Course Subject, Number, and Title:
Political Science 846: Racial and Ethnic Diversity: Causes and Effects

Meeting Time and Location: Spring 2023, Wednesdays 1:20pm–3:15pm, in Ingraham 223
Canvas Course URL: https://canvas.wisc.edu/courses/346344

Credits: 3
Course Designations and Attributes: Seminar
Grad 50% - Counts toward 50% graduate coursework requirement
Requisites: Graduate/professional standing
Instructional Mode: In-Person

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 8 hours out of classroom for every class period. The syllabus includes more information about meeting times and expectations for student work.

Regular and Substantive Student-Instructor Interaction: 1) Participation in regularly scheduled learning sessions (in-person class meetings); 2) Personalized comments on individual student assignments (memos, presentation slides, and final paper)

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

Instructor Availability:
Drop-in office hours: W 3:30-4:30 or by appointment via Calendly:
https://calendly.com/ymherrera/office-hours. Meet in in 316 North Hall, unless you prefer Zoom, in which case sign up on Calendly to reserve time slot and then email me to get a Zoom link. No need to ask permission to schedule, but do email me if you need to meet at times other than drop-in times or those available on Calendly.

Instructor Email/Preferred Contact:
yherrera@wisc.edu
Course Description from the Guide [http://guide.wisc.edu/courses/poli_sci/](http://guide.wisc.edu/courses/poli_sci/)
Focuses on the causes and effects of racial and ethnic diversity in a range of contexts across different countries. Includes the following topics: 1) definitions of diversity and how ethnic and racial diversity is measured; 2) the causes of diversity including migrations and state actions such as ethnic cleansing and colonialism, and later processes of immigration and segregation; 3) the effects of diversity or segregation, including on social relations, conflict, public good provision, and political behavior; and the effects of ethnic and racial diversity in organizations; and 4) considers ways of increasing diversity including affirmative action and quotas, and the effectiveness of diversity training. Readings will include cases studies from different countries and different time periods and will include a range of different racial and ethnic groups around the world.

Other Course Goals:
This course will be based on student-centered discussion. Reading is essential for full participation in discussions and students will be asked to explain concepts from the readings in class. Students will work in teams on weekly presentations and will present their own research at the end of the semester. In addition, through short writing assignments (bi-weekly memos) students will gain competence in categorizing and responding to readings. Finally, students will write an original research paper through three structured assignments.

Course Learning Outcomes:
1. Gain an understanding of the definition and measurement of racial and ethnic diversity and segregation
2. Become familiar with the social science literature on the causes and effects of ethnic and racial diversity and segregation
3. Identify and learn about research methods used in the study of racial and ethnic diversity and segregation
4. Develop critical reading, writing, collaboration, and presentation skills.

REQUIRED TEXTBOOK & OTHER COURSE MATERIALS
Readings are available online via Box or will be on the course website

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES
The Political Science department is located in North Hall. This building is not accessible to individuals with mobility disabilities and does not have an elevator or accessible restroom. The department is committed to equal opportunity for all students to attend office hours, advising, and other department-related events. Please contact me if North Hall presents a disability-related barrier to you, and I will work with you to ensure access. If you require a disability-related accommodation for the academic requirements of this course unrelated to North Hall, please see this site: [https://guide.wisc.edu/courses/#SyllabusAccommodations](https://guide.wisc.edu/courses/#SyllabusAccommodations).
GRADING
Summary of course requirements and grading (see details below)

<table>
<thead>
<tr>
<th>1. Discussion and Class Participation</th>
<th>20%</th>
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<tbody>
<tr>
<td>Discussion questions (22 x .23% = 5%)</td>
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<tr>
<td>Class Participation (4 x 3.75% = 15%)</td>
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<tr>
<td>2. Memos on readings (5 x 6%)</td>
<td>30%</td>
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<td>3. Presentations</td>
<td>20%</td>
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<tr>
<td>Group Presentations (3 x 5% = 15%)</td>
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<tr>
<td>Final Paper presentation (5%)</td>
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<td>4. Final Paper</td>
<td>30%</td>
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<tr>
<td>Paper proposal 1 (1%)</td>
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<tr>
<td>Paper proposal 2 (5%)</td>
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<tr>
<td>Final Paper (24%)</td>
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100%

Grade scale:
A  100% to 95%  B  <89% to 83%  C  <77% to 70%  F  <60% to 0%
AB  <95% to 89%  BC  <83% to 77%  D  <70% to 60%

Grades are not curved.

ABSENCE, MAKE-UP, AND LATE-WORK POLICY
Absences will be excused due to religious conflicts, medical issues, or university-related business.

