research interests. In approximately 2000 words total, you should discuss how each reading is connected to your research interests, as well as to the broader literature (i.e. the readings are a link between your research and the larger literature).
   - Develop subheadings for the discussion; they need not be the same as on the syllabus, but should be descriptive.
   - In discussing specific sources, you should not just summarize main arguments, but explain why it is 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:
- Your discussion should be based on readings on the syllabus, but you may go beyond the chapters that were assigned for books on the syllabus.
- Include your name, date, and title and subheadings as described above, and cite all your sources fully and properly.
- 12-point font, single-spaced, 1-inch margins, include page numbers.
- The final paper is due as a PDF posted to the class website on Wednesday, Dec. 12th, 11:59 pm. Late papers marked down 2 points for up to 24 hours late; papers not accepted after December 13th.

Final paper rubric:

<table>
<thead>
<tr>
<th>Title and subheadings are sensible</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion of field of interest makes the potential research contribution clear</td>
<td>3</td>
</tr>
<tr>
<td>Discussion of the topics and readings from the course is innovative as well as accurate in making connections between the readings and your field of interest;</td>
<td>3</td>
</tr>
<tr>
<td>Proper citation of sources; no typos or errors; within the word limit.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

HOMEWORK & OTHER ASSIGNMENTS

See above

OTHER COURSE INFORMATION:

Absence and Make-up Policy

Absences will be excused due to religious conflicts, medical issues, or university-related business. Make-up policy for excused absences:
1. Absence must be excused: Contact me by email as soon as possible if you anticipate missing a class or assignment. I will confirm in writing that the absence is excused. If you do not contact me, and I do not confirm, the absence is considered "not-excused", the missed class will be counted as F (0 points), and no late work will be accepted.
2. With excused absence, missed class participation will be excluded from final grade total (no grade for that day, e.g. there will be only 11 rather than 12 grades for class participation).
3. Online discussion questions and memos must be submitted online by normal due date, unless the reason for the excused absence precludes doing the online work by the normal deadline (e.g. medical emergency). In this case, memos and discussion questions will be accepted up to one week beyond the deadline.
4. If you anticipate missing a class where you are signed up for a presentation, you should switch beforehand if possible.
5. Policy for missing more than 3 classes: Missing more than 3 classes, even if excused, will result in a 5% reduction in points for the final grade. This reflects the fact that this is a discussion seminar and class participation is important to learning outcomes.
RULES, RIGHTS & RESPONSIBILITIES
See the Guide’s to Rules, Rights and Responsibilities

ACADEMIC INTEGRITY
By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison’s community of scholars in which everyone’s academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES
McBurney Disability Resource Center syllabus statement: “The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student’s educational record, is confidential and protected under FERPA.” http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php

DIVERSITY & INCLUSION
Institutional statement on diversity: “Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.” https://diversity.wisc.edu/