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

Canvas Course URL: https://canvas.wisc.edu/courses/168312

Meeting Time and Location:  
Fall 2019, Mondays 1:20PM – 3:15PM, VAN HISE 587.

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

Instructor Availability:  
Office hours: Monday. 3:30-5:00, 316 North Hall, or by appointment.

Instructor Email/Preferred Contact: yherrera@wisc.edu

Course 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, publisher lists, and the Annual Reviews of Political Science 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>9-Sep</td>
<td>Course Introduction</td>
<td></td>
</tr>
<tr>
<td>16-Sep</td>
<td>Institutions and Institutional change</td>
<td>Nils Ringe</td>
</tr>
<tr>
<td>23-Sep</td>
<td>The State and Society</td>
<td>Aili Tripp</td>
</tr>
<tr>
<td>30-Sep</td>
<td>Contentious Politics and Revolutions</td>
<td></td>
</tr>
<tr>
<td>7-Oct</td>
<td>Regime Types: Definitions and Trajectories</td>
<td></td>
</tr>
<tr>
<td>14-Oct</td>
<td>Rule of Law</td>
<td>Kathryn Hendley</td>
</tr>
<tr>
<td>21-Oct</td>
<td>Legislatures and governance</td>
<td>Eleanor Powell</td>
</tr>
<tr>
<td>28-Oct</td>
<td>Parties</td>
<td>Steven Brooke</td>
</tr>
<tr>
<td>4-Nov</td>
<td>Voters and Elections</td>
<td>Eunsook Jung</td>
</tr>
<tr>
<td>11-Nov</td>
<td>Social Identities and Gender</td>
<td></td>
</tr>
<tr>
<td>18-Nov</td>
<td>Ethnic Politics and Nationalism</td>
<td>Nadav Shelef</td>
</tr>
<tr>
<td>25-Nov</td>
<td>Political Violence</td>
<td>Scott Straus</td>
</tr>
<tr>
<td>2-Dec</td>
<td>Development and Growth</td>
<td></td>
</tr>
<tr>
<td>9-Dec</td>
<td>Other Economic Outcomes</td>
<td></td>
</tr>
</tbody>
</table>

*on sabbatical in 2019-20: Rikhil Bhavnani and Erica Simmons*
Class Schedule

Week 1, Sept. 9

Introduction to course: No assigned reading.

Week 2, Sept. 16

Institutions and Institutional Change


Week 3, Sept. 23

The State and Society

Week 4, Sept. 30
Contentious Politics and Revolutions

- Pan, Jennifer and Alexandra A. Siegel. 2019. “How Saudi Crackdowns Fail to Silence Online Dissent.” (Conditionally Accepted at the *American Political Science Review* – Link to working paper)

Week 5, Oct. 7
Regime Types: Definitions and Trajectories

Week 6, Oct. 14

**Rule of Law**


Week 7, Oct. 21

**Legislatures and Governance**

Week 8, Oct. 28

Parties


Week 9, Nov. 4

Voters and Elections

Week 10, Nov. 11

Social Identities

• Enos, Ryan D. 2017. The space between us: Social geography and politics. Cambridge University Press. Chapters TBA.
• Paluck, Elizabeth Levy, Seth A. Green, and Donald P. Green. 2018. "The contact hypothesis re-evaluated." Behavioural Public Policy, 1-30.

Week 11, Nov. 18

Ethnic Politics and Nationalism

• Brancati, Dawn. 2006. "Decentralization: Fueling the fire or dampening the flames of ethnic conflict and secessionism?" International Organization 60:3, 651-685.
• Adida, Claire L., Nathan Combes, Adeline Lo, and Alex Verink. 2016. "The spousal bump: do cross-ethnic marriages increase political support in multiethnic democracies?" Comparative Political Studies 49:5, 635-661.
Week 12, Nov. 25

Political Violence


Week 13, Dec. 2

Development and Growth

Week 14, Dec. 9

**Other Economic Outcomes: Inequality, Redistribution, and Corruption**


---

Final Paper due Dec. 11th, 10:00 am
MAJOR GRADED WORK

In addition to reading, attending class, and participating in discussion, each week students will submit discussion questions. In addition for 3 weeks students sign up for a group presentation, and for six weeks students will submit written memos. The schedule for presentations and memo assignments will be set up on the first day of class.

1) Reading, Discussion Questions, and Participation: (3% x 13 = 39% 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, discussing it with other students before class, and coming to class prepared to 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/laptop to take notes and access readings, but doing other computer activity unrelated to the course during class will result in a lowered participation grade.
- Each student should post one question for discussion to the course website, by 10:00 am on Monday. Discussion questions must be based on the course readings, be of broad interest for class discussion, and be no longer than 50 words. Students should also be able to discuss or explain the question during class.