1. Absence must be excused: Contact me by email as soon as possible if you anticipate missing a class or assignment and I will confirm in writing that the absence is excused.
2. With an excused absence, missed class participation will be excluded from final grade total.
3. Memos and other assignments must be submitted online by normal due date, unless the reason for the excused absence precludes doing the work by the normal deadline (e.g. medical reason). In this case, an alternative assignment will be accepted up to one week beyond the excused absence period. Any work not turned in by one week beyond the excused period will not be accepted.
4. Late assignments will be marked down one full grade if posted late by up to 24 hours after the due date/time, and one additional grade down every 24 hours after that.
ACADEMIC INTEGRITY STATEMENT
By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary sanctions (https://conduct.students.wisc.edu/academic-misconduct/) include, but are not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

DIVERSITY & INCLUSION STATEMENT
Diversity (https://diversity.wisc.edu/) 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.

ACADEMIC POLICIES AND STATEMENTS:
See this link https://guide.wisc.edu/courses/#syllabustext for information on the following:
- Teaching and Learning Data Transparency Statement
- Privacy of Student Records and the Use of Audio Recorded Lectures Statement,
- Campus Resources for Academic Success
- Course Evaluations and Digital Course Evaluations
- Students’ Rules, Rights and Responsibilities
- Academic Calendar and Religious Observances
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Part 1</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan-25</td>
<td>1.1 Introduction: What is diversity? What are its sources and its effects?</td>
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<td>2</td>
<td>Feb-1</td>
<td>1.2 Definitions of race and ethnicity, and measurement of diversity and segregation</td>
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<th>Part 2</th>
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<tr>
<td>3 Feb-8</td>
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<td>4 Feb-15</td>
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<td>Feb-17</td>
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<th>Part 3</th>
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<tr>
<td>5 Feb-22</td>
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<td>6 Mar-1</td>
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<td>7 Mar-8</td>
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<td>Mar-15</td>
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<td>8 Mar-22</td>
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<td>Mar-25</td>
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<td>9 Mar-29</td>
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<td>10 Apr-5</td>
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<th>Part 4</th>
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<td>11 Apr-12</td>
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<td>12 Apr-19</td>
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<th>Part 5</th>
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<td>13 Apr-26</td>
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<td>14 May-3</td>
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<td>May-5</td>
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**Class Schedule**

**Part 1**

**Week 1, January 25**

1.1 **Introduction to course:** What is diversity? What are its sources, and what are its effects?
- No assigned reading
Week 2, February 1

1.2 Definitions of race and ethnicity, and measurement of diversity and segregation


Recommended further reading:


Week 3, February 8

2.1 Sources of diversity and segregation: Migration, states, institutions


Recommended further reading:
• Faber, Jacob W. "We Built This: Consequences of New Deal Era Intervention in America's Racial Geography." American Sociological Review 85.5 (2020): 739-775.

Week 4, February 15
2.2 Sources of diversity and segregation: Group and individual choices
• Telles, Edward, and Tianna Paschel. "Who is black, white, or mixed race? How skin color, status, and nation shape racial classification in Latin America." American Journal of Sociology 120.3 (2014): 864-907.
Recommended:

**Initial Paper Proposal due Friday, February 17th, 12:00 pm, via Canvas**

Part 3
Week 5, February 22

3.1 Effects of diversity or segregation on social relations

Recommended:
Week 6, March 1
3.2 Effects of inter-group contact on social relations


Recommended:

Week 7, March 8
3.3 Effects of ethnic and racial diversity on conflict


Recommended:

March 15 – NO CLASS – SPRING BREAK

**Week 8, March 22**

**3.4 Effects of ethnic and racial diversity on public goods provision**

Recommended
Week 9, March 29

3.5 Effects of ethnic and racial diversity on political behavior


Recommended


Week 10, April 5

3.6 Effects of ethnic and racial diversity in organizations

Recommended:

**Part 4**

**Week 11, April 12**

**4.1 Addressing lack of ethnic and racial diversity: affirmative action and quotas**

Recommended
4.2 Addressing lack of ethnic and racial diversity: diversity training


Recommended:


Part 5

Week 13, April 26

5.1 Student paper presentations

Week 14, May 3

5.2 Student paper presentations

Final Paper due Friday, May 5th, 12:00 pm via Canvas

MAJOR GRADED WORK

1) Reading, Discussion Questions, and Participation:

- This is a discussion-based online class and active participation is essential. Attending class is the first step and is important, but 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. Students should have the readings nearby and available in order to aid in the online discussion.
- I may 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 session early will result in a lowered participation grade. If you have a medical reason for needing to leave class, please let me know.

Discussion questions (22 x .23% = 5% of final grade):
Each week students should post 2 questions, of no more than 50 words each, to the course website, by 12:00 pm on Wednesday. We will discuss a selection of these in class.
• One question should be a topic for discussion, i.e. a theme or important issue from the week’s readings that the class should discuss.
• A second question should be a specific question about one of the readings; something you didn’t understand or would like clarification on.
• Discussion questions are credit/no credit. If they meet the above criteria and are posted on time students will receive credit.

Participation in class discussions (4 x 3.75% = 15% of final grade)
Grades will be given 4 times during the semester, taking into account the previous few weeks of participation.
Grading rubric for each participation grade:

| Attended each class during evaluation period | 65% |
| Arrived on time, did not leave room during class | 10% |
| Actively participated by asking questions and participating in group discussions or chats | 20% |
| Seemed in command of readings and material; able to explain concepts | 5% |
| | 100% |

2) Memos (5 x 6% = 30% of final grade)
For about half of the weeks, students will prepare a short memo based on the readings. The goals are to categorize the readings and understand how they fit together, to identify a key contribution from each reading is, and to identify some limitations of the readings. All memos should have 4 clearly marked sections:
1. Categorize all the week’s readings in a small table or figure. For example, you can make 1x3 or 2x3 table, dividing the readings by substantive explanations, by outcomes (e.g. positive or negative effect on conflict), or along some dimension (e.g. type of contact, time, etc. You might also use method, region, or unit of analysis in the table.
2. Make connections among the readings. In a few sentences compare each of the week’s readings and explain how they are related to each other. Ideally this will follow from your categorization because you can discuss how some readings focus on something or how they differ on some dimension.
3. Briefly highlight a key contribution of each work; this should not be merely a restatement of the abstract. Consider why the work was published; what does it contribute to the week’s topic? Examples: a substantive theoretical contribution; new data; a measurement or methodological innovation, etc.
4. Highlight a limitation or a criticism in at least 2 works, e.g. something left out, wrong, or that you disagree with.

Other memo requirements:
- Post on Canvas as a PDF by 11:00 am on Wednesday.
- Discuss all readings for the week as noted above; memos should be written in prose (not bullet points), except for the table/figure, and divided into 4 sections noted above.
- Use parenthetical citation (last name, year, and page # if a quotation), e.g. APA citation style. Given that readings are from syllabus, no bibliography on memos is necessary. Cite both authors if there are two (not just the male or more senior one); first author plus “et al.” is okay for more than 2 authors.
- Check and spell author names correctly. Look it up if you don’t know for sure. Pay attention to gender in referring to authors; do not assume all are male. Google if you are not sure or just don’t use pronouns if you don’t know.
- Things to avoid: Do not discuss other non-required readings in these memos. Do not include sign-posting, intro, or conclusion, just the 4 sections noted above.
- Memos should be approximately 1 ½ to 2 single-spaced pages (12-point font, 1-inch margins), and should include your name, date, and a title. Longer than 2 pages not accepted.
- Unless you request otherwise, memos will be shared with other students on course website.

Memo grading rubric:

<table>
<thead>
<tr>
<th>Points</th>
<th>Turned in on time, meets page limit; contains a title and clearly marked sections; no typos or errors</th>
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<tbody>
<tr>
<td></td>
<td>Categorization table/figure captures some important dimensions and is accurate</td>
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<tr>
<td></td>
<td>Comparison of readings is reasonable and accurate</td>
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<tr>
<td></td>
<td>Key contributions of each reading were reasonable, and do not merely repeat abstracts</td>
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<tr>
<td></td>
<td>Criticism of at least 2 readings is reasonable and accurate</td>
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<td></td>
<td>Total points</td>
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<td>60%</td>
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3) **Group Presentations:** (3 x 5% = 15% of final grade)

Through this activity, students will develop 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.
- Presentations should contain 4 sections:
  1. Identify key themes/topics for the week’s readings, and show how the readings fit together (this is similar to the categorization exercise in the memos)
2. Highlight key contributions
3. Discuss some criticisms or limitations
4. Develop a list of discussion questions for the class; these can be based on the broad theme questions submitted by students or based on your own suggestions.
   - Slides should be uploaded to Canvas by 1:00 pm on Wednesdays.
   - 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.