Grading rubric for reading, discussion questions, and participation in class discussions:

<table>
<thead>
<tr>
<th>Points</th>
<th>Attended class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Was attentive (did not engage in non-course-related activity, arrived late or leave during class)</td>
</tr>
<tr>
<td></td>
<td>Posted a &lt;50 word question by 10:00 am which was related to readings and of broad interest for discussion</td>
</tr>
<tr>
<td></td>
<td>Spoke at least one time and could answer questions correctly, and could share insight into one's own discussion question</td>
</tr>
<tr>
<td></td>
<td>Seemed in command of readings and material</td>
</tr>
<tr>
<td></td>
<td>Actively participated in discussion</td>
</tr>
<tr>
<td></td>
<td>Total points</td>
</tr>
</tbody>
</table>

10
2) **Memos** (5% x 6 = 30% of final grade)
For six of the weeks, each student will prepare a short memo based on the readings. The goals are to figure out what the contribution of each reading is, to categorize the readings, to make connections between readings, and to identify limitations of the readings.

All memos should:
1. Sort readings into types or categories (*this is an important conceptual task*) **using a set of subheadings**, and should briefly explain the categorization in the discussion of texts.
2. Highlight key contributions of each work; this should not be merely a restatement of the abstract. Consider why the work was published, and why it was assigned.
3. Make connections among the readings; do not just discuss each text individually; explain how readings are related to each other.
4. Highlight a limitation or criticism in one or more works, or the readings as a group (e.g. something left out, wrong, or that you disagree with).

Other requirements: All memos should:
- All memos should discuss all readings for the week; be written in prose (not bullet points);
- Have a name, date, **title and subheadings**; be no longer than 2 single-spaced pages (12-point font, 1-inch margins);
- **Be posted on the class website as a PDF by 10 am on Monday.** Late memos marked down 1 point for every 30 minutes late; memos will not be accepted after 1:00 pm.

**Memo grading rubric:**

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Turned in on time, meets 2-page limit, and contains a title and clearly marked subheadings; no typos or errors</td>
</tr>
<tr>
<td>1</td>
<td>Reasonable categorization and subheadings</td>
</tr>
<tr>
<td>1</td>
<td>Key contributions were accurately identified</td>
</tr>
<tr>
<td>1</td>
<td>Criticism is reasonable and accurate</td>
</tr>
<tr>
<td>1</td>
<td>Discussion of most readings was integrated</td>
</tr>
<tr>
<td>1</td>
<td>Contained original or innovative analysis of readings</td>
</tr>
<tr>
<td>10</td>
<td>Total points</td>
</tr>
</tbody>
</table>
3) **Group Presentations:** (3% x 3 = 9% 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 a curated list of approximately 5-6 short, edited discussion questions based on questions submitted by students and the presenters own questions.
- 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 three (with 2-3 other students).
- **Slides should be uploaded to Canvas by 1:00 pm on Mondays.**

Presentation grading rubric

| Slides looked professional: not too much text, consistent and correct fonts, sizes, etc. and no errors. Images were appropriate and not distracting. | 3 |
| Discussion questions were well-curated: clear, not too long, not redundant | 1 |
| Content: Reasonable thematic organization of readings, innovative analysis, including highlighting key contributions and criticisms | 3 |
| Delivery: Stayed within 10 minutes and 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 | 3 |
| | 10 |
5) Final Paper: (22% 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 literatures. 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 that are related to your research interests (not all from the same week). 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 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:
   - 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, but do not include works not 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. 11th, 10 am.** 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>Item</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turned in on time, proper citation of sources; no typos or errors; within the word limit.</td>
<td>4</td>
</tr>
<tr>
<td>Title and subheadings are sensible</td>
<td>2</td>
</tr>
<tr>
<td>Discussion of field of interest makes the potential research contribution clear</td>
<td>2</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>2</td>
</tr>
</tbody>
</table>

**Total: 10 points**
GRADING

Summary of course requirements and grading (see details below)
1. Reading, discussion questions, and participation in class (3% x 13) 39%
2. Memos (5% x 6) 30%
3. Group presentations (3% x 3) 9%
4. Final Paper 22%

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%

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 12 rather than 13 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 a week beyond the deadline, but they are due at 10 am on the following Monday.
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.
OFFICIAL COURSE DESCRIPTION

Course Description from http://guide.wisc.edu/courses/poli_sci/: 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

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

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

Credits: 3

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.

Course Learning Outcomes:
Learning outcomes for this course correspond to the five Political Science B.A. Learning Outcomes: http://guide.wisc.edu/undergraduate/letters-science/political-science/political-science-ba/ - learningoutcomestext:
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 "Course goals" above

HOMEWORK & OTHER ASSIGNMENTS
See above under "EXAMS, QUIZZES, PAPERS & OTHER MAJOR GRADED WORK"

REQUIRED TEXTBOOK, SOFTWARE & OTHER COURSE MATERIALS
Most readings are available online via the library or will be on the course website
RULES, RIGHTS & RESPONSIBILITIES
See the Guide’s to Rules, Rights and Responsibilities: http://guide.wisc.edu/undergraduate/#rulesrightsandresponsibilitiestext

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/