Presentation grading rubric

| Content: Reasonable thematic organization of readings, good analysis, including highlighting key contributions and criticisms | 50% |
| Discussion questions identified key themes in the readings | 10% |
| Visual content: Slides looked professional: not too much text, consistent and correct fonts, sizes, etc. and no errors. Good use of images. | 20% |
| Delivery: Stayed within 10 minutes; presentation was engaging; made eye contact, did not read too much from notes or written text, clear and loud enough voice, etc. and all students spoke | 20% |

100%

4) Final Paper: (30% of final grade)
The final paper for this course should focus on some aspect of racial or ethnic diversity and should contain a research question that is theoretically motivated. Ideally the paper will include original data collection or original re-analysis of existing data. The paper is open in terms of substantive topics, but must reference some of the course readings and should fit within one of the parts of the course:
   1) definition and measurement of racial and ethnic diversity segregation;
   2) causes of racial and ethnic diversity or segregation;
   3) the effects of racial and ethnic diversity or segregation;
   4) ways to increase diversity.

The goal of this paper is to be able to complete a writing assignment for which you have read and processed existing work, and in which you contribute new analysis of data in answer to a theoretically motivated question. It is through writing in a structured way that essential learning outcomes of the course will be achieved, and writing is a process that unfolds in drafts; therefore, completion of a final paper, rather than an incomplete idealized paper, should be your focus.

Initial Paper Proposal, due Feb.17th, noon, (1% of final grade):
   - Include your name, the date, and a descriptive title
   - Length: up to 1 double-spaced page
• Your proposal should make clear which aspect of diversity you will focus on (measurement, causes, effects, remediation); the substantive topic (including country/region and time period); short description of methods and data sources you plan to use. If you have one, you should also include a specific research question.

Revised Paper Proposal, due Mar. 25th, noon. (5% of final grade):
• Include your name, the date, and a descriptive title
• Length: 2-3 double-spaced pages
• Include the following four numbered sections:
  1. A clear research question related to diversity and course themes.
  2. Theoretical motivation for your research from existing work, and implications (make clear what your work will add, or why it is useful to do this research) including at least two or three hypotheses.
  3. Describe what methods (experiment, content analysis, survey, or interviews, quantitative statistical analysis, etc.) you plan to use, and why such methods are appropriate for your research question.
  4. Describe the main type of data sources that you plan to use.

Grading rubric for the Revised Paper Proposal:

| The plan contains all 4 sections, and content is as instructed above | 30% |
| The research question is clear and related to diversity | 10% |
| The theoretical motivation and hypotheses are reasonable and clear | 20% |
| The methodology is appropriate to the research question | 10% |
| The data sources are appropriate, and data collection seems feasible | 10% |

100%

Other final paper requirements:
• 12-point font, 1-inch margins, include page numbers.
• Maximum 25 double-spaced pages of text (excluding figures/tables, and bibliography)
• Place all figures and tables in the text (or on adjacent pages) where they are discussed. Do not place them all at the end.
Final Paper due May 5th, noon, (24% of final grade).

Grading rubric for the final paper:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>The paper content is as instructed above (based on proposal structure), and is within page limit</td>
<td>50%</td>
</tr>
<tr>
<td>Each element demonstrates thoughtful effort; no typos or errors; appropriate citation of sources, good word choice and tone</td>
<td>10%</td>
</tr>
<tr>
<td>The research question is clear and related to the diversity; course readings are cited where appropriate</td>
<td>10%</td>
</tr>
<tr>
<td>Discussion of relevant existing literature is organized, analytical, and sufficiently comprehensive</td>
<td>10%</td>
</tr>
<tr>
<td>Methods and data appropriate to research question, carried out appropriately, and paper includes sufficient written description and explanation of methods and data</td>
<td>15%</td>
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<tr>
<td>Sufficient attention to causal inference in research design and discussion</td>
<td>5%</td>
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100%

Final Paper Presentations (5% of final grade):
This is an opportunity for you to share your work from the semester with your fellow students, and to develop presentation skills.

- Presentations will be in class during last two class meetings; slides are due by 1:00 pm on day of presentation. Presentation dates will be set later in semester.
- Presentations should consist of 5-8 slides:
  1. Title slide (includes paper title plus full name(s), date, course name & number)
  2. Research question
  3. Theory and hypotheses
  4. Methods and Data (could be 1-3 slides)
  5. Results and Conclusions (could be 1-2 slides)
- Slides should use consistent style.
- You may add images or other relevant visual design elements.

Grading rubric final paper presentation & slides:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Content: Discussion of research question, theory, analysis and conclusions</td>
<td>40%</td>
</tr>
<tr>
<td>Presentation Length and Errors: Contains 5-7 slides as noted above and no major typos or errors; stays within presentation time limit</td>
<td>20%</td>
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<tr>
<td>Visual display of information: slide format, graphics, picture placement, text size, etc.</td>
<td>20%</td>
</tr>
<tr>
<td>Engagement with audience &amp; speaking style: audible, clear, eye contact with audience (not reading too much)</td>
<td>20%</td>
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100